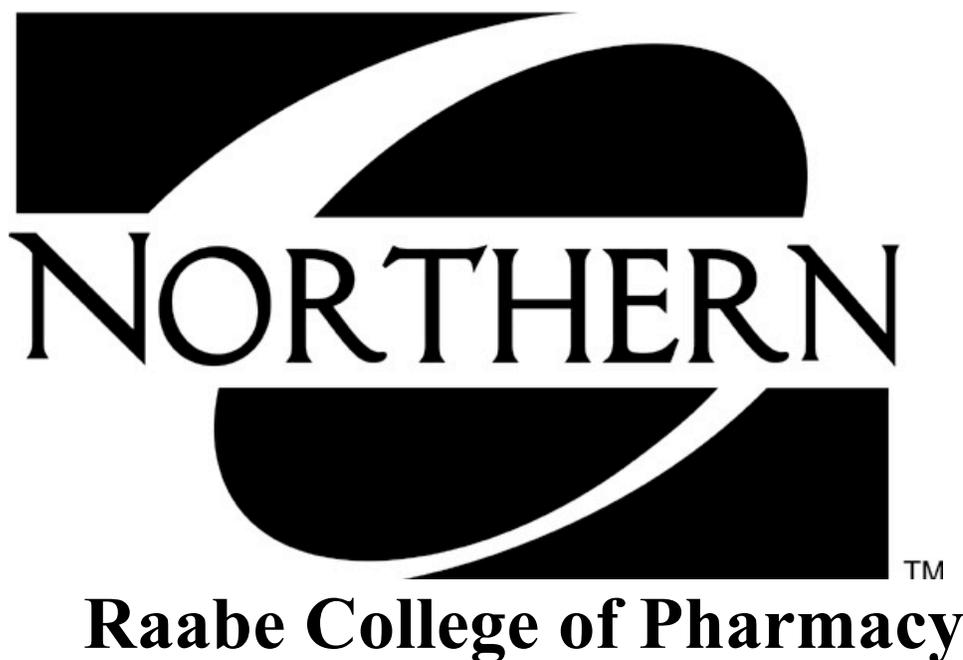


Ohio Northern University



Doctor of Pharmacy

Advanced Pharmacy Practice Experience
Syllabus
PHPR 6501-09

2016-17

Advanced Pharmacy Practice Experiences at Ohio Northern University

Catalog Information:

Full-time experiential program emphasizing delivery of pharmaceutical care in primary, secondary and tertiary patient care settings, as well as a means of integrating facts and principles received from antecedent courses. The process will occur in both institutional and ambulatory settings. At each practice setting, the student is expected to become a functioning component of the ongoing pharmaceutical care services through faculty instruction, self-learning, and by observing the modeling of attendant faculty members. Completion of all BSPC and PHPR coursework with a C or better is required.

4.000 Credit hours

Levels: Undergraduate (Semester)

Schedule Types: [Pharmacy Rotations](#)

Pharmacy Practice Department

Advanced Pharmacy Practice Experience - - PHPR 6501 - 09

Pharmacy Campus

Pharmacy Rotations Schedule Type

4.000 Credits per APPE

Instructor Information:

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Preceptors as determined by Advanced Pharmacy Practice Experience (APPE) schedule

- Full time Faculty
- Shared Faculty
- Adjunct Faculty
- Volunteer Preceptors

Recommended Texts & Resources

- ❑ Pharmacotherapy: A Pathophysiologic Approach (or another tertiary source)
- ❑ Access to and competency in online Ohio Northern drug information resources
- ❑ Primary literature and guidelines as needed

Goal

To educate students to apply problem-solving skills to assess patient parameters, optimize drug therapy, and provide quality patient care in various practice settings.

The terminal component of the Doctor of Pharmacy program, Advanced Pharmacy Practice Experiences (APPEs or rotations), has defined objectives for each rotation including a specified core of knowledge, skills, and practice performance expectations that constitute basic practice capabilities required of a graduate.

COURSE GOAL:

To provide practical, supervised, intellectually stimulating professional experiences, which will enable students to develop fundamental capabilities to become self-motivated, self-directed, ethically minded professionals with the mission and skills to advance pharmacy practice in any desired practice setting. Competency in clinical skills, knowledge, judgment, and communication provide the basis for the achievement of this fundamental goal.

Course Description

A full-time experiential program emphasizing delivery of patient care in various practice settings. The APPEs are experience-based, integrated problem-solving courses designed to train the student to become an active participant in providing patient care. The student, under the direction of various faculty and preceptors, will integrate his or her knowledge of **physical assessment, pharmacology, pharmacotherapy, pathophysiology, pharmaceuticals, pharmacokinetics, and pharmacodynamics** in assessing therapeutic plans and in evaluating the selected drugs for patients. During this experiential curriculum, students will learn recommendations and participate in decisions regarding drug therapy. At each practice site, the student is expected to become a functioning component of the ongoing patient care services through faculty instruction and self-learning.

Prerequisites/Requirements

- P-6 standing
 - Completion of ≥ 180 academic credit hours
 - Successful completion of BSPPC 5431, 5441, 5451, 5461 and PHPR 5501 modules, with a grade of C or better
- ≥ 2.00 GPA
- Valid Intern License (for all required states)
- Completed Record of Physical Examination (see appendix)
- Updated immunizations as required by clinical teaching site and/or state and federal regulatory agencies
- Satisfactory completion of Background check (performed by school)
- Advanced Cardiac Life Support (ACLS) certification
- Immunization certification
- Proof of medical insurance
- Proof of liability insurance
- HIPAA training
- OSHA training

Course Policy

- Students must register for nine (9) four (4)-credit hour rotations for a total of 36 credits. Each rotation is one calendar month (June through April) in length and includes, at a minimum, 160 hours at the site.
 - Students registered for any APPE (PHPR 6501-09) who wish to register for any additional courses need the written permission of experiential instructors and the Dean of the Raabe College of Pharmacy prior to registering for the additional courses.

Advanced Pharmacy Practice Experience Curriculum

A student is required complete nine (9) one month long rotations as follows:

- a. One (1) rotation in EACH of the following required rotations:

General/Internal Medicine
Ambulatory Care
Pediatrics or : Critical Care
Geriatrics
Community Pharmacy
Hospital Pharmacy

- b. Three (3) elective rotations from the following list. All electives are designated as Patient Care or Non-Patient Care related electives (PC or NPC). Students may complete a maximum of two (2) NPC electives.

Rotation Type (elective)	PC/NPC
Administration	NPC
Ambulatory Care	PC
Anticoagulation Clinic	PC
Burn	PC
Cardiac ICU	PC
Cardiology	PC
Cardiothoracic ICU	PC
Compounding	PC
Critical Care	PC
Diabetes Clinic	PC
Drug Information	NPC
Education	NPC
Emergency Medicine	PC
Family Medicine	PC
HIV/AIDS	PC
Home Health Care	PC
Home Infusion	NPC
Hospice / Palliative Care	PC
Infectious Disease (I.D.)	PC
Informatics	NPC
Internal Medicine	PC
International Medicine	PC
Long Term Care	PC
Mail Order Pharmacy	NPC
Managed Care	NPC
Medical ICU	PC

Rotation Type (elective)	PC/NPC
Medication Safety	NPC
Neonatal ICU	PC
Nephrology	PC
Neurology	PC
Nuclear Pharmacy	NPC
Nutrition	PC
Oncology / Hematology	PC
Pain Management	PC
Pediatric Cardiology	PC
Pediatric ICU	PC
Pediatric Oncology	PC
Pediatric pain management	PC
Pediatric pulmonology	PC
Pediatrics	PC
Pharmaceutical Industry	NPC
Pharmacoeconomics	NPC
Poison Control (Toxicology)	NPC
Psychiatric	PC
Public Health	PC
Pulmonary Medicine	PC
Research	NPC
Rural Health	PC
Specialty Care Pharmacy	PC
Surgical Care (Surgery)	PC
Surgical ICU	PC
Transplantation	PC
Trauma	PC

PERFORMANCE STANDARDS:

To successfully complete the rotation sequence, the student must accomplish the following:

