

# Cover Sheet: Request 10073

## Professional Practice Skills Laboratory I

### Info

|             |   |
|-------------|---|
| Process     | Course New Ugrad/Pro  |
| Status      | Pending   |
| Submitter   | Beck,Diane Elizabeth beck@cop.ufl.edu   |
| Created     | 2/25/2015 9:48:35 PM  |
| Updated     | 2/27/2015 9:25:24 AM  |
| Description | <p>This course is offered during Fall Semester and provides horizontal and vertical integration of what is learned in other courses during Fall semester. This course introduces the core skills expected of a pharmacist and therefore, is introductory in the curriculum.</p> <p>Note: This course has been given a temporary course number of PHA 5933 so that the College can establish a Materials &amp; Supplies Fee. However, this is a new course and a new course number is requested.</p> |

### Actions

| Step                              | Status   | Group                                      | User                  | Comment | Updated   |
|-----------------------------------|----------|--|-----------------------|---------|-----------|
| Department                        | Approved | COP - Interdisciplinary Studies            | Whalen, Karen         |         | 2/26/2015 |
| College                           | Approved | COP - College of Pharmacy                  | Beck, Diane Elizabeth |         | 2/27/2015 |
| University Curriculum Committee   | Pending  | PV - University Curriculum Committee (UCC) |                       |         | 2/27/2015 |
| Statewide Course Numbering System |          |  |                       |         |           |
| Office of the Registrar           |          |  |                       |         |           |
| Student Academic Support System   |          |  |                       |         |           |
| Catalog                           |          |  |                       |         |           |
| College Notified                  |          |  |                       |         |           |

## Recommended SCNS Course Identification

1. Prefix PHA      2. Level 5      3. Number XXX      4. Lab Code L

5. Course Title Professional Practice Skills Laboratory I  
6. Transcript Title (21 character maximum) Pract Skills Lab I

7. Effective Term Fall      8. Effective Year 2015      9. Rotating Topic? No  
10. Amount of Credit 1      11. If variable, # minimum and # maximum credits per semester.  
12. Repeatable credit? No      13. If yes, total repeatable credit allowed #  
14. S/U Only? Select      15. Contact Type Regularly Scheduled [base hr]  
16. Degree Type Professional      17. If other, please specify: [Click here to enter text.](#)  
18. Category of Instruction Introductory

## 19. Course Description

As the first of a six course sequence, introduces foundational patient care skills and essential tasks a pharmacist is expected to perform in daily practice. Skills introduced include: patient interviewing, documenting patient care activities, patient assessment, promoting health and wellness, solving pharmaceutical calculations, and preparing non-sterile compounds.

## 20. Prerequisites

Admission to the Doctor of Pharmacy program

## 21. Co-requisites

PHA 5XXX Principles of Patient-Centered Care  
PHA 5XXX Population Health  
PHA 5XXX Personal & Professional Development I  
PHA 5560 Pathophysiology & Patient Assessment I  
PHA 5433 Principles of Medicinal Chemistry and Pharmacology I  
PHA 5100 Drug Delivery Systems

## 22. Rationale and Placement in Curriculum

The first year of the Pharm.D. curriculum introduces principles and concepts. These are applied during years 2 and 3 as students complete a series of courses that are structures around each body system. This course occurs across the entire semester because it introduces skills that require the learner to integrate knowledge, skills, attitudes, and values that are being learned across all courses during the first semester.

23. Complete the syllabus checklist on the next page of this form.

### Syllabus Requirements Checklist

The University's complete Syllabus Policy can be found at:

[http://www.a.a.ufl.edu/Data/Sites/18/media/policies/syllabi\\_policy.pdf](http://www.a.a.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf)

The syllabus of the proposed course **must** include the following:

- ☒ Course title
- ☒ Instructor contact information (if applicable, TA information may be listed as TBA)
- ☒ Office hours during which students may meet with the instructor and TA (if applicable)
- ☒ Course objectives and/or goals
- ☒ A weekly course schedule of topics and assignments.
- ☒ Methods by which students will be evaluated and their grades determined
- ☒ Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the appropriate undergraduate catalog web page:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.
- ☒ List of all required and recommended textbooks
- ☒ Materials and Supplies Fees, if any
- ☒ A statement related to class attendance, make-up exams and other work such as: *"Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>."*
- ☒ A statement related to accommodations for students with disabilities such as: *"Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation."*
- ☒ A statement informing students of the online course evaluation process such as: *"Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>."*

It is **recommended** that the syllabus contain the following:

- ☒ Critical dates for exams or other work
- ☒ Class demeanor expected by the professor (e.g. tardiness, cell phone usage)
- ☒ The university's honesty policy regarding cheating, plagiarism, etc.

