APPALACHIAN COLLEGE OF PHARMACY
Advanced Pharmacy Practice Experience (APPE) – Student Competency Evaluation

Student Name: _____ **Preceptor:** _____

Practice Site: _____

Descriptive rubrics were developed to assist the preceptor in assessing the student on outcome expectations. The preceptor should read the criteria for each level of the rubric and assess the student with the corresponding rank according to how the student is progressing in achieving the competencies. The preceptor should rank the student on each section of the assessment to determine the mean score. ONLY grade any of the criteria that are applicable to the rotation. If not applicable, then grade as N/A. The overall mean score is used to establish the final grade.

PROFESSIONAL BEHAVIOR:

Rating descriptor guide: A=4.5-5, B=3.5–4.49, C=3.00-3.49, F=2.99 and below					
Student demonstrated this behavior extremely effectively and/or consistently.	***Student demonstrated this behavior very effectively and/ or consistently.***	***Student demonstrated this behavior effectively and/or consistently but may need some minor improvement.***	***Student demonstrated this behavior somewhat effectively and/or consistently but may need some improvement.***	***Student attempted this behavior but was ineffective and/or inconsistent and needs significant improvement.***	**N/A = Not enough evidence to evaluate.**
5 = Excellent	**4 = Very Good**	**3 = Satisfactory**	**2 = Needs Improvement**	**1 = Unacceptable**	**N/A**

1. **Student is punctual, reliable, dependable and "follows through" with responsibilities,** i.e., arrives at practice site and meetings early or on time; can be counted on to fulfill responsibilities and meet expectations, deadlines for completion of tasks and responsibilities; accepts responsibility for patient-centered care and completes all patient care responsibilities before leaving for the day; if a task is left incomplete or problem is not resolved, student seeks aid or explains situation to parties who can follow-up on task or problem; holds oneself liable for tasks/duties/responsibilities that he/she is responsible; does not blame others for mistakes or mishaps, nor avoids responsibilities. ****	**5**	**4**	**3**	**2**	**1**	**N/A**
2. **Student uses time efficiently and prioritizes responsibilities effectively,** i.e., demonstrates organizational, prioritization, and time management skills by allocating and utilizing appropriate amounts of time to fulfill responsibilities; approaches multiple tasks and assignments in a manner to produce desired outcomes; and utilizes others' time wisely.	**5**	**4**	**3**	**2**	**1**	**N/A**
3. **Student accepts and applies constructive criticism,** i.e., responds openly and positively to feedback; modifies behavior if necessary.	**5**	**4**	**3**	**2**	**1**	**N/A**
4. **Student produces quality work and demonstrates a desire to exceed expectations,** i.e., tasks and assignments are complete, accurate, and meet their respective objectives; attempts to exceed minimal standards and requirements for tasks/assignments/responsibilities; goes "above and beyond the call of duty". ****	**5**	**4**	**3**	**2**	**1**	**N/A**
5. **Student practices personal hygiene and wears appropriate attire,** i.e., maintains personal health and grooming habits	**5**	**4**	**3**	**2**	**1**	**N/A**

acceptable to practice setting; adheres to dress code (written or unwritten); attire is acceptable to practice setting.						
6. **Student is cooperative**, **respectful, diplomatic, and confident,** i.e., non-argumentative; willing and helpful; fair and tactful in all dealings with patients, superiors, colleagues, and other personnel; demonstrates regard for patients, superiors, colleagues, other personnel, and property; acts in a manner that shows recognition that he/she is a guest at the practice site as a professional student; acts and communicates in a self-assured manner, yet with modesty and humility. ****	**5**	**4**	**3**	**2**	**1**	**N/A**
7. **Student behaves in an ethical / legal manner and maintains confidentiality,** i.e., acts in patients' best interests while engaging in discussions or other activities involving patient-and/or site-specific information for purposes of fulfilling professional responsibilities; maintains confidential nature of patient-and/or site-specific documents following HIPAA regulations; acts in accord with the profession's and/or practice site's code of ethics and adheres to pharmacy laws and site specific policies and procedures. ****	**5**	**4**	**3**	**2**	**1**	**N/A**
8. **Student is nonjudgmental demonstrating an appreciation of cultural competency,** i.e., demonstrates an attitude of open-mindedness and respect towards others of another culture, gender, or personal lifestyle and situations; does not "stereotype" others or prejudge situations. ****	**5**	**4**	**3**	**2**	**1**	**N/A**
9. **Student is empathic,** i.e., demonstrates appreciation of others' positions; attempts to identify with others' perspectives; demonstrates consideration towards others.	**5**	**4**	**3**	**2**	**1**	**N/A**
10. **Student puts others' needs above his/her own,** i.e., demonstrates an attitude of service by taking the necessary time and actions to help others; gives of oneself to benefit others.	**5**	**4**	**3**	**2**	**1**	**N/A**
PROFESSIONAL BEHAVIOR: the mean score from the Student Professionalism Section above **(10% of grade):**						

