Cover Sheet: Request 11847

PHA5942 Hospital Pharmacy Introductory Pharmacy Experience

Info

Process	Course|Modify|Ugrad/Pro
Status	Pending
Submitter	Beck,Diane Elizabeth beck@cop.ufl.edu
Created	9/22/2017 12:33:51 AM
Updated	9/26/2017 12:19:37 AM
Description of request	Request change to S/U grading

When the initial course modification was submitted on Dec 15, 2016, the S/U status was incorrectly entered. The syllabus provided at that time indicated the course was to have S/U grading.

Included in this request is the original syllabus and related manual that were submitted on 12-15-16. |

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COP - Interdisciplinary Studies	Whalen, Karen		9/25/2017
Added PHA5942 HIPPE Syllabus 12-15-16.docx					9/22/2017
Added Manual 1718.docx					9/22/2017
College	Approved	COP - College of Pharmacy	Beck, Diane Elizabeth		9/26/2017
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			9/26/2017
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|Modify for request 11847

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Submitter: Beck,Diane Elizabeth beck@cop.ufl.edu
Created: 9/22/2017 12:33:51 AM
Form version: 1

Responses
Current PrefixPHA
Course Level5
Number 942
Lab Code None
Course Title Hospital Pharmacy Introductory Pharmacy Practice Experience
Effective Term Spring
Effective Year 2018
Requested Action Other (selecting this option opens additional form fields below)
Change Course Prefix?No

Change Course Level?No

Change Course Number?No

Change Lab Code?No

Change Course Title?No

Change Transcript Title?No

Change Credit Hours?No

Change Variable Credit?No

Change S/U Only?Yes
S/U Only Status Change to S/U Only
Change Contact Type?No

Change Rotating Topic Designation?No

Change Repeatable Credit?No

Change Course Description?No

Change Prerequisites?No

Change Co-requisites?No

RationaleA course modification was submitted on 12/15/2016 and approved in early 2017. This change was needed as the course moved from the legacy curriculum to the new curriculum.
The course modification accidently designated the response to "change in S/U" only as "no" and "yes" should have been selected.
The syllabus provided in the course modification submission indicated the course was to be S/U.

Therefore, we request that this course be S/U grading as indicated in the syllabus that was submitted earlier.

PHA 5942

Hospital Pharmacy Introductory Pharmacy Practice Experience
4 Semester Credit Hours

Course Purpose:

The primary purpose of the Hospital Pharmacy Introductory Pharmacy Practice Experience (HIPPE) is to introduce second year pharmacy students to the hospital pharmacy practice setting. Through structured activities and assignments, students will build upon knowledge and skills developed in the first and second years of the didactic curriculum.

This experience seeks to provide students with direct exposure to the dynamics of the hospital pharmacy workplace and to guide them to a realistic assessment of the challenges and opportunities that exist therein.

Course Faculty and Office Hours (See Appendix A for Who to Contact)

Teaching Partner: Denise M. Klinker, Pharm.D., M.B.A.
Director of Experiential Programs
Email: dklinker@cop.ufl.edu
Office: HPNP 3302
Phone: (352) 273-6088
Office Hours: by appointment only

Regional Coordinators:

Gainesville/Panhandle/Out of State

Stacey Curtis, Pharm.D.	scurtis@cop.ufl.edu	352-273-6088

Jacksonville

Amber Chaki, Pharm.D.	achaki@cop.ufl.edu	352-294-8122
Robyn Paglio, Pharm.D.	r.paglio@cop.ufl.edu	352-294-8123

Orlando

Janel Souci, Pharm.D.		352-294-8141
Lisa Vandervoort, Pharm.D.	lvandervoort@cop.ufl.edu	352-294-8142

St. Petersburg/Tampa

Carinda Feild, Pharm.D.	cfeild@cop.ufl.edu	727-394-6213
Patty Taddei-Allen, Pharm.D., BCACP	ptaddei-allen@cop.ufl.edu	352-294-8139

South Florida

Chris Pantouris, Pharm.D.	jpantouris@cop.ufl.edu	352-294-8143

Administrative Coordinators:

Program Scheduling and Database Coordinator

Melissa Willingham, BS	Rotation-schedule@cop.ufl.edu	352-273-6228

Program Compliance Coordinator

Gregg Campbell, BS	Pre-clinical@cop.ufl.edu	352-273-6227

Program Quality Coordinator

Laurie Albury, MBA, EdD (ABD)	Rotation-grades@cop.ufl.edu	352-273-6633

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

- EPA A1. Gather patient information (subjective and objective data).
- EPA A4. Provide counseling about medications and health wellness (including referral when there are social determinants of health and disparities).
- EPA A8. Collaborate as a member of an interprofessional team and provide patient-centered care.
- EPA B1. Form clinical/practice-related questions and retrieve evidence to advance patient care.
- EPA D1. Demonstrate soft-skills in daily practice including interprofessional team collaboration (e.g., interpersonal communication, professionalism, cultural sensitivity, innovative mindset).
- EPA D4. Educate patients, other health professionals, peers, and others about medications and, health/wellness strategies.
- EPA E1. Safely and accurately dispense medications within a medication use system including supervision of pharmacy technicians.

Course Objectives

Activities of the hospital IPPE focus on clarifying distinguishing characteristics of hospital pharmacy practice and developing fundamental skills necessary to practice effectively in the hospital pharmacy setting. Upon completion of this course, the student will be able to:

1. Analyze the different methods of medication order entry used in the institutional setting.
2. Assist in the interpretation and evaluation of medication orders, including reviewing orders for duplications, allergies, interactions, and dosing.
3. Assist in the preparation and dispensing of controlled and non-controlled medications, under the direct supervision of a pharmacist, following existing standards of practice and the health system's policies and procedures.
4. Summarize the medication administration process including BCMA (bar-coded medication administration system).
5. Summarize the information available from the MAR (medication administration record).
6. Describe the symbiotic relationship between the Pharmacy and Nursing Departments.
7. Compare the process for acquisition, storage and inventory management of controlled and non-controlled medications in the hospital pharmacy setting.
8. Outline the role of the Pharmacy and Therapeutics Committee's management of the hospital's formulary including order sets and protocols.
9. Summarize different strategies used by hospitals to manage drug shortages within the confines of legal requirements.
10. Conduct patient medication histories and/or discharge counseling.
11. Assist in the preparation and dispensing of intravenous medications following existing standards of practice and the health system's policies and procedures.
12. Outline the medication use process in an institutional setting following the health system's policies and procedures.
13. Describe the roles and responsibilities of each member of the pharmacy department.
14. Recognize the role of the hospital pharmacy department in promoting medication safety and appropriate drug use in a hospital setting.
15. Describe key hospital committees where Pharmacy plays a prominent role.
16. Identify the role of The Joint Commission and its impact on hospital pharmacy practice.
17. Examine the components of the hospital's medication safety plan including the reporting, tracking, and management of ADEs/ADRs.

18. Utilize the available primary, secondary, and tertiary references on site to respond to drug information questions.
19. Communicate with patients and healthcare providers by gathering, organizing, and appropriately recording information at the appropriate level for the audience.
20. Administer an educational presentation to healthcare providers at an appropriate level for the audience.
21. Demonstrate mature and professional attitudes, habits and behaviors.

Pre-Requisite Knowledge and Skills

Students must have successfully completed all coursework in the second academic year of the PharmD curriculum including milestones

Description of Teaching/Learning Methods

Experiential learning: applying knowledge, skills and attitudes learned in the classroom to patient care practice.
Self-directed learning: students will engage with course content by independent work and selected course assignments.

Weekly Course Outline

The HIPPE Rotation is a 4-week experiential rotation located at a hospital pharmacy practice site. The experience requires a minimum of 160 hours. The calendar of activities may vary depending on the site and the preceptor. Please refer to the HIPPE Workbook for a sample calendar.

Textbooks

Textbooks are not required for this course.

Student Evaluation & Grading

Evaluation Methods and how grades are determined

The student will be assessed by the preceptor on performance and professionalism using the HIPPE Grading Rubric (see Appendix B). In addition, the student must submit the HIPPE workbook and complete the associated required activities in order to receive a passing grade (see Course Grade Breakdown for details).