1. Successfully complete nine (9) one month long rotations meeting all rotation-specific learning objectives and site-specific responsibilities and/or activities.
2. Successfully complete all longitudinal outcomes measures (Appendix) by the end of the rotation sequence.
3. Complete and turn in a hard copy and/or electronic portfolio that meets all requirements (including monthly projects, cases and reflections by the 5th of the following month).
4. Successfully complete the final online examination (Moodle) with a 75% or better.
5. Attend Boot Camp at Ohio Northern University in May

DESIRED OUTCOMES:

Upon completion of the Advanced Pharmacy Practice Experience, the student should be able to:

1. Utilize a systematic problem-solving approach to patient care.
2. Utilize the acquired knowledge base to assess the patient and formulate a therapeutic plan.
3. Demonstrate proficiency in recommending and implementing a therapeutic plan.
4. Identify and evaluate the current literature and apply this information to patient care.
5. Effectively communicate, both verbally and in writing, with patients and other healthcare providers.
6. Demonstrate self-learning and self-assessment abilities and habits.
7. Demonstrate leadership abilities.
8. Demonstrate professionalism.
9. Demonstrate proficiency in the role of the pharmacy practitioner, as a member of the healthcare team, in provision of quality patient care.
10. Demonstrate ability to conduct further research and/or improving pharmacy services in the future.

CORE LEARNING OBJECTIVES:

Patient Care

1. For each assigned patient, the student shall efficiently utilize medical records, along with direct assessments, when appropriate, to collect physical examination data, system review data, diagnostic test results and laboratory data.
2. The student shall utilize the subjective and objective data to fully assess the patient's condition, drug therapy and identify drug-related problems. This assessment should include the etiology of the problem, whether drug therapy is necessary, and whether current drug therapy is efficacious and appropriate according to current guidelines or treatment standards.
3. The student should use the information to formulate a plan to resolve drug-related problems, optimize drug therapy, specify an appropriate monitoring plan (evaluating efficacy, side effects, toxicity, etc.), and maximize outcomes. The plan should always include goals of therapy and appropriate counseling. Students shall also identify situations where pharmacokinetic parameters are necessary to optimize drug therapy and thus implement appropriate pharmacokinetic monitoring plans.

Professional Communications

1. Interdisciplinary Patient Care
 - The student will learn to participate as a pharmacist in an interdisciplinary patient care environment, under the preceptor's supervision and/or direction, in providing patient care.
2. Drug Information
 - The student will identify drug-therapy related questions, interact with health care professionals to clarify the question, efficiently formulate a response using appropriate resources, and communicate this response effectively in both written and verbal formats.
3. Professional Writing
 - The student will identify topics, write professional documents on these topics and communicate with other health care professionals concerning those documents.

4. Educational Presentations

- The student will identify, prepare and present topics for the purpose of education within the practice environment.

Practice Management/Clinical Administration

1. Documentation of Pharmacist Recommendations

- The student shall explain the need for and participate in the documentation of pharmacists' patient care related activities.

2. Drug Use Evaluation (DUE)

- The student will explain the process of DUE and, if applicable, participate in the site's DUE system.

3. Adverse Drug Reaction (ADR) Monitoring

- The student shall understand the process of ADR monitoring and, if applicable, participate in the federal and institution-specific ADR system.

4. Research and Scholarly Activity

- The student shall understand and be able to explain the need for research and scholarly activity as it pertains to professional growth.

Personal Attributes

1. Social Interaction and Citizenship

- The student shall demonstrate effective interpersonal behaviors in a variety of situations and circumstances

2. Self-Learning Abilities and Habits

- The student shall effectively self-assess and satisfy learning needs on an ongoing basis

3. Social Awareness and Social Responsibility

- The student shall adapt their professional practice to the dynamic health care system.

4. Cultural Competency

- The student shall demonstrate behaviors, attitudes, and knowledge that allow him/her to work effectively as a professional in cross-cultural situations.

5. Professionalism

- The student shall display behaviors and attitudes which reflect respect, honesty, integrity and a passion for learning.

Rotation Specific Objectives

1. Objectives for each rotation type are available: <http://www.onu.edu/pharmacy/experiential>
2. Individual sites and preceptors are encouraged to develop specific objectives.

Academic Conduct

The University expects its students to conduct themselves in a dignified and honorable manner as mature members of the academic community and assumes that individually and collectively they will discourage acts of academic dishonesty. The University also expects cooperation among administrators, faculty, staff, and students in preventing acts of academic dishonesty, in detecting such acts, reporting them, and identifying those who commit them, and in providing appropriate punishment for offenders. The University Code of Academic Student Conduct is found in Appendix C of the Student Handbook:

http://www.onu.edu/student_life/student_conduct/student_handbook

Students requiring particular accommodations because of physical and/or learning disabilities should contact the Dean's office prior to APPEs. For additional information, see:

http://www.onu.edu/student_life/disability_services

POLICIES AND INFORMATION FOR PHARMACY PRACTICE EXPERIENCES (Listed Alphabetically):

Accreditation Council for Pharmacy Education (ACPE)

Accreditation is the public recognition awarded to a professional program that is judged to meet established qualifications and educational standards through periodic evaluations. ACPE is the accrediting body for colleges of pharmacy including the Raabe College of Pharmacy. For more specific information on ACPE and ACPE standards see: <http://www.acpe-accredit.org/>

Attendance/Absence

Each rotation begins on the 1st day of the assigned month and ends on the last day of the month. At times it may be necessary for the preceptor to make adjustments to this schedule as he or she sees fit. The student must spend a **minimum** of 160 hours at each site.

Due to the intensity of each rotation and the need to achieve rotation objectives, it is advised that students avoid missing any time during their rotations. We understand that circumstances beyond the student's control (i.e. illness, death in the immediate family, etc.) may arise necessitating time away from a rotation. It is the responsibility of the student to contact the preceptor and arrange how the missed time will be made up.

In the event that time must be missed at a rotation the student must use the "Absence Request Form" (see Appendix) to obtain PRIOR (when possible) preceptor approval. The student must develop a plan to make up the missed time and the preceptor must approve the plan. A copy of the form should be sent to the Office of Experiential Education. Unexcused absences are NOT tolerated and jeopardize the student's successful completion of the program. The preceptor shall immediately contact the Office of Experiential Education if such absences occur.

It is the expectation that residency and job interviews will be scheduled during off months when possible.

Background Checks

All students will sign a waiver and have a criminal background check completed before beginning IPPEs/APPEs. Unfavorable results of background checks will be handled on a case-by-case basis. The offense(s) will be reviewed and the student will be contacted and given a chance to provide a written explanation. Ohio Northern may pursue judicial action under the University Code of Student Conduct, if necessary. Results of such action may delay or prevent graduation from the program. If no judicial action is necessary the student will be allowed to participate in rotations, but appropriate personnel at the student's assigned sites may be informed that he/she had a "hit" on his/her criminal background check. Each site then has the right to accept or refuse the student. In the event that rotation sites cannot be found that will accept the student, the student will not complete the Doctor of Pharmacy degree.

Boot Camp

Boot Camp is an intense, comprehensive review designed and presented by Ohio Northern University faculty for the graduating class in early May. Attendance is required. Specific dates will be announced each year.

Cases

- A minimum of three (3) typed patient cases (cases are required for all patient-care rotations, including the Community Pharmacy rotation).
- Included in each case should be the following:
 - Develop a problem list
 - Subjective and Objective findings
 - Desired outcomes and end points
 - Drug related problems
 - Therapeutic recommendations
 - Monitoring Parameters
 - Follow-up
 - References
- Cases should be appropriate in length and detail and can be in a variety of formats (i.e. Word document or PowerPoint).
- All cases should be well-referenced.
- Cases throughout the portfolio should each be unique and should cover a wide variety of disease states.
- Even if the student completes more than 3 cases at one site, the student must complete a minimum of 3 cases per APPE.
- For non-patient care rotations (i.e. “Research”) the student should include other projects, presentations, etc. to replace the cases

Cell Phones

The use of cell phones for any personal communication purposes at any APPE site is prohibited. Cell phones should be turned off during rotations or utilized only for professional purposes (i.e. access to drug information resources). Sites can ask a student to leave if this request is not observed.