COMPETENCIES:

Rating descriptor guide: A=4.5-5, B=3.5–4.49, C=3.00-3.49, F=2.99 and below					
Student has excelled in performing the competency in effectiveness and/or consistency. Student has completed the work and exceeded rotation requirements.	**Student performed the competency at an above average level in effectiveness and/or consistency. Student has completed the work and exceeded rotation requirements**	**Student performed the competency at an acceptable level in effectiveness and/or consistency. Student has completed the minimum rotation requirements.**	**Student attempted but did not achieve competency in all areas. The student may have completed the minimum rotation requirements but not at an acceptable level.**	**Student attempted but did not achieve competency in all areas. The student may or may not have completed the minimum rotation requirements and requires significant improvement.**	**N/A = Not enough evidence to evaluate.**
5 = Excellent	**4 = Very Good**	**3 = Satisfactory**	**2 = Needs Improvement**	**1 = Unacceptable**	**N/A**

PHARMACY PROFESSIONAL DYNAMICS						
11. **Pharmacy Profession:** Demonstrates the activities of the pharmacist appropriate to the practice site. Integrates the role of other pharmacy support personnel in the delivery of pharmacy services and patient care. Identifies and implements necessary changes in pharmacy practice and health care delivery to advance the profession.	**5**	**4**	**3**	**2**	**1**	**N/A**