Course Grade Breakdown:

Completion of the following workbook activities and assignments are required to receive a passing grade for this course. Please refer to the Hospital Pharmacy Introductory Pharmacy Practice Experience Workbook for complete assignment details.

Activity/Assignment	Grade
Complete all activities as indicated by required preceptor signature	Pass / Fail
Complete all HIPPE workbook Practice Exercises	Pass / Fail
Conduct and document a minimum of 2 patient interviews	Pass / Fail

Conduct and document a minimum of 2 drug information responses /Clinically Answerable Questions	Pass / Fail
Complete an ADR report or summary of the institution's ADR reporting process	Pass/Fail

Incomplete Grade Policy
If a student is unable to complete the HIPPE assignments due to extenuating circumstances (i.e., prolonged illness, unexpected medical procedure required, family emergencies, etc.), then an incomplete grade will be assigned with the approval of the course coordinator. Assignments must be completed and the incomplete grade must be resolved within the first 8 weeks of the following semester, or the student will receive a failing grade and will be required to repeat the rotation.

Course Failure
The student will receive an E grade if he/she receives a "Deficient" marking for any activity listed on the HIPPE Grading Rubric (see Appendix B) or does not earn at least an 80% as described in the grading section. The non-passing rotation grade will require the student to repeat the rotation and associated experiential hours and assignments. The failing grade will not be removed from the student's transcript.

Grading
This course is a pass/fail course; students will receive either an S – Satisfactory or U – Unsatisfactory based on performance during the rotation.

Preceptors will evaluate student performance at the end of the rotation. (See Appendix B for evaluation tool.) Student performance level will be denoted as proficient, developing, deficient, or opportunity unavailable defined as:
- **Proficient:** Performs at a level consistent with stated competency.
- **Developing:** Displays developing habits, skills, abilities, and/or knowledge but may require significant improvement. Performance level may be sporadic and or slightly below stated competency at this point.
- **Deficient:** Performs at a level consistently below stated competency. Displays developing habits, skills, abilities, and/or knowledge but requires significant improvement.
- **Opportunity unavailable:** Not applicable or no opportunity to evaluate during this rotation.

Points will be awarded for each assessment question based on performance level attained: Proficient = 4 points, Developing = 3 points, Deficient = 2 points. A total of 100 points may be earned if all 25 competencies are completed. Each "Opportunity unavailable" will reduce the total calculated by 4 points (e.g. If a student receives one "Opportunity unavailable" their final grade will be calculated out of 96 total points instead of 100 total points). Students must earn at least an 80% to pass the course and receive an S.

Educational Technology Use

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

- Canvas Learning Management System

Class Attendance Policy

Please refer to the Office of Experiential Programs manual which can be found on the course website.

Rotation Demeanor

Please refer to the Office of Experiential Programs manual which can be found on the course website.

General College of Pharmacy Course Policies

The following policies apply to all courses in the College of Pharmacy and are available on the COP website:

University Grading Policies

Please visit the following URL to understand how the University uses the course grade to compute your overall GPA: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Concerns, Appeals, and Complaints

Students who have concerns with their final grade/evaluation of performance are encouraged to review their evaluation in PharmAcademic™ and discuss their concerns with the Preceptor and/or Regional Coordinator. Students should submit all grade appeals following the instructions on the official Grade Appeal form found on the course website. The Director of Experiential Programs will approve/deny submitted appeals. The student may further appeal to the Assistant Dean of Clinical Education if he/she is not satisfied with the initial decision. An appeal may be submitted to the Pharmacotherapy and Translational Research Department Chair should the student remain unsatisfied with the Assistant Dean's decision. If a satisfactory resolution is not achieved, the student may appeal to the Associate Dean for Curricular Affairs and Accreditation who will also engage other individuals depending on the request (e.g., campus dean, department chair, Associate Dean for Student Affairs). If the student finds the decision unsatisfactory, the student may appeal to the Dean of the College of Pharmacy. If this decision is unsatisfactory, the student may appeal to the Ombuds office (https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf).

Complaints

Please contact your Regional Coordinator should you have any unresolved complaints or issues with your rotation experience after speaking with your preceptor and/or site coordinator. You can determine who the assigned Regional Coordinator is for the site by looking at the site's information in PharmAcademic™. Please contact the Director of Experiential Programs should your complaint or issue remain unresolved.