Changing a Rotation

After APPEs are scheduled they will not be changed based upon student request. Each year hundreds rotations are arranged, and changing them after they have been set up reflects poorly on our program and gets confusing for sites and preceptors. These sites hold slots open because they know a student is coming. In many cases sites have denied other students because their slots were already “filled”. The OEE makes a commitment to the sites and the sites make a commitment to Ohio Northern. Each and every rotation is a new opportunity for the student. With the right attitude, every rotation will teach the student something and will add to the unique practitioner he or she is becoming.

It is the policy of the OEE that only extreme personal or medical circumstances are considered on an individual basis for making any changes in the final APPE schedule. A physician’s note will be required to change a rotation for medical reasons.

Pharmacy Practice Experiences periodically have to change due to issues at the sites. Students are encouraged to remain flexible with regards to their APPE schedules due to the possibility of unforeseen circumstances involving sites and/or preceptors (i.e. preceptor change of employment or illness, site staff shortage, etc.)

Compensation

In accordance with ACPE standards, students cannot be compensated by any rotation site, and in most circumstances will not complete a rotation at a site where he or she has interned (worked and received pay).

Concurrent Employment

Pharmacy Practice Experiences are full-time commitments. Full-time is considered a *minimum* of 40 hours per week. Employment during the 6th year is strongly discouraged. IPPEs/APPEs will not be scheduled around employment and students should NEVER leave a rotation early or miss a requirement due to outside employment.

Confidentiality

Students are required to respect all confidential information revealed during his or her IPPEs/APPEs such as patient records, professional policies, trade secrets, financial information, etc.

The student will abide by HIPAA regulations and uphold the strictest patient confidentiality standards. Patients should not be discussed by name in any public area. Names should not be used in any oral and written presentations or assignments.

Contacting Sites

The student will contact the site at least **two weeks** before the rotation is to begin. Students should contact the sites by phone, but can email the preceptor or contact person if unable to reach the preceptor by phone. If a student cannot reach the preceptor and/or contact person a week before the rotation or if there are any problems upon contacting the site (i.e. the preceptor forgot the student was coming), the student should notify the OEE for assistance immediately.

Students will not contact sites prior to one month before the scheduled rotation unless necessary for housing or travel arrangements (contact the OEE when in doubt). Under no circumstances will students contact sites before final rotation schedules are available. All scheduling of rotations and sites will be done by the OEE.

*Students should check in PharmAcademic and ask preceptors prior to the first day for other requirements

Dress Code

Students are expected to dress in appropriate, professional attire at all times during IPPEs/APPEs. Though some sites may have specific dress code modifications students should expect the following:

1. Students will wear a clean, neatly pressed, short, white professional lab jacket with an ONU identification badge and patch.
2. Female students may wear skirts or dresses of appropriate length, dress slacks and suitable hosiery and shoes. (Skirts and dresses must come to knee level when standing).
3. Male students should wear dress slacks, collared shirts, ties and appropriate shoes.
4. Perfumes, colognes, or heavy fragrances should not be worn, as many people are offended by, or allergic to, chemical scents or odors.
5. Cosmetics should be used in moderation.
6. Jewelry should be conservative in style and kept to a minimum. Visible pierced body jewelry is limited to 2 small pairs of earrings in earlobes
7. All students are expected to maintain a neat appearance and good hygiene.
 - a. Beards and mustaches should be clean and well-groomed; otherwise men should be clean-shaved.
 - b. Fingernails must be clean, short, and neatly trimmed. Clear or light colored nail polish is

acceptable. Extreme nail polish colors and artificial fingernails, tips, wraps or fillers may not be worn.

- c. Hair should be clean, neat and maintained. Long hair may need to be pulled back.
8. Footwear should be clean and appropriate for the setting (no athletic shoes or open-toed shoes).

Inappropriate attire includes (but is not limited to):

1. Visible tattoos
2. Piercing of eyebrow, lip, nose, tongue or any other visible body part aside from the ears (see above)
3. T-shirts or recreational attire (jogging shorts or pants, sports outfits)
4. Mini skirts, halter tops, tank tops, capri pants, shorts or similar attire
5. Denim jeans of any color
6. Hair dyed any unnatural hair colors
7. Garments made of spandex, leather or lycra material or “party clothes” including glitter or sequins
8. “Revealing” clothes such as low-cut, sheer, see-through, or tight/form fitting attire—stomach and/or undergarments should not be exposed when sitting or standing
9. Dark glasses (except for documented medical reasons)
10. Head wear including hats, sweatbands, and bandannas
11. Cargo pants
12. Clothing with holes, tears, or fringe

****Students should check with preceptors prior to rotations for additional requirements****

Evaluations/Assessment forms

*****All evaluations are completed electronically through PharmAcademic*****

Pharmacy Student Evaluation Form (see Appendix)

At the each rotation, the preceptor will complete a “Rotation Evaluation Form” online through PharmAcademic™. The preceptor is to complete the “First Evaluation” (midpoint) section of this form between the second and third week of the rotation. The “Final Evaluation” section and final grade should be completed during the last week of the rotation. During the First and Final Evaluations of the student, the preceptor will discuss the student’s strengths and weaknesses. Although First and Final Evaluations are required, only the Final Evaluation will be used in determining the student’s grade for the rotation. The student will receive a final letter grade for each rotation based on the:

- a. successful completion of core learning objectives
- b. successful completion of rotation specific learning objectives
- c. successful completion of site-specific responsibilities and/or activities,
- d. demonstrated progression towards completion of longitudinal outcome measures

The original form must be electronically submitted (or mailed in rare instances) to the Director of Experiential Education on the last day of the rotation.

Evaluation of the Site and Preceptor Form (see Appendix)

The student should use this form at the end of the month to evaluate the rotation site and preceptor. The form should be submitted electronically through PHARMACADEMIC™. The student is also encouraged to share this information directly with the site and preceptor.

Student Self-Assessment Form (see Appendix)

The student must complete a self-evaluation at the end of each rotation online through PharmAcademic™. This evaluation should be discussed with the preceptor prior to the completion of the rotation.

Longitudinal Outcome Measures (LOM) Assessment Form (see Appendix)

Each IPPE LOM should be completed within the course of a given type of experience. (i.e. the Community Pharmacy LOM form will be completed during the Community IPPE). During the course of all Advanced Pharmacy Practice Experiences, the student must complete all outcome measures (skills and activities) on the APPE LOM form. These outcomes must be observed and evaluated by various preceptors. Upon completion of each outcome measure, the preceptor shall evaluate the student's performance and discuss it with the student. Activities that are required more than once should be completed (and signed off on) at different experiential sites. Each preceptor should review the sheet and sign the bottom. The student must turn in the original assessment form with the professional portfolio at the end of the rotation sequence. Each student is responsible for completing all activities listed on this form.

Patient Communication Evaluation Form (see Appendix)

Each student must have a minimum of three (3) Patient Communication Evaluation forms completed during the APPE sequence. The student should be observed and evaluated (by the preceptor or another healthcare professional at the site) based upon the criteria provided on the Patient Communication Evaluation Form. This form should be scanned submitted as part of the Professional Portfolio.

Journal Club Evaluation Form (see Appendix)(APPE)

Many rotation sites require the student to give a verbal journal club presentation. This is a representative copy of the evaluation form the preceptor may choose to utilize. This form is NOT a required form. However, if this form is completed by the preceptor, it should be included as part of the Professional Portfolio.

Case Presentation Evaluation Form (see Appendix)(APPE)

Many rotation sites require the student to give verbal case presentations. This is a representative copy of the evaluation form the preceptor may choose to utilize. This form is NOT a required form. However, if this form is completed by the preceptor, it should be included as part of the Professional Portfolio. A minimum of three (3) written case per each rotation is required for completion of the rotation.

Final Examination

At the conclusion of rotations all graduating Pharmacy students must take an on-line final examination. This examination will be administered through Moodle Software online. The examination will be available for five days (specific dates will be announced at Boot Camp). The examination will consist of randomly assigned questions (multiple choice, matching, short answer, essay, etc.) pertaining to the practice of pharmacy and is used to assess competence and prepare students for the NAPLEX exam.

