

**Advanced Institution Rotation
Advanced Pharmacy Practice Experience
PHAR 7684**

The content in this syllabus must be supplemented with the Ben and Maytee Fisch College of Pharmacy "Experiential Education Manual". The syllabus is unique to each experiential rotation.

Course Description

Professional experiential rotation designed to provide experience in the delivery of pharmaceutical care in an institutional pharmacy setting.

Additional Course Information

This course is an advanced pharmacy practice experience where students, under the direct supervision of a pharmacist preceptor, will build on knowledge and skills acquired through didactic education and introductory pharmacy practice experiences and apply them in direct patient care activities in the hospital setting. Students will actively participate in pharmacy operations and services relating to systems for drug distribution and drug control, scope of clinical services provided by the department, management of the department, and department relationships within the institution and health system.

Course Credit

6 credit hours

Pre-Requisites

Students must have successfully completed all Introductory Pharmacy Practice Experiences and be a current P4 pharmacy student prior to beginning their Patient Care Elective Pharmacy Practice Experience.

Class Meeting Days, Time & Location

This rotation requires students to complete at least 40 hours per week with a maximum of 50 hours per week. The student's schedule will be determined by their preceptor. Most experiences will occur during the normal business hours from 8:00 a.m. – 5:00 p.m. However, some sites may require that the student work additional hours per week and/or work hours on evenings, nights or the weekend in order to experience various work "shifts" and new opportunities.

Course Coordinator

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[APPE Director](#)

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Fisch College of Pharmacy (FCOP) and UT Tyler Policies

This is part 1 of the syllabus. Part 2 contains UT Tyler and the FCOP course policies and procedures. These are available as a PDF at <https://www.uttyler.edu/pharmacy/academic-affairs/files/fcop-syllabus-policies.pdf>. For experiential courses (i.e., IPPE and/or APPE), the Experiential Education Manual

<https://www.uttyler.edu/pharmacy/academic-affairs/files/experiential-education-manual.pdf>) contains additional

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policies and instructions that supplement the Syllabus Part 1 and 2. Please note, the experiential manual may contain policies with different deadlines and/or instructions. The manual should be followed in these cases.

Required Materials

1. Ben and Maytee Fisch College of Pharmacy Experiential Programs Manual
2. Most course required materials are available through the Robert R. Muntz Library. Required materials will be outlined by the individual preceptor for each elective rotation.
 - a. Lexi-Comp
 - b. Therapeutics textbooks

Course Format

The course may include, but are not limited to, the following activities:

- Patient care activities
- Projects
- Journal clubs
- Drug information responses
- Oral presentations
- In-services
- Topic discussions
- Patient interviews
- Documentation of clinical services/interventions
- Drug/Medication Use Evaluation
- Gap analysis
- Formulary review
- Project improvement projects
- Adverse event report

Course Learning Outcomes (CLOs)

CLOs	PLO(s) Assessed for this CLO (1-15)	EPAs (1.1-6.1)	Assessment Methods	Grading Method	PPCP Skill(s) Assessed (1-5)	ACPE Std. 11 & 12 (1-4)
1. Develop, integrate and apply foundational knowledge to patient care.	1,2	1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 3.3, 3.4, 5.1, 5.2	13	RUB	1-5	NA
2. Use the pharmacist patient care process to provide optimal pharmaceutical care.	2,5,6	1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 3.3, 3.4	13	RUB	1-5	NA
3. Utilize information technology and evaluate literature to optimize drug therapy.	1,2	1.2, 4.2	7, 13	RUB	NA	NA

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4. Actively participate as a member of the healthcare team.	4,9,11,13	1.4, 2.1, 4.1, 5.1	7, 13	RUB	NA	11.1, 11.2, 11.3
5. Demonstrate effective communication skills, both verbal and non-verbal	7,11	1.4, 2.1, 4.1	7, 13	RUB	NA	11.1
6. Exhibit behaviors and values that are consistent with trust given to the profession.	3,8,12,13,15	6.1	13	RUB	NA	11.1

Course Assessment Methods

	Assessment Method	Description
7	Assignments	<i>There are required and optional assignments for the rotation. The preceptor may assign any project that corresponds with the learning outcomes of the rotation.</i>
13	Internship/Observation (Competency Assessment)	<i>Students will be evaluated by preceptor at midpoint and final of each rotation. Preceptor will evaluate competencies demonstrated by the student and provide a final evaluation.</i>