Academic Integrity Policy

Students are expected to act in accordance with the University of Florida policy on academic integrity (http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php). This Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to

report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the course's Teaching Partnership Leader.

Students are also expected to abide by the UF Honor Code.

The following is the UF Honor Pledge: *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty 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."*

Psychomotor and Learning Expectations
Psychomotor expectations relate to the ability to meet the physical demands of the pharmacy curriculum. Physically impaired students and students with learning disabilities such as hearing impairment, visual impairment, dyslexia or other specific learning disabilities such as sensory deficit or sensory-motor coordination problems should cooperate with the faculty and staff in addressing these problems in order to meet academic standards.

How to Request Learning Accommodations
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered with the Disability Resource Center, students will receive an accommodation letter which must be presented to both the instructor and academic coordinator to utilize classroom accommodations. Students registered with the Disability Resource Center who are requesting clinical accommodations for rotations or clinical experiences should contact their Learning Specialist in the Disability Resource Center. Students with disabilities should follow this procedure as early as possible in the semester.

Additionally, students at all College of Pharmacy campuses are expected to provide a copy of the accommodation letter of the Office of Student Affairs by email (carswell@cop.ufl.edu), fax (352-273-6219) or in person at G235 (Student Services Suite) of the Health Professions, Nursing and Pharmacy Building since some learning activities, exams, and assessments require additional assistance. The College of Pharmacy highly encourages that this procedure be completed before each course begins. Being proactive in this process will ensure that accommodations are in place for each student's learning activities, exams, and assessments because grades cannot be retroactively changed.

Preceptor and Course Evaluations
Students are expected to provide feedback on the quality of instruction during this rotation. This evaluation is completed in PharmAcademic™ and is made available on the last day of the rotation. A blinded summary of the assessment result is sent to the preceptor after all HIPPE rotations are completed.

Computer and Other Technology Requirements
Students are required to meet the following computer and technology requirements:
http://pharmacy.ufl.edu/education/student-affairs/admissions/student-computer-requirements/

Expectations on Rotation and Other Learning Activities
Please refer to the Office of Experiential Programs manual located on the course
website.

Communications
Discussion Board Policy
The purpose of the discussion board is to provide a venue for you to enhance your learning. This is
accomplished by having a thread for each module where you can post questions to the course
coordinators. (A thread is a single link that is devoted to a topic.) The discussion board is also a place
where your instructors may post virtual cases for you to work up.

Such interaction on the discussion boards with the instructors will allow you to clarify your
questions and apply what you are learning in other parts of the course. The goal of these
discussions is to help you learn.

Students Netiquette on the Discussion Board:
1. Post your comment on the correct discussion thread. If you have a question about A1 (Unit A -
   Module 1), post it in the discussion thread for A1 and not the B1 thread.
2. The discussion board is not a place to complain. Complaints should instead be directed directly
   to the instructor via email. This allows the primary course coordinator to quickly address your
   concern without causing distraction to other students who have limited time and want to focus
   on learning.
3. Use "netiquette." If you have never learned "netiquette" - please visit the following URL:
   http://www.albion.com/netiquette/corerules.html   If you follow the rules of netiquette
   described in this URL, you will avoid posting an embarrassing or inappropriate comment.
4. The discussion board has been designed to allow you a place to ask further questions on the
   material to clarify any confusion, gain a deeper understanding of the material, or ask general
   course questions. A question you might see on a discussion board is "What do I need to study
   for the exam?" Please reflect on how this question can be perceived by your lecturing faculty as
   well as your fellow classmates. Rewording the question to address a specific topic would be
   more appropriate. For example, "Dr. XX, you listed numerous side effects for drug XX on slide
   XX. Of those, what are the most relevant that we could expect to occur and monitor for in
   clinical practice." The type of material that is covered in these classes is material that is
   important for patient care. All of this material is important. There are variations in courses, but
   please make use of your syllabus since there might be guidance on how to prepare for various
   exams in your classes.
5. In most situations, lectures are released as planned by the course coordinators. Clarifying at the
   beginning of a semester on the planned release date/time, if not posted in the syllabus, is
   appropriate. Continual posts on the discussion board on weekly basis can become overwhelming
   for the course coordinator as well as your fellow students.