Important notes regarding the examination:

- This is an open-book examination (any resources may be used); however, no discussion between classmates (or any other person) is permitted.
- This is a timed examination. You must submit the examination prior to the designated time limit.
- If, at any time during the examination, a technical difficulty is encountered, please notify the Office of Experiential Education, immediately.

Note: You must achieve a grade of $\geq 75\%$ on your Final Examination to successfully complete the APPEs and be eligible for graduation. Students not achieving a passing grade must schedule a personal remediation with the Director of Experiential Education.

Financial Responsibility

The student is responsible for any expenses incurred during the IPPEs/ APPEs. This responsibility includes housing, transportation, food and other costs such as parking passes, copying articles, etc. If a rotation is cancelled or changed, ONU is not responsible for reimbursement of any travel-related costs such as changing or canceling plane tickets, lodging, etc. (Students are expected to purchase travel insurance when applicable).

Grades

Per the General Administration and Academic Regulations of the Raabe College of Pharmacy, a letter grade of a C or better on a grading scale of A, B, C, D and F must be obtained to pass each rotation. If a letter grade of a D or F is achieved on any rotation, the student must repeat the rotation and achieve a passing grade prior to graduation.

If a student receives a D on a rotation and he or she had received a previous D in any required professional course, the student will need to repeat the professional course and the rotation sequentially. The rotation and course cannot be completed simultaneously and the student cannot complete further rotations until the first course is repeated. If the student receives a D on a rotation and has no previous D's on record, he or she can continue with scheduled rotations but will have to complete an additional rotation to replace the D. The Office of Experiential Education (OEE) cannot guarantee when the needed rotation will be available. Graduation will likely be delayed.

If a student receives an F on a rotation he or she will need to repeat the rotation and any prior D's on his/her record if applicable. In this case the student will not be able to complete any further rotations, and the rotation to be completed will not be scheduled until one calendar year later, during which time the student will be required to display competency on various assessment tools developed by the OEE. For example, if a student fails a February rotation he or she will be unable to continue until the following February when a make-up rotation is scheduled. If the preceptor feels that a student's attitude, behavior, actions, or lack of motivation results in compromising patient care, the student will be asked to leave the rotation. If OEE finds sufficient evidence we will support the preceptor's decision and the student will receive an F for the rotation. See above for policy regarding failed rotations. Depending on the severity of the student's actions, the student may be dismissed from the College of Pharmacy as determined by the Board of Ethical and Professional Conduct and described in Appendix A of the Ohio Northern University Raabe College of Pharmacy Student Handbook.

Holidays and Breaks

Student schedules while on APPEs are independent of the University schedule. Students will not be off during University breaks and they should not assume they have Holidays off. Students will follow the schedule established by each preceptor and site

Hours of APPEs

Throughout the rotations students will keep one Hours Affidavit sheet (orange form) which each preceptor will fill out and sign indicating the number of hours the student spent at the site. If any preceptor is not a pharmacist that preceptor's complete contact information should be attached to or written on the back of the form. In order to meet ACPE requirements for licensure, students must meet or exceed 40 hours per week from the first day of the month until the last. If hours are missed during the month long rotation, students must develop an action plan with their preceptor's approval to make-up missed hours. (See Absence/Attendance Policy) Rotational hours are not limited to 9 to 5, or Monday through Friday. Hours of each rotation will vary; your first day discussion with your assigned preceptor should address the requirements for each particular rotation. Other requirements may be, but are not limited to, the following (which may take place during evenings or weekends):

- Local pharmacy meetings
- Community Service participation
- Continuing Education Programs
- Educational Programs for the underserved populations
- Public Health Programs
- Community Outreach Programs
- ICU or ER coverage on weekends

****All students will complete a minimum of 1440 hours of APPEs****

Housing

Housing during IPPEs/APPEs is the responsibility of the student. When the Office of Experiential Education knows of housing in particular areas the information will be posted online or shared with students. The student is responsible for making all housing arrangements and paying associated costs.

Liability Insurance

While completing IPPEs/APPEs, Ohio Northern University students are covered under the University's liability insurance policy, however the students are also expected to carry their own liability/malpractice insurance policy. Personal liability insurance is Proof of such insurance may be required at certain sites.

Occupational Safety and Health Administration (OSHA) Training

All students will attend mandatory OSHA training before beginning IPPEs/APPEs. This training is conducted as an on-line program yearly.

Plagiarism and Cheating

All work done on APPEs must be each student's own. Plagiarism and cheating will not be tolerated. See Code of Ethical and Professional Conduct for further details. <http://www.onu.edu/node/4555>

Portfolios

The student must create and maintain a "Professional Portfolio" (electronic at www.PharmPortfolio.com) that is to be shared with each preceptor at the beginning of each rotation. Portfolios should be updated each month by the 5th of the following month and will periodically be evaluated by the Experiential Office. Failure to update portfolio with all requirements may result in a lowering of the APPE grade by one letter grade. The portfolio **MUST** be entirely complete on the first morning of Boot Camp. Portfolios will be individually reviewed and assessed and must meet all requirements in order for a student to graduate.

Further details on how to upload information and create the portfolio can be found in the PharmPortfolio manual.

The Professional Portfolio should include:

General Information:

- Updated Curriculum Vitae
- Completed Longitudinal Outcome Measures Assessment Form (scanned and uploaded once completed)
- 3 Completed Patient Communication Evaluation Forms (scanned and uploaded once completed)
- Hours Affidavit (scanned and uploaded once completed)
- Scanned copies of personal documents from above

For each rotation:

Each rotation will have a section. Each section must include:

- A list of personal goals or objectives for the rotation
- A brief (1-2 pages) description of the APPE site, patient population, daily activities, knowledge learned, skills acquired and how goals were or were not met. Include how this experience relates back to previous experiences or classroom knowledge. The student should reflect and explain how this APPE will influence his/her future career and patients.
- A minimum of three (3) typed patient cases (cases are required for all patient-care rotations, including the Community Pharmacy rotation).
 - Cases should be appropriate in length and detail and can be in a variety of formats (i.e. Word document or PowerPoint).
 - All cases should be well-referenced.
 - Cases throughout the portfolio should each be unique and should cover a wide variety of disease states.
 - Even if the student completes more than two cases at one site, the student must complete a minimum of two cases per APPE.
 - For non-patient care rotations (i.e. “Research”) the student should include other projects, presentations, etc. to replace the cases
- Additional information such as: presentations, projects, handouts, monographs, etc. completed at each rotation. (All items should be well-referenced).

Note: You must achieve a grade of $\geq 75\%$ on your portfolio to successfully complete the Advanced Practice Rotations. Your grade will be based on completeness, content, and presentation. Students not achieving a passing grade must resubmit an acceptable portfolio prior to graduation.

Professionalism

While completing the Introductory and Advanced Practice Rotations (PHPR 6501-6509), students will maintain a high standard of professional conduct. Students are expected to dress in appropriate professional attire (as defined by his or her respective preceptor and see Dress Code), uphold the strictest patient confidentiality standards, and display a positive, self-motivated attitude. Students failing to comply with these standards may be removed from the site and a non-passing grade may be assigned at the discretion of the preceptor and Director of Experiential Education. See Professional Conduct Statement (signed during Capstone and The Profession of Pharmacy, see Appendix) for further details. Students completing IPPEs/APPEs are held accountable under the “Code of Ethical and Professional Conduct” as outlined in the Student Handbook. Violations of professionalism will be handled as outlined in the Code.

Professional Meeting Attendance

The College of Pharmacy at Ohio Northern University, as well as the Office of Experiential Education encourages students to participate in local, state and national Pharmacy organizations, however, the student must first discuss meeting attendance with his/her preceptor if APPE time will be missed.

Sexual Harassment

Any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature at IPPE or APPE sites or regarding any employee or preceptor at a site will not be tolerated. Violations will be handled as outlined in the Code.