Grading Policy & Grade Calculation

- Course grades: Grades will be determined based on the preceptor evaluation of competencies related to knowledge, practice and skills (Table 1) and graded assignments.
- Students will receive a letter grade.
- ****Students who receive a D or F for a rotation will be required to repeat the rotation.**
- Three (3) or more "Needs Improvements" on any competency within the FINAL evaluations will result in a D. One (1) or more "Significant Deficits Exist" on any competency within the FINAL evaluations OR any required assignments will result in an F. Assessment of competencies and graded assignments will be rubric-based (Table 2).
- Grades and Documentation: Students cannot be awarded a rotation grade until all required assignments are completed and the following are documented in CORE ELMS
 1. APPE evaluation by preceptor – Final evaluations and grading forms for required assignments
 2. Rotation hours logged by student and verified by preceptor, which include daily checklist and Quantifi intervention reports
 3. Evaluation of preceptor, evaluation of site, and student self-evaluations
- Students are responsible for completing the rotation requirements and submitting required evidence to the practice site for successful completion of the rotation.
- ~~If any required assignment or competency, in any domain, is graded as "Significant Deficits Exist" on the final evaluations, this will result in failure of the rotation (grade of F). The student will be required to repeat the rotation.~~

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- ◆ ~~If 2 or more competencies, in any domain, are graded as "Needs Improvement" on the final evaluations, the student will receive a grade of a D for the rotation. The student will be required to repeat the rotation.~~
- ◆ ~~Assessment of competencies and graded assignments will be rubric based (Table 2).~~
- ◆ ~~Grades and Documents: Students cannot be awarded a rotation grade until all required assignments are completed and the following documents are submitted in CORE ELMS~~
 1. ~~APPE Evaluation by Preceptor — Final Evaluations~~
 2. ~~Rotation hours logged by student and verified by preceptor~~
 3. ~~Evaluation of Preceptor, Evaluation of Site, and Student Self-Evaluations~~
 4. ~~Grading forms for required assignments~~
 5. ~~Longitudinal Checklist for each rotation~~
- ◆ ~~Students are responsible for completing the rotation requirements and submitting required evidence to the practice site for successful completion of the rotation.~~

The final course letter grade will be determined according to the following grading scheme:

A	90 - 100 %
B	80 - 89.999 %
C	70 - 79.999 %
D	65.0 - 69.999 % **
F	< 65.0 % **

Additional grading information:

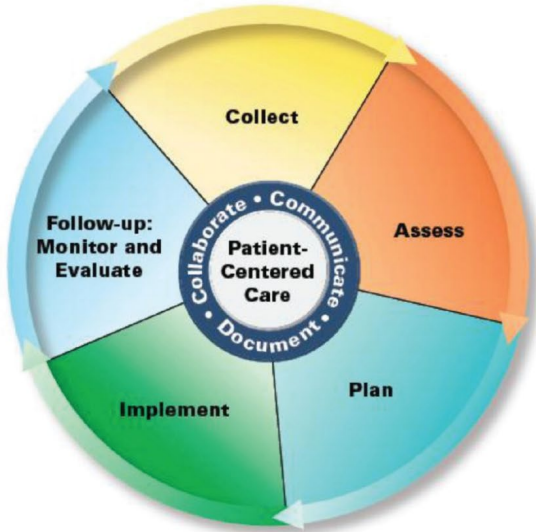
Submission of the Quantifi intervention report with hours log in CORE ELMS is required for each shift/day at rotation site. Failure to submit report with each hour log may result in course grade deductions. An Incomplete course grade may be awarded until the reports are completed and submitted at the discretion of the course coordinator.

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Pharmacists' Patient Care Process (PPCP)

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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.

Plan

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.

Follow-up: Monitor and Evaluate

The pharmacist monitors and evaluates the effectiveness of the care plan and modifies the plan in collaboration with other health care professionals and the patient or caregiver as needed.

