APPE Evaluation

Explanation of categories

Opportunity available student does not attempt: The practice experience supports this type of opportunity but student does not to attempt

Partially does or does inconsistently: The student inconsistently demonstrates the ability to perform at a minimum standard of practice. Student is not able to practice safely and independently as a newly-licensed pharmacist. Student requires guidance or directed questioning to complete tasks.

Mostly does or does usually: The student usually demonstrates the ability to perform at a minimum standard of practice. Student is able to practice safely under the supervision of a licensed pharmacist. Student requires limited prompting to complete tasks.

Performs as an entry level graduate: The student demonstrates the ability to perform at a minimum standard of practice. Student is able to practice safely and independently as a newly-licensed pharmacist.

Exceptional entry level graduate performance: Student performance exceeds the minimum standard of practice. Student is able to practice safely and independently as a pharmacist.

Opportunity not available: The practice experience does not support this type of opportunity.

1.1	Learner*: develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.*	Opportunity available student does not attempt	Partially does or does inconsistently	Mostly does or usually does	Performs as an entry level graduate	Beyond entry level graduate performance	Opportunity not available
	• Demonstrates knowledge of pathophysiology *(disease states)*						
	• Demonstrates knowledge of pharmacology/medicinal chemistry *(drug knowledge, action)*						
	• Demonstrates knowledge of pharmaceutics *(dosage forms, kinetics, drug delivery)*						
	• Demonstrates knowledge of therapeutics *(application of drug knowledge)*						
	• Demonstrates the ability to correctly conduct physical assessment *(vital signs, point of care testing, etc.)*						
	• Demonstrates the ability to accurately perform calculations *(basic drug and kinetic calculations)*						
	• Demonstrates knowledge of management concepts						
	• Demonstrates the ability to analyze scientific literature						
	• Demonstrates knowledge of public health concepts						

2.1	Caregiver *(patient-centered care): provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).*						
	• **Collect:** The pharmacist assures the collection of the necessary subjective and objective information about the patient in order to understand the relevant medical/ medication history and clinical status of the patient.						
	• **Assess:** The pharmacist assesses the information collected and analyzes the clinical effects of the patient's therapy in the context of the patient's overall health goals in order to identify and prioritize problems and achieve optimal care and justifies or rationalizes information.						
	• **Plan:** Prior to implementation, the pharmacist develops an individualized patient-centered care plan, in collaboration with other health care professionals and the patient or caregiver that is evidence-based and cost-effective						
	• **Implement:** The pharmacist implements the care plan in collaboration with other health care professionals and the patient or caregiver. This includes things such as implementing therapy, providing education and coordinating care.						
	• **Monitor** (plan): Monitors for desired &/or undesired effects of intervention. Follows-up with patient, caregiver and/or healthcare provider *(what to monitor and timeline of basic plans)*						
2.2	Manager *(medication use systems management): manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems*						
	• Understands operational and financial management aspects of environment *(e.g., 795, 797, 800, OSHA)*						
	• Adheres to operational procedures.						
	• Works well in a team within the pharmacy and is accountable to the team.						
	• Applies national standards, guidelines, and best practices appropriately and maintains compliance.						
	• Utilizes resources to optimize safety and efficacy. *(human resources, work flow)*						
	• Able to effectively use computerized resources (informatics)						
2.3	Promoter (*health and wellness): design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.*						

