

## Reasonable Expectations of Students

| <b>After PY1 Year</b>  |  |
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| <b><i>General, Rudimentary Knowledge</i></b>   | <b><i>Rudimentary Skills</i></b>   |
| <ul style="list-style-type: none"> <li>▪ US health care system</li> <li>▪ Pharmaceutical care definition and processes</li> <li>▪ Organ system physiology</li> <li>▪ Biochemical basis for disease processes and therapeutic approaches</li> <li>▪ Properties of pharmaceutical dosage forms</li> <li>▪ Basic principles of pharmacodynamics</li> <li>▪ Interpretation of laboratory values</li> <li>▪ Therapeutics of rheumatologic disorders</li> <li>▪ Top 100 drug monograph information</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Medical terminology</li> <li>▪ Pharmacy calculations</li> <li>▪ Prescription processing</li> <li>▪ Non-sterile compounding</li> <li>▪ Drug administration technique (oral, topical, transdermal, rectal, vaginal)</li> <li>▪ Patient assessment (chart review, patient interview, vital signs)</li> <li>▪ Patient counseling (specialized dosage forms)</li> <li>▪ Presentation skills</li> <li>▪ Writing SOAP notes</li> <li>▪ Drug information retrieval (tertiary references, Medline searches)</li> </ul> |
| <b>After PY2 Year</b>  |  |
| <b><i>General, Rudimentary Knowledge</i></b>   | <b><i>Rudimentary Skills</i></b>   |
| <ul style="list-style-type: none"> <li>▪ Dosing adjustments based on renal, hepatic, and pharmacokinetic considerations</li> <li>▪ Study design and biostatistics</li> <li>▪ Drug formulary development and DUE/MUE</li> <li>▪ Pathophysiology, interpretation of lab values, physical findings and drug therapy options for               <ul style="list-style-type: none"> <li>○ Diabetes/endocrine disorders</li> <li>○ GI disorders</li> <li>○ Pulmonary disorders</li> <li>○ Cardiovascular disorders</li> <li>○ Neurologic and psychiatric disorders</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>▪ Drug literature evaluation</li> <li>▪ Formulary review monograph</li> <li>▪ Patient assessment &amp; monitoring               <ul style="list-style-type: none"> <li>○ Dermatology</li> <li>○ Diabetes</li> <li>○ Reproductive endocrinology</li> <li>○ Pulmonary disorders</li> <li>○ GI disorders</li> <li>○ Cardiovascular disease</li> <li>○ Neurological disorders</li> <li>○ Psychiatric and mood disorders</li> </ul> </li> </ul>  |

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|  | <p><b>Emerging Proficiency</b></p> <ul style="list-style-type: none"> <li>▪ Medical terminology, calculations, drug information retrieval</li> <li>▪ SOAP notes/drug therapy and monitoring plans</li> <li>▪ Prescription processing</li> <li>▪ Drug administration technique</li> <li>▪ Patient counseling</li> <li>▪ Presentation and writing skills</li> </ul>  |
| <b>After PY3 Year - PY4 Advanced Practice Experiences</b>  |  |
| <b>General, Rudimentary Knowledge</b>  | <b>Rudimentary Proficiency</b>   |
| <ul style="list-style-type: none"> <li>▪ Pathophysiology, interpretation of related lab and physical findings, and drug therapy options for: <ul style="list-style-type: none"> <li>○ Hematologic disorders</li> <li>○ Immunologic disorders</li> <li>○ Infectious diseases</li> <li>○ Cancers</li> </ul> </li> <li>▪ Pharmacy law</li> <li>▪ Principles of managing a practice</li> </ul> | <p><b>Rudimentary Proficiency</b></p> <ul style="list-style-type: none"> <li>▪ Patient assessment/monitoring (immunology, hem/onc)</li> <li>▪ Providing immunizations</li> <li>▪ Drug/medication use evaluation (system level)</li> <li>▪ Preparation and administration of parenteral products</li> <li>▪ Practice/program development</li> </ul> <p><b>Emerging Proficiency</b></p> <ul style="list-style-type: none"> <li>▪ Patient assessment/monitoring infectious diseases</li> <li>▪ Administration of SQ and IM injections</li> <li>▪ Drug information and literature evaluation</li> <li>▪ Developing &amp; communicating pharmacotherapy plans</li> <li>▪ Preparing, dispensing, and administering drug products</li> <li>▪ Patient counseling and education</li> <li>▪ Presentation and writing skills</li> </ul> |

## **Expectations of All Students**

- Consistent and punctual attendance
- Expressed willingness/enthusiasm for learning
- Courteous, respectful and non-judgmental communication with preceptors, patients, students, staff
- Confidentiality
- Collegiality and cooperation
- Flexibility
- Personal accountability and responsibility for actions
- Dependability and reliability
- Effective use of time and resources