<https://www.pharmacist.com/sites/default/files/files/PatientCareProcess.pdf>

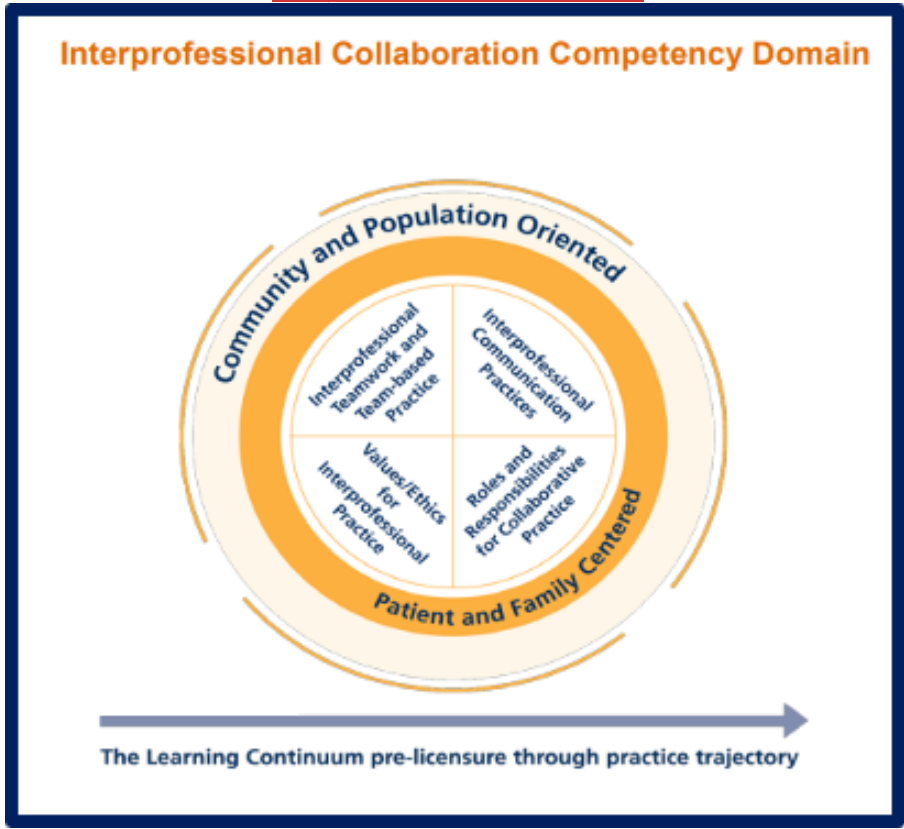
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Interprofessional Education (IPE)



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Table 1: Rotation Grading Components

Grading Components	Weight	Comments
Competency Evaluation	70 65%	<ul style="list-style-type: none"> The competency assessment will be performed by the preceptor at mid-rotation and at the end of the rotation in CORE ELMS. The final evaluation will be credited toward your grade (i.e. midpoint = formative; final = summative). The rubric allows for a Non-Applicable (N/A) if the student has not been exposed to a specific competency during the rotation. Includes the following domains: foundational, patient care provider, practice management, information master, self-developer, population health, communication, professionalism, and interprofessional education.
Professionalism	15 20%	<ul style="list-style-type: none"> Egregious lack of professionalism may result in immediate dismissal and/or failure of the rotation. For examples, please refer to the Honor Code in the FCOP Student Handbook.
Drug Information Question	5%	<ul style="list-style-type: none"> A drug information question is a required assignment of the rotation. The Drug Information Inquiry Grading Form must be used to derive grade. (Appendix 1)
In-service	5%	<ul style="list-style-type: none"> An in-service is a required assignment of the rotation. The In-service Grading Form must be used to derive grade. (Appendix 2)
Other assignments	5%	<ul style="list-style-type: none"> Preceptors may choose additional assignments as part of the rotation. Preceptors may choose to award a grade for any optional assignment(s). (Appendix 3-4) If no additional assignments are chosen, the final grade awarded will be based from 95 points (e.g. 95/95 points = 100%).

Table 2: Competency Assessment Rubric

Exceeds Expectations (EE)	Meets Expectations (ME)	Needs Improvement (NI)	Significant Deficits Exist (SDE)
Student has excelled in performing competency	Student performed the competency at an acceptable level	Student has not consistently demonstrated the competency at an acceptable level	Student has rarely demonstrated the competency at an acceptable level
Student performs above expectations and requires minimal guidance from preceptor	Student has met expectations but requires occasional guidance from preceptor	Student requires frequent guidance from preceptor	Student requires continual guidance from preceptor and often does not complete tasks

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Required Rotation Activities:

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Core Knowledge (CLO 1)