	• Explores or participate in preventive care activities to improve health and wellness.						
	• Conducts preventive care activities such as screenings, education, immunizations, etc.						
2.4	Provider *(population-based care): describe how population-based care influences patient-centered care and influences the development of practice guidelines and evidence-based best practices*.						
	• Applies guidelines and evidence-based practices to populations						
	• Applies formulary/preferred drug lists *(formulary tiers, P&T committee)*						
	• Manages the care of populations with acute or chronic disease *(diabetes, hypertension, dyslipidemia, heart disease, sepsis, pneumonia)*						
	• Provides care for a designated population as part of a collaborative care agreement						
3.1	Problem Solver *(problem solving): identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.*						
	• Identifies and describes problem(s)						
	• Prioritizes potential strategies						
	• Implements strategy						
	• Anticipates and assesses outcomes						
3.2	Educator: *educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.*						
	• Conducts needs assessment for focus audience						
	• Conducts **one-on-one** educational sessions *(patient, caregiver, pharmacy staff, other healthcare providers, etc.)*						
	• Conducts **group** educational sessions *(patient, caregiver, pharmacy staff, other healthcare providers, etc.)*						
	• Assesses comprehension of education of audience *(teach back method, creates a plan or reviews outcomes of implemented protocol)*						
3.3	Advocate *(patient advocacy): assure that patients' best interests are represented.*						
	• Empowers patients or caregivers to take responsibility for and control of their health *(behavior modification; adherence, life style modifications, etc.)*						
	• Assists patients in navigating the healthcare system *(e.g. assist in selection of insurance coverage – Part D selection, transitions during level of care)*						
	• Articulates a general understanding of health insurance *(HMO, ACO, co-pays, concierge healthcare service, etc.)*						

3.4	Collaborator *(interprofessional collaboration): actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.*						
	• Values collective decision making and shows respect for members of the team						
	• Understands the roles and responsibilities of members of the healthcare team						
	• Works well with other healthcare providers and is accountable to the team						
3.5	Includer *(cultural sensitivity): recognizes social determinants of health to diminish disparities and inequities in access to quality care.*						
	• Recognizes the collective identity and norms of different cultures without overgeneralizing incorporating patients' beliefs and practices into care plans. *(culture related to gender, sexual orientation, race, ethnicity, disease, work environment)*						
	• Assesses a patient's health literacy and responds accordingly to meet the patient's needs.						
3.6	Communicator *(communication): effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.*						
	• Educates patients using an organized structure with specific questioning techniques (motivational interviewing)						
	• Uses appropriate terminology for the audience						
	• Uses appropriate nonverbal communication *(active listening)*						
	• Uses appropriate open- and closed-ended questions						
	• Effectively and compassionately handles conflict						
	• Establishes rapport and builds trusting relationships						
	• Uses persuasive and persistent communication *(as evident by accepted interventions)*						
	• Displays empathy when interacting with patients						
	• Documents patient care encounters clearly, concisely, and accurately						
	• Develops professional written documents or materials that effectively communicate with intended audience *(journal club, presentations, in-services, newsletters, posters, manuscripts)*						
4.1	Self-aware *(self-awareness): examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivations, and emotions that could enhance or limit personal and professional growth*						
	• Demonstrates persistence and flexibility in all situations						
	• Uses time efficiently *(timely interventions, documentation, meeting deadlines)*						
	• Displays confidence						

	• Prioritizes tasks and plans appropriately						
	• Knows when to ask for help and seeks help when appropriate						
	• Engages in self-directed learning *(looks up information without being prompted, displays the habits of life-long learning)*						
4.2	Leader *(leadership): demonstrate responsibility for creating and achieving shared goals, regardless of position.*						
	• Identifies characteristics that reflect leadership versus management						
	• Demonstrates the willingness to step up when work needs to be done, willing to be first, take calculated risks *(initiative, confidence)*						
4.3	Innovator *(innovation and entrepreneurship): engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.*						
	• Considers creative decision making when confronted with novel problems or challenges						
	• Understands how to create a plan for a new business or service						
4.4	Professional *(professionalism): exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.*						
	• Displays a commitment to excellence *(prepared, takes action, accountable)*						
	• Demonstrates a professional appearance *(how one looks)*						
	• Demonstrates a professional presence *(how one acts, punctuality)*						
	• Demonstrates altruism, integrity, ethical behavior and trustworthiness						
	• Behaves in a legal manner consistent with the expectations of the profession						

Student has _____ passed _____ failed this rotation

Number of days tardy _____ Number of days absent _____

I confirm the student was at site the required 240 hours _____ Yes _____ No

Hidden question:

Would you hire this person as an entry-level pharmacist upon graduation? _____ Yes _____ No