*Suggested wording: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.*

- ☒ Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies

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## **PHA 5XXX L Professional Practice Skills Laboratory I (Temporary Course Number is PHA 5933)**

**Fall 2015**

**1 Semester Credit Hours**

### **Course Purpose:**

This course introduces foundational patient care skills and essential tasks that a pharmacist is expected to perform in daily practice. You will be asked to integrate knowledge, skills and attitudes while practicing foundational skills including: patient interviewing, documenting patient care activities, patient assessment, promoting health and wellness, solving pharmaceutical calculations, preparing non-sterile compounds, and displaying professionalism. These basic skills provide a foundation for provision of patient care/pharmacy practice during years 2 through 4. The patient care skills and tasks taught in this course will prepare you to enter into community practice settings during your first Introductory Pharmacy Practice Experience.

### **Course Faculty and Office Hours**

**(See Appendix A for Contact Information and a List of Course Faculty)**

#### ***Teaching Partnership Leader:***

Karen R. Sando, Pharm.D., BCACP, CDE

Email: [ksando@cop.ufl.edu](mailto:ksando@cop.ufl.edu) Office: HPNP 3306

Phone: (352) 273-6224

Preferred form of contact: Email

Office Hours: TBA

#### ***Teaching Partners:***

Cary Mobley, Ph.D. Email: [mobley@cop.ufl.edu](mailto:mobley@cop.ufl.edu) Phone: 352-273-6282

#### ***Academic Coordinator***

Christine Salama, M.A. Email: [csalama@ufl.edu](mailto:csalama@ufl.edu)

Office: HPNP 4312 Phone: 352-273-5617

Office Hours: by email and appointment

### **This Course Will Prepare You to Perform the Following Activities Which the Public Entrusts a Pharmacist to Perform:**

- EPA A1. Collect subjective and objective data
- EPA A2. Interpret patient data and identify problems.
- EPA A3. Formulate evidence-based care plans.

- APE A4. Counsel a patient about medications and health-wellness.
- APE A5. Assess and counsel a patient about health/wellness.
- EPA D1. Soft skills in daily practice.

## Course Objectives

Upon completion of this course, the student will:

1. Collect basic subjective and objective evidence related to patient, medications, allergies/adverse reactions, and disease, by interviewing the patient and by gathering data from chart/electronic health records, pharmacist records and patient/family interviews.
2. Perform a basic vital sign assessment (e.g. blood pressure, pulse, temperature, respirations, height, weight) and interpret data for a simulated patient.
3. Perform a basic physical exam and review of systems in a simulated patient for the following body systems: musculoskeletal, cardiovascular, and respiratory.
4. Document patient care activities in various systems utilized in pharmacy practice (e.g. electronic health records or community pharmacy software)
5. Compound non-parenteral products using appropriate calculations, pharmaceutical components, and techniques. Specific non-parental products you will prepare in this course include: powders, capsules, oral liquids, and suppositories.
6. Demonstrate the ability to perform a health screening (e.g. blood pressure or diabetes) in a community setting.
7. Interpret patient data (e.g. physical exam findings, laboratory data or diagnostic data) to identify basic drug-related (e.g. non-adherence, drug allergy, or wrong indication for a drug) or health/wellness-related problems.
8. Demonstrate awareness when an individual of a different culture is encountered and use open ended questions to learn values, etc.
9. Interview patients using an organized structure and specific questioning techniques.
10. Actively listen and ask appropriate open and closed-ended questions to gather information.
11. Communicate effectively with a patient and/or caregiver using an electronic medical record during a patient encounter.
12. Demonstrate attributes that promote a professional therapeutic relationship with patients and their families (e.g. empathy).
13. Demonstrate altruism, integrity, trustworthiness, flexibility, and respect in all interactions.
14. Display preparation, initiative, and accountability consistent with a commitment to excellence.
15. Deliver patient-centered care in a manner that is legal, ethical, and compassionate.
16. Recognize that one's professionalism is constantly evaluated by others.