Social Media

The use of social media (Facebook™, MySpace and others) is strictly prohibited while completing hours for IPPEs or APPEs. Use of these websites while completing hours will result in preceptors asking students to leave, which results in a failure of the IPPE or APPE. Posting of patient information or other site specific information or descriptions will result in an F for IPPE associated course or the APPE and would be considered a violation of the Code of Ethical and Professional Policy (3.02.03)

Title IX

Ohio Northern University does not discriminate or tolerate discrimination on the basis of sex, gender, or gender identity in its educational, extracurricular, or athletic programs, or in any admission or employment decisions. ONU is committed to promptly and equitably responding to all reports of sexual discrimination with the goal of eliminating the misconduct and/or harassment, preventing its recurrence, and addressing its effects on any individual or the community.

- To report sexual misconduct (violence) or sexual harassment, students may contact the **Title IX Coordinator**, Nancy Sabol, [\(419\) 772-2218](tel:4197722218), n-sabol@onu.edu; or one of the
- **Deputy Title IX Coordinators**,
- Brian Hofman, [\(419\) 772-1878](tel:4197721878), b-hofman@onu.edu;
- LaShonda Gurley, [\(419\) 772-3145](tel:4197723145), l-gurley@onu.edu.
- To confidentially discuss sexual misconduct (violence) or sexual harassment, students may contact

University Confidential Resources

- Counseling Center, [\(419\) 772-2190](tel:4197722190);
- Health Center, [\(419\) 772-2086](tel:4197722086);
- Chaplain, [\(419\) 772-2200](tel:4197722200)
- For more information, the University's **Sexual Discrimination Policy** is available at www.onu.edu/title_IX.

Transportation

Students are required to have a means of transportation to and from rotation sites. All costs associated with transportation are the students' responsibilities.

Travel

It is likely that some IPPEs/APPEs will be a distance from a student's housing. Students should anticipate driving up to an hour or more one-way to get to some experiential sites.

In addition, some IPPEs/APPEs require travel as part of the site's expectations. For example, the student may be required to report to different hospitals in a Health-System during one rotation or he/she may need to travel to various nursing homes to be with the preceptor. All expenses incurred as the result of travel are the responsibility of the student.

Weather

Students should ask preceptors what to do in the event of inclement weather. Snow emergencies and cancellation of classes on campus do not automatically cancel rotation days. Patient care continues despite inclement weather and students should plan to attend unless otherwise notified by the preceptor.

Advanced Pharmacy Practice Experience Syllabus

Appendix

Ohio Northern University
Raabe College of Pharmacy
Office of Experiential Education

Oath of a Pharmacist

At this time, I vow to devote my professional life to the service of all humankind through the profession of pharmacy.

I will consider the welfare of humanity and relief of human suffering my primary concern.

I will apply my knowledge, experience, and skills to the best of my ability to assure optimal drug therapy outcomes for the patients I serve.

I will keep abreast of developments and maintain professional competency in my profession of pharmacy.

I will maintain the highest principles of moral, ethical, and legal conduct.

I will embrace and advocate change in the profession of pharmacy that improves patient care.

I take these vows voluntarily with the full realization of the responsibility with which I am entrusted by the public.

Professional Conduct Statement:

Professional Conduct Statement:

I, _____, (print name) as a participant in the Ohio Northern University College of Pharmacy Experience Programs, do hereby agree to abide by all rules of conduct listed below. I realize that failure to follow these conduct rules will result in disciplinary action which could include failure of the course or dismissal from the program.

Conduct Rules:

I will obey ethical instructions of my preceptor.

I will recognize my preceptor as the authority for all rules, regulations, and expectations.

I will be courteous and professional at all times.

I will arrive on time to all experience sites.

I will wear professional attire, including a white lab coat and name tag, as directed by my preceptor.

I will be attentive and alert to patient needs and care at all times.

I will perform all assigned duties in a timely manner.

I will not enter an unauthorized work area at any time.

I will not interfere with the work performance of another student or employee.

I will not steal, willfully damage equipment or property, or falsify official reports or information while directly participating in College of Pharmacy Experience Programs.

I will not use or possess intoxicating or illegal substances at any experience related setting.

I will not divulge any patient information gathered through conversations, medical charts, pharmacy records, medical rounds, and any other interprofessional involvement.

I will not divulge any company/institutional confidences revealed while completing experience training including pharmacy records, pricing systems, professional policies, and patient records.

I will not bully anyone.

I will not sexually harass anyone.

I will remain tobacco free.

In addition to the conduct rules above, I understand and agree that I may be immediately withdrawn from the Facility's educational training program based upon a perceived lack of competency on my part, my failure to comply with the rules and policies of the Institution or Facility, pose a direct threat to the health or safety of others or, for any other reason the Institution or the Facility reasonable believes that it is not in the best interest of the Institution, the Facility or the Facility's patients or clients for me to continue.

By signing this form, I acknowledge that I fully understand the policy listed above and agree to abide by these rules. Furthermore, I understand the potential penalties involved if I fail to follow one or more of these conduct rules.

Signature

Date

Helpful tips for students:

What to ask when you call your preceptor/site (2 weeks before rotation starts)

- Introduce yourself
- Confirm the start date (Plan to start on the 1st day of the month, regardless of what day it is)
- What time should I be there?
- Where should I park?
- Where should I go when I get there?/Where will I meet you?
- Is there anything special I need to bring with me? (i.e. proof of auto insurance for parking)
- Is there anything I should do in the couple of weeks to prepare? (i.e. review renal dosing adjustments, read particular articles, review certain disease states)
- Is there anything else I need to know ahead of time? (i.e. should I pack my lunch, etc.)

What to have with you on the 1st day of your rotation

- ONU student ID
- Lab coat
- Portfolio
 - Intern's license
 - Record of physical/immunizations
 - Proof of Health Insurance & Malpractice Insurance
 - Rotation specific objectives
 - Goals and Objectives you are planning to achieve with this rotation
- Advanced Pharmacy Practice Experiences Manual (every preceptor should have one but someone may ask to see it) also available at www.onu.edu/pharmacy/experiential/ click PharmD Rotations from the left side then click on Manual link

What goes in your Portfolio that you need to work on each month

- At least 3 cases for every rotation (cases should include a wide variety of disease states)
- Student self evaluation for each rotation
- Copy of PharmD student rotation evaluation form (ie. Grade sheet)
- All other assignments that YOU complete (Journal Clubs, DUEs, presentations, articles, etc.)
- Any other evaluation forms (Case evaluation, Journal Club evaluation)
- 1 COMPLETED Longitudinal Outcome Measures Assessment Form to be completed across the entire 9 rotations
- 3 Patient Communication Evaluation forms (done sometime throughout your rotations)

Student Checklist for Completion of Paperwork and Coursework

First Week

- Student to provide preceptor the Performance Portfolio for review
- Student to review objectives for the rotation and be familiar with requirements of the rotation
- Student to discuss rotation schedule and identify any potential absences from the site
- Student to review requirements for projects, readings, and other assignments for the rotation
- Student to identify opportunities for completion of “Longitudinal Outcome Measures” and discuss with preceptor

Second Week/Third Week

- First Evaluation to be completed by Preceptor and reviewed with student
- Preceptor to review progress of student’s assignments and projects
- Student approaching completion of all assignments and projects
- If rotation scheduled subsequently to current rotation, make contact with preceptor for next rotation

Fourth/Fifth Week/Last day

- Student to complete all projects and assignments
- Preceptor to complete final evaluation form
- Preceptor to complete hours affidavit
- If your preceptor is not a Pharmacist make sure his/her name, address, title and pertinent license information is written on the back of orange sheet or attached.
- Preceptor to evaluate student’s performance on respective Longitudinal Outcome Measures
- Student to complete Preceptor Evaluation Form and share with preceptor
- Student and preceptor evaluations must be faxed or mailed to the Office of Experiential Education at the College of Pharmacy
- If the student evaluation is mailed, make a copy of it first to keep in your portfolio.
- Complete a self evaluation for your portfolio.