12. Informatics and Integrative Competence: ***Critical Thinking and Decision-Making Abilities Regarding Evidence-Based Pharmacotherapy*:** Retrieves appropriate information and **biomedical literature** from appropriate resources and technology to rationally and logically examine, interpret, evaluate, analyze, and synthesize information/issues/knowledge (including legal, ethical, social, cultural, economic, professional issues, emerging technologies, evolving biomedical, pharmaceutical social/behavioral/administrative, and clinical sciences); then integrate with population-specific and/or patient-specific information appropriately mitigate, resolve and prevent **patient care issues**/problems/error(s) and make sound decisions that may impact therapeutic outcomes. ****	**5**	**4**	**3**	**2**	**1**	**N/A**
13. Oral Communication: Listens, assesses health literacy, and uses effective **oral** communication skills to clearly communicate relevant, concise, comprehensive and timely information about safe and appropriate medication use to patients, health care professionals, and members of the community using appropriate terminology, medical abbreviations and vocabulary and body language, gestures and mannerisms for the intended audience. ****	**5**	**4**	**3**	**2**	**1**	**N/A**
14. Written Communication: Listens, assesses health literacy, and uses effective **written** communication skills to clearly communicate relevant, concise, comprehensive and timely information about safe and appropriate medication use to patients, health care professionals, and members of the community using appropriate terminology, medical abbreviations and vocabulary for the intended audience. ****	**5**	**4**	**3**	**2**	**1**	**N/A**
15. Collaborative Interactions with Health Professionals: Interactions of dialogue and discussion as a team member with colleagues, patient care providers and other health professionals are collaborative, effective, active and assertive; engenders a team approach to patient care with appropriate interpersonal behaviors. Not afraid to provide his/her viewpoint while respecting other health professionals' contribution to patient care. ****	**5**	**4**	**3**	**2**	**1**	**N/A**
16. Self-Directed Learning Ability and Self-Directed in undertaking tasks, i.e., after initial instruction of tasks/assignments/responsibilities, initiates activities to complete them; self-motivated; functions independently; seeks additional tasks after completing original task; identifies and acts upon learning opportunities, seeks knowledge; asks questions; searches for information; takes responsibility for own learning independently from instructor prompting; practices self-assessment of his/her own knowledge, recognizing one's limitations; sets appropriate self-learning goals/plan and takes appropriate action to maintain awareness of emerging issues, products, and services that may impact patient care, disease prevention, and/or public health.	**5**	**4**	**3**	**2**	**1**	**N/A**
17. Social Awareness and Responsibility in Health Disparities: Takes responsibility for adapting and providing quality patient care to culturally, economically, and socially diverse populations minimizing health care disparities. Counsels individuals and/or groups on healthy lifestyles for disease prevention, wellness, and health promotion.	**5**	**4**	**3**	**2**	**1**	**N/A**
18. Public Health: Applies population specific data, informatics, and research processes to identify and solve public health problems and help develop health policy as appropriate to the practice site.	**5**	**4**	**3**	**2**	**1**	**N/A**
PATIENT-CENTERED PHARMACY PRACTICE						
19. Disease State Knowledge: Explains pathophysiology and clinical presentation of disease state(s).	**5**	**4**	**3**	**2**	**1**	**N/A**
20. Clinical Pharmacology and Pharmaceutical Product Knowledge: explains mechanism of action, pharmacokinetics, adverse effects, drug interactions, and clinical use of drugs; discusses aspects of the pharmaceutical sciences that relate to the properties and formulation of drugs and drug products, and medically-related tests and devices; prepares compounded prescriptions accurately. ****	**5**	**4**	**3**	**2**	**1**	**N/A**
21. Patient Information: obtains all necessary and pertinent information from patient/family/caregiver interviews, patient medical records, medication profiles, patient labs, physical assessment findings, diagnostic tests, and/or other health care providers. Data	**5**	**4**	**3**	**2**	**1**	**N/A**

