

Auburn University Harrison School of Pharmacy Advanced Pharmacy Practice Experience Evaluation

Subject:
Evaluator:
Site:
Period:
Dates of Activity:
Activity:
Evaluation Type: PCAP Assessment of Student

(Question 1 of 12)

RR	NSD	ND	C	EE
Remediation Required	Needs Significant Development	Needs Development	Competent	Exceeds Expectations
<p>The student is unable to satisfactorily complete some or all basic and routine tasks despite directed questioning. The preceptor must complete the task. Remediation is necessary.</p>	<p>The student requires guidance/several minutes of directed questioning to complete some or all basic and routine tasks.</p>	<p>The student requires guidance/directed questioning to complete some or all complex tasks; independently completes all basic and routine tasks.</p>	<p>The student requires limited prompting to complete most complex tasks; independently completes all basic and routine tasks.</p>	<p>The student independently completes most complex tasks; independently completes all basic and routine tasks. Proficiency demonstrates readiness for entering the profession and becoming an independent practitioner.</p>

Patient History Assessment - Learning Objectives

- Performs a medication history/patient interview efficiently and effectively
- Performs reconciliation process for all prescription and non-prescription therapies between points of care
- Considers patient specific data
- Elicits pertinent socioeconomic, cultural and behavioral information
- Assesses patient medication adherence

Please list any additional learning objectives or activities you care to document.

Patient History Assessment - Rating

Not Applicable

Remediation Required

Needs Significant Development

Needs Development

Competent

Exceeds Expectations

Patient History Assessment - Please provide evidence/reasoning for why you have given the student the assessment chosen for this learning outcome area.

<p>Patient Knowledge and Needs Assessment - Learning Objectives</p> <ul style="list-style-type: none"> Assesses patient understanding of illness and treatment (health literacy) Performs physical assessment procedures appropriate to setting Prioritizes/triages patient problems Gathers, compiles, and evaluates subjective and objective data Evaluates patient educational needs and limitations in regard to counseling <p>Please list any additional learning objectives or activities you care to document.</p>	<p>Patient Knowledge and Needs Assessment - Rating</p> <p>Not Applicable</p> <p>Remediation Required</p> <p>Needs Significant Development</p> <p>Needs Development</p> <p>Competent</p> <p>Exceeds Expectations</p>	<p>Patient Knowledge and Needs Assessment - Please provide evidence/reasoning for why you have given the student the assessment chosen for this learning outcome area.</p>
<p>Assessment of Drug Therapy - Learning Objectives</p> <ul style="list-style-type: none"> Evaluates patient specific drug and non-drug therapy Identifies all medication-related problems including OTC, herbal, nutritional, and nontraditional therapies Evaluates status, etiology, and risk factors for each problem Prioritizes each problem Demonstrates sufficient knowledge base in therapeutics and pharmacology to perform in the practice setting Assesses patient readiness / motivation / ability to accept therapy / lifestyle recommendations <p>Please list any additional learning</p>	<p>Assessment of Drug Therapy - Rating</p> <p>Not Applicable</p> <p>Remediation Required</p> <p>Needs Significant Development</p> <p>Needs Development</p> <p>Competent</p> <p>Exceeds Expectations</p>	<p>Assessment of Drug Therapy - Please provide evidence/reasoning for why you have given the student the assessment chosen for this learning outcome area.</p>

<p>objectives or activities you care to document.</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>		
<p>Patient Safety - Learning Objectives</p> <ul style="list-style-type: none"> • Accurately interprets prescriptions • Prepares and packages safe and effective medication products (including compounding) • Screens prescription orders for drug-related problems • Identifies and reports medication prescribing errors • Identifies and reports adverse drug reactions • Verifies accuracy of the dispensed product <p>Please list any additional learning objectives or activities you care to document.</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>	<p>Patient Safety - Rating Not Applicable</p> <p>Remediation Required</p> <p>Needs Significant Development</p> <p>Needs Development</p> <p>Competent</p> <p>Exceeds Expectations</p>	<p>Patient Safety - Please provide evidence/reasoning for why you have given the student the assessment chosen for this learning outcome area.</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>
<p>Develop, Implement, and Monitor Drug Therapy Plans - Learning Objectives</p> <ul style="list-style-type: none"> • Interprets and analyzes patient, disease, and drug data appropriately • Establishes desired therapeutic outcomes /goals to promote optimal health (patient advocacy, collaboration with patient and other health care professionals) • Considers drug and non-drug therapy alternatives • Advises providers and patients about appropriate prescription and nonprescription medications, dietary supplements, diet 	<p>Develop, Implement, and Monitor Drug Therapy Plans -</p>	