1. Participate in preparing and/or submitting an actual or simulated adverse event or medication error report to a standard reporting system (e.g., FDA MedWatch, medication error reporting, etc.). Note: student's role may include reporting simulation and/or discussion with the preceptor.
2. Discuss USP Chapters <795>, <797>, and <800> as applicable.
3. Review override reports.
4. Spend time with nurse to observe the following:
 - a. Medication pass (administration of drugs for all routes of administration)
 - b. Delivery of medication from pharmacy
 - c. Dispensing from an automated dispensing cabinet
 - d. Bedside barcoding
 - e. IV pump programming
5. Spend time with the purchaser/buyer for the pharmacy to observe how an order is placed and received
6. Spend time with pharmacy technician to observe utilization, restocking, and troubleshooting of automated dispensing cabinets.

Participate in the hospital's medication reconciliation process, as applicable, performing and documenting at least one medication reconciliation.

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Administration and Management

1. Discuss procedures for procurement and dispensing of controlled substances in the inpatient setting including:
 - a. inventory/storage requirements within the pharmacy department and in patient care areas
 - b. procedures for distribution/tracking of controlled substances
 - c. prevention of theft/diversion and
 - d. procedures for disposal/handling of expired or partially used products.
2. Discuss with the preceptor, or other pharmacist, national quality measures and safe medication use. Topics may include review of National Patient Safety Goals, The Joint Commission accreditation, National Hospital Quality Measures, HEDIS, HCAHPS, etc.
3. Discuss and/or participate in performance improvement projects using PDCA methodology.
4. Discuss operation manager duties including scheduling of staff, required reporting, supervision of pharmacy technicians, goal setting, etc.
5. Discuss hospital formularies and non-formulary requests.
6. Discuss handling of drug shortages and drug recalls.

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1. Discuss with the preceptor, or other pharmacist, national quality measures and safe medication use. Topics may include review of National Patient Safety Goals, The Joint Commission accreditation, National Hospital Quality Measures, HEDIS, HCAHPS, etc.
2. Participate in preparing and/or submitting an actual or simulated adverse event or medication error report to a standard reporting system (e.g., FDA MedWatch, medication error reporting, etc.). Note: student's role may include reporting simulation and/or discussion with the preceptor.
3. Participate in the processing of drug orders from entry into the pharmacy system to patient delivery (student's role may include simulation and/or training in some areas, depending on institutional policies and procedures).
4. Engage in non-sterile and sterile compounding activities.
5. Review override reports
6. Observe nursing medication pass (administration of drugs via all routes)

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Literature Evaluation (CLO 3)

1. Deliver at least one in-service (journal club, patient case, new drug review, etc.) to pharmacy

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and/or other health care professionals, including analysis and interpretation of the primary literature.

Deliver at least one in-service (journal club, patient case, new drug review, etc.) to pharmacy and/or other health care professionals, including analysis and interpretation of the primary literature.

Dispensing and Distribution

1. Engage in non-sterile and sterile compounding activities
2. Participate in the processing of drug orders including order entry, order verification, dispensing, and delivery (student's role may include simulation and/or training in some areas, depending on institutional policies and procedures).
3. Participate in unit dosing, automatic medication dispensing, and filling crash carts.

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Patient Care (CLO 1, 2, 5)

1. Use the Pharmacists' Patient Care Process to formulate, recommend and implement therapeutic plans.
2. Make verbal and/or written therapeutic recommendations (to healthcare professionals).
3. Participate in therapeutic drug monitoring activities.
4. Obtain and record accurate medication histories.
5. Provide inpatient medication, disease-specific, and/or discharge counseling to patients and/or caregivers.
6. Document clinical interventions/activities, via a method provided by the preceptor or site (list of interventions, notes in the medical record, etc.)

Use the Pharmacists' Patient Care Process to formulate, recommend and implement therapeutic plans.

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Communication (CLO 5)

1. Effectively communicate, both verbally and nonverbally, with patients and other healthcare providers.
2. Complete at least one in-service presentation to nurses, physicians, pharmacists, and/or other health care professionals. At the discretion of the preceptor, this may be repeated until the student demonstrates competency.

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Professionalism (CLO 6)

1. Demonstrate professionalism in all practice settings.
1. Make therapeutic recommendations (to preceptor or other healthcare professionals as appropriate)
2. Participate in therapeutic drug monitoring activities
3. Obtain and record accurate medication histories (formal or informal based on practice site)
4. Counsel patients and/or caregivers during their stay and upon discharge regarding therapeutic agents and regimens.
5. Document clinical interventions/activities, via a method provided by the preceptor or site (list of interventions, notes in the medical record, etc.)

