PRECEPTOR/SITE INFORMATION
See preceptor’s abbreviated syllabus.

SCHOOL FACULTY
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COURSE CREDIT AND EXPERIENTIAL HOURS
4.0 credit hours and 160 experiential hours

COURSE SECTION NUMBER
Section 956

SITE DESCRIPTION
See preceptor’s abbreviated syllabus.

COURSE DESCRIPTION
The goal of the advanced hospital APPE is to provide opportunities for students to build upon knowledge and skills acquired through didactic education and Introductory Pharmacy Practice Experiences and apply them in direct patient care activities in a hospital pharmacy setting. The advanced hospital APPE is primarily a medication use process and systems based experience.

PREREQUISITES
Students must successfully complete PY1, PY2 and PY3 didactic courses
**DESIRED COURSE OUTCOMES AND OBJECTIVES:**

Upon completion of this advanced hospital experiential course, the student pharmacist will be able to:

1. Demonstrate an understanding of the pathophysiology and pharmacotherapy of the most common acute and chronic disease states encountered in the inpatient care setting.
2. Describe and participate in the medication use cycle from the prescriber-patient interaction to the provision of comprehensive patient-centered care to hospitalized patients.
3. Demonstrate the ability to interact verbally and in writing with health care providers and patients by gathering, organizing, and appropriately recording information and by consulting and counseling competently.
4. Utilize the primary, secondary, and tertiary references accessible on site while providing patient-centered care.
5. Participate in basic administrative activities, such as those demonstrating compliance with Joint Commission on Accreditation of Healthcare Organizations standards, the Pharmacy and Therapeutics Committee and other pharmaceutical care-related committees.
6. Describe the role of other institutional departments and their relationships and lines of communication with the pharmacy department.
7. Construct an organized, comprehensive project or case presentation.
8. A project will be assigned by the preceptors at his/her discretion.
9. Demonstrate mature and professional attitudes, habits, values and behaviors

**SITE-SPECIFIC OBJECTIVES**

See preceptor’s abbreviated syllabus.

**DESCRIPTION OF TEACHING/LEARNING METHODS**

- Experiential learning: applying knowledge, skills and attitudes learned in the classroom to institutional pharmacy practice.
- Self-directed learning: students will engage with course content by independent work and selected course assignments.

**RECOMMENDED LEARNING RESOURCES**

- Students must have internet access and a UNC email account

**REQUIRED MATERIALS**

- Short lab coat with UNC name badge
- *RxPreceptor* at [www.rxpreceptor.com](http://www.rxpreceptor.com) is the rotation management software system that will be used by OEE to track all pharmacy rotations and associated information.
- Preceptors may require and/or recommend additional materials for their rotations. Students are expected to communicate with the preceptor regarding such requirements prior to the rotation start date.

**EXPECTATIONS FOR STUDENT ENGAGEMENT**

- To receive full credit for this course, students are expected to attend and participate in all scheduled rotation activities; arrive on time; and remain until required activities have been completed or they are dismissed by their preceptor. It is expected that students will come to the rotation site with an open mind and respectful demeanor.
- Student preparedness for topic discussions, patient case discussions, etc. is a critical element in this course.
- The faculty and staff consider the preceptor-student relationship as collegial and respectful. As more experienced, professional colleagues, preceptors generally view themselves as mentors in the student’s professional development. Students should expect preceptors to communicate expectations and instructions clearly and concisely. Students should also expect preceptors to provide them with relevant resources, activities, experiences and feedback to facilitate success in the curriculum and in practice. Preceptors are fully committed to fulfilling this responsibility and will work to ensure that each
student has the opportunity to be successful. In return, preceptors expect students to behave in a professional, responsible, and ethical manner; demonstrate a positive attitude, enthusiasm for learning, and respect for themselves and others; be prepared for each session; be flexible and be accountable for their assigned responsibilities.

OFFICE OF EXPERIENTIAL EDUCATION AND SITE SPECIFIC POLICIES

Students and preceptors are expected to comply with the OEE policies and procedures published in the Experiential Education Manual at http://faopharmacy.unc.edu/student-admin/oee/manual/

Preceptors may require and/or recommend additional site specific policies for their rotations. Students are expected to communicate with the preceptor regarding such requirements prior to the rotation start date. Site specific forms and requirements may be listed for individual sites in RxPreceptor.

