

Cover Sheet: Request 12117

PHA5XXX Advanced Pharmacy Practice Experience Readiness

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Diane Beck beck@cop.ufl.edu
Created	11/23/2017 3:43:17 PM
Updated	11/24/2017 3:10:33 PM
Description of request	<p>This course provides a capstone experience that transitions students from the first three years of the curriculum to the final year which consists of Advanced Pharmacy Practice Experiences. (APPEs) APPEs occur in the actual practice setting and the student is supervised by a preceptor.</p> <p>Accreditation standards now require that Pharm.D. programs document and assess student readiness for APPEs. This course and the milestones will achieve this accreditation requirement.</p> <p>Since this simulates APPEs and requires 1 week of simulated practice experiences (M-F - 40 hrs) is equal to 1 credit hour .</p>

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COP - Interdisciplinary Studies	Diane Beck		11/24/2017
PHA5XXX Advanced Pharmacy Practice Experience Readiness.docx					11/23/2017
College	Approved	COP - College of Pharmacy	Diane Beck		11/24/2017
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			11/24/2017
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 12117

Info

Request: PHA5XXX Advanced Pharmacy Practice Experience Readiness

Description of request: This course provides a capstone experience that transitions students from the first three years of the curriculum to the final year which consists of Advanced Pharmacy Practice Experiences. (APPEs) APPEs occur in the actual practice setting and the student is supervised by a preceptor.

Accreditation standards now require that Pharm.D. programs document and assess student readiness for APPEs. This course and the milestones will achieve this accreditation requirement.

Since this simulates APPEs and requires 1 week of simulated practice experiences (M-F - 40 hrs) is equal to 1 credit hour .

Submitter: Diane Beck beck@cop.ufl.edu

Created: 11/23/2017 3:21:48 PM

Form version: 1

Responses

Recommended PrefixPHA

Course Level 5

Number XXX

Category of Instruction Advanced

Lab Code None

Course TitleAdvanced Pharmacy Practice Experience Readiness

Transcript TitleAPPE Readiness

Degree TypeProfessional

Delivery Method(s)4637,4638,4639On-Campus, Off-Campus, Online

Co-ListingNo

Co-Listing ExplanationNot Applicable

Effective Term Summer

Effective Year2018

Rotating Topic?No

Repeatable Credit?No

Amount of Credit1

S/U Only?Yes

Contact Type Regularly Scheduled

Weekly Contact Hours 40

Course Description Offers students with a capstone experience that provides a transition from the first three years of the curriculum to the fourth year of Advanced Pharmacy Practice Experiences (APPE). The capstone experience provides learning activities and assessments that simulate student responsibilities during an APPE.

Prerequisites Completion of all coursework in Blocks 1-18 of the Pharm.D. curriculum.

Co-requisites None

Rationale and Placement in Curriculum This course provides a capstone experience that transitions students from the first three years of the curriculum to the final year which consists of Advanced Pharmacy Practice Experiences. (APPEs) APPEs occur in the actual practice setting and the student is supervised by a preceptor.

Accreditation standards now require that Pharm.D. programs document and assess student readiness for APPEs. This course and the milestones will achieve this accreditation requirement.

Course Objectives Upon completion of this course, the student will be able to:

1. Demonstrate time-management skills necessary to balance multiple practice-related responsibilities with attention to patient care priorities.
2. Perform simulations related to practice tasks that are student expectations during APPEs and

are related to the entrustable professional activities and the Pharmacists' Patient Care Process. Specifically:

- a. Collect information to identify a patient's medication-related problems and health-related needs.
- b. Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.
- c. 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
- d. Implement a care plan in collaboration with the patient, caregivers, and other health professionals.
- e. Follow-up and monitor a care plan.
- f. Collaborate as a member of an interprofessional team.
- g. Identify patients at risk for prevalent diseases in a population.
- h. Minimize adverse drug events and medication errors.
- i. Maximize the appropriate use of medications in a population.
- j.

Ensure that patients have been immunized against vaccine-preventable diseases.

- k. Educate patients and professional colleagues regarding the appropriate use of medications.
 - l. Use evidence-based information to advance patient care.
 - m. Fulfill a medication order.
3. Demonstrate professional demeanor including communication skills during all activities that occur during the course.

Course Textbook(s) and/or Other Assigned Reading Each student will develop a set of electronic and paper-based resources to personally use when accomplishing the week of activity. These resources must fit within the student's lab coat pocket.