- nutrition, traditional nondrug therapies and complementary and alternative therapies
- Makes appropriate drug product selection decisions
 - Addresses patient concerns / resistance / ambivalence and cultural considerations
 - Develops comprehensive, logical, evidence-based and practical pharmacotherapy recommendations and plans to prevent or resolve medication-related problems or to respond to information requests
 - Develops a complete pharmacokinetic/dynamic plan
 - Implements therapeutic plan promptly, efficiently, and accurately (including administration as appropriate)
 - Evaluates therapeutic plan (including monitoring)
 - Demonstrates understanding and consideration of patient economic factors in the drug use process
 - Develops strategies to improve or maintain patient adherence
 - Participates in emergency care where applicable
 - Administers medications where practical and consistent with the practice environment and legally permitted
 - Makes needed referrals and assists with access to health services
 - Documents pharmaceutical care activities for ongoing patient care, quality control, quality assurance and accountability

Please list any additional learning objectives or activities you care to document.

- Rating**
- Not Applicable
 - Remediation Required
 - Needs Significant Development
 - Needs Development
 - Competent
 - Exceeds Expectations

Develop, Implement, and Monitor Drug Therapy Plans - Please provide evidence/reasoning for why you have given the student the assessment chosen for this learning outcome area.

Communication With Healthcare Team - Learning Objectives

- Communicates evidence-based recommendations and plans effectively
- Appropriately defends conclusions/rationale regarding drug therapy
- Exhibits diplomacy and confidence when communicating with others
- Writes effective patient care notes/documents
- Demonstrates written communication that is professional, well organized and without grammar/spelling errors
- Delivers effective group presentations using appropriate media aids to peers and practitioners (i.e., lectures, in-services, journal clubs, patient presentations)

Please list any additional learning objectives or activities you care to document.

Communication With Healthcare Team - Rating

- Not Applicable
- Remediation Required
- Needs Significant Development
- Needs Development
- Competent
- Exceeds Expectations

Communication With Healthcare Team

- Please provide evidence/reasoning for why you have given the student the assessment chosen for this learning outcome area.

Patient Communication - Learning Objectives

- Provides patient counseling relative to pharmacotherapy / health maintenance / wellness
- Effectively applies patient counseling skills
- Demonstrates understanding and applies principles of health literacy to all patient education

Please list any additional learning objectives or activities you care to document.

Patient Communication - Rating

- Not Applicable
- Remediation Required
- Needs Significant Development
- Needs Development
- Competent
- Exceeds Expectations

Patient Communication - Please provide evidence/reasoning for why you have given the student the assessment chosen for this learning outcome area.

<p>Critical Thinking and Problem Solving Skills - Learning Objectives</p> <ul style="list-style-type: none"> Retrieves, analyzes and evaluates biomedical literature as part of the therapeutic decision making process Interprets and applies information to promote optimal patient health Uses clinical and scientific information resources efficiently and effectively Effectively presents analysis of the biomedical literature (i.e. journal club) <p>Please list any additional learning objectives or activities you care to document.</p>	<p>Critical Thinking and Problem Solving Skills - Rating Not Applicable</p> <p>Remediation Required</p> <p>Needs Significant Development</p> <p>Needs Development</p> <p>Competent</p> <p>Exceeds Expectations</p>	<p>Critical Thinking and Problem Solving Skills - Please provide evidence/reasoning for why you have given the student the assessment chosen for this learning outcome area.</p>
<p>Management / Organizational Abilities - Learning Objectives</p> <ul style="list-style-type: none"> Complies with laws and regulations relating to pharmacy practice, and observes institutional policies and procedures. (Note: if the student does not meet this standard, 'Remediation Required' should automatically be selected for this section) Demonstrates the ability to work effectively within a formulary system and/or managed care environment Demonstrates effective organization and time management skills 	<p>Management / Organizational Abilities - Rating Not Applicable</p> <p>Remediation Required</p> <p>Needs Significant Development</p>	