SPECIAL NEEDS

The UNC Eshelman School of Pharmacy is committed to providing reasonable accommodations for all persons with documented disabilities or accessibility concerns in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have a medical condition, disability, or accessibility concern that may impact your ability to meet the academic demands or requirements of the course, please contact the appropriate office on your campus. Students are required to self-identify for disability/accessibility support.

- Chapel Hill based students, contact Accessibility Resources and Services in person at the Student and Academic Services Building (SASB) Suite 2126, by email at accessibility@unc.edu or via their website at http://accessibility.unc.edu.
- Asheville based students, please contact Disability Services in person at 258 Brown Hall, by phone at (828) 232-5050, or by email at disabilityservices@unca.edu.

STUDENT ACTIVITIES AND ASSIGNMENTS

Students will work with preceptors to complete activities and assignments which will enable them to accomplish the objectives by the end of the rotation. Student projects are to be detailed by the preceptor.

REQUIRED ASSIGNMENTS/PROJECTS

See preceptor’s abbreviated syllabus.

LATE ASSIGNMENT POLICY

All assignments must be submitted by the designated deadline. Ramifications for late assignments will be at the discretion of the preceptor.

ASSESSMENT AND GRADING

The student will be assessed by the preceptor on performance and professionalism at the midpoint and at the end of the rotation. Please see experiential course assessment tools at the end of the syllabus. The midpoint evaluation will NOT be used in the calculation of the student’s grade however it will provide a basis for feedback regarding the student’s progress, including action items where necessary for the rest of the rotation. Additionally, it is the student’s responsibility to assure a midpoint evaluation is completed by the preceptor. Within one week of rotation midpoint, students not receiving a midpoint evaluation that is documented in RxPreceptor should notify the Office of Experiential Education. Grading Scale: Honors: 93.0 - 100% Pass: 70.0 – 92.9% Fail: <70.0%

GRADE ADJUSTMENT POLICY

Students who wish to appeal a rotation grade should follow the progression guidelines described at http://faopharmacy.unc.edu/student-admin/office-of-student-affairs/student-handbook/
**REMEDICATION POLICY**
Remediation is not offered.

**INCOMPLETE GRADE POLICY**
- Incomplete grades will be assigned when rotation assignments are not completed due to extenuating circumstances (i.e. prolonged illness, unexpected medical procedure required, family emergencies, etc.) but the student is capable/competent of passing the rotation. A preceptor should contact the Office of Experiential Education before the conclusion of the rotation to notify of “incomplete” status and provide rationale.
- Incomplete grades must be resolved within the first 8 weeks of the following semester.
- All incompletes must be resolved prior to being cleared for graduation.

**COURSE FAILURE**
- A non-passing rotation grade will require a “make-up” rotation that is scheduled by the Office of Experiential Education. A “make-up” rotation will be scheduled at a different practice site and with a different preceptor. The failing grade is not removed from the student’s transcript.
- Despite this course being Honors/Pass/Fail, a failing grade in this course will be incorporated in the GPA (4 hr credit).

**PRECEPTOR ASSESSMENT / EXPERIENTIAL COURSE EVALUATION**
Students are required to complete the course/rotation evaluation in RxPreceptor one week following the completion of the rotation. Those not completing the evaluation will receive an “incomplete” grade for the course/rotation. This is a course requirement and a responsibility of all students completing a course. Student feedback is essential and highly valued in the School’s efforts to continually improve the quality of courses and the effectiveness of our faculty as educators. As a faculty, we can assure you that your feedback is reviewed in detail. The evaluations are taken very seriously by course directors and the School. In 2011, the School implemented new policies and procedures for course evaluations, which include specific guidance on how the findings are used by the School as a means of continued quality improvement. Students not completing the rotation evaluation in RxPreceptor within one week following the completion of the rotation will receive an “incomplete” grade for the course/rotation. All course evaluations are confidential and anonymous.

**ATTENDANCE POLICY**
Preceptors acknowledge that extenuating circumstances occasionally occur that prevent attendance during rotation. At the discretion of the preceptor, an excused absence during one rotation period will be allowed as long as the objectives of the rotation are met. Any unexcused absence during the course of a rotation month must be made up in a way that meets with the preceptor’s approval. Failure to make up missed work will result in a grade of incomplete.