## Pre-Requisite Knowledge and Skills

Admission to the Doctor of Pharmacy Program

### Co-requisites

PHA 5XXX Principles of Patient-Centered Care

PHA 5XXX Population Health

PHA 5XXX Personal & Professional Development I

PHA 5560 Pathophysiology & Patient Assessment I

PHA 5433 Principles of Medicinal Chemistry and Pharmacology I

### Course Structure.

The course will take place on Mondays from 8am to 5pm HPNP 1320 (Skills Laboratory). You will be assigned to a specific section that will meet for a 2-hour block (e.g. 8:00 am to 10:00 am). Jacksonville and Orlando students – please check your specific campus schedule for class meetings times and locations.

| Dates or Week | Instructor | Related Learning Objective | Module-Topic/Learning Activities   | Instructor Contact Time                  |
|---------------|------------|----------------------------|--|--|
| Week 1        |            |                            | <p><b>Topic: Orientation and Introduction to the Community Pharmacy Setting</b></p> <p>Pre-Lab Learning Activities:</p> <ul style="list-style-type: none"> <li>Review Course Syllabus and Orientation Video (30 min)</li> <li>Watch Lecture “The Community Pharmacy Setting” (50 min)</li> </ul> <p>In-Lab Activities:</p> <ul style="list-style-type: none"> <li>Introduction (30 min)</li> <li>Community Pharmacy Stations – <ul style="list-style-type: none"> <li>Drop-off- Taking in New and Refill Rxs (20 min)</li> <li>Filling Station (20 min)</li> <li>Verification Station (20 min)</li> <li>Counseling Station (20 min)</li> <li>Pick-Up Station (20 min)</li> </ul> </li> </ul> | <p><b>1.33 hr</b></p> <p><b>2 hr</b></p> |
| Week 2        |            |                            | <p><b>Topic: Vital Signs and Introduction to Patient Assessment</b></p> <p>Pre-Lab Learning Activities:</p> <ul style="list-style-type: none"> <li>Pre-Lab Quiz (15 min)</li> <li>Shadow Health – Patient History Module (60 min)</li> <li>Watch Lecture “Measuring Vital Signs” (30 min)</li> <li>Practice taking vital signs with classmates (60 min)</li> </ul>   | <b>2.75 hr</b>                           |









## Textbooks

Shadow Health Digital Clinical Experience

- Students may access Shadow Health via this link:  
<https://app.shadowhealth.com/enrollments/new>
- Course PIN # [insert here when assigned]

Herrier RN, Apgar DA, Boyce RW, Foster SL. Introduction to Patient Assessment for Pharmacists. In: Herrier RN, Apgar DA, Boyce RW, Foster SL. eds. Patient Assessment in Pharmacy. New York, NY: McGraw-Hill; 2015. (Text available at Access Pharmacy Database on HSC Library Website [www.library.health.ufl.edu](http://www.library.health.ufl.edu))

Instructors may require additional readings such as review articles, websites, or other reading materials to enhance student understanding for a specific module. These resources will be provided and posted to the course site. Some instructors may use resources that are available via Access Pharmacy in the HSC Database.

## Materials and Supplies Fees: \$60

**Other Supplies:** Students are required to purchase one of the following stethoscopes - 3M Littman Lightweight II S.E. 28 inch stethoscope or the 3M Littman Classic II S.E. 28 inch stethoscope

## Student Evaluation & Grading

### Evaluation Methods and how grades are determined

| Assessment Item                         | Description   | Grade Weight |
|---|---|--------------|
| Weekly Pre-Lab Quizzes (N = 12)         | Weekly Pre-Lab Quizzes must be completed by 6:00 PM on Sunday evening. Quizzes will consist of 10 multiple-choice, true-false, or case-based questions and will cover a combination of top 200 drug knowledge (brand/generic name, common indication(s), and common side effects) and content for that week's module. Pre-Lab Quizzes will occur in weeks 2 through 15 of the course. | 10%          |
| Weekly Performance Assessments (N = 12) | For each module, in-lab activities will consist of specific performance assessments related to the content of that module. Objectives for this course will primarily be assessed by weekly performance assessments in addition to the mini OSCE simulation exams. Performance assessments will include tasks and skills required of a   | 35%          |

