Northwest Pharmacy Experiential Consortium
Preceptor Evaluation of Student (Midpoint)
Advanced Pharmacy Practice Experiences

Pacific
University
Oregon
SCHOOL of PHARMACY

Instructions

The final assessment for the APPE program is a pass/fail system. These assessments should be completed by the assigned preceptor at midpoint (end of week three) and final evaluation (end of week six), during each scheduled rotation experience. These evaluations should be submitted using E*Value. Each student pharmacist will be assessed under the following outcome categories.

Outcome Categories

- Learning

- Patient Care

- Problem Solving

- Communication

- Professionalism

Final Assessment

All student pharmacists will be assessed using the following four (4) point performance rating scale for each of the ten (10) global learning objectives that apply to the rotation experience. A rubric describing each achievement level of performance is provided to assist the preceptor in determining the rating that best represents the student pharmacist's performance for each applicable outcome. The performance rating must fall between the range of 1 and 4. This rating scale is based on increasing performance levels such that the student pharmacist achieves competency, relative to a graduating student just entering practice, by the end of the APPE programmatic year. This means that as the programmatic year progresses, higher expectations of achievement should be expected by the preceptor and reflected in the assessment ratings and comments.

Preceptor Comments

Once the performance rating is selected, please use the comment section to provide additional feedback regarding the student pharmacist's strengths and achievements as well as areas of improvement and continued development. Comments will be REQUIRED if the entered score is 2 or lower to provide specific examples of areas needing improvement. Each student pharmacists will be assigned a final assessment of either PASS or NO PASS which will originate directly from this evaluation. Once the final assessment is submitted by the preceptor, the School (through the Director of Experiential Education) will be responsible for validating the assessment. To successfully pass each rotation, the student pharmacist must receive a final score of 2 or higher on the final assessment in ALL learning objectives that apply to each specific rotation experience. Receiving a rating of 1 in any outcome equates to a failed rotation. If a preceptor does select a rating of 1, E-Value will request the preceptor validate the final score prior to submitting the evaluation. For non-patient care rotations the preceptor may submit a rating of N/A for the patient care outcomes. All other outcomes are applicable. The N/A performance rating does not contribute to the total available points and will not negatively impact the final score. In addition, students may be evaluated on rotation specific objectives beyond the established learning objectives which can be integrated in the evaluation as an additional learning objective.

Performance Levels

Exceptional (4)	Competent (3)	Marginal (2)	Deficient (1)	Not Addressed (NA)
• Consistently performs above expected level. Performance can be described as impressive or exceptional. • After initial instruction, the student can independently complete all basic tasks and most complex tasks. • Performs at a level beyond that of an entry-level practitioner.	• Meets expectations and performs consistently at expected level. Performance possesses strengths with room for improvement in a few areas. • After initial instruction, the student independently completes all basic and routine tasks and requires limited prompting or guidance to complete most complex tasks. • Requires little to no intervention. Demonstrates near-readiness for practice in early APPEs and performs at the level of an entry-level practitioner in later APPEs.	• Meets expectations and performs consistently at expected level in only some areas. Several performance areas have room for improvement. • After initial instruction, the student independently completes most basic and routine tasks. The student requires guidance to complete most complex tasks. • Requires occasional intervention. Demonstrates one performance deficit in early APPEs and near-readiness for practice in later APPEs.	• Performs well below baseline expectations. Performance demonstrates worrisome deficits. • Student is unable to satisfactorily and consistently complete most basic and routine tasks despite directed and repeated guidance. The preceptor or other pharmacy personnel must often complete the tasks. • Requires repeated intervention. Demonstrates multiple performance deficits in early APPEs and is clearly not ready for independent practice in later APPEs.	• Not addressed in this experience. • Only allowed for non-patient care experiences

I. LEARNING

1. Demonstrates learning. Develops, integrates, and applies knowledge and skills appropriately to situations encountered in the practice setting.	○ Exceptional ○ Competent ○ Marginal ○ Deficient
Examples of learning competence may include: • Verbally displaying relevant knowledge from the pharmaceutical, social/behavioral/administrative, and clinical sciences. • Retaining and applying relevant information from current and prior experiences. • Self-identifying learning needs and appropriately correcting or enhancing knowledge and skills. • Identifying and critically analyzing literature to support decision-making. • Describing how population-based care principles influence creation of practice guidelines and care of individual patients.	

Strengths and Achievements regarding this area: _____

Areas for Improvement regarding this area: _____

II. PATIENT CARE

2. Collects data. Accurately gathers and organizes all relevant subjective and objective information (e.g., comprehensive medication list, allergies, medical history, pertinent lab/physical assessment findings, and social determinants of health).	○ Exceptional ○ Competent ○ Marginal ○ Deficient ○ Not applicable
Examples of data collection competence may include: • Conducting patient/caregiver interviews using an organized structure and comprehensible wording. • Efficiently reviewing electronic chart/health records. • Gathering pertinent information from other health professionals. • Performing/reviewing physical assessment findings.	

Strengths and Achievements regarding this area: _____

Areas for Improvement regarding this area: _____

3. Assesses data. Evaluates drug therapy regimen for appropriateness in achieving optimal patient outcomes (considering safety, efficacy, adherence). Appropriately prioritizes potential or current pharmacotherapy problems.	○ Exceptional ○ Competent ○ Marginal ○ Deficient ○ Not applicable
Examples of patient data assessment and prioritization competence may include: • Interpreting and verifying prescriptions for accuracy and appropriateness. • Performing comprehensive medication review. • Performing medication reconciliation. • Performing accurate pharmacy calculations.	