includes patient-specific behavioral and socioeconomic information. Monitoring forms / tools are maintained in an organized and up-to-date manner. ****						
22. **Perform patient physical assessment** as part of a patient care practice. ****	**5**	**4**	**3**	**2**	**1**	**N/A**
23. **Patient Pharmacotherapy Assessment:** demonstrates the ability to independently assess the appropriateness of the patient's drug therapy (consider indications for use, mechanism of action, side effects, efficacy, health improvement goal(s), wellness strategies, disease prevention, toxicity, patient adherence, patient educational needs/limitations. personnel resources, both pharmacologic and non-pharmacologic therapies, patient economic factors, and drug costs) to determine therapeutic endpoints and explain drug therapy including assessment of all medications, evidence-based literature and standards of treatment. ****	**5**	**4**	**3**	**2**	**1**	**N/A**
24. **Pharmacotherapy Management Care Plan:** demonstrate the ability to independently **formulate, recommend, implement, monitor, evaluate and document** (in accordance with the institution's standard of practice) appropriate, comprehensive, practical, accurate, timely, and cost effective pharmacy care plans, using information about patient's medical (clinical status, organ function, laboratory values, drug administration times, and serum drug concentrations) and socio-behavioral needs, preferences and economic status to encourage medication adherence and optimize patient's health outcomes. Determines the goals of therapy, states appropriate efficacy and toxicity monitoring parameters, and identifies and completes appropriate follow-up. Recommendations are reasonable and consider all potential consequences of recommendations. *(e.g. Pharmacokinetic-Pharmacodynamic Care Plan, Medication Therapy Management, Therapeutic Interchange)* ****	**5**	**4**	**3**	**2**	**1**	**N/A**
25. **Patient/Caregiver Communication:** able to choose, apply and integrate the effective mode(s) of communication (verbal, nonverbal, and/or written) to provide education and counseling on prescription and OTC medication in a caring manner. Strategies are intended to improve or maintain patient adherence. Verifies understanding and follows HIPAA guidelines. ****	**5**	**4**	**3**	**2**	**1**	**N/A**
MANAGEMENT OF HEALTH CARE SYSTEMS AND MEDICATION DISTRIBUTION						
26. **Prescription Verification:** Accurately interprets prescription orders and safely dispenses and administers drugs while applying professional standards and legal guidelines. Evaluates drug acquisition, inventory control and time-sensitive medication distribution systems and related technology, while documenting and maintaining quality. Applies principles of personnel, financial and marketing management to medication distribution and control systems in pharmacy practice.	**5**	**4**	**3**	**2**	**1**	**N/A**
27. **Dispensing:** safely dispenses medications while applying professional standards and legal guidelines. Administers medications when appropriate and upon adequate training.	**5**	**4**	**3**	**2**	**1**	**N/A**
28. **Acquisition:** uses and evaluates drug acquisition, inventory control and time-sensitive medication distribution systems and related technology, while documenting and maintaining quality. ****	**5**	**4**	**3**	**2**	**1**	**N/A**
29. **Management of health care resources:** describes principles and assures efficient use of personnel, financial, physical, medical, technical resources, formulary systems and marketing management in the provision of **patient care,** promotion of **public health and/or medication distribution systems** in pharmacy practice. ****	**5**	**4**	**3**	**2**	**1**	**N/A**
30. **Medication Safety:** Manages the medication use process to improve safety and quality by preventing, reporting, evaluating, prioritizing and mitigating medication errors, adverse events and medication-related problems to include prescription, over the counter, herbal, and nontraditional therapies. Understands and adheres to safety design principles in the health care system. Applies patient- and population-specific data to minimize adverse drug events and optimize patient outcomes, through participation in the development or utilization of medication use and health policies or pathways. ****	**5**	**4**	**3**	**2**	**1**	**N/A**
"OTHER" – Competencies						

These assessments may be used for a project or other assessment to be added to the evaluation (quiz, etc.) If you do not have an applicable rating please enter "0" (zero) for not applicable.	
31. Formal Presentation Assessment: Prepare and present, verbally and in writing, effective presentation(s) using appropriate media aids and provide a copy for the preceptor and others as appropriate. (i.e., case presentation, new drug product, disease state, health care provider education, P&T Formulary review, etc.) ****presentation evaluation form(s) are provided under **Forms & Documents in the APPE Manual** or at the Webite: www.acp.edu under Experiential Education (Forms and Documents). Enter the assessment value here (0-5 scale). ****	
Rating of project or other assessment described above	
32. Drug Information Assessment: Read articles, textbooks, and other informational resources to assess and resolve pharmaceutical / patient care issues. A drug information evaluation form is provided under **Forms & Documents** in the manual or at the Webite: www.acp.edu. Enter the assessment value here (0-5 scale). ****	
Rating of project or other assessment described above	
33. Description of project or other assessments	
Rating of project or other assessment described above	
34. Description of project or other assessments	
Rating of project or other assessment described above	
35. Description of project or other assessments	
Rating of project or other assessment described above	
COMPETENCIES: the mean score from the Competencies Sections above (90% of grade):	

Required Information:

I certify that the student completed a minimum of 40 hours per week throughout the rotation.	Yes	No
If the student has not completed a minimum of 40 hours per week throughout the rotation, please explain:		

I certify that the student has provided me with documentation for each of the asterisked (****) competencies above, if evaluated, and I have reviewed the documentation.	**Yes**	**No**
In order to award a student a letter grade of "A" please justify by providing details of <u>exceptional</u> performance.		
If you scored a student < 2 on any competency please detail student deficiencies so that an appropriate remediation plan may be implemented.		
Final - General Comments: *(Suggestion - Highlight student strengths and areas for improvement.)*		
Final - Average Score:		
Final - Grade: A=4.5-5 B=3.5–4.49 C=3.00-3.49 F=2.99 and below		