| Assessment Item                       | Description  | Grade Weight |
|---------------------------------------|--|--------------|
|                                       | pharmacist including: collecting and interpreting subjective and objective patient information through patient interview, measuring vital signs, using an electronic medical record to collect patient data, conducting health screenings, and compounding of non-sterile preparations. Weekly performance assessments will be evaluated using grading rubrics or checklists specific to that task or activity. Assessments may be evaluated individually or in teams. Rubric/checklist criteria and expectations for the in-lab assessment will be posted for each module prior to the start of lab. (See <b>Appendix C</b> for example rubric) |              |
| Mini OSCE Simulation Exams            | <ul style="list-style-type: none"> <li>• Simulation Exam 1 – 25%</li> <li>• Simulation Exam 2 – 25%</li> </ul> <i>For a description of Mini OSCE Simulation Exams, please see the section on "Quiz/Exam Policy"</i>  | 50%          |
| Weekly Professionalism Score (N = 12) | Students will be evaluated each week for professionalism on a zero to ten point scale. Please see <b>Appendix B</b> for specific items assessed for professionalism.   | 5%           |
|                                       | Total  | 100%         |

## Grading Scale

|            |    |
|------------|----|
| > 92.5%    | A  |
| 89.5-92.4% | A- |
| 86.5-89.4% | B+ |
| 82.5-86.4% | B  |
| 79.5-82.4% | B- |
| 76.5-79.4% | C+ |
| 72.5-76.4% | C  |
| 69.5-72.4% | C- |
| 66.5-69.4% | D+ |
| 62.5-66.4% | D  |
| 59.5-62.4% | D- |
| < 59.4%    | E  |

**Rounding of grades:** Final course grade will only be rounded up if the decimal is 0.5 or higher. The above scale depicts this policy.

## Educational Technology Use

The following technology below will be used during the course and the student must have the appropriate technology and software. **Appendix A** outlines who to contact if you have questions about technology.

1. ExamSoft®
2. Canvas® Learning Management System

## Class Attendance Policy

Attendance is **mandatory** for all labs and scheduled simulation exams. You are expected to arrive to lab prior to the start of class and be seated so lab can begin on time. Unless there is an extenuating circumstance or serious life event (e.g. illness, death in the family), you will not be able to make-up a missed/incomplete lab or simulation exam and you will receive a zero for any performance-based assessments scheduled for that week. Make-up labs or simulation exams will only be given if important medical reasons warrant (e.g. doctor's excuse, death in the family) and students contact their campus faculty course coordinator prior to the start of lab in order to receive an excused absence. In the event the student cannot make their scheduled lab session (e.g. due to timing conflict with a professionally-related event scheduled in advance), the student may switch to an alternate lab session that day if this request is submitted via email to the campus course coordinator at least one week in advance. The appropriateness of the lab session swap will be up to the discretion of the campus course coordinator and may not be approved in all circumstances.

## Quiz/Exam Policy

### ***Weekly Pre-Lab Quizzes***

Weekly pre-lab quizzes will be administered online through the course website. Quizzes will consist of a combination of top 200 drug information (brand/generic names, common indications and side effects) and knowledge related to that week's module. Quizzes will consist of multiple choice, true/false, or case-based questions. Weekly pre-lab quizzes must be completed prior to attending the start of the lab session for that week (deadline is 6:00 PM on Sundays). Performance on quizzes is an individual effort and collaboration is not permitted.

### ***Mini OSCE Simulation Exams***

An objective structured clinical exam ("OSCE") consists of various stations where the student may encounter a simulated patient, simulated health professional, or other practice-based problem (e.g. compounding materials, pharmaceutical calculations). At the end of year 1, students will be expected to successfully complete an OSCE that consists of 8 to 16 stations. The Mini OSCE Simulation Exam in this course will evaluate a smaller number of stations (4 to 6). The scenarios for each station will be drawn from activities/practice-tasks covered during the course. Specific station content will not be shared prior

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to the simulation exam. During and following the examination, students are not permitted to share and discuss station content. Sharing this information with others will be considered academic dishonesty.

## **Make-up Quiz/Exam Policy**

### ***Missing Weekly Pre-Lab Quizzes***

Because pre-lab quizzes will be opened at least 5 days prior to the start of the lab session, make-ups will not be granted for missed quizzes. In the event of a REAL EMERGENCY (illness, sudden death in the family), an extension on the weekly pre-lab quiz may be approved by the course coordinator in specific circumstances. These exceptions will be granted at the discretion of the course coordinator.