The student may also use their personal laptop to access online resources such as the following:

- AccessPharmacy, McGraw-Hill Professional, New York, NY (This resource is available through the UF Health Science Center Library.)
<http://accesspharmacy.mhmedical.com/book.aspx?bookid=1593> - The following resources will be frequently used:
 - o Nemire R, Kier K, Assa-Eley MT. Pharmacy Student Survival Guide. 3rd Edition. McGraw-Hill.
 - o Brunton L. Goodman and Gilman's The Pharmacological Basis of Therapeutics, McGraw-Hill Professional, New York, NY, 12th Edition, 2011. ISBN-13:978-0071624428; ISBN-10:0071624422 (Available in Access Pharmacy)
 - o Dipiro, J, Talbert R, Yee G, Matzke G, Wells B, Posey L. Pharmacotherapy – A pathophysiologic approach. McGraw-Hill Professional, New York, NY, 10th Edition, 2017. ISBN-13: 978-1259587481; ISBN-10: 1259587487 (Available in Access Pharmacy)
 - o Other available resources include: Multiple textbooks, Calculators, Pharmacotherapy Casebook and Care Plans, Cases, Self-Assessments and Multimedia Videos

Weekly Schedule of Topics This is a 1 week experience (M-F for 40 hrs) that will simulate responsibilities during an APPE. The following outlines the week experience:

Prior to start of the week:

Contact Preceptor via Email

Identify a set of information resources to refer to during the experience

Submit data collection form that will be used during the week

Complete self-assessments and survey

Monday:

Work up 2 patients for rounds on Tuesday

Recommend a dose of vancomycin for a patient

Recommend TPN for a patient

Review Protocols

Receive an assigned discussion topic

Tuesday:

Participate in rounds on the patients assigned on Monday and 1 additional new patient will be given

An inservice topic will be assigned for presentation later in the week.
Respond to a drug information question
Interpret vancomycin level and recommend a dosage
Follow up on patient receiving TPN; adjust TPN based on labs

Wednesday:

Topic Discussion
Follow up on Assigned patients (identify ADR or medication error)
Follow up on Assigned patients (monitoring)
Follow up on Assigned patients (drug interactions)
Transition of Care on a discharged patient
Warfarin Counseling
Medication reconciliation

Thursday:

Interprofessional Team activity
Give inservice
Follow up on assigned patients
Verification assessment
Follow patient on a protocol

Friday:

Recommend therapy based on formulary
Community order review
Community - provide self-care
Clinic (EMQs about immunization)
MTM- Write a CMR Note
Self-assessment
Evaluate the Experience

Links and Policies The Policies in the following link apply to this course. Review the Pharm.D. Course Policies carefully, at this URL: <http://curriculum.pharmacy.ufl.edu/current-students/course-policies/>

Grading Scheme The student must satisfactorily complete each of the following. On individual items - A remediation plan will be developed if a student does not achieve the initial score needed for a grade of satisfactory.

Email to preceptor (Rubric in Appendix A) - Must achieve score of at least 12/15
Participation in Rounds (Rubric in Appendix B) - Must achieve a score of E or C
Topic Discussion (Rubric in Appendix D) - Must achieve a score of E or C
Extended Matching Questions (MCQs) - Must achieve a total score of at least 69.5%
Inservice Presentation (Rubric in Appendix D) - - Must achieve a score of E or C

Instructor(s) Lisa Vandervoort, Pharm.D.

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PHA5XXX Advanced Pharmacy Practice Experience Readiness

Summer 2018

1 Credit Hours – [Satisfactory-Unsatisfactory Grading]

This course offers students with a capstone experience that provides a transition from the first three years of the curriculum to the fourth year of Advanced Pharmacy Practice Experiences (APPE). The capstone experience provides learning activities and assessments that simulate student responsibilities during an APPE.

Teaching Partnership Leader

Lisa Vandervoort, Pharm.D.

- Email: lvandervoort@cop.ufl.edu
- Office:
- Phone:
- Office Hours: By appointment ONLY.

See Appendix A. for Course Directory of Faculty and Staff Contact Information.

Entrustable Professional Activities

This course will prepare you to perform the following activities which the public entrusts a Pharmacist to perform:

1. Collect information to identify a patient's medication-related problems and health-related needs.
2. Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.
3. 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
4. Implement a care plan in collaboration with the patient, caregivers, and other health professionals.
5. Follow-up and monitor a care plan.
6. Collaborate as a member of an interprofessional team.
7. Identify patients at risk for prevalent diseases in a population.
8. Minimize adverse drug events and medication errors.
9. Maximize the appropriate use of medications in a population.
10. Ensure that patients have been immunized against vaccine-preventable diseases.
11. Educate patients and professional colleagues regarding the appropriate use of medications.
12. Use evidence-based information to advance patient care.