**Excused absences:** Planned or unplanned absences are excused only under the following circumstances, which are beyond the control of the student:
- Medical necessity refers to unpredictable or serious illness of the student or an immediate family member. Documentation, such as a physician letter, may be required at the request of the preceptor. Routine medical or dental visits do not meet this criterion. Students should schedule routine medical or dental visits at the end of the day to avoid missing a full day of rotation.
- Bereavement Policy: An absence may be excused due to the death of a student’s immediate family member (parent, child, spouse, grandparent, or sibling). Absences should not exceed a total of 4 absences during the rotation month. Excused absences do not have to be made up; however, if the preceptor determines that the objectives of the rotation cannot be met as a result of the excused absences, the student should work out a way to make up missed time at the preceptor’s convenience.
- Participation in a pre-approved professional activity (i.e. activities of the School, local, state, or national pharmacy organizations) constitutes an excused absence provided the student informs the preceptor of the planned absence at the beginning of the rotation. Documentation of the professional activity is required. Work as an employee does NOT constitute participation in a professional activity. Events that PY4 students are encouraged to attend include the NCAP Annual
Convention in October, Career Day which is typically scheduled in early November and the School’s Student Research Symposium in late spring.

- **Participation in Residency Interviews:** It is understandable that students seeking residency training may have many interview dates from mid-January to the first week of March, with the majority occurring in February. The student must inform the preceptor of any planned interview(s) upon first contact with the preceptor prior to the start of the rotation, if at all possible, or immediately at the time the interview is scheduled if during the course of a rotation month. When possible, especially if more than 2 interviews are anticipated, students are encouraged to schedule interviews to occur over several rotations, so that the February rotation is not the only affected experience. For interviews during the same rotation month, students should attempt when possible to consolidate interview days and combine/arrange travel to minimize time away from rotation (for example, departing after the workday on rotation). Two days’ absence in one rotation month will be allowed without need for make-up time. Any additional days taken for residency interviews may have to be made up at the discretion of the preceptor. Documentation of scheduled interviews is required; this should be at least but is not limited to, per the preceptor’s prerogative, an email to the preceptor copied to the regional faculty member noting the location and dates required for the interview. Students cannot exceed a total of six days’ absence for residency interviews during a rotation month without prior approval from their local experiential faculty. Thus, in summary: up to 2 days absence/rotation for interviews will be excused; 3-6 days absence/rotation will be made up at the discretion of the preceptor; and more than 6 days absence/rotation need to be approved by the local experiential faculty member.

- Other extenuating circumstances: The preceptor may, at his/her discretion, approve a request for an excused absence for other reasons. When possible, such requests should be made in writing at the beginning of the practice experience.

- **Excused absences for religious reasons:** The Schools follows the University’s policy on excused absences for religious reasons (the policy can be found in the UNC Eshelman School of Pharmacy Student Handbook at [http://faopharmacy.unc.edu/student-admin/office-of-student-affairs/student-handbook/#details-2-0](http://faopharmacy.unc.edu/student-admin/office-of-student-affairs/student-handbook/#details-2-0)).

**Unexcused absences** are absences from rotation for any reason not listed above.

**Absence Notification Policy:** The student must contact the preceptor of an anticipated absence as early as possible prior to the absence. If circumstances prevent the student from providing prior notification, the student or his/her designate should contact the preceptor by phone first thing in the morning of the absence. Messages should include the student’s name, a brief summary of reason for absence, and anticipated date of return. The preceptor will determine whether the absence is excused or unexcused.

**Inclement Weather Policy**

In the event of adverse weather, student pharmacists should call their preceptor and follow the instructions of their preceptor. If there is concern about the preceptor’s instructions, student pharmacists should contact their local experiential faculty member immediately. If a student pharmacist does not feel that it is safe to travel, the preceptor should allow them to make up the time missed.

**PLAGIARISM AND REFERENCING**

You are encouraged to use a variety of information resources to support your assignments, but you must give credit for any and all ideas that are not originally your own. In addition to citing published works, you must also reference any ideas derived from the Internet, lectures or seminars, or personal correspondence. More information on referencing can be found in the UNC Eshelman School of Pharmacy Student Handbook: [http://faopharmacy.unc.edu/student-admin/office-of-student-affairs/student-handbook/#pane-0-6](http://faopharmacy.unc.edu/student-admin/office-of-student-affairs/student-handbook/#pane-0-6).
ACADEMIC INTEGRITY / HONOR CODE
The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition. Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable. If a violation is suspected, it may be reported to the Student Attorney General’s Office. If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please visit the Office of Student Conduct web site (http://studentconduct.unc.edu), consult the Graduate and Professional Student Attorney General (gpsag@unc.edu), or contact a representative within the UNC Eshelman School of Pharmacy.