Upon Completion of the last rotation, the student must do the following in order to fulfill graduation requirements:

- Turn in a completed Professional Portfolio
- Pass the APPE Final Exam with a 75% or better (available on WebCT in May, before graduation, details available later)
- Attend Boot Camp

Site and Preceptor Evaluation Form (for IPPEs and APPEs)
Ohio Northern University Raabe College of Pharmacy

Rotation Site _____ Month/Year of Rotation _____

Rotation Preceptor _____ Rotation Type _____

Name of Student _____

Please read each of the statements carefully, and then indicate your level of agreement or disagreement:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not Applicable
Orientation to the rotation - Preceptor/Mentor/Instructor:						
Communicated clearly goals and objectives of the rotation	5	4	3	2	1	N/A
Reviewed the college expectations with me (e.g. longitudinal outcomes, portfolio, patient communication evaluation form)	5	4	3	2	1	N/A
Introduced me to the other personnel, provided directions for faculties at the site, and contact information	5	4	3	2	1	N/A
Assessed my abilities, needs, and career goals	5	4	3	2	1	N/A
Gave me specific assignments	5	4	3	2	1	N/A
Provided a monthly calendar and/or clearly defined a timeline for specific tasks (i.e., scheduled meetings and presentations)	5	4	3	2	1	N/A
Emphasized to me performance standards (i.e., my daily responsibilities, reporting medication-related problems, patient history, physical assessment, therapeutic regimen modification, journal club)	5	4	3	2	1	N/A
Completion of the rotation objectives:						
The site provided sufficient opportunity for me to meet all the general objectives	5	4	3	2	1	N/A
The site provided sufficient opportunity for me to meet all of the site-specific objectives	5	4	3	2	1	N/A
The site provided an opportunity to collaborate with other professionals	5	4	3	2	1	N/A

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not Applicable
Resources were adequate to complete the rotation objectives	5	4	3	2	1	N/A
Resources were readily available to complete the rotation objectives	5	4	3	2	1	N/A
My preceptor or mentor was sufficiently accessible to facilitate attainment	5	4	3	2	1	N/A
My preceptor or mentor spent sufficient time with me to guide me (please specify contact hrs/wk _____ hrs/wk)	5	4	3	2	1	N/A
Stimulated problem solving through interaction	5	4	3	2	1	N/A
Had an organized approach to precepting	5	4	3	2	1	N/A
Treated me with respect	5	4	3	2	1	N/A
Promoted an environment conducive for independent learning	5	4	3	2	1	N/A
Providing feedback – Preceptor/Mentor/Instructor:						
Provided me with feedback on my performance frequently and in a timely manner	5	4	3	2	1	N/A
Acknowledged my strengths and worked with me to fortify my areas of weakness	5	4	3	2	1	N/A
Rated my performance based on interactions and feedback from other professionals	5	4	3	2	1	N/A
Gave me feedback that was concise	5	4	3	2	1	N/A
Focused on my performance and not only my intentions	5	4	3	2	1	N/A

What other Health Care professionals (or students) did you interact with?

What did you like about the site?

What suggestions for improvement do you have for the site?

What did you like about the preceptor?

What suggestions for improvement do you have for the preceptor?

Student Signature _____ **Date** _____

Patient Communication Evaluation Form
Ohio Northern University Raabe College of Pharmacy

Student Name: _____ Date: _____

General Intro/Opening	Not Done	Done Poorly	Average	Well	Outstanding
1. Introduces him/herself	0	1	2	3	4
2. Greets patient by name	0	1	2	3	4
3. Elicits patient's reason for visit using open-ended questions	0	1	2	3	4

Comments: _____

Specific Case-Related Questions:	Not Done	Done Poorly	Average	Well	Outstanding
1. Obtained patient's medication history (Rx, OTC, Herbal)	0	1	2	3	4
2. Obtained patient's medical conditions	0	1	2	3	4
3. How well did the student communicate?	0	1	2	3	4
4. Was the student able to generate a specific drug question?	0	1	2	3	4
5. Did the student respond satisfactorily to the needs and problems presented by the patient?	0	1	2	3	4

Comments: _____

Overall Impression	Not Done	Done Poorly	Average	Well	Outstanding
1. Rate the extent to which the student demonstrated an organized approach to the patient.	0	1	2	3	4
2. Rate the extent to which the student showed a courteous and compassionate toward the patient	0	1	2	3	4
3. Did the student utilize his/her time well?	0	1	2	3	4
4. Rate the content of the interaction.	0	1	2	3	4
5. Rate the overall communication process.	0	1	2	3	4

Examiner: _____ Total Score: _____

APPE Evaluation

Please evaluate the student during the midpoint and final week of the rotation using the following scale for evaluation. Please provide narrative comments to support scores.

<p>1</p> <p>Unsatisfactory Performance</p> <p><i>Student does not meet requirements. Student is unable to complete basic/routine tasks despite guidance and prompting.</i></p>	<p>2</p> <p>Needs Improvement</p> <p><i>Student meets some minimum requirements. Student frequently requires guidance and/or prompting to complete basic or routine tasks.</i></p>	<p>3</p> <p>Progressing Satisfactorily</p> <p><i>Student meets minimum requirements.</i></p>	<p>4</p> <p>Independent</p> <p><i>Student consistently meets all requirements. Student completes tasks independently with minimal or no guidance and/or prompting.</i></p>	<p>5</p> <p>Exceeds Expectations</p> <p><i>Student exceeds requirements. Student consistently and independently completes all basic and complex tasks going beyond what is required.</i></p>
--	--	--	--	--

Each section will have an overall section assessment. The FINAL APPE grade should be based the average assessment for all sections.

Grading Distribution

< 3 = F

3 to 3.49 = D

3.5 to 3.99 = C

4 to 4.49 = B

Greater than 4.5 = A

SECTION I : PROFESSIONALISM	Midpoint	Final
1. Participates in the process of self-assessment and displays an interest in life-long learning and continuous professional development		
2. Maintains a professional manner in both appearance and behavior at all times		
3. Demonstrates courtesy and respect towards others and exhibits self control in all interactions		
4. Demonstrates appropriate interpersonal and inter-group behaviors during interactions with patients, health care professionals and the public		
5. Maintains confidentiality		
6. Displays cultural sensitivity and tolerance		

7. Arrives on time and is prepared for all rotation activities		
8. Demonstrates appropriate time-management skills and the ability to prioritize		
9. Demonstrates initiative and responsibility for providing patient care and completing assignments		
Professionalism Comments:	Section Scores	

Current Progress for Professionalism:

- Unsatisfactory Performance: Student does not meet requirements. Student is unable to complete basic/routine tasks despite guidance and prompting.
- Needs Improvement: Student meets some minimum requirements. Student frequently requires guidance and/or prompting to complete basic or routine tasks.
- Progressing Satisfactorily: Student meets minimum requirements.
- Independent: Student consistently meets all requirements. Student completes tasks independently with minimal or no guidance and/or prompting.
- Exceeds Expectations: Student exceeds requirements. Student consistently and independently completes all basic and complex tasks going beyond what is required.
- Not Applicable



SECTION II: COMMUNICATION	Midpoint	Final
1. Demonstrates active listening skills and empathy		
2. Effectively communicates both verbally and in writing with patients and other health care professionals		
3. Demonstrates the ability to establish effective relationships with patients and other health care professionals		
4. Appropriately demonstrates a willingness to form an opinion, express observations and/or ask questions		
5. Displays effective presentation skills		
6. Demonstrates assertiveness and confidence when making recommendations		
7. Responds to questions in a clear and concise manner with supporting evidence/rationale via written or verbal communication as appropriate to the situation		
Communication Comments:	Section Scores	

Current Progress for Communication:

- Unsatisfactory Performance: Student does not meet requirements. Student is unable to complete basic/routine tasks despite guidance and prompting.
- Needs Improvement: Student meets some minimum requirements. Student frequently requires guidance and/or prompting to complete basic or routine tasks.
- Progressing Satisfactorily: Student meets minimum requirements.
- Independent: Student consistently meets all requirements. Student completes tasks independently with minimal or no guidance and/or prompting.
- Exceeds Expectations: Student exceeds requirements. Student consistently and independently completes all basic and complex tasks going beyond what is required.
- Not Applicable