<ul style="list-style-type: none"> • Demonstrates an understanding of business aspect of pharmacy to include inventory management, purchasing, pricing, human resources, therapeutic interchange, reporting, budgeting process, etc. • Manages systems for the storage, preparation and dispensing of medications • Manages systems to monitor the safety of medication dispensing and usage (includes information technology) • Applies research and assessment methods to establish quality, values, and outcomes • Contributes to the enhancement of an existing service or to the development of a new pharmacy service • Collaborates as an effective, efficient, and accountable team member <p>Please list any additional learning objectives or activities you care to document.</p> <div data-bbox="196 1142 680 1360" style="border: 1px solid black; height: 100px;"></div>	<p>Needs Development</p> <p>Competent</p> <p>Exceeds Expectations</p>	<p>Management / Organizational Abilities - Please provide evidence/reasoning for why you have given the student the assessment chosen for this learning outcome area.</p> <div data-bbox="959 548 1421 766" style="border: 1px solid black; height: 100px;"></div> <div data-bbox="959 766 1421 1371" style="border: 1px solid black; height: 288px;"></div>
<p>Self-Directed Learning and Assessment Abilities - Learning Objectives</p> <ul style="list-style-type: none"> • Self-assesses, recognizes limitations, develops and implements self-learning plans • Exhibits commitment to independent and lifelong learning • Identifies and acts upon opportunities proactively • Reviews and critically evaluates the literature to keep current on therapeutic / practice issues • Networks with fellow professionals at local state and 	<p>Self-Directed Learning and Assessment Abilities - Rating</p> <p>Not Applicable</p> <p>Remediation Required</p> <p>Needs Significant Development</p> <p>Needs Development</p> <p>Competent</p> <p>Exceeds Expectations</p>	<p>Self-Directed Learning and Assessment Abilities - Please provide evidence/reasoning for why you have given the student the assessment chosen for this learning outcome area.</p> <div data-bbox="959 1661 1421 1879" style="border: 1px solid black; height: 100px;"></div>

<p>national level</p> <ul style="list-style-type: none"> • Uses regular self-assessment and peer-assessment to assure the quality of one's own work and to identify learning needs and self-directed learning efforts, independent of the evaluation by others • Evaluates own and peer behavior against professional standards to determine strengths and areas for improvement and develops / implements an action plan to achieve / exceed standard • Identifies and uses resources to stay current and meet learning needs (e.g., professional library, pharmacy organizations, journals, listservs) • Explores career pathways <p>Please list any additional learning objectives or activities you care to document.</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>		
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Calculated PCAP Percentage Grade:

The student is expected to achieve a C (Competent) or EE (Exceeds Expectations) in the outcome areas of Professional Ethics and Identity and Social Interaction, Citizenship, and Leadership listed below. If this is not achieved, the preceptor may either recommend follow-up and/or assign a failing grade. The School of Pharmacy will review and /or monitor performance in these areas across the entire rotation sequence. If evaluations from 2 or more rotations cite that an improvement in behaviors is indicated, a faculty committee will develop a plan for professional growth. Lack of professional growth and achievement of the expected behaviors may result in rotation failure.

(Question 2 of 12)

RR	NSD	ND	C	EE
Remediation Required	Needs Significant Development	Needs Development	Competent	Exceeds Expectations
The student is unable to satisfactorily complete some or all basic and routine tasks despite directed	The student requires guidance/several minutes of directed questioning to complete some or all	The student requires guidance/directed questioning to complete some or all complex tasks; independently	The student requires limited prompting to complete most complex tasks.	The student independently completes most complex tasks; independently completes all basic and routine

questioning. The preceptor must complete the task. Remediation is necessary.	basic and routine tasks.	completes all basic and routine tasks.	independently completes all basic and routine tasks.	tasks. Proficiency demonstrates readiness for entering the profession and becoming an independent practitioner.
<p>Professional Ethics and Identity - Learning Objectives</p> <ul style="list-style-type: none"> Establishes professional credibility Maintains standards of professional conduct Makes appropriate ethical, legal and logical decisions Accepts responsibility for and provides patient centered care Maintains excellence and quality in personal practice Exhibits altruism Demonstrates a professional caring attitude to include diversity and respect for others Maintains patient and proprietary confidentiality Educates current and future health care professionals (mentoring, peer teaching) to influence their decisions, share responsibility and maintain effective working relationships Participates in the activities of local, state and national professional organizations Advocates professional improvements <p>Please list any additional learning objectives or activities you care to document.</p> <div data-bbox="196 1440 662 1665" style="border: 1px solid black; height: 100px;"></div>		<p>Professional Ethics and Identity - Rating</p> <p>Remediation Required</p> <p>Needs Significant Development</p> <p>Needs Development</p> <p>Competent</p> <p>Exceeds Expectations</p>	<p>Professional Ethics and Identity - Please provide evidence/reasoning for why you have given the student the assessment chosen for this learning outcome area.</p> <div data-bbox="943 1440 1419 1665" style="border: 1px solid black; height: 100px;"></div>	
<p>Social Interaction, Citizenship, and Leadership - Learning Objectives</p> <ul style="list-style-type: none"> Displays appropriate interpersonal behaviors Displays appropriate team 		<p>Social Interaction, Citizenship, and Leadership - Rating</p> <p>Remediation Required</p> <p>Needs Significant Development</p>	<p>Social Interaction, Citizenship, and Leadership - Please provide evidence/reasoning for why you have given the student the assessment chosen for this learning outcome area.</p> <div data-bbox="943 1839 1419 1885" style="border: 1px solid black; height: 20px;"></div>	