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13. Fulfill a medication order.

Course-Level Objectives

Upon completion of this course, the student will be able to:

1. Demonstrate time-management skills necessary to balance multiple practice-related responsibilities with attention to patient care priorities.
2. Perform simulations related to practice tasks that are student expectations during APPES and are related to the entrustable professional activities and the Pharmacists' Patient Care Process. Specifically:
 - a. Collect information to identify a patient's medication-related problems and health-related needs.
 - b. Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.
 - c. 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
 - d. Implement a care plan in collaboration with the patient, caregivers, and other health professionals.
 - e. Follow-up and monitor a care plan.
 - f. Collaborate as a member of an interprofessional team.
 - g. Identify patients at risk for prevalent diseases in a population.
 - h. Minimize adverse drug events and medication errors.
 - i. Maximize the appropriate use of medications in a population.
 - j. Ensure that patients have been immunized against vaccine-preventable diseases.
 - k. Educate patients and professional colleagues regarding the appropriate use of medications.
 - l. Use evidence-based information to advance patient care.
 - m. Fulfill a medication order.
3. Demonstrate professional demeanor including communication skills during all activities that occur during the course.

Course Pre-requisites

1. Completion of all coursework in Blocks 1-18 of the Pharm.D. curriculum.

Course Co-requisites

1. None.

Course Outline

Please routinely check your campus calendar and the Canvas course site for any messages about changes in the schedule including meeting dates/times, deadlines, and room changes.

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Day	Activity	No. of faculty	Assign/Assess	Graded By	Time	Course Objective
Prior to the Pre-APPE Experience	Contact Preceptor via an email	0	Email is graded (written professional communication)	Academic Specialist	1	3
	Identify a set of information resources (must fit in coat pocket)	0	Ungraded activity that prepares student for completing week activities	Ungraded	2	2l
	Submit data collection form	0	Data form	Academic Specialist	1	2a
	Self assess/survey	0	Self assessment	Academic Specialist	0.5	4 (Self-Awareness)
Monday	Work up 2 patients for rounds on Tuesday	0	Ungraded activity that prepares student for completing week activities	Ungraded	5	2a. Collect information to identify a patient's medication-related problems and health-related needs. 2b. Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.
	Recommend a dose of vancomycin for a patient	0	SOAP note	Peer	1.5	2c. 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

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	Recommend TPN for a patient	0	SOAP note	Peer (assessment)	1.5	2c. 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
	Review Protocols	0	Ungraded activity that prepares student for completing week activities	Later evaluated	0	Assigned and later evaluated
	Given topic discussion	0	Ungraded activity that prepares student for completing activity later in week	Later evaluated	0	Assigned and later evaluated
Tuesday	Participate in Rounds on the patients assigned on Monday and 1 new patient	1 fac 2 hr session per 6 students – 10 faculty all day	Faculty member will role play serving as the attending and assess each student's Communication skills and preparedness for rounds	Faculty evaluation using a rubric	4	2a. Collect information to identify a patient's medication-related problems and health-related needs. 2b. Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs. 2c. Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health

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						professionals that is evidence-based and cost-effective
	Get inservice topic	On rounds	Ungraded activity that prepares student for completing activity later in week	Later evaluated	0	Assigned and later evaluated
	Respond to Drug Information question	0	Submit response to the drug information via the drug information form	Faculty/TA	1	2l. Use evidence-based information to advance patient care.
	Interpret Vancomycin level and recommend dosage	0	SOAP note	Peer	1	2d. Implement a care plan in collaboration with the patient, caregivers, and other health professionals.
	Follow up on patient receiving TPN; adjust TPN based on labs	0	SOAP note	Peer	1	2d. Implement a care plan in collaboration with the patient, caregivers, and other health professionals.
Wednesday	Topic Discussion	5 faculty (all day)	Faculty will grade a brief presentation and handout using a rubric	Faculty	1	2k. Educate patients and professional colleagues regarding the appropriate use of medications
	Follow up on assigned patients #1 (patients from rounds - monitoring) – identify ADR or Medication Error	0	Extended Matching Questions (EMQs) to assess: 1) ADR, 2) medication error		2	2h. Minimize adverse drug events and medication errors. 2e. Follow-up and monitor a care plan.
	Follow up on assigned patients #2 (patients from		EMQs to assess: 1) treatment plan, 2) manage drug interactions, 3) select monitoring parameters,		0.5	2c. Establish patient-centered goals and create a care plan for a patient in