SYLLABUS CHANGES
Issues not addressed here or in other official course documents will be resolved according to the discretion of the preceptor. The course director or primary preceptor reserves the right to make changes to the syllabus, including project due dates and test dates, when unforeseen circumstances occur. These changes will be announced as early as possible so that students can adjust their schedules.

SAMPLE ROTATION CALENDAR
See preceptor’s abbreviated syllabus.
Preceptor’s Evaluation of Student at Midpoint and Final
Hospital Required APPE
(To be completed in RxPreceptor)

<table>
<thead>
<tr>
<th>Student Performance</th>
<th>Description of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Occasionally takes initiative and assumes full responsibility for own learning. Occasionally punctual. Occasionally respects peers and instructors. Occasionally treats others personal property with respect. Occasionally listens carefully and respectfully. Occasionally fully present and attentive in all</td>
</tr>
<tr>
<td>2</td>
<td>Always takes initiative and assumes full responsibility for own learning. Always punctual. Always respects peers and instructors. Always treats others personal property with respect. Always listens carefully and respectfully. Always fully present and attentive in all</td>
</tr>
<tr>
<td>1</td>
<td>Occasionally participates in discussions. Occasionally inquisitive. Occasionally aware of personal limitations. Completes some tasks to best ability. Occasionally committed to continued professional development. Occasionally demonstrates positive attitude. Occasionally learns/grows from experiences.</td>
</tr>
<tr>
<td>2</td>
<td>Always participates in discussions. Always inquisitive. Always aware of personal limitations. Completes all tasks to best ability. Always committed to continued professional development. Always demonstrates positive attitude. Always learns/grows from experiences.</td>
</tr>
<tr>
<td><strong>C. Respect for Others</strong></td>
<td>Never respects the religion and culture of others. Never respects patients’ confidentiality and privacy. Never treats others personal property with respect. Never listens carefully and respectfully. Never fully present and attentive in all</td>
</tr>
<tr>
<td>1</td>
<td>Occasionally respects the religion and culture of others. Occasionally respects patients’ confidentiality and privacy. Occasionally respects peers and instructors. Occasionally treats others personal property with respect. Occasionally listens carefully and respectfully. Occasionally fully present and attentive in all</td>
</tr>
<tr>
<td>2</td>
<td>Always respects the religion and culture of others. Always respects patients’ confidentiality and privacy. Always respects peers and instructors. Always treats others personal property with respect. Always listens carefully and respectfully. Always fully present and attentive in all</td>
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</table>

Goal 1: The student demonstrates an acceptable level of professionalism. Students must earn a 3, 4 or 5 on all items in Professionalism Goal #1 to pass the rotation. Rotation failure will result if a student earns a 1 or 2 on any professionalism item.

SECTION WEIGHT: 15%

List others who precepted this student and provided evaluation feedback: ____________________________

Student Name________________________________________  Preceptor Name____________________________

Performance of Professionalism: ____________________________

Preceptor's Evaluation of Student at Midpoint and Final

<table>
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<td>Occasionally takes initiative and assumes full responsibility for own learning. Occasionally punctual. Occasionally respects peers and instructors. Occasionally treats others personal property with respect. Occasionally listens carefully and respectfully. Occasionally fully present and attentive in all</td>
</tr>
<tr>
<td>2</td>
<td>Always takes initiative and assumes full responsibility for own learning. Always punctual. Always respects peers and instructors. Always treats others personal property with respect. Always listens carefully and respectfully. Always fully present and attentive in all</td>
</tr>
</tbody>
</table>