Strengths and Achievements regarding this area: _____

Areas for Improvement regarding this area: _____

4. **Development, implementation, and monitoring of patient care plan** (JCPP Plan, Implement, Monitor) Develops or revises, implements, and evaluates a patient-centered care plan to optimize drug therapy and clinical outcome.	○ Exceptional ○ Competent ○ Marginal ○ Deficient ○ Not applicable
Examples of plan development and implementation competence may include: • Using clinical guidelines, primary literature, and information from other care providers. • Incorporating patient beliefs, preferences, and living environment constraints to represent the patient's best interests. • Identifying, incorporating, and implementing health and wellness improvement strategies. • Considering continuity of care across settings. • Providing patient education and addressing patient questions and concerns about therapy. • Monitoring patient response to therapy and success in achieving desired therapeutic goals. • Appropriately documenting patient interventions and other patient care activities.	

Strengths and Achievements regarding this area: _____

Areas for Improvement regarding this area: _____

III. PROBLEM SOLVING

5. **Demonstrating critical thinking and innovation during the problem-solving process**. Critical thinking and innovation are intellectually disciplined processes of skillfully evaluating information and designing a solution that incorporates new ideas or methods, when appropriate.	○ Exceptional ○ Competent ○ Marginal ○ Deficient
Examples of problem-solving competency may include: • Identifying and collecting relevant information. • Analyzing, evaluating, interpreting, and prioritizing information using logical arguments and incorporating multiple perspectives. • Synthesizing and implementing the most viable course of action/solution. • Adapting when new or changing situations arise.	

Strengths and Achievements regarding this area: _____

Areas for Improvement regarding this area: _____

6. **Performing management activities that prevent or address problems in a systematic manner.** Effectively participates in practice/operations management activities using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.	○ Exceptional ○ Competent ○ Marginal ○ Deficient
Examples of management competency may include: • Applying pharmacy law, ethics, and administrative policies and procedures appropriately. • Participating in the oversight of preparation, dispensing, distribution, and administration of medications. • Using technology to optimize efficiency and patient safety. • Participating in the management of human resources, marketing, billing, quality assurance processes, or inventory control. • Demonstrating leadership when needed.	

Strengths and Achievements regarding this area: _____

Areas for Improvement regarding this area: _____

IV. COMMUNICATION

7. Effectively communicates information verbally, non-verbally, and in written form when interacting with an individual, group, or organization.	○ Exceptional ○ Competent ○ Marginal ○ Deficient
Examples of verbal and written communication competence may include: • Listening to others with attention. • Demonstrating interest, empathy, and respect during conversation • Communicating articulately, concisely, tactfully, and confidently. • Providing relevant information appropriately targeted to the audience. • Writing effective patient care notes and other documents at a level appropriate to the reader. • Creating documents that have a clear purpose, appropriate content, logical organization, correct mechanics, and appropriately cite and reference resources.	

Strengths and Achievements regarding this area: _____

Areas for Improvement regarding this area: _____

8. Effectively interacts with other members of the health care team or organization.	○ Exceptional ○ Competent ○ Marginal ○ Deficient
Examples of team competence may include: • Working collaboratively with the interprofessional and pharmacy team. • Engaging in shared decision making, rather than just making a recommendation to the team. • Displaying a willingness to speak up, even against a perceived power gradient. • Identifying and helping to resolve areas of conflict between team members. • Assessing effectiveness of team performance. • Adapting one's role to make the team more effective.	

Strengths and Achievements regarding this area: _____

Areas for Improvement regarding this area: _____

V. PROFESSIONALISM

9. Self-Awareness Examines and reflects on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.	○ Exceptional ○ Competent ○ Marginal ○ Deficient
Examples of self-awareness competence may include: • Recognizing and accepting responsibility for own work, actions, and consequences. • Maintaining motivation, attention, and interest during learning and work-related activities. • Graciously receiving feedback and seeking to improve performance. • Displaying appropriate humility, confidence, initiative, persistence, and tolerance for ambiguity.	

Strengths and Achievements regarding this area: _____

Areas for Improvement regarding this area: _____

10. Professional Behavior Exhibits appropriate behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.	○ Exceptional ○ Competent ○ Marginal ○ Deficient

Examples of professional behavior competence may include:
   • Demonstrating altruism, integrity, trustworthiness, flexibility, and respect in all interactions.
   • Displaying preparation, initiative, and accountability consistent with a commitment to excellence.
   • Providing care in a manner that is legal, ethical, and compassionate.
   • Maintaining standards for professional conduct (e.g., attire, language, attendance, punctuality, commitment, confidentiality)
   • Demonstrating the skills and attitudes necessary for self-directed, life-long learning.
   • Gracefully managing stressful situations.	

Strengths and Achievements regarding this area: _____

Areas for Improvement regarding this area: _____

Overall Performance Evaluation:

12. The student must receive scores of 2 or greater in each section above in order to pass the course.

○   Recommendation to Pass
○   Recommendation to Not Pass
○   Incomplete

13. I have reviewed this evaluation with the student:
*By selecting 'yes' below, I acknowledge that this student has completed a minimum of 240 hours during this experience. If this APPE occurred in the State of Oregon, I verify the student has not documented more than 48 internship hours per week to be in compliance with Oregon Board of Pharmacy regulations. I also acknowledge that this evaluation was communicated to the student. *Refer to APPE course syllabus or APPE Manual for further information.*

○   Yes
○   No

If answered No, please provide explanation below for why the evaluation was not reviewed with the student:
_____

14. Did you or an alternate staff member (pharmacist) review and verify the APPE Course Objectives that the student submitted for this rotation?

○   Yes
○   No

If answered No, please provide explanation below for why the Course Objectives were not reviewed with the student:
_____