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	rounds - monitoring)		4) time interval for monitoring parameters, 5) patient specific education plan			collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective
	Follow up on assigned patients #2 (patients from rounds - monitoring) Identify Drug Interactions	0	EMQs to identify drug interactions	Canvas	1	2b. Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.
	Transition of Care on a discharged patient	0 (Triads)	Peer evaluation	Peer	1	2e. Follow-up an monitor a care plan.
	Warfarin Counseling	0 (Triads)	Peer evaluation/note	Peer	1	2d. Implement a care plan in collaboration with the patient, caregivers, and other health professionals.
	Medication Reconciliation	0 (Triads)	Peer evaluation (submit in NeehrPerfect)	Peer (assess sign out)	1	2b. Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.
Thursday	Interprofessional Team	TBD	TBD	TBD	2	2f. Collaborate as a member of an interprofessional team.

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	Give inservice	5 faculty (all day)	Faculty will grade a brief presentation and handout using a rubric	Faculty	1 +4	2k. Educate patients and professional colleagues regarding the appropriate use of medications.
	Follow up on assigned patients #1	0	EMQs	Academic Coordinator	0.5	2e. Follow-up and monitor a care plan.
	Follow up on assigned patients #2	0	SOAP	Academic Coordinator	1	2d. Implement a care plan in collaboration with the patient, caregivers, and other health professionals.
	Verification Assessment	0	EMQs	Academic Coordinator	1	2m. Fulfill a medication order.
	Follow patient on a protocol	0	EMQs	Academic Coordinator	1	2c. 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
Friday	Recommend therapy based on formulary		EMQs		1	2i. Maximize the appropriate use of medications in a population.
	Community #1 Order Reviews		EMQs Compound/Counsel		1	2m. Fulfill a medication order.
	Community #2	TBD	Self Care	Live	2	2d. Implement a care plan in collaboration with the patient, caregivers, and other health professionals.
	Clinic	0	EMQs Immunization: Determine whether a		0.5	2j. Ensure that patients have

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			patient is eligible/has received CDC recommended immunizations			been immunized against vaccine-preventable diseases.
	MTM	0	CMR note	Peer	1	2b. Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.
	Self assessment	0	Self Assessment	Academic Sp.	0.5	4. Self-Awareness
	Evaluate the experience	0	Evaluation	Academic Sp.	0.5	
	Total (Experiential Hours where 40 contact hrs = 1 credit hr)				44	

Required Textbooks/Readings

Each student will develop a set of electronic and paper-based resources to personally use when accomplishing the week of activity. These resources must fit within the student's lab coat pocket.

The student may also use their personal laptop to access online resources such as the following:

- AccessPharmacy, McGraw-Hill Professional, New York, NY (This resource is available through the UF Health Science Center Library.) <http://accesspharmacy.mhmedical.com/book.aspx?bookid=1593> - The following resources will be frequently used:
 - Nemire R, Kier K, Assa-Eley MT. Pharmacy Student Survival Guide. 3rd Edition. McGraw-Hill.
 - Brunton L. Goodman and Gilman's The Pharmacological Basis of Therapeutics, McGraw-Hill Professional, New York, NY, 12th Edition, 2011. ISBN-13:978-0071624428; ISBN-10:0071624422 (Available in Access Pharmacy)
 - Dipiro, J, Talbert R, Yee G, Matzke G, Wells B, Posey L. Pharmacotherapy – A pathophysiologic approach. McGraw-Hill Professional, New York, NY, 10th Edition, 2017. ISBN-13: 978-1259587481; ISBN-10: 1259587487 (Available in Access Pharmacy)
 - Other available resources include: Multiple textbooks, Calculators, Pharmacotherapy Casebook and Care Plans, Cases, Self-Assessments and Multimedia Videos

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- Krinsky DL, Ferreri SP, Hemstreet B, et al. Handbook of nonprescription drugs: An interactive approach to self-care. 18th ed. Washington, D.C.: American Pharmacists Association; 2015.