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Students must earn a 3, 4 or 5 on all items in Professionalism Goal #1 to pass the rotation. Rotation failure will result if a student earns a 1 or 2 on any professionalism item.
<table>
<thead>
<tr>
<th>D. Honesty and Integrity</th>
<th>activities and interactions.</th>
<th>activities and interactions.</th>
<th>Occasionally fully present and attentive in all activities and interactions.</th>
<th>activities and interactions.</th>
<th>activities and interactions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Care and Compassion</td>
<td>Never actively listens to, is patient with, and shows compassion for patients/caregivers, peers, and instructors. Never thoughtful, respectful, and follows through with responsibilities. Never helps others in need.</td>
<td>Rarely actively listens to, is patient with, and shows compassion for patients/caregivers, peers, and instructors. Rarely thoughtful, respectful, and follows through with responsibilities. Rarely helps others in need.</td>
<td>Occasionally actively listens to, is patient with, and shows compassion for patients/caregivers, peers, and instructors. Occasionally thoughtful, respectful, and follows through with responsibilities. Occasionally helps others in need.</td>
<td>Usually actively listens to, is patient with, and shows compassion for patients/caregivers, peers, and instructors. Usually thoughtful, respectful, and follows through with responsibilities. Usually helps others in need.</td>
<td>Always actively listens to, is patient with, and shows compassion for patients/caregivers, peers, and instructors. Always thoughtful, respectful, and follows through with responsibilities. Always helps others in need.</td>
</tr>
<tr>
<td>F. Clerkship Responsibilities</td>
<td>Consistently disorganized. Fails to meet many deadlines and does not follow through with requests. Very poor problem-solving and decision making skills. One unexcused absence or consistently tardy to activities</td>
<td>Occasionally unorganized and unprepared. Assignments done on time but poor problem-solving and decision making skills. Fails to follow through on several requests. Occasionally tardy to activities</td>
<td>Regularly attends all activities and work completed on time. Sufficient problem-solving and decision making skills. Usually follows through on requests</td>
<td>Demonstrates advanced planning and/or completes some projects ahead of time. Well organized and punctual. Good problem-solving and decision making skills. Follows through on all requests</td>
<td>Consistently initiates activities; uses spare time wisely. Arrives early and stays late if necessary. Extremely organized. Completes all assignments in advance. Strong problem-solving and decision making skills. Follows through on all requests</td>
</tr>
<tr>
<td>G. Relationships with Members of the Healthcare Team</td>
<td>Consistently observes only; refuses to participate</td>
<td>Has difficulty establishing relationships; avoids confrontation</td>
<td>Establishes adequate relationships; participates if directed</td>
<td>Establishes good relationships; actively participates; team player</td>
<td>Establishes working relationships and proactively participates as an integral member; appropriately assertive</td>
</tr>
</tbody>
</table>

Comments:
### Goal 2: The student demonstrates the ability to conduct a systematic, efficient, and thorough drug information search and derives concise and accurate responses to drug information requests.  
**SECTION WEIGHT: 10%**

#### A. Data Collection
- Consistently fails to obtain proper information from requestor
- Collects some data, but omits several basic details
- Usually collects obvious data with some detailed information from requestor
- Usually collects obvious and also detailed data from requestor
- Effectively obtains complete data for each problem

#### B. Literature Retrieval/ Appropriate Use of Resources
- Consistently fails to perform systematic search, fails to identify appropriate resources
- Sometimes performs systematic search and/or identify appropriate resources
- Usually performs systematic search and identifies appropriate resources most of the time
- Performs systematic search and identifies appropriate resources most of the time
- Effectively uses a variety of sources. Always designs effective, thorough search strategy.

#### C. Literature Evaluation
- Unable to evaluate basic medical literature
- Sometimes able to evaluate basic medical literature
- Usually able to evaluate basic medical literature
- Effectively uses a variety of sources. Always designs effective, thorough search strategy.

#### D. Answers Drug Information Questions
- Rarely applies the obtained information to appropriately answer the specific DI question
- Occasionally applies the obtained information to appropriately answer the specific DI question
- Usually applies the obtained information to appropriately answer the specific DI question most of the time
- Applies the obtained information to appropriately answer the specific DI question most of the time
- Effectively uses a variety of sources. Always designs effective, thorough search strategy.