Faculty Member Response Time:
1. The Course Coordinators/instructors will work to respond to postings within 24 hours of the
   posting between Monday and Friday 12N. Responses on weekends and holidays will be
   sporadic. (On weekends when assignments are due, students are advised to post questions
   before 12Noon on Friday.)

Email Communications:
1. When communicating with faculty via email, the subject line needs to include the course number & title.
2. At the end of the email, in addition to listing your name, list your academic year and campus/site.

Religious Holidays

Please see the University policy on attendance and religious holidays:

http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html#religious. Please also refer to the Office of Experiential Programs manual located on the course website.

Counseling and Wellness Center

Students who are experiencing issues and events that could adversely affect academic performance and personal health should be encouraged to meet with the course coordinator or facilitator or appropriate administrator for guidance. Students in the Gainesville area may contact the UF Counseling and Wellness Center for Gainesville students (352-392-1575; http://www.counseling.ufl.edu). Students outside the Gainesville area may obtain similar contact information from the campus/program administrator.

Emergencies

Call the University Police Department for emergencies: 392-1111 or 9-1-1

Student Crisis

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Students who are experiencing issues and events are also encouraged to contact their local crisis center. For Alachua County the Crisis Center number is 352-264-6789; for Jacksonville and Duval County 904-632-0600 and toll free for Northeast Florida at 1-800-346-6185; for Orlando 407-425-2624; and, for St. Petersburg 727-344-5555 and Tampa 211 or 813-234-1234. The following national call numbers are also available for students who reside outside of the main COP campuses: a) 1-800-273-8255, and b) 1-800-784-2433.

How to Access Services for Student Success

Students who need guidance for course success or who are having academic difficulty should contact their advisor/facilitator or Campus Director/Senior Associate Dean for assistance.

Faculty Lectures/Class Activities/Presentations Download Policy

Photography, Audio-visual recording, and transmission/distribution of classroom lectures and discussions are prohibited unless there is expressed written permission. Recorded lectures and

class sessions are authorized solely for the purpose of individual or group study with other UF College of Pharmacy students enrolled in the same class. Such recordings may not be reproduced, shared, or uploaded to publicly accessible web environments. Students who do not adhere to this policy will be considered to be breeching COP copyrights and/or FERPA law.

Appendix A. Faculty and Staff: Who to contact when you have questions

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

Program Quality Coordinator – Laurie Albury, EdD (ABD), MBA, rotation-grades@cop.ufl.edu
1. Grades
2. Grade petitions

**Program Scheduling and Database Coordinator – Melissa Willingham, BS,
rotation-scheduling@cop.ufl.edu**
1. PharmAcademic
2. Scheduling

Program Compliance Coordinator – Gregg Campbell, BS, pre-rotation@cop.ufl.edu
1. Affiliations Agreements
2. Pre-clinical Rotation Requirements

Regional Coordinators
1. Rotation information
2. Site specific information
3. Rotation issues/concerns

Technical Support:
Contact the College of Pharmacy MediaHelp Desk for assistance with:
1. Course-related technical issues (e.g., Canvas access, video access, printing of documents). The MediaHelp Desk may be reached via the following:
   Phone: 352-273-6281 (9am-4PM ET)
   Email: mediahelp@cop.ufl.edu (response is delayed outside of M-F 9AM-4PM ET)

Contact the University of Florida Computing Help Desk for addresses issues related to:
1. Gatorlink accounts
2. Gatorlink email
3. myUFL
4. ISIS

Computing Help Desk may be reached via the following:
   Phone: (352)-392-4357 (9am-4PM ET)

Appendix B: HIPPE Grading Rubric

Hospital IPPE

STUDENT FINAL EVALUATION

To be completed and submitted in PharmAcademic™ by the Preceptor

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Below is an outline of the questions the preceptors will be asked via the assessment in PharmAcademic™.

