



## **Pharmacy Practice Experience**

### ***Core Educational Goals and Outcomes for Patient Care Experiences***

#### **Course Description:**

Pharmacy Practice Experience (PPE) is designed to provide students exposure to a variety of practice models, settings, and in-depth experiences so that they acquire the knowledge, practice skills, judgment, and sense of responsibility necessary to support independent and collaborative practice. Practice experiences are an integration and application of knowledge and skills learned throughout the pharmacy curriculum. The practice of pharmacy is more diverse and dynamic than ever before. Pharmacists are uniquely suited to identify, prevent, and solve drug-related problems. To this end, the Doctor of Pharmacy Student must be equipped with the knowledge, skills, and abilities to provide patient-centered care in a wide variety of practice settings from rural outreach clinics to urban teaching hospitals. By the end of the PPE program, the student will complete the core goals and outcomes listed below. Rotation-specific and institutional-specific educational outcomes are to supplement these goals and outcomes.\*

#### **Goal Categories:**

- Communication Skills
- Patient Assessment Skills
- Drug Therapy Assessment
- Medication Management
- Critical Thinking and Problem Solving Skills
- Self-learning Skills
- Professional Ethics, Accountability, and Management

#### **Instructions:**

**Core Educational Goals and Outcomes (Pages 2-6):** The student is to maintain this checklist in their portfolio throughout their PPE rotations. As they encounter and master one of the **Core Educational Goals and Outcomes**, e.g. at the **transitional (minimal competency)** level, they are to provide a copy of the documentation supporting that achievement to their Preceptor on rotation. The student is to present this form to the Preceptor to approve and initial off on their achieving the level of **minimal competency** in the Goal and Outcome. The supporting documentation (e.g. SOAP note, monitoring forms, clinical intervention forms, progress notes, etc.) will be maintained in a section of the student's portfolio with this Competency Checklist. Label the supporting document with the number(s) and letter(s) of the Core Educational Goal(s) and Outcome(s) supported. Each rotation the preceptor will score the students level of development as F, T or P as defined below and based on the documentation when/if provided by the student. If not addressed in the experiential rotation leave the check-box blank.

#### **Levels of Development / Emphasis:**

1. **Foundational (F):** learning knowledge and skills - concepts/material introduced to the student at a level which they are expected to recall the information and attempt applying with direct supervision. Concepts/materials are covered in a limited possibly tangential fashion. ("See One")
2. **Transitional (T) / minimal competency:** applying knowledge and demonstrating abilities - concepts/materials understood by the student at a level where they can apply the concepts/materials in a relevant practice setting with little if any supervision. Concepts/materials are supportive of the role of a pharmacist. (Do One")
3. **Proficient (P) / exceeds expectation:** manifesting readiness for professional practice - Concepts/materials understood by the student at a level where they can evaluate, judge and teach the concepts/materials in a relevant setting without supervision. Concepts/materials are a major focus. (Teach One")

\* **Supplement:** Due to the vast diversity between practice experiences and sites, additional rotation-specific and institutional-specific educational outcomes are outlined in the UACP course syllabus, the preceptor's rotation syllabus, and/or syllabus-practice agreement (as applicable) respectively, to supplement the general goals and outcomes listed in this document.

Student Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

Core Educational Goals and Outcomes	CPPE I	CPPE II	APPE I	APPE II	APPE III	APPE IV	APPE V	APPE VI	APPE VII	APPE VIII
1. Demonstrate effective <b>communication skills</b> , in verbal and written form, to health care providers, patients, and care givers.										
<b>EXAMPLE OF SCORING OVER TIME</b> <i>When proficiency achieved initial and sign off on this document as shown.</i>	F <i>97X</i>			T <i>SLM</i>		T <i>JRR</i>	P <i>DRW</i>			
a. Write effective, clear, and concise patient care notes and documents.										
b. Prepare and present, verbally and in writing, case presentations and provide a copy for the preceptor and others as appropriate.										
c. Provide education and drug information to health care providers, patients and care givers in a clear, concise, and non-threatening manner.										
d. Target all communications to the appropriate level of understanding for the respective audience.										
e. Collaborate effectively with colleagues, health care providers, and care givers to engender a team approach to patient care.										
f. Communicate and collaborate with healthcare providers and policy makers to identify strategies to resolve <b>public health problems</b> and to develop <b>public health policies</b> .										
g. Deliver effective group presentations using appropriate media aids.										
h. Use appropriate patient counseling skills.										
i. Exhibits diplomacy when communicating with others.										
j. Support conclusions and rationale regarding drug therapy.										
k. Document pharmaceutical care activities in accordance with the institution's standard of practice.										
l. Use correct medical abbreviations and terminology.										