Guidance with textbooks/readings available online via the UF libraries

1. Use [UF VPN to access UF Libraries Resources](#) when off-campus.
2. The UF HSC library staff can assist you with questions or issues related to accessing online library materials. For assistance contact your College of Pharmacy librarian or visit the [HSC Library Website](#) at this URL: <http://www.library.health.ufl.edu/>

Suggested Textbooks/Readings

- The student is also expected to retrieve primary literature references as needed to address patient care needs. These may be accessed through the UF Health Sciences Center Library.

Other Required Learning Resources

N/A

Materials & Supplies Fees

None

Student Evaluation & Grading

This course is pass/fail. In order to pass the course, you must receive an overall course grade of **69.50%**

[The Canvas© gradebook will be set-up using the percentages below to compute the grade.]

Assessment Item	Grade Percentage
Email to Preceptor (Prior to Pre-APPE Experience) – Rubric in Appendix A	Total score of at least 12/15
Participation in Rounds (Tuesday) – Rubric in Appendix B	20%
Drug Information Response (Tuesday) – Rubric in Appendix C	10%
Topic Discussion (Wednesday) – Rubric in Appendix D	10%
Extended Matching Questions (Wednesday)	Total score of at least 69.5%
Inservice (Thursday) – Rubric in Appendix D	10%
Extended Matching Questions (Thursday)	Total score of at least 69.5%
Extended Matching Questions (Friday)	Total score of at least 69.5%

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Assessment Item	Grade Percentage
Self-Assessments must be completed to pass the course	Must be submitted to pass the course
Total	
Total	100%

***Note that up to 5 additional points may be deducted from final course grade for unexcused absences, tardiness, and other forms of unprofessional behavior according to the Professionalism Assessments policy described elsewhere in syllabus.**

Rounding of grades:

Final grades in Canvas will be rounded to the 2nd decimal place. If the decimal is X.495 or higher, Canvas will round the grade to X.50. The above scale depicts this policy and grades are determined accordingly. Grade assignment is made using this policy and NO EXCEPTIONS will be made in situations where a student's grade is "close."

Educational Technology Use

The following technology below will be used during the course and the student must have the appropriate technology and software.

1. ExamSoft™ Testing Platform
2. Canvas™ Learning Management System

For technical support, navigate to [Educational Technology and IT Support Contact Information](http://curriculum.pharmacy.ufl.edu/current-students/technical-help/) at this URL:
<http://curriculum.pharmacy.ufl.edu/current-students/technical-help/>

Pharm.D. Course Policies

The Policies in the following link apply to this course. Review the [Pharm.D. Course Policies](http://curriculum.pharmacy.ufl.edu/current-students/course-policies/) carefully, at this URL:
<http://curriculum.pharmacy.ufl.edu/current-students/course-policies/>

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Appendix A. Course Directory

Teaching Partnership Leader/Course Director:

Lisa Vandervoort, Pharm.D.

Email: lvandervoort@cop.ufl.edu

Office:

Phone:

Office Hours: By appointment ONLY.

Questions to Ask:

- Concerns about performance
- Guidance when there are performance problems (failing grades)
- General questions about content

Academic Coordinator:

TBD

Email:

Office:

Phone:

Absence/Tardy Email: absent3pd@cop.ufl.edu (Visit the [course policy site](#) for further instructions)

Educational Coordinators:

McKenzie Wallen

Email: mwallen@cop.ufl.edu

Office: Jacksonville Campus

Victoria Savosh

Email: vsavosh@cop.ufl.edu

Office: Orlando Campus

Questions to Ask:

- Issues related to course policies (absences, make up exams, missed attendance)
- Absence/tardy requests (Only the Academic Coordinator handles absence requests)
- Questions about dates, deadlines, meeting place
- Availability of handouts and other course materials
- Assignment directions
- Questions about grade entries in gradebook (missing grades, incorrect grade)
- Assistance with ExamSoft® (Distance campus students may contact the Educational Coordinator for use of SofTest and assistance during exams. The Academic Coordinator is the contact person for issues related to grading and posting of ExamSoft grades.)