#### E. Documentation
- Rarely documents drug information responses and the search strategies utilized
- Occasionally documents drug information responses and the search strategies utilized
- Usually documents drug information responses and the search strategies utilized
- Documents drug information responses and search strategies utilized most of the time
- Always documents drug information responses and the search strategies utilized

### Comments:

### Goal 3: The student displays both verbal and written communication skills appropriate to this practice setting.  
**SECTION WEIGHT: 10%**

#### A. Verbal Communication with Preceptor and Other Healthcare Professionals
- Appears arrogant; use of unclear language, incorrect info, offensive tone, slang or cursing; insensitive to surroundings
- Impersonal and abrupt; generally provides correct info; does not always respect surroundings
- Maintains a good proactive dialogue; respectful of surroundings
- Directs conversation; allows others to easily provide or receive info; respectful of surroundings
- Effective communication with all interactions; uses clear and correct language; sensitive to surroundings

#### B. Written Communication
- Assignments late, illegible and with grammatical spelling and organizational errors
- Assignments completed on time but inarticulate, poorly cited; with some grammatical or spelling errors
- Well-cited info; rare grammatical or spelling errors
- Well-cited info with articulation; no writing or spelling errors
- Critically presented, well-cited info with articulation, clarity and insight

#### C. Medical Notes (e.g. SOAP, FARM, pharmacokinetic note)
- Disorganized; omits pertinent info; uses first person; appears
- Occasionally unorganized; often difficult to understand and follow; provides irrelevant details; avoids bias
- Generally organized and focused with few grammatical or spelling errors; avoids bias
- Well-organized; summarizes info appropriately & precisely; occasional grammatical or spelling errors
- Completely organized; no grammatical or spelling errors; includes all pertinent info; note follows
### Goal 4: The student exhibits a solid foundation of pharmacotherapeutic knowledge.

**SECTION WEIGHT: 20%**

| A. Pathophysiology of Common Disease States | Major deficits in knowledge and retention of basic principles of common pathophysiology; unable to assimilate new information | Usually unable to explain basic principles of common pathophysiology and unable to assimilate new information | Able to explain basic principles with relative consistency; able to assimilate new information | Able to explain principles & details with moderate depth with infrequent or rare intervention; able to assimilate new information | Able to explain principles and details with sophistication and depth with no intervention; knowledge-based consistently exceeds expectations |
| B. Pharmacology and Pharmacokinetic Principles | Major deficits in knowledge and retention of drug mechanisms and pharmacokinetic principles of common therapies and drug classes; unable to assimilate new information | Usually unable to explain drug mechanisms and pharmacokinetic principles of common therapies and drug classes; unable to assimilate new information | Able to explain drug mechanisms and pharmacokinetic principles of common therapies and drug classes with relative consistency; able to assimilate new information | Able to explain drug mechanisms and pharmacokinetic principles with moderate depth and infrequent or rare intervention; able to assimilate new information | Able to explain drug mechanisms and pharmacokinetic principles of common therapies and drug classes with sophistication and depth with no intervention; knowledge-based consistently exceeds expectations |
| C. Essential Therapeutic Principles | Major deficits in knowledge of medication regimens and approaches to treatments of common disease states; unable to assimilate new information | Usually unable to explain medication regimens and approaches to treatments of common disease states; unable to assimilate new information | Able to explain medication regimens and approaches to treatments of common disease states with relative consistency; able to assimilate new information | Able to explain medication regimens and approaches to treatment details with moderate depth and infrequent or rare intervention; able to assimilate new information | Able to explain medication regimen rationales and approaches to treatment details with sophistication and no intervention; consistently exceeds expectations |

**Comments:**

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### Goal 5: The student is able to integrate drug-related and patient-related information in the interpretation of medication orders and is able to manage the drug distribution process efficiently and effectively.

**SECTION WEIGHT: 25%**

| A. Complies with Legal Requirements | Unable to identify basic issues with legality or apply state and federal regulations properly in filling prescription orders | Usually unable to identify basic issues with legality or apply state and federal regulations properly in filling prescription orders | Able to identify major issues with legality; usually able to apply state and federal regulations properly in filling prescription orders | Usually able to verify each prescription order for legality, and applies state and federal regulations properly in filling prescription orders | Able to verify each prescription order for legality, and applies state and federal regulations properly in filling prescription orders |
| B. Medication Dispensing of Noncontrolled Substances | Unable to correctly interpret prescription orders for amount per dose, frequency, duration | Usually unable to verify prescription orders for amount per dose, frequency, duration of therapy, | Frequently needs help to correctly interpret prescription orders for amount per dose, | Correctly receives, interprets, and clarifies prescription orders for amount per dose, | Always correctly receives, interprets, and clarifies prescription orders |