### ***Missing Simulation Exams and Make-Up Exam Policy***

Simulation exams should only be missed for REAL EMERGENCIES. A student who is unable to complete the simulation exam should notify the course coordinator within 24 hours. Students with an excused absence will be scheduled for a make-up simulation exam session. Make-up simulation exams should be arranged with the course coordinator and administered within two weeks of the original simulation exam date.

## **Policy on Old Quizzes and Assignments**

Students will not be provided with old quizzes or assignments for study purposes in this course.

## **General College of Pharmacy Course Policies**

The College of Pharmacy has a website that lists course policies that are common to all courses. This website covers the following:

1. University Grading Policies (Assigning Grade Points)
2. Concerns, Appeals, and Complaints
3. Academic Integrity Policy
4. Psychomotor and Learning Expectations
5. How to Request Learning Accommodations
6. Faculty and Course Evaluations
7. Computer and Other Technology Requirements
8. Expectations in Class and Other Learning Activities
9. Communications - Discussion Board Policy
10. Communications - Email
11. Religious Holidays
12. Counseling & Student Health Services
13. How to Access Services for Student Success
14. Faculty Lectures/Presentations Download Policy

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Please see the following URL for this information:

<http://www.cop.ufl.edu/wp-content/uploads/dept/studaff/policies/General%20COP%20Course%20Policies.pdf>

## **Appendix A. Faculty and Staff: Who to Contact and Course Faculty Listing**

### ***Directions for Contacting Course Faculty***

All questions on lecture material and course communication will occur through the discussion board on the course website. Discussion boards will be organized by weekly module topic and questions should be posted in appropriate location. The discussion board will be reviewed and questions answered within 3 business days after the posting. If you do not receive a response within 3 business days after posting, please email the academic coordinator who will then contact the faculty directly. Below is a guide about which faculty or staff to contact based on the specific question area you may have:

#### **Academic Coordinator:**

1. Questions about dates, deadlines, meeting place, etc.
2. Availability of handouts and other course materials
3. Assignment directions

#### **Teaching Partnership Leader (Course Coordinator)**

1. Issues related to course policies (absences, make up exams, missed attendance)
2. Questions about grades
3. Concerns about performance
4. Guidance when there are performance problems (failing grades)
5. General questions about content

#### **Teaching Partnership Faculty Members**

1. Questions about content

#### **Questions related to EPIC EDU**

1. Technical problems (issues logging in, Citrix Receive download not opening, etc.). Call the EPIC helpdesk at 352-265-0526

#### ***Teaching Partnership Leader (Course Coordinator) – Dr. Karen Sando***

Dr. Sando joined the UF faculty in September 2010. She earned an Associate of Arts in Pre-Pharmacy at St. Petersburg College in 2004. She went on to the University of Florida and graduated in 2008 with a Doctor of Pharmacy. After completing pharmacy school, she completed a residency specializing in Ambulatory Care through the University of Florida. After her residency, she worked for Shands Jacksonville in the UF Family Medicine clinic conducting pharmacy services in anticoagulation, pain management, and diabetes. Dr. Sando currently is the coordinator for clinical pharmacy services for Area Health Education Centers (AHEC). She offers pharmacist-run services in diabetes, anticoagulation, hypertension, hyperlipidemia, and smoking cessation at UF Health Family Medicine at Old Town. Dr. Sando also serves as a preceptor for 4th year pharmacy students on ambulatory care rotation. She also directs a PGY-2 Pharmacy Residency Program in ambulatory care.

#### ***Course Faculty***

**Cary Mobley, Ph.D.**

**[insert biosketch here]**

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## Appendix B. Policies for the Laboratory Setting – Professionalism and Dress Code

The Professional Practice Skills course series is meant to prepare you for the essential skills and tasks expected of a pharmacist in a variety of practice settings. As a student in this course, we would like for you to imagine that when you present to lab, you are presenting to your job as a pharmacist within the “Gator Healthcare System”. Therefore, the same professional expectations in a work setting will be applied in the laboratory setting. Students will be assessed weekly for a professionalism score (maximum score=10 points). Items that will be assessed in the professionalism score are listed below. If the student fails to perform in one of the areas (e.g. violates dress code) the score will be reduced by 50% (5 points). If the student fails to perform in  $\geq 2$  areas, a score of zero will be assigned for that week’s professionalism score.