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Interprofessional Education and Practice (CLO 4)

1. Communicate with prescribers for clarification of orders.
 2. Communicate with nursing and patients for clarification of drug allergies.
 3. Attend at least one interprofessional meeting (e.g., Pharmacy and Therapeutics Committee meeting, Patient Safety Committee, etc.).
1. Communicate with prescribers for clarification of orders
 2. Communicate with nursing and patients for clarification of drug allergies
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Supplemental Learning Activities:

Students will benefit from exposure to the following learning activities during their Advanced Institutional Practice Experience, when feasible within the rotation/site:

- 1.—Spend time with a registered nurse to observe the following: a) delivery of medication from pharmacy; a.— b) dispensing from a drug dispensing system; c) patient identification; d) drug administration; e) record of delivery; f) bedside barcoding; g) IV pump programming and h) resolution of discrepancies.
- 2.—Spend time with the pharmacy staff member(s) responsible for controlled substances, with exposure to the following: a) procedures for procurement of controlled substances; b) inventory/storage requirements within the pharmacy department and in patient care areas; c) procedures for distribution/tracking of controlled substances and prevention of theft/diversion; and d) procedures for disposal/handling of expired or partially used products.
- 3.—Participate in the preparation of stocking a code cart and attend/observe a code if applicable.
- 4.—Be familiar with the investigational drug process in the institution including, but not limited to, storage, distribution, and record keeping requirements. Participate in the dispensing of an investigational drug, if applicable.
- 5.—Spend time with the purchaser/buyer for the pharmacy, with exposure to a) how an order is placed and received; b) process for obtaining non-formulary medications; c) how drug shortages are handled; and a.— d) how drug recalls are handled.
- 6.—Spend time with pharmacy management to help the student gain an understanding of basic principles of pharmacy management and supervision, including pharmacist and technician supervision, hiring, scheduling, conflict resolution, and performance evaluation and review.
- 7.—Review with the preceptor a detailed organizational chart for the department of pharmacy and high-level organizational chart of the hospital.

Suggested Schedule of Required Learning Activities/Assignments

This is a suggested schedule for required learning and graded activities. Preceptors may rearrange this schedule to meet their needs.

Week	Activity/Assignment
1	Orientation (site and rotation schedule) Training (EMR, clinical intervention software) Review of drug distribution activities Observation of pharmacy technician In-service topics reviewed* Drug Information Question assigned* Final Project assigned^
2	Drug distribution activities Review of medication reconciliation First medication reconciliation Interprofessional practice activities (including communication) Observation of nurse (medication administration) In-service topic selected Medication Reconciliation^
3	Drug distribution activities Review sterile and non-sterile compounding First sterile compounded preparation Review of documentation of interventions Review progress with core knowledge Drug information question graded* Midpoint Evaluation (end of week 3)
4	Review management topics Drug distribution activities including compounding Provide feedback on in-service draft Medication Reconciliation graded^
5	Review management topics Drug distribution activities including compounding Formal in-service* Second graded drug information question (if needed)*
6	Review management topics Drug distribution activities including compounding Second formal in-service (if needed)* Final review of documentation of interventions Review progress with core knowledge Final project graded^ Final Rotation Evaluation

Note: At the discretion of the preceptor, the formal oral patient presentation may be repeated until the student demonstrates competency

* Required assignments

^ Optional assignments at the discretion of the preceptor

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Course Withdrawal and Census Date

To withdraw from the course, students should initiate withdrawals with the course coordinator. The course coordinator is not responsible for officially withdrawing you from the class. If you do not withdraw by the official dates you will automatically receive a letter grade of "F".

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

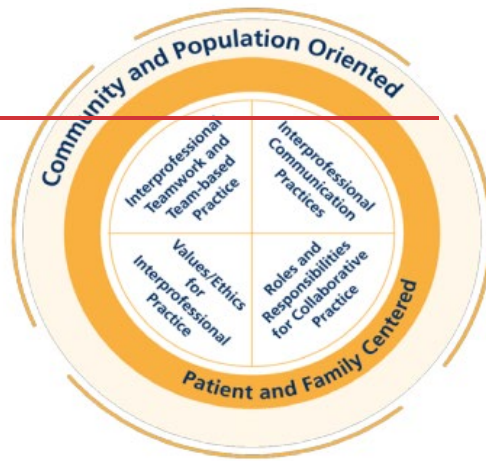
- Requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit;
- Receiving 100% refunds for withdrawals. (There is no refund after the Census Date);
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade);
- Being reinstated or re-enrolled in classes after being dropped for non-payment;
- Completing the process for tuition exemptions or waivers through Financial Aid.