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Core Educational Goals and Outcomes	CPPE I	CPPE II	APPE I	APPE II	APPE III	APPE IV	APPE V	APPE VI	APPE VII	APPE VIII
<b>2. Demonstrate patient assessment skills.</b>										
a. Perform a medication history, disease/medical history, and patient interview.										
b. Elicit pertinent patient-specific behavioral and socioeconomic information.										
c. Perform physical assessment.										
d. Assess patient medication adherence.										
e. Assess patients for health improvement, wellness strategies and disease prevention.										
f. Assess patient educational needs and identify limitations.										
<b>3. Demonstrate sufficient knowledge in therapeutics and pharmacology to perform an effective drug therapy assessment in the practice setting.</b>										
a. Assess appropriateness of the patient's medication based on indications for use, mechanism of action, side effects, efficacy, toxicity, costs, and adherence.										
b. Identify all prescribing errors and medication-related problems to include prescription, over the counter, herbal, and nontraditional therapies.										
c. Evaluate the current status, etiology, and risk factors for each medication-related problem.										
d. Prioritize each medication-related problem.										
e. Identify quality assurance strategies to minimize drug misadventures.										

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Core Educational Goals and Outcomes	CPPE I	CPPE II	APPE I	APPE II	APPE III	APPE IV	APPE V	APPE VI	APPE VII	APPE VIII
4. Demonstrate ability to prepare, dispense, monitor and manage <b>medication therapy</b> .										
a. Demonstrate competence in drug acquisition, prescription processing, compounding, preparation, distribution, and administration of medication therapy.										
b. Retrieve, interpret, and analyze patient, disease, and drug data and biomedical literature to develop and implement patient-specific, evidenced-based medication management plans.										
c. Establish <b>population-specific and patient-specific</b> desired therapeutic outcomes.										
d. Consider both pharmacologic and non-pharmacologic therapies.										
e. Develop and apply a pharmacokinetic and pharmacodynamic plan based on clinical status, organ function, laboratory values, drug administration times, and serum drug concentrations.										
f. Develop, implement, monitor, evaluate, and adjust comprehensive, practical, accurate, timely, and cost effective medication management plans.										
g. Promote health improvement, wellness, and disease prevention through collaboration with health care providers, policy makers, patients, and/or care givers.										
h. Demonstrate ability to work effectively within a <b>formulary system</b> .										
i. Consider patient economic factors, personnel resources, and drug costs.										
j. Maintain monitoring forms / tools in an organized and up-to-date manner.										
k. Develop strategies to improve or maintain patient adherence.										

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Core Educational Goals and Outcomes	CPPE I	CPPE II	APPE I	APPE II	APPE III	APPE IV	APPE V	APPE VI	APPE VII	APPE VIII
<b>5. Demonstrate critical thinking and problem solving skills.</b>										
a. Demonstrate ability to independently identify, think through, and solve patient care problems.										
b. Demonstrate ability to make original recommendations based on inquiry, extensive analysis, and scientific reasoning.										
c. Retrieve, analyze, and interpret biomedical literature.										
d. Interpret and apply population-specific and patient-specific information obtained from literature, investigation, and inquiry, to patient care appropriately.										
e. Apply therapeutics and drug knowledge to real life situations.										
f. Demonstrate organizational, prioritization, and time management skills.										
<b>6. Demonstrate and practice self-learning and lifelong learning.</b>										
a. Identify and act upon learning opportunities proactively and independently from instructor prompting.										
b. Read articles, textbooks, and other informational resources to solve patient problems without instructor prompting.										
c. Practice self-assessment by recognizing one's limitations and implementing a self-learning plan.										
d. Demonstrate a commitment to independent and lifelong learning.										
e. Maintain awareness of emerging issues, products, and services that may impact <b>patient care, disease prevention, and public health.</b>										

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7. Demonstrate <b>professional ethics, accountability, and management</b> of health care resources.										
a. Meet professionalism standards as rated on the Behavioral Professionalism Assessment Form (BPAE). ( <i>Separate document</i> )										
b. Adhere to pharmacy laws and ethical standards.										
c. Apply legal, ethical, social, economic, and professional principles to assure efficient use of personnel, physical, medical, and technical resources in the provision of <b>patient care</b> or promotion of <b>public health</b> .										
d. Demonstrate understanding and expertise of pharmacy-related <b>informatics</b> .										
e. Employ quality assurance strategies to optimize patient outcomes.										
f. Apply patient-specific and population-specific data to minimize drug misadventures and to <b>develop drug use policies and pathways</b> .										
g. Accept responsibility for patient-centered care and complete all patient care responsibilities before leaving for the day.										
h. Demonstrate mature and professional attitudes, habits, values, and behaviors.										
i. Maintain excellence and quality in professional practice.										
j. Demonstrate effectiveness as a team member with appropriate interpersonal behaviors.										
k. Demonstrate an appreciation of cultural competency and respect others of another culture, gender, or personal lifestyle.										
l. Exhibit leadership skills when indicated.										
m. Follow <b>HIPAA</b> regulations and site specific policies and procedures.										

**Review with student each rotation:**

<b>Rotation</b>	<b>Date Completed</b>	<b>Rotation Type*</b>	<b>Practice Site</b>	<b>Preceptor Name (Printed)</b>	<b>Initials</b>
<b>CPPE I</b>					
<b>CPPE II</b>					
<b>APPE I</b>					
<b>APPE II</b>					
<b>APPE III</b>					
<b>APPE IV</b>					
<b>APPE V</b>					
<b>APPE VI</b>					
<b>APPE VII</b>					
<b>APPE VIII</b>					

\* (e.g. hospital, community, medicine, pediatrics, critical care, etc.)

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