- Punctuality – arriving to the laboratory session on time
- Preparedness – completed pre-lab learning activities and prepared to engage in lab learning activities
- Behavior – engaged and on task during the laboratory session, not distracting others or engaging in distracting behavior (e.g. checking social media sites, texting or playing on phone)
- Handling of materials and equipment – treating laboratory equipment with respect and care
- Independence of work – when individual effort is expected, completing work without the assistance of others
- Cleanliness – maintaining a clean and organized work area
- Following dress code – below is a dress code policy that is expected in patient care areas at UF Health and will be applied in the laboratory setting:
  - Photo identification badge (Gator 1 ID) must be worn at all times and displayed.
  - White lab coats should be worn and should appear clean, wrinkle free, and in good repair
  - Professional clothing: Pressed slacks or skirt/dress as appropriate for gender. Neat, clean shirt or top
    - Men should wear dress shirts or polo shirts with collar. Ties are optional.
    - For women, low cut, midriff, strapless, or see-through blouses, shirts, or dresses are not acceptable. Undergarments should not be visible
    - T-shirts with slogans or pictures are not allowed except for sponsored events such as Children’s Miracle Network.
    - Jeans, shorts, miniskirts, and athletic shoes are not considered professional clothing.
    - Shoes should be clean, closed-toe with heels no greater than 2 inches.
  - Jewelry selection: Two earrings per ear maximum may be worn and must be appropriate for patient care areas. No tongue/eyebrow/lip/nose piercing allowed.
  - Makeup should project a professional image
  - Hair must be clean and styled in such a manner as to prevent inadvertent contamination during patient care and professional duties. Unusual hair styles or color, such as spikes, bright or fluorescent colors, are not allowed. Long hair should be controlled in the back unable to fall forward during activities. Facial hair must be neatly groomed or clean-shaven.
  - Fingernails should be clean and maintained at a length that is not visible from the palmar aspect of the hand.
  - Body art/tattoos should not be visible.



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- For patient comfort purposes, excessive perfumes, colognes, aftershaves, scented lotions etc. should not be worn in patient care areas.
  - Gum chewing is not allowed in clinical settings.

## Appendix C: Weekly Performance Assessment Checklist Example

### Module 2 – Patient Interview (Medication History Interview Checklist)

| Skill assessed   | Please check <u>Yes</u> or <u>No</u> to indicate performance of skill |                             |
|--|---|-----------------------------|
| *Introduces self as student from the College of Pharmacy   | <input type="checkbox"/> YES  | <input type="checkbox"/> NO |
| Clarifies the purpose and structure of the interview   | <input type="checkbox"/> YES  | <input type="checkbox"/> NO |
| Verifies patient name and correct pronunciation and demographic data   | <input type="checkbox"/> YES  | <input type="checkbox"/> NO |
| Explains how patient will benefit from the interview   | <input type="checkbox"/> YES  | <input type="checkbox"/> NO |
| *Collects a medication history (e.g. prescription, OTC, herbals) documenting medication name, dose, frequency, and reason for therapy  | <input type="checkbox"/> YES  | <input type="checkbox"/> NO |
| *Assess for suspected or documented drug allergies/sensitivities   | <input type="checkbox"/> YES  | <input type="checkbox"/> NO |
| Uses a balance of open-and closed-ended questions to assess patient's actual use of medications  | <input type="checkbox"/> YES  | <input type="checkbox"/> NO |
| Assess patient understanding of their medication dosages, frequencies, and route of administration   | <input type="checkbox"/> YES  | <input type="checkbox"/> NO |
| Assess for any social/behavior factors that may influence medication use   | <input type="checkbox"/> YES  | <input type="checkbox"/> NO |
| *Verify the patient's current pharmacy/pharmacies used to fill prescription drugs  | <input type="checkbox"/> YES  | <input type="checkbox"/> NO |
| Summarize information gathered from the patient for accuracy and completeness  | <input type="checkbox"/> YES  | <input type="checkbox"/> NO |
| *Close the interview by offering to report discrepancies to the physician and obtain permission to clarify med list through other sources (e.g. pharmacy, caregiver). Arrange for follow-up if needed. | <input type="checkbox"/> YES  | <input type="checkbox"/> NO |

*\*Indicates a critical item that must be completed to pass the assessment*