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Other Teaching Partnership Faculty Members:

TBD

Email:

Office:

Phone:

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Appendix A. Email Rubric

	Unsatisfactory 0 points	Needs Improvement 1 point	Good 2 points	Excellent 3 points	Total
Subject Line	No subject line included with email	Subject line has 2 or more of the following: errors (spelling or grammar, punctuation); does not describe the message	Subject line has 1 of the following: errors (spelling or grammar, punctuation); does not describe the message	Subject line has no errors (spelling or grammar, punctuation) and describes the message	
Grammar and Spelling	Message contains more than 3 errors in grammar, punctuation, and/or spelling and/or contains sentence fragments or run-on sentences.	Message contains more than 2 errors in grammar, punctuation, and/or spelling and/or contains sentence fragments or run-on sentences.	Message contains more than 1 error in grammar, punctuation, and/or spelling and/or contains sentence fragments or run-on sentences.	Message contains no errors in grammar, punctuation, and/or spelling and/or contains sentence fragments or run-on sentences.	
Ideas	Information does not covers the information a preceptor needs to know and/or sentences have no organized train of thought.	Information covers the information a preceptor needs to know. However, it took more than one reading to figure out what the email was about.	Information covers the information a preceptor needs to know. Ideas are expressed in a clear manner; but, organization could have been better.	Information covers the information a preceptor needs to know. Ideas were expressed in a clear and organized fashion.	
Formality	Unprofessional. There are 3 or more errors in formal word choice. This letter is rather informal for a preceptor.	Unprofessional. There are 2 or more errors in formal word choice.	Professional. There is 1 instance where word choice or sentence structure could be improved so it is more	Professional. Word choice and sentence structure is appropriate for a preceptor.	

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			appropriate for a preceptor.		
Closing and Signature	No complementary closing or signature included in email.	Email contains a complementary closing. However, several items are missing from the signature.	Email contains a complementary closing. However, one item is missing from the signature.	Email contains a complementary closing and the signature includes all items.	

Total Possible Points = 15

Student must achieve a score of at least 12/15 to pass.

Reference: <http://www.rcampus.com/rubricshowc.cfm?code=G56396&sp=true>

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Appendix B. Rubric To Evaluate Rounding Experience

The student must achieve an E or C score on each item to pass the course requirement. If a student receives a D, the student will be provided remediation to achieve a passing course.

Competency #2 Disease State Knowledge

12. Discusses pathophysiology of disease(s).

E Demonstrates through verbal and/or written discussion complete knowledge of disease pathophysiology of topics selected by preceptor.

C With preceptor guidance the student is able to demonstrate appropriate knowledge through verbal and/or written discussion of disease pathophysiology of topics selected by the preceptor.

D Even with preceptor guidance the student is unable to discuss orally and in writing the disease pathophysiology of selected topics.

NA

13. Synthesizes basic science and clinical information to appropriately identify patient problems.

E Independent of preceptor's guidance, the student is able to demonstrate through verbal and/or written discussion, the application of basic science and clinical information to appropriately identify patient problems.

C With guidance from preceptor, the student is able to demonstrate verbally and/or in writing the application of basic science and clinical information to appropriately identify patient problems.

D Even with preceptor guidance the student is unable to apply basic science and clinical information to appropriately identify patient problems.

NA

14. Applies knowledge of the pathophysiology of a specific disease to prevent medication-related problems.

E Independent of the preceptor's guidance, the student is able to demonstrate the application of disease pathophysiology to prevent medication-related problems through verbal and written discussions.

C With the preceptor's guidance the student is able to demonstrate through verbal and/or written discussion(s), the application of disease pathophysiology to prevent medication-related problems.

D Even with preceptor guidance the student is unable to apply disease pathophysiology to prevent medication-related problems.

NA

15. Uses appropriate critical pathways, clinical practice guidelines, and disease management protocols in the delivery of pharmaceutical care.

E Able to independently assess level of evidence used in protocol development. Able to independently participate in disease management program as part of

an interdisciplinary team. Able to use appropriate process or outcome measures to evaluate successful protocol.

C With guidance from the preceptor, the student is able to assess level of evidence used in protocol development. Understands principles of disease management and can discuss role of pathways and guidelines in delivering care. Able to identify appropriate process or outcome measures with preceptor

guidance to fully implement them.

D Even with guidance from the preceptor student is not able to assess level of evidence used in protocol development. Cannot explain disease

management

nor discuss role pathways or guidelines in disease management. Cannot identify appropriate process or outcome measures and needs assistance of the preceptor or another colleague to identify them.

NA

16. Assesses the needs of the target population relative to disease prevention/detection.

E Independently assesses the needs of the target population for disease prevention/detection.

C With guidance from preceptor, the student is able to assess the needs of the target population for disease prevention/detection.

D Even with preceptor guidance, the student is unable to assess the needs of the target population for disease prevention/detection.

NA

17. Selects and implements an appropriate strategy to prevent (i.e. immunizations) or detect (i.e. blood cholesterol screening) disease in the target population.