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*Table with various performance levels and descriptions.*
<table>
<thead>
<tr>
<th>E. Pharmacy Administration</th>
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<tbody>
<tr>
<td>Cannot explain theories or approaches to pharmacy management and administrative issues. Does not understand the legal and safety requirements from JCAHO, ASHP, OSHA, etc. Refuses to participate in projects</td>
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<tr>
<td>Usually unable to explain the theories or approaches to pharmacy management and administrative issues. Poor understanding of legal and safety requirements from JCAHO, ASHP, OSHA, etc. Participates in projects only when required</td>
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<tr>
<td>Able to basically explain the theories or approaches to pharmacy management and administrative issues. General understanding of legal and safety requirements from JCAHO, ASHP, OSHA, etc. Minimal participation in projects</td>
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<tr>
<td>Explains the theories or approaches to pharmacy management and administrative issues. Understands legal and safety requirements from JCAHO, ASHP, OSHA, etc. Completes projects and actively participates in design of policies</td>
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**Comments:**
| **Goal 6:** The student is able to complete the clerkship specific goals and objectives. |
| **SECTION WEIGHT: 20%** |

| **A. Managing Inventory Control** | Falls unacceptably below expectations. Unable to satisfactorily complete basic, routine tasks despite directed questioning. The preceptor must complete the task | Falls below expectations. Requires guidance and directed questioning to complete basic, routine tasks. Performs below the level of an average 4th year pharmacy student | Meets expectations. Requires guidance and directed questioning to complete complex tasks. Independently completes basic, routine tasks. Performs at the level of an average 4th year pharmacy student | Occasionally exceeds expectations. Requires limited prompting to complete complex tasks. Independently completes basic, routine tasks. Performs at the level of an advanced 4th year pharmacy student |

| **B. Administrative Project** | Falls unacceptably below expectations. Unable to satisfactorily complete basic, routine tasks despite directed questioning. The preceptor must complete the task | Falls below expectations. Requires guidance and directed questioning to complete basic, routine tasks. Performs below the level of an average 4th year pharmacy student | Meets expectations. Requires guidance and directed questioning to complete complex tasks. Independently completes basic, routine tasks. Performs at the level of an average 4th year pharmacy student | Occasionally exceeds expectations. Requires limited prompting to complete complex tasks. Independently completes basic, routine tasks. Performs at the level of an advanced 4th year pharmacy student |

| **C. Optional Site Specific Objective #1** | Falls unacceptably below expectations. Unable to satisfactorily complete basic, routine tasks despite directed questioning. The preceptor must complete the task | Falls below expectations. Requires guidance and directed questioning to complete basic, routine tasks. Performs below the level of an average 4th year pharmacy student | Meets expectations. Requires guidance and directed questioning to complete complex tasks. Independently completes basic, routine tasks. Performs at the level of an average 4th year pharmacy student | Occasionally exceeds expectations. Requires limited prompting to complete complex tasks. Independently completes basic, routine tasks. Performs at the level of an advanced 4th year pharmacy student |

| **D. Optional Site Specific Objective #2** | Falls unacceptably below expectations. Unable to satisfactorily complete basic, routine tasks despite directed questioning. The preceptor must complete the task | Falls below expectations. Requires guidance and directed questioning to complete basic, routine tasks. Performs below the level of an average 4th year pharmacy student | Meets expectations. Requires guidance and directed questioning to complete complex tasks. Independently completes basic, routine tasks. Performs at the level of an average 4th year pharmacy student | Occasionally exceeds expectations. Requires limited prompting to complete complex tasks. Independently completes basic, routine tasks. Performs at the level of an advanced 4th year pharmacy student |

The preceptor must complete the task.

- Consistently exceeds expectations. Independently completes most complex tasks and all basic, routine tasks. Performs at the level of a practicing pharmacist.
Examples of Site Specific Objectives:

- Journal club or journal article review
- Construct patient education handouts that take into consideration level of understanding, depth of detail and compliance techniques.
- Demonstrate the ability to present one 15-30 minute education inservice to health care professionals using concise, proper handout format and resource selection.
- Identify and evaluate an area of quality improvement and construct a written summary and presentation of the results or student’s participation.
- Demonstrate proper documentation of medication/disease state/discharge counseling.
- Demonstrate the ability to construct a complete and concise response to a drug information request using evidence based medicine and appropriate resources.
- The student is able to pass (as defined by preceptor) a final exam at the end of the rotation.