

**PHRD 704/705/706 – Non-Patient Care Elective**

**Preceptor and Student Learning Agreement**

**This preceptor and student learning agreement should be reviewed at the start of the rotation. This document also contains a sample of the evaluation form the preceptor will complete in eValue at the midpoint and end of the rotation. The preceptor and student should review the evaluation and discuss expectations for the rotation together and sign the learning agreement at the end of the document.**

**Rotation Description**

Each elective (PHRD 704/705/706) advanced pharmacy practice experience (APPE) site will provide opportunities for students to develop the advanced pharmacy practice experience program outcomes in areas such as, but not limited to, community, health-system, clinical, industry, and administrative pharmacy practice. These experiences will further develop a student’s knowledge and skills in the areas of their practice choice. Interaction with other health care professionals, professionalism, and strong communication skills are strongly emphasized. Students are encouraged to broaden their existing competencies and incorporate their professional and personal goals into these rotations.

**Student Learning Outcomes**

This course will lead to the mastery of the following terminal student learning outcomes, which will be achieved at the conclusion of the professional program.

* 1. Information application - Acquire and apply knowledge of biomedical, pharmaceutical sciences, social/behavioral/administrative, and clinical sciences to make medication therapy decisions and improve patient outcomes.

1.2 Evidence-based care - Retrieve, evaluate and apply scientific and clinical literature to patient care to solve patient care problems and make evidence-based medication therapy decisions.

3.4. Compliance - Comply with requirements and responsibilities set forth in guidelines, regulations, and government laws and uphold ethical standards when carrying out duties related to the practice of pharmacy.

4.4. Communication - Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

4.5. Professionalism - Display professional behavior when interacting with patients, caregivers, other health care professionals and the public.

4.8. Leadership - Lead within the profession to demonstrate responsibility for creating and achieving shared goals, for the purpose of benefiting others.

4.10. Self-directed learner - Independently acquire skills and knowledge to remain abreast of emerging concepts in the pharmacy profession.

**Pre-requisites**

Students must successfully complete P1-P3 years, all Introductory Pharmacy Practice Experiences, and be P4 standing.

**Rotation Objectives**

Professionalism

* Display professional behavior when interacting with the health care team, patients, caregivers, and the public.
* Provide ethical patient care.
* Demonstrate the actions needed for life-long learning.
* Lead the profession to promote safe medication use and improve health care.

Non-Patient Care and Communication

* Establish collaborative professional relationships with health care team members.
* Identify, retrieve, evaluate and apply scientific and clinical literature.
* Design evidence-based patient/population treatment and monitoring plans to ensure optimal therapeutic and disease outcomes.
* Communicate clearly and effectively with health care professionals and/or the lay public using appropriate listening, verbal, and nonverbal communication skills.
* Communicate clearly and effectively when interacting with health care professionals using appropriate written communication skills.
* Deliver a presentation utilizing effective communication skills.
* Demonstrate critical thinking skills to facilitate decision making.
* Perform professional activities in compliance with HIPAA (if applicable).
* Comply with and uphold the laws and ethical standards of and related to the practice of pharmacy.

**Experiential Education Policies**

Students and preceptors are expected to comply with the experiential education policies and procedures found in the APPE manual posted in eValue.

**Performance Outcomes**

The preceptor shall evaluate the student at both midpoint and at the conclusion of the rotation, using the below performance outcome levels and descriptors. If the preceptor feels the student fits into more than one level, please choose the level that BEST describes the student’s performance at the point of the assessment.

|  |  |  |  |
| --- | --- | --- | --- |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Unsatisfactory Performance**  Student does not meet requirements. Student is unable to complete basic/routine skills despite significant guidance and prompting. | **Needs Improvement**  Students meets some minimum requirements. Student requires frequent guidance and prompting to complete basic/routine skills. | **Progressing Satisfactorily**  Student meets most requirements. Student requires some guidance and/or prompting to complete basic/routine sills. | **Independent**  Students meets all requirements. Student independently completes basic/routine skills and requires minimal to no prompting. |
| **Level of Trust**  I do not trust the student to perform skills even with direct supervision. **“Preceptor did it”.** | **Level of Trust**  I trust the student to perform skills with direct proactive supervision, requiring frequent correction. **“Preceptor talked the student through it”.** | **Level of Trust**  I trust the student to perform skills with only intermittent prompting and indirect/reactive supervision. **“Preceptor directed the student from time to time”.** | **Level of Trust**  I trust the learner to completely and accurately perform skills with distant supervision. **“Preceptor was available just in case”.** |

**Final Grading** (Final grades will be rounded up to the nearest tenth decimal point)

A = > 3.5

B+ = 3.3 – 3.4

B = 3.0 – 3.2

C+ = 2.8 – 2.9

C = 2.5 – 2.7

F = < 2.5

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**Competency Assessment**

**Select the BEST level that describes the student’s performance at the time of the assessment (ex: rotation #1 versus rotation #6). If the preceptor feels the student fits into more than one level, please choose the level that BEST describes the student’s performance at the point of the assessment. Comments are strongly encouraged. However, if a student scores a level 1 or 2, the preceptor will not be able to submit the evaluation without including comments about the student’s performance.**