Rotation	APPE starts	Census date	Last withdrawal date	End date
Block 1	May 25	May 28	June 22	July 3
Block 2	July 6	July 9	July 31	Aug 14
Block 3	Aug 17	Aug 20	Sep 14	Sep 25
Block 4	Sep 28	Oct 1	Oct 26	Nov 6
Block 5	Nov 9	Nov 12	Dec 7	Dec 18
Block 6	Jan 4	Jan 7	Feb 1	Feb 12
Block 7	Feb 15	Feb 18	March 15	March 26
Block 8	March 29	April 1	April 26	May 7
<u>Rotation</u>	<u>APPE starts</u>	<u>Census date</u>	<u>Last withdrawal date</u>	<u>End date</u>
<u>Block 1</u>	<u>May 22</u>	<u>May 25</u>	<u>June 19</u>	<u>June 30</u>
<u>Block 2</u>	<u>July 3</u>	<u>July 7</u>	<u>July 31</u>	<u>Aug 11</u>
<u>Block 3</u>	<u>Aug 14</u>	<u>Aug 17</u>	<u>Sep 11</u>	<u>Sep 22</u>
<u>Block 4</u>	<u>Sep 25</u>	<u>Sep 28</u>	<u>Oct 23</u>	<u>Nov 3</u>
<u>Block 5</u>	<u>Nov 6</u>	<u>Nov 9</u>	<u>Nov 30</u>	<u>Dec 15</u>
<u>Block 6</u>	<u>Jan 8</u>	<u>Jan 11</u>	<u>TBA</u>	<u>Feb 16</u>
<u>Block 7</u>	<u>Feb 19</u>	<u>Feb 22</u>	<u>TBA</u>	<u>March 29</u>
<u>Block 8</u>	<u>April 1</u>	<u>April 4</u>	<u>TBA</u>	<u>May 10</u>

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Interprofessional Collaboration Competency Domain




The Learning Continuum pre-licensure through practice trajectory

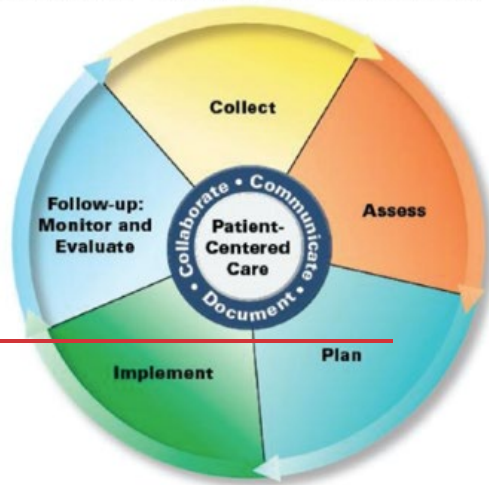
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Pharmacists' Patient Care Process (PPCP)



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.

Plan

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.

Follow-up: Monitor and Evaluate

The pharmacist monitors and evaluates the effectiveness of the care plan and modifies the plan in collaboration with other health care professionals and the patient or caregiver as needed.

<https://www.pharmacist.com/sites/default/files/files/PatientCareProcess.pdf>

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APPENDIX 1-
Texas Consortium on Experiential Programs DRUG INFORMATION INQUIRY Grading Form

STUDENT NAME: _____
DATE: _____

Exceeds Expectations (EE)	Meets Expectations (ME)	Needs Improvement (NI)	Significant Deficits Exist (SDE)
Student has excelled in performing competency	Student performed the competency at an acceptable level	Student has not consistently demonstrated the competency at an acceptable level	Student has rarely demonstrated the competency at an acceptable level
Student performs above expectations and requires minimal guidance from preceptor	Student has met expectations but requires occasional guidance from preceptor	Student requires frequent guidance from preceptor	Student requires continual guidance from preceptor and often does not complete tasks