SECTION III: DRUG/DISEASE KNOWLEDGE	Midpoint	Final
1. Demonstrates knowledge of disease states appropriate for this clinical setting		
2. Describes the expected mechanism of action, therapeutic response, adverse effects, and monitoring parameters for a given drug or combination of drugs		
3. Applies physical assessment skills as appropriate to assist in evaluating a patient and his/her medication therapy		
4. Demonstrates knowledge of evidence based medicine and clinical practice guidelines		
Drug/Disease Knowledge Comments:	Section Scores	

Current Progress for Drug/Disease Knowledge:

- Unsatisfactory Performance: Student does not meet requirements. Student is unable to complete basic/routine tasks despite guidance and prompting.
- Needs Improvement: Student meets some minimum requirements. Student frequently requires guidance and/or prompting to complete basic or routine tasks.
- Progressing Satisfactorily: Student meets minimum requirements.
- Independent: Student consistently meets all requirements. Student completes tasks independently with minimal or no guidance and/or prompting.
- Exceeds Expectations: Student exceeds requirements. Student consistently and independently completes all basic and complex tasks going beyond what is required.
- Not Applicable

SECTION IV : APPLICATION	Midpoint	Final
Problem Assessment		
1. Utilizes a systematic problem-solving approach to patient care		
2. Obtains and interprets information from the medical chart, computer system or patient to assess therapy		
3. Consistently and accurately identifies and prioritizes all medication-related problems		
Plan Development		
1. Prioritizes problems depending on significance and addresses appropriately		
2. Constructs an appropriate treatment plan, with rationale, for all identified problems		
3. Involves the patient in therapy decision-making process when possible		
4. Adjusts regimens based patient physiologic parameters and response to therapy		
Monitoring Parameters		
1. Creates and implements a monitoring plan, with appropriate therapeutic endpoints, to assess drug therapy		
2. Prospectively measures, records, and tracks a patient's therapeutic response and toxicity to drug therapy		
3. Identifies, assesses, and appropriately reports drug related problems, adverse events, and toxicities		
4. Assesses patient adherence to medications and risk factors for non-adherence		
Use & Interpretation of Drug Information		
1. Identifies and thoroughly evaluates current literature and effectively applies this information to patient care		
2. Given a drug, health or operational information question, formulates a timely, thorough and effective answer using appropriate sources of information		
3. Provides and appropriately documents references and resources		
Application Comments:	Section Score	

Current Progress for Application:

- Unsatisfactory Performance: Student does not meet requirements. Student is unable to complete basic/routine tasks despite guidance and prompting.
- Needs Improvement: Student meets some minimum requirements. Student frequently requires guidance and/or prompting to complete basic or routine tasks.
- Progressing Satisfactorily: Student meets minimum requirements.
- Independent: Student consistently meets all requirements. Student completes tasks independently with minimal or no guidance and/or prompting.
- Exceeds Expectations: Student exceeds requirements. Student consistently and independently completes all basic and complex tasks going beyond what is required.
- Not Applicable

SECTION V: MEDICATION DISTRIBUTION / DISPENSING	Midpoint	Final
1. Demonstrates proficiency in processing new and refill prescriptions/medication orders in accordance with regulatory requirements		
2. Accurately selects and prepares appropriate medication for prescription or medication order		
3. Develops a systematic approach for final verification to ensure the five principles of drug delivery: right drug, right patient, right dose, right time, right route		
4. Using the concepts of pharmaceuticals, and applying best practice guidelines, appropriately compounds products for patient use		
Medication Distribution/Dispensing Comments:	Section Scores	

Current Progress for Medication Distribution/Dispensing:

- Unsatisfactory Performance: Student does not meet requirements. Student is unable to complete basic/routine tasks despite guidance and prompting.
- Needs Improvement: Student meets some minimum requirements. Student frequently requires guidance and/or prompting to complete basic or routine tasks.
- Progressing Satisfactorily: Student meets minimum requirements.
- Independent: Student consistently meets all requirements. Student completes tasks independently with minimal or no guidance and/or prompting.
- Exceeds Expectations: Student exceeds requirements. Student consistently and independently completes all basic and complex tasks going beyond what is required.
- Not Applicable

SECTION VI : LEADERSHIP	Midpoint	Final
1. Demonstrates an understanding of management principles (i.e. planning, organizing, directing and controlling)		
2. Demonstrates an understanding of resource management (i.e. time, budget, staff, technology)		
3. Recognizes the role of the pharmacist as a member of the health care team		
4. Recognizes the role of the pharmacist in the provision of public health services (i.e. wellness promotion, disease prevention)		
5. Demonstrates appropriate assertiveness and demeanor in the provision of patient care		
6. Demonstrates an understanding of quality assurance and patient safety		
7. Identifies methods to enhance pharmacy services		
8. Reviews and applies site related policies and procedures		
9. Demonstrates an understanding of leadership needs and opportunities in pharmacy practice		
Leadership Comments:		
	Section Scores	

Current Progress for Leadership:

- Unsatisfactory Performance: Student does not meet requirements. Student is unable to complete basic/routine tasks despite guidance and prompting.
- Needs Improvement: Student meets some minimum requirements. Student frequently requires guidance and/or prompting to complete basic or routine tasks.
- Progressing Satisfactorily: Student meets minimum requirements.
- Independent: Student consistently meets all requirements. Student completes tasks independently with minimal or no guidance and/or prompting.
- Exceeds Expectations: Student exceeds requirements. Student consistently and independently completes all basic and complex tasks going beyond what is required.
- Not Applicable

Overall Evaluation

The preceptor and student reviewed the student's portfolio

Yes

No

PRESENTATIONS, CASES and JOURNAL CLUBS
Provide description/title of presentation(s) & comments on student performance:
PROJECTS, RESEARCH, and PUBLICATIONS
Provide description of project(s) & comments on student performance:
OVERALL COMMENTS:
Areas in Need of Improvement:

NUMBER OF HOURS COMPLETED ON THIS APPE: _____

The APPE grade should be based the average assessment score for all sections. (< 3 = Fail / 3 to 3.49 = D/ 3.5 to 3.99 = C / 4 to 4.49 = B / Greater than 4.5 = A) The recommended grade for this student is:

A B C D F

Preceptor Signature: _____ Date: _____

APPE Student Self-Evaluation Form

Ohio Northern University Raabe College of Pharmacy

Student Name _____

Site Name _____

Preceptor Name _____

Dates of Rotation _____

Please evaluate yourself on each desired outcome. This form should be discussed with your preceptor and included in your Professional Portfolio.