E Independently selects and implements appropriate strategies to prevent or detect disease in the target population.

C Requires guidance from preceptor in the selection and implementation of appropriate strategies to prevent or detect disease in the target population.

D Even with preceptor guidance the student is unable to select or implement the appropriate strategies to prevent or detect disease in the target population.

NA

19. Disease State Knowledge Comments: No Comments Entered

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Competency #3 Drug Therapy Evaluation and Development

20. Synthesizes complete patient history and laboratory and physical exam data to identify problems.

E Independently synthesizes complete patient history, laboratory and physical exam data (collects this data if necessary) to identify most if not all problems.

C With preceptor guidance synthesizes complete patient history, laboratory and physical exam data (using incomplete data at times) to identify the most critical problems.

D Even with preceptor guidance, the student has difficulty synthesizing patient history, laboratory and physical exam data (makes no effort to fill in the gaps in information) to identify problems.

NA

21. Identifies and prioritizes both actual and potential drug related problem stating rationale.

E Independently identifies and prioritizes most if not all actual and potential drug related problems stating rationale for prioritization.

C With guidance from the preceptor identifies and prioritizes the most critical actual and potential drug related problems stating rationale for prioritization

when necessary.

D Even with preceptor guidance, the student has difficulty identifying and prioritizing both actual and potential drug related problems. Does not state rationale

for prioritization. Assistance required to prevent errors.

NA

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22. Identifies problems that require emergency medical attention.

E Independently identifies any problems that require emergency medical attention and also identifies what steps should be taken to activate emergency procedures.

C With preceptor guidance identifies problems that require emergency medical attention and also identifies who to contact to determine what steps should be

taken to activate emergency procedures with occasional assistance.

D Even with guidance from the preceptor, the student is not able to identify problems that require emergency medical attention and also does not know who to

contact to determine what steps should be taken to activate emergency procedures. Preceptor intervention required to prevent errors.

NA

23. Designs and evaluates treatment regimens for optimal outcomes using pharmacokinetic data and drug formulation data.

E Independently designs and evaluates most if not all treatment regimens for optimal outcomes using pharmacokinetic data and drug formulation data.

C Designs and evaluates the most critical treatment regimens for optimal outcomes using pharmacokinetic data and drug formulation data. Requires preceptor's assistance for a more detailed evaluation.

D Even with preceptor's guidance, the student is not able to design or evaluate regimens for optimal outcomes using pharmacokinetic data and drug formulation data. Preceptor intervention required to prevent errors.

NA

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Appendix C: Rubric for Evaluating Drug Information Question

The student must achieve an E or C score on each item to pass the course requirement. If a student receives a D, the student will be provided remediation to achieve a passing course.

68. **Selects the best available resource for answering a drug related request.**

E Independently and consistently selects an appropriate resource for answering the drug related request.

C Selects viable resources sometimes the optimal resource. Sometimes needs assistance.

D Does not select a viable resource, requires assistance to do so.

NA

69. **Demonstrates the ability to use other information resources (this includes poison control centers, pharmaceutical companies and federal agencies).**

E Consistently and independently makes appropriate decision regarding the use of other information resources when necessary to answer questions.

C Makes appropriate decisions regarding the use of other information resources when necessary to answer questions, but may require guidance to do so.

D Makes inappropriate decisions about when to use other resources or does not seek them at all.

NA

70. **Generates correct answers to questions in a timely and systematic manner.**

E Consistently and independently answers questions in a timely and systemic manner.

C Consistently answers questions correctly but requires some assistance to be timely and systematic.

D Sometimes answers questions incorrectly or answers question in a time frame that is unacceptable or with improper documentation.

NA

71. **Can define primary, secondary and tertiary references.**

E Can independently define references as primary, secondary and tertiary.

C Sometimes requires assistance in defining references as primary, secondary and tertiary.

D Is unable to define references as primary, secondary and tertiary.

NA

72. **Is able to discuss the organization and operation of the Pharmacy and Therapeutics Committee (or its equivalent depending on the site). (Specific responsibilities would include formulary management and drug usage evaluation process).**

E Consistently and accurately discusses all aspects of the organization and operation of the Pharmacy and Therapeutics Committee.

C Has some difficulty in accurately discussing all aspects of the organization and operation of the Pharmacy and Therapeutics Committee.

D Is unable to discuss any aspect of the organization and operation of the Pharmacy and Therapeutics Committee.