SCORING

CRITERIA	SCORE	COMMENTS
I. DRUG INFORMATION QUESTION		
Clearly defined the drug information question		
Summarized the question or therapeutic dilemma		
Identified and retrieved pertinent data and information		
II. LITERATURE SOURCES		
Utilized appropriate literature sources		
Utilized a variety of primary, secondary, and tertiary literature sources (if available)		
Interpreted primary, secondary, and tertiary literature appropriately (e.g., does not indicate that one case study is applicable to an entire population)		
III. LITERATURE REVIEW AND EVALUATION		
Critiqued the literature utilized to answer the question		
Summarized available data		
IV. CONCLUSION/RESPONSE		
Reached an evidenced-based conclusion		
Applied information from critical analysis of literature (e.g., recommendation matches literature review)		
Applied therapeutic and pharmacologic knowledge		
V. FORMAT OF PRESENTED MATERIAL		
Written—Organized, concise response that is grammatically correct and has no typographical errors		
Verbal—Organized, concise explanation using appropriate language for the inquirer and good pace, volume, and tone of voice		
Fielded questions effectively		
Cited references		
VI. PROFESSIONALISM		
Worked independently (minimal assistance required)		
Prepared for follow-up questions		

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Displayed initiative to understand information surrounding the specific drug information question (e.g., if asked about a hypertension medication, student is also able to describe guideline recommendations for hypertension management)		Formatted: Centered
Used available resources to critically think and make a final recommendation/conclusion (e.g., does not end question with "there needs to be more studies")		Formatted: Centered
VII. TIMELINESS IN RESPONSE		
Answered question in an appropriate time based on the acuity of the situation		Formatted: Centered
OVERALL COMMENTS:		
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EVALUATOR NAME: _____

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APPENDIX 2.

Texas Consortium on Experiential Programs INSERVICE Grading Form

STUDENT NAME: _____ DATE: _____

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SCORING

Exceeds Expectations (EE)	Meets Expectations (ME)	Needs Improvement (NI)	Significant Deficits Exist (SDE)
Student has excelled in performing competency Student performs above expectations and requires minimal guidance from preceptor	Student performed the competency at an acceptable level Student has met expectations but requires occasional guidance from preceptor	Student has not consistently demonstrated the competency at an acceptable level Student requires frequent guidance from preceptor	Student has rarely demonstrated the competency at an acceptable level Student requires continual guidance from preceptor and often does not complete tasks

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CRITERIA	SCORE	COMMENTS
I. ORGANIZATION		
The handout/PowerPoint slides are clear and concise without typos		
The content order flows well and makes sense		
The amount of information per slide is appropriate (no crowding of information)		
II. OBJECTIVES		
The learning objectives are directed toward the audience type		

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The learning objectives contain action verbs and are measurable		
III. CONTENT		
All information provided supports the presentation objectives		
The information provided was accurate		
The amount and depth of information was appropriate		
Summary is included and reviews application to practice		
IV. PRESENTATION STYLE		
Transitions between topics and/or speakers are carried out in a smooth fashion		
The student appears confident.		
The student displays enthusiasm.		
The student speaks at an appropriate volume and rate		
The student uses language appropriate to the audience		
The student maintains good eye contact throughout presentation		
The student does not use excessive filler words ("um", "well", etc.)		
Avoids distracting mannerisms		
V. PREPARATION		
References are provided and are cited correctly (journal articles need to be used)		
The presentation represents the students own work		
The student did not require an unreasonable amount of guidance in research or preparation		
The amount of preparation time was appropriate for topic		
VI. QUESTIONS		
The student accepts questions and comments in a non-defensive manner		
Questions are answered accurately		
The student answers questions satisfactorily or readily acknowledges if they do not know the answer		
The student provides appropriate and timely follow up for questions not answered during presentation		
OVERALL COMMENTS:		

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APPENDIX 3.