<p>behaviors</p> <ul style="list-style-type: none"> Establishes and actively participates in a collaborative working relationship with other pharmacists, physicians, other health care providers and other departments Establishes professional credibility Exhibits leadership skills when indicated Contributes to government and public health initiatives and policy development Educates the public and other health care professionals to improve health promotion and disease prevention Participates in the response to public emergencies and disasters when necessary Demonstrates understanding of the concept of philanthropy and 'giving back' to society <p>Please list any additional learning objectives or activities you care to document.</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>	<p>Needs Development</p> <p>Competent</p> <p>Exceeds Expectations</p>	<div style="border: 1px solid black; height: 100%; width: 100%;"></div>
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Calculated PCAP Percentage Grade
 The Calculated PCAP Percentage Grade is determined from the preceptor ratings assigned to outcome areas 1-10 only using the rubric below.

Rubric for converting a mean score to a percentage score.	5.0 = 100%	4.2 = 87%	3.4 = 78%	2.6 = 62%	1.8 = 40%
	4.9 = 98%	4.1 = 86%	3.3 = 76%	2.5 = 60%	1.7 = 35%
	4.8 = 97%	4.0 = 85%	3.2 = 74%	2.4 = 58%	1.6 = 30%
	4.7 = 95%	3.9 = 84%	3.1 = 72%	2.3 = 56%	1.5 = 25%
	4.6 = 93%	3.8 = 83%	3.0 = 70%	2.2 = 54%	1.4 = 20%
	4.5 = 92%	3.7 = 82%	2.9 = 68%	2.1 = 52%	1.3 = 15%
	4.4 = 90%	3.6 = 81%	2.8 = 66%	2.0 = 50%	1.2 = 10%
	4.3 = 88%	3.5 = 80%	2.7 = 64%	1.9 = 45%	1.1 = 5%
					1.0 = 0%

**Doctor of Pharmacy Program
 Advanced Pharmacy Practice Experience
 Final Grade Report**

Directions: In the table below, list or select the evaluation methods that you used to assess the student (e.g. presentations, projects). Note the PCAP (outcomes 1 – 10) is already listed. Then, in the “Fraction of Rotation Grade” section, list the fraction

each is worth – This value should be what is listed in your syllabus. (If the PCAP counts for 60% of the student's grade, type 60; if projects count 25%, type 25, etc). If no other methods were used outside the PCAP, type 100. After you enter all of the evaluations methods, check to see if the total equals 100. The program will compute a percentage score. The letter grade will appear, but you have the flexibility to change it if you feel that is appropriate.

Evaluation Method	Fraction of Rotation Grade	Score Achieved by Student	Grade Points (Fraction x Score)
PCAP			
Total			

A	B	C	D	F
89.5-100	79.5-89.4	69.5-79.4	59.5-69.4	<59.5

Letter Grade: The letter grade will appear, but you have the flexibility to change it if appropriate.

FINAL Letter Grade

The Final Letter Grade assigned by the preceptor should be based on consideration of the Calculated PCAP Score, ratings assigned on the outcome areas 11 – 12 (Professional Ethics and Identity and Social Interaction, Citizenship and Leadership) as well as any other items listed in the table above. **Note:** The preceptor may lower the calculated letter grade (which includes assigning a failing grade) if the student performs unsatisfactorily on outcome areas 11 or 12 (Professional Ethics and Identity and Social Interaction, Citizenship and Leadership). In Summary: Professional Ethics and Identity and Social Interaction, Citizenship and Leadership behaviors are at least as important as knowledge and patient care skills.

Number of times the student was tardy: (Question 3 of 12 - Mandatory)

Number of times the student was absent: (Question 4 of 12 - Mandatory)

Please Provide a Brief Description of the Student:

Learning Achievements (Strengths, significant accomplishments): (Question 5 of 12)

Learning Needs: (These are likely due to inexperience and will likely be overcome by the end of the year) (Question 6 of 12)

Problems: (These are deficits that hinder the student's ability to function and must be resolved by the end of the next rotation) (Question 7 of 12)

PLEASE NOTE: Students and other preceptors will be able to see these comments in the Global View of Student Performance.

Other Comments: (Question 8 of 12)

Item Will Not Viewed by Student – For Program Information Only (Required Field)

Upon graduation, would you consider this student for an entry level position? (Question 9 of 12 - Mandatory, Confidential)

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

If you would not consider this student for an entry level position, please briefly explain. (Question 10 of 12, Confidential)

Hour Requirement Statement (Required Field)

I certify that the student completed a minimum of 40 hours per week throughout the training experience. (Question 11 of 12 - Mandatory)

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

If the student has not completed a minimum of 40 hours per week throughout the training experience, please explain. (Question 12 of 12)

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If you have further documentation to support this evaluation, please fax to: 334-844-4346