NA

73. **Demonstrates the ability to interpret descriptive statistics and inferential statistical tests using assessment tools commonly reported in medical and pharmaceutical literature.**

E Independently interprets the literature for appropriate use of statistical methods. Discusses the role of the assessment methodology.

C Interprets the literature for appropriate use of statistical methods. Discusses the role of the assessment methodology. May require assistance from preceptor.

D Is not able to interpret the literature for appropriate use of statistical methods or discuss the role of the assessment methodology even with assistance from

preceptor.

NA

74. **Critically analyzes the design, methodology, results, and conclusions of a given published study.**

E Independently completes accurate analysis of the study.

C Completes accurate analysis of the study but may require assistance from preceptor to determine nuances.

D Is unable to complete accurate analysis of the study even when assistance from preceptor is provided.

NA

75. **Compares and contrasts the approaches to clinical practice guideline(CPG) development and the concept of evidence-based medicine (EBM).**

E Independently discusses the differences and similarities of CPGs and EBM and provides supporting documentation.

C Discusses the differences and similarities of CPGs and EBM and provides supporting documentation may miss minor nuances, or require assistance from

preceptor.

D Can not define nor demonstrate any insight regarding CPGs and EBM even when assistance from preceptor is provided.

NA

77. **Drug Information Comments:** No Comments Entered

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Appendix D: Topic Discussion and Inservice Evaluation

The student must achieve an E or C score on each item to pass the course requirement. If a student receives a D, the student will be provided remediation to achieve a passing course.

78. Provides list of references that support an adequate review of the literature.

E Provides a comprehensive and relevant list of supportive references.

C Provides an adequate list of supportive references.

D Does not provide an acceptable list of relevant references to support the presentation.

NA

79. Delivers a content correct presentation based on the assignment parameters.

E Consistently and independently delivers a clear, concise, informative presentation(s) based on the assignment parameters emphasizing all important points.

C Delivers a presentation(s) that is accurate, organized and complete with emphasis on some important points. Requires some guidance.

D Delivers a presentation that is of poor quality, disorganized, and incomplete.

NA

80. Communicates correct information that is understood and useable by the audience.

E Communicates information that is clear, concise and very useable by the audience.

C Communicates accurate information that is understood and somewhat useable by the audience.

D Communicates information that is inaccurate and of no benefit to audience.

NA

81. Uses appropriate verbal and non-verbal communication skills (inclusive of body language).

E Consistently uses verbal and non-verbal communication with the ease of a mature professional.

C Uses appropriate verbal and non-verbal communication.

D Uses inappropriate verbal and non-verbal communication.

NA

82. Utilizes audiovisual aids and technology that enhance delivery and understanding of the presentation.

E Utilizes highly effective audiovisual aids and technology that enhance the delivery and understanding of the presentation.

C Utilizes audiovisual aids and technology during the presentation to enhance delivery and understanding

D Does not utilize audiovisual aids and technology to reinforce the delivery and understanding of the presentation.

NA

83. Utilizes time allotted for presentation efficiently and effectively.

E Presents a thorough, complete presentation efficiently in the allotted time frame.

C Presents a complete presentation in a timely manner.

D Does not deliver the complete presentation in the allotted time frame.

NA

84. Generates feedback from the audience by asking questions.

E Consistently promotes the active engagement of the audience by asking questions and encouraging participation. Presentation generates thoughtful questions and highly supportive comments from the audience.

C Promotes the active engagement of the audience by asking questions and encouraging participation. Presentation generates some questions and supportive comments from the audience.

D Infrequently promotes the active engagement of the audience by asking questions and encouraging participation. Presentation does not generate any meaningful questions or comments from the audience.

NA

85. Demonstrates a knowledge base sufficient for the topic of discussion.

E Highly knowledgeable in all aspects relevant to the topics of discussion.

C Sufficiently knowledgeable in most relevant aspects of the topics of discussion

D Insufficiently knowledgeable in the most relevant aspects of the topic of discussion. Lacks the minimum knowledge base needed for discussion.

NA

86. Correctly synthesizes enthusiasm, verbal skills, non-verbal skills, and audiovisual aids to produce a presentation, which gains and keeps the audience's attention.

E Delivers a highly professional presentation using skills and behaviors that are at the level of a professional presenter.

C Delivers a professional presentation that is acceptable for the audience and meets the standards for the required activity but may contain some distracters

in information or mannerisms.

D Delivers an unacceptable presentation for the required activity and the audience. Large sections of information and/or mannerisms are incorrect or distracting.

NA