Texas Consortium on Experiential Programs MEDICATION RECONCILIATION Grading Form

STUDENT NAME: _____ **DATE:** _____

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SCORING

Exceeds Expectations (EE)	Meets Expectations (ME)	Needs Improvement (NI)	Significant Deficits Exist (SDE)
Student has excelled in performing competency Student performs above expectations and requires minimal guidance from preceptor	Student performed the competency at an acceptable level Student has met expectations but requires occasional guidance from preceptor	Student has not consistently demonstrated the competency at an acceptable level Student requires frequent guidance from preceptor	Student has rarely demonstrated the competency at an acceptable level Student requires continual guidance from preceptor and often does not complete tasks

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CRITERIA	SCORE	COMMENTS
I. CHART REVIEW AND INTERVIEW		
Navigates the parts medication chart/record efficiently and independently		
Identifies past medication history and gathers medication details such as name, strength, directions for use, and route of administration		
Identifies current medication history including any home medications, name, strength, directions for use, route of administration		
Identifies the use of alternative drug therapies including herbal or natural products, vitamin and mineral supplements, over the counter medications, or illicit drug use		
Ensures there is a medication for each diagnosis/diagnosis for each medication of patient's therapy		
II. FORMULARY PROTOCOLS		
Accesses the facility's formulary and drug policies (if necessary)		
Utilizes the facility's protocol for restrictive and non-formulary medications (if necessary)		
III. INTERVENTION		
Recommendations have an appropriate indication, are the correct dose, duration, and method of administration, and appropriate monitoring parameters are provided		
Identifies sub-therapeutic dosing, excessive dosing, duplication of therapy, pharmacokinetic dosing adjustments		
Identifies interactions (drug-drug, drug-food/beverage, drug-disease)		
Identifies untreated conditions and therapeutic suggestions/alternatives		

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Identifies medication errors		
IV. DISCHARGE COUNSELING		
Reviews final diagnoses and/or discharge medications and plans for follow up		
Demonstrates comprehension of disease state and corresponding drug therapies		
Provides conclusions and recommendations for patient's disease state(s)		
Conveys complete information to the patient (e.g. drug name, indication, dosage regimen, potential side effects, missed dose, instructions, refills allowed, route of administration, and storage recommendations).		
Relays information to the patient in a clear, concise, and confident manner using appropriate pace/tone, making eye contact, and avoiding fillers		
Utilizes handouts or monographs to complement counseling session		
Answers questions appropriately.		
OVERALL COMMENTS:		

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**APPENDIX 4.
FINAL PROJECT Grading Form**

STUDENT NAME: _____

DATE: _____

SCORING

Exceeds Expectations (EE)	Meets Expectations (ME)	Needs Improvement (NI)	Significant Deficits Exist (SDE)
Student has excelled in performing competency Student performs above expectations and requires minimal guidance from preceptor	Student performed the competency at an acceptable level Student has met expectations but requires occasional guidance from preceptor	Student has not consistently demonstrated the competency at an acceptable level Student requires frequent guidance from preceptor	Student has rarely demonstrated the competency at an acceptable level Student requires continual guidance from preceptor and often does not complete tasks

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CRITERIA	SCORE	COMMENTS
I. PREPARATION		Formatted: Centered
References are provided and are cited correctly (journal articles need to be used)		Formatted: Centered
The presentation represents the student's own work		Formatted: Centered
The student did not require an unreasonable amount of guidance in research or preparation		Formatted: Centered
The amount of preparation time was appropriate for topic		Formatted: Centered
II. CONTENT		Formatted: Centered
The student understood the content very well		Formatted: Centered
The information is accurate		Formatted: Centered
Utilized a variety of primary, secondary, and tertiary literature sources (if appropriate)		Formatted: Centered
The amount of information included in the project was appropriate		Formatted: Centered
The depth of information was appropriate		Formatted: Centered
The content is free of typos and utilizes appropriate grammar		Formatted: Centered
Written—Organized, concise response that is grammatically correct and has no typographical errors		Formatted: Centered
Verbal—Organized, concise explanation using appropriate language for the inquirer and good pace, volume, and tone of voice		Formatted: Centered
The project represents good quality of work		Formatted: Centered
VI. QUESTIONS		Formatted: Centered
The student accepts questions and comments in a non-defensive manner		Formatted: Centered
Questions are answered accurately		Formatted: Centered
The student answers questions satisfactorily or readily acknowledges if they do not know the answer		Formatted: Centered
The student provides appropriate and timely follow-up for questions not answered during presentation		Formatted: Centered
IV. PROFESSIONALISM		Formatted: Centered
The student demonstrated ownership of responsibilities		Formatted: Centered
The student met all deadlines		Formatted: Centered
The student demonstrated appropriate follow-through		Formatted: Centered
The student demonstrated self-motivation and initiative		Formatted: Centered
The student demonstrated self-accountability and responsibility		Formatted: Centered
OVERALL COMMENTS:		Formatted: Centered

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