Please complete this evaluation when the student has completed their experience with you. **Please confirm that the student completed a minimum of 160 hours of experience.**

☐ 160 hours confirmed

☐ No the student did not (Please provide an explanation and plans, if any, for the student to make up the hours)

Comments

Student Performance Evaluation

Please select the appropriate performance level for each item listed below. The performance levels are defined as:

- **Proficient:** Performs at a level consistent with stated competency.
- **Developing:** Displays developing habits, skills, abilities, and/or knowledge but may require significant improvement. Performance level may be sporadic and or slightly below stated competency at this point.
- **Deficient:** Performs at a level consistently below stated competency. Displays developing habits, skills, abilities, and/or knowledge but requires significant improvement.
- **Opportunity unavailable:** Not applicable or no opportunity to evaluate during this rotation.

Competency Statement	Proficient	Developing	Deficient	Opportunity unavailable
Professional Work Habits				
The student is consistently punctual, reliable, and dependable.				
The student is professional, mature, and ethical in attitude, and behavior.				
The student consistently exhibits a professional appearance.				

Competency Statement	Proficient	Developing	Deficient	Opportunity unavailable
The student is self-motivated and eager to learn.				
The student appropriately prioritizes and balances assigned tasks.				
The student accepts constructive criticism and appropriately modifies behavior.				
The student follows up on questions, tasks, and assignments in an accurate and timely manner.				
The student collaborates and interacts effectively with the staff and/or employees at the site.				
The student asks appropriate questions of preceptor and other health care providers.				
Communication				
The student communicates effectively with other healthcare professionals.				
The student communicates effectively with patients.				
Hospital Pharmacy Systems				
The student is able to describe the medication use process, including how pharmacy impacts the safety of storage, prescribing, transcription, dispensing, administration and monitoring steps.				
The student is able to describe the differences between horizontal and vertical laminar flow hoods, quality control procedures and key aspects of aseptic technique when preparing CSPs (Compounded Sterile Preparations).				
The student is able to describe the basic drug procurement process including drug selection, inventory management, backorders, recalls, drug waste, handling of drug shortages and their relationship to safe, effective patient care.				
The student is able to outline the basic functionality of commonly used automated				

Competency Statement	Proficient	Developing	Deficient	Opportunity unavailable
systems related to medication use (automated dispensing cabinets, computerized physician order entry, bar code medication administration, programmable infusion devices, robotics), understanding their appropriate and safe use as well as unintended consequences.				
The student is able to perform activities within a typical hospital drug distribution system, including order receipt, evaluation and review.				
The student is able to describe the roles of pharmacy technicians, pharmacists and pharmacy leadership within a typical hospital drug distribution system.				
The student is able to describe the integration and interface of clinical and distributive functions, including the synergy that translates into safe and effective medication therapy				
The student is able to interpret, prepare (including performing necessary calculations), fill, and document medication orders accurately.				
The student is able to evaluate, using appropriate calculations, the appropriateness of medication dosing using basic dosing principles, e.g. patient weight, age, renal and liver function.				
The student is able to use appropriate references to answer questions asked by health professionals.				
The student is able to summarize current National Patient Safety Goals and articulate those goals that relate to medication use, pharmaceutical care, and pharmacy's role in each.				
The student is able to describe how organizations such as the Joint Commission strive to assure quality of healthcare through the accreditation process, giving examples of				

Competency Statement	Proficient	Developing	Deficient	Opportunity unavailable
relevant standards related to safe and appropriate medication use.				
Medication Safety				
The student is able to describe those national standards, guidelines, best practices and established principles and process related to quality and safe medication use (e.g. storage of look-alike/sound-alike medications, high alert medications, storage of concentrated potassium in patient care areas, dangerous abbreviations, leading decimal points and trailing zeros, quality measure related to medications).				
The student is able to describe the impact of pharmacist involvement on medication safety and quality.				

Please list at least three specific behaviors, skills or knowledge areas needing improvement which future preceptors should focus on during subsequent rotations.

Please list at least three excellent behaviors, skills or knowledge areas the student displayed during the rotation to be reinforced during subsequent rotations.

At this point, the student is _____ the level I would expect.

- ☐ At
- ☐ Above
- ☐ Below

After reviewing this student's overall performance, it is my recommendation the student:

- ☐ Pass
- ☐ Not Pass