Desired Outcomes	Evaluation (Circle)
1. Utilize a systematic problem-solving approach to patient care. <ul style="list-style-type: none"> • Is able to obtain a complete drug history for assigned patients by collecting relevant information and establishing patient rapport. • Clearly identifies clinical status of patient and severity of illness to serve as baseline for later assessment of efficacy/toxicity. • Consistently & accurately identifies all drug-related problems. 	Always Usually Sometimes Rarely Never
2. Utilize the acquired knowledge base to assess the patient and formulate a therapeutic plan. <ul style="list-style-type: none"> • Constructs an appropriate treatment and monitoring plan for all identified problems. • Involves the patient in the therapy decision-making process when possible. • Includes therapeutic endpoints and potential toxic effects with a given drug and dosage regimen. • Selects appropriate monitoring parameters. 	Always Usually Sometimes Rarely Never
3. Demonstrate proficiency in recommending and implementing a therapeutic plan. <ul style="list-style-type: none"> • Consistently develops and presents appropriate therapy options with rationale(s). • Prioritizes problems depending on significance and addresses appropriately. • Identifies adverse drug events with treatment and prevention strategies. • Takes into account relevant differences in cultural, social, economic, political, and scientific viewpoints between the practitioner and patient. 	Always Usually Sometimes Rarely Never
4. Identify and evaluate the current literature and applies this information to patient care. <ul style="list-style-type: none"> • Identifies and clarifies drug information questions. • Literature search is thorough with sources identified. • Synthesizes response from available sources and accurately conveys information. 	Always Usually Sometimes Rarely Never
5. Effectively communicate, both verbally and in writing, with patients and other health care providers. <ul style="list-style-type: none"> • Effectively counsels patients without prompting. • Presentations are consistently well organized and progress in a logical manner. • Effective group presentation skills. 	Always Usually Sometimes Rarely Never
6. Demonstrate self-learning and self-assessment abilities and habits. <ul style="list-style-type: none"> • Understands the need for, and development of, lifelong learning habits to maintain professional competence and personal growth. • Regularly self-assess learning needs and engages in self-imposed learning activities to further his/her ongoing personal/professional growth. • Recognizes the importance of research and the role of the pharmacist in research. 	Always Usually Sometimes Rarely Never
7. Demonstrate leadership abilities. <ul style="list-style-type: none"> • Student uses appropriate interpersonal and inter-group behaviors during interactions with patients, healthcare providers, and the public. 	Always Usually Sometimes Rarely Never
8. Demonstrate professionalism <ul style="list-style-type: none"> • Demonstrates professional behavior, interest and motivation, and shows respect towards others. • Accurately completes assignments in a timely manner. 	Always Usually Sometimes Rarely Never
9. Demonstrate proficiency in the role of the pharmacy practitioner, as a member of the health care team, in provision of quality patient care. <ul style="list-style-type: none"> • Volunteers, questions, and comments frequently without distracting from patient discussion. • Is able to independently identify activities, completes documentation, and discusses the impact of those actions on patient outcomes. 	Always Usually Sometimes Rarely Never
10. Demonstrate ability to conduct further research and/or improving pharmacy services in the future. <ul style="list-style-type: none"> • Pursues answers to research questions to improve patient care. • Identifies methods to enhance pharmacy services. 	Always Usually Sometimes Rarely Never



OHIO NORTHERN UNIVERSITY

Raabe College of Pharmacy
Disease State or Medication Review Evaluation Form

Student: _____ Evaluator: _____ Topic: _____ Date: _____

5 Accomplished	4 Developing Excellence	3 Acceptable, but Needs Development	2 Needs Significant Development	1 Remediation Required	
Requires no prompting Detailed discussion Displays depth of understanding Highest level of	Clarification needed with minor prompt Above average detail and understanding Accurate	Clarification needed on several prompts Average detail and understanding	Directed questioning to prompt information Detail with some understanding	Extensive clarification needed Limited detail Minimal Understanding Instructor has to intervene for accuracy of information	
Detailed Description of Relevance of Topic Identifies purpose and importance of topic Explains background of topic § Pertinent Information § Timely Topic § Relevant to Pharmacy		Points Earned 1 2 3 4 5	Factor X* 5	Total	Comments:
Application to Clinical Practice: Explains how information impacts current practice		1 2 3 4 5	4		
Provides: Drug Therapy § Side-effects § Dosing § Cost Patient Information Monitoring Parameters		1 2 3 4 5	4		
Style of Presentation Organization Topic was relevant to practice Logical information sequence Appropriate continuity of presentation Appropriate balance of emphasis Appropriate utilization of time allotted		1 2 3 4 5	3		
Visual Aids/Handouts Well organized handouts presented to audience Clear and legible Complemented the presentation; not read directly Utilization of Primary Literature and Evidence Based Medicine References in correct format and complete		1 2 3 4 5	1		
Ability to Answer Questions o Answers logically and accurately o Can think on the fly o May theorize if unsure, but specifies if unsure		1 2 3 4 5	1		
Verbal Presentation/Delivery Clear, audible speech (easy to understand) No distracting mannerisms Eye contact with audience Clear explanation/articulation of concepts Minimal use of space fillers (e.g. "umm", "yea")		1 2 3 4 5	2		

*Please multiply the Points Earned by the Factor to get the Total for each section **Total Score:** _____



OHIO NORTHERN UNIVERSITY

Raabe College of Pharmacy
Case Presentation Evaluation Form

Student: _____ Evaluator: _____ Topic: _____ Date: _____

5 Accomplished	4 Developing Excellence	3 Acceptable, but Needs Development	2 Needs Significant Developme	1 Remediation Required	
Requires no prompting Detailed discussion Displays depth of understanding Highest level of	Clarification needed with minor prompt Above average detail and understanding Accurate	Clarification needed on several prompts Average detail and understanding	Directed questioning to prompt information Detail with some understanding	Extensive clarification needed Limited detail Minimal Understanding Instructor has to intervene for accuracy of information	
Patient Presentation Identification of:		Points Earned	Factor X*	Total	Comments:
<ul style="list-style-type: none"> o Chief Complaint o History of present illness o Past medical history o Review of systems o Vital Signs & Physical exam o Chronological course adequately detailed 		1 2 3 4 5	4		
Pathophysiology Pertinent sequelae, mechanism Signs/symptoms reviewed		1 2 3 4 5	3		
Drug Therapy Understands patient's therapy, links problems Understands drugs' mechanism of action and rational for use Anticipated common/serious interactions and adverse events Pertinent kinetics/dosing considerations		1 2 3 4 5	4		
Monitoring Appropriate parameters to access safety/efficacy Defines endpoints of therapy		1 2 3 4 5	3		
Patient Information/Counseling Explain purpose(s) of therapy & Instruction for drug use Side effect/precautions communicated Other patient action(e.g., blood glucose testing) Non-pharmacological elements (if appropriate)		1 2 3 4 5	4		
Style of Presentation Organization Topic was relevant to practice Logical information sequence Appropriate continuity of presentation Appropriate balance of emphasis Appropriate utilization of time allotted Visual Aids/Handouts Well organized handouts presented to audience Clear and legible Complemented the presentation; not read directly Utilization of Primary Literature and EBM References in correct format and complete Verbal Presentation/Delivery Clear, audible speech (easy to understand) No distracting mannerisms Eye contact with audience Ability to handle questions Clear explanation/articulation of concepts Minimal use of space fillers (e.g. "umm", "yea")		1 2 3 4 5	2		

*Please multiply the Points Earned by the Factor to get the Total for each section

Total Score: _____



Raabe College of Pharmacy
Journal Club Evaluation

Student: _____ Title: _____ Evaluator: _____

5 Accomplished	4 Developing Excellence	3 Acceptable, but Needs Development	2 Needs Significant Development	1 Remediation Required
Requires no prompting Detailed discussion Displays depth of understanding Highest level of achievement	Clarification needed with minor prompt Above average detail and understanding Accurate	Clarification needed on several prompts Average detail and understanding	Directed questioning to prompt information Detail with some understanding	Extensive clarification needed Limited detail Minimal Understanding Instructor has to intervene for accuracy of information

Desired Outcome	Points Earned	Factor x	Total	Comment
Detailed Description of Relevance:(15 points) <ul style="list-style-type: none"> o Identifies purpose and importance of trial o Explains background of trial o Demonstrates knowledge of other related pharmacy literature <ul style="list-style-type: none"> o Recent and related trials identified and discussed 	1 2 3 4 5	3		
Detailed Overview: (20 points) <ul style="list-style-type: none"> o Study design & Methods o Patient Population 	1 2 3 4 5	4		
Detailed Discussion and Accurate Analysis: (15 points) <ul style="list-style-type: none"> o Statistics 	1 2 3 4 5	3		
Evaluation of Clinical Trial: (20 points) <ul style="list-style-type: none"> o Strengths and Limitations (Accessed and critiqued) o Assessment of statistics (Accessed and critiqued) o Ability to formulate own conclusion; Compares them with 	1 2 3 4 5	4		
Application to Clinical Practice: (10 points) <ul style="list-style-type: none"> o Identifies further studies needed 	1 2 3 4 5	2		
Ability to Answer Questions: (15 points) <ul style="list-style-type: none"> o Answers logically and accurately o Can think on the fly 	1 2 3 4 5	3		
Overall Presentation Delivery: (5 points) <ul style="list-style-type: none"> o Organization and Preparedness <ul style="list-style-type: none"> o Handout is accurate and organized o Information is accurate and concise o Communication and Presentation o Pronunciation 	1 2 3 4 5	1		
TOTAL*Multiply the point (1-5) earned in each section by the factor to calculate point per outcome. Add section totals for final score out of 100.				Total Points