**Students must earn a final average level score of > 2.5 and no individual EPA scored at a Level 1 on the assessment in order to pass the rotation.**

**For your reference, the midpoint levels that you assign will populate the final evaluation.**

**Entrustable Professional Activities**

**Entrustable professional activities (EPAs)** are units of professional practice or descriptors of work, defined as specific tasks or responsibilities that trainees are entrusted to perform. The level of trust and supervision will vary based on whether the students has attained sufficient competence. EPAs are independently executable, observable, and measurable in their process and outcome, and are therefore suitable for entrustment decisions.

**Trust** is central to clinical practice and is also an important component of the assessment of student within clinical environments by preceptors. There must be trust that the student has the necessary knowledge, skills, and attitudes to safely and effectively perform the professional practice-related activities at the appropriate supervision levels, but also trust that the student has appropriate self-awareness regarding personal limitations and knows when to ask for assistance.

**EPA Domains**

|  |  |  |
| --- | --- | --- |
| **Communication and Collaboration as an Interprofessional Team Member Domain** | | |
| **EPAs (3)** | **Example Skills** | **Level of Entrustment** |
| Communicate clearly and effectively with health care professionals using appropriate listening, verbal, non-verbal, and written communication skills | * Use setting appropriate communication skills when interacting with others (ex: willingness to form an opinion, asks questions, demonstrates confidence, assertiveness, appropriate non-verbal expression) * Engage in shared decision making * Document interventions and outcomes * Communicate information to a colleague * Communicate in writing |  |
| Collaborate as a member of an interprofessional team | * Recognizing the roles and responsibilities of members of the team * Integrate pharmacy practice within the interprofessional team |  |
| Educate professional colleagues and/or the public | * Deliver clear and effective educational presentations/programming |  |
| **Domain Comments:** | | |

|  |  |  |
| --- | --- | --- |
| **Information Master Domain** | | |
| **EPAs (3)** | **Example Skills** | **Level of Entrustment** |
| Retrieve scientific and clinical literature | * Identify appropriate drug information sources(s). |  |
| Evaluate scientific and clinical literature | * Evaluate primary literature and its application to the deliverable. * Analyze drug information to answer drug information questions. |  |
| Apply scientific and clinical literature | * Given a drug, health, or operational question, the student formulates as timely, efficient, thorough, and effective (clear and concise) response using and citing appropriate sources of information. |  |
| **Domain Comments:** | | |

|  |  |  |
| --- | --- | --- |
| **Project Manager Domain** | | |
| **EPAs (6)** | **Example Skills** | **Level of Entrustment** |
| **Collect** | | |
| Collect and organize information | * Perform a needs assessment * Collect information from pertinent stakeholders * Collect information from pertinent document |  |
| **Assess** | | |
| Identify the problem/issue | * Identify the problem/issue |  |
| Assess the problem/issue | * Utilize pharmacoeconomic models to evaluate the impact on decisions * Assess the impact of technology * Evaluate quality, safety, and performance improvement measures * Assist in the identification of underlying system-associated causes of errors * Assess opportunity costs of decisions * Explain the rationale and provide supporting evidence to justify decisions |
| **Plan** | | |
| Develop/create a deliverable | * Develop a population/organization specific deliverable |  |
| **Implement** | | |
| Implement an action plan for the deliverable | * Communicate clearly and effectively with stakeholders * Educate stakeholders on the deliverable * Assist stakeholders with organizational change utilizing shared decision making * Document outcomes |  |
| **Follow-Up** | | |
| Monitor and adjust action plan | * Collect monitoring/assessment data at the appropriate time intervals * Evaluate the selected data for continuous quality improvement * Recommend modifications to the action plan * Communicate the plan/transition plan |  |

**I certify that my student completed all requirements for the Advanced Pharmacy Practice**

**Experience.**

**Yes No**

**Midpoint Grade: \_\_\_\_\_\_\_\_**

**Midpoint Letter Grade: \_\_\_\_\_\_\_\_**

**Final Grade: \_\_\_\_\_\_\_**

**Final Letter Grade: \_\_\_\_\_\_\_\_**

**Final - Comments**

**\*\*\*Students must PASS a separate professionalism assessment with a mean score of > 3.0 (no individual score < 2) in order to PASS the rotation\*\*\***

**Preceptor and Student Learning Agreement Statement**

I have received the preceptor and student learning agreement and reviewed the assessment methods with my preceptor. I understand all methods by which I will be assessed in this rotation.

I understand all patient data reviewed or discussed during the rotation must be kept confidential. Any breach of patient confidentiality, however minor, may result in failure of the rotation.

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Student Name (printed) Student Signature Date

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Preceptor Name (printed) Preceptor Signature Date