

FLORIDA A&M UNIVERSITY

College Of Pharmacy and Pharmaceutical Sciences



A Manual of Experiential Learning for Students and Preceptors

For the

ADVANCED PHARMACY PRACTICE

EXPERIENCE

2009 - 2010

TABLE OF CONTENTS

COLLEGE ADMINISTRATION

**FLORIDA DEPARTMENT OF HEALTH
BOARD OF PHARMACY**

ROTATION SCHEDULE 2009 – 2010

**Tab 1 GENERAL DESCRIPTION OF ADVANCED PHARMACY PRACTICE
EXPERIENCE
PROGRAM**

Tab 2 PROGRAM GUIDELINES AND POLICIES

Curricular Requirements

Preceptor Site Approval

Financial Responsibility

Background Checks

Program Responsibility

Professional Liability

Concurrent Employment

Healthcare and Sickness

Changing Training Site

Absence from Site

Registration and Pre – Registration

Graduation Requirements

Tab 3 PRECEPTOR INFORMATION

Guidelines for Preceptors

Cultural Competency - preceptors

Preceptor/Site Selection

Preceptor Profile

Courtesy Faculty Appointment

Tab 7 NABPLEX COMPETENCY STATEMENTS
Tab 8 ISSUE RESOLUTION FOR EVALUATIONS

FLORIDA A&M UNIVERSITY
COLLEGE of PHARMACY
and
PHARMACEUTICAL SCIENCES

New Pharmacy Building
1415 Martin Luther King Boulevard
Tallahassee, FL 32307
(Phone) (850) 412-7373 OR (850) 599-3344 - (Fax) 599-3347

Program Administration

Henry Lewis III, PharmD, R.Ph.
Michael Thompson, PharmD, R.Ph., BCNSP.
Frank Emanuel, PharmD, R.Ph.
Angela Massey Hill, PharmD, R.Ph.
Margareth Larose-Pierre, PharmD, R.Ph.
John J. Scrivens Jr., Ph.D., R.Ph.
Patty Ghazvini, PharmD, R.Ph.
Mildred P. Brickler, MS

Dean
Assistant Dean for Clinical Affairs
Division Director, Jacksonville
Division Director, Tallahassee
Division Director, Miami
Division Director, Tampa Bay
IPPE Coordinator
Coord. of Professional Experience Programs

JACKSONVILLE SITE

Frank Emanuel, PharmD
Division Director
2050 Museum Drive
4800 Building, Suite #2000
Jacksonville, Florida
(904) 391-3901 (Phone)
(904) 391-39 (Fax)

MIAMI SITE

Margareth Larose-Pierre, PharmD
Division Director
Jackson Medical Towers
1500 NW 12th Avenue Suite 211
Miami, Florida 33136
(305) 325-2675 (Phone)
(305) 325-3109 (Fax)

TAMPA BAY CAMPUS

TALLAHASSEE CAMPUS

John J. Scrivens, Ph.D., R.Ph
Division Director
3500 East Fletcher Avenue
Suite 133
Tampa, FL 33613
(813) 975-6500 (Phone)
(813) 975-4865 (Fax)

Angela Massey Hill, PharmD
Division Director
Florida A & M University
Room 311 New Pharmacy Building
1415 MartinLuther King Boulevard
Tallahassee, Florida 32307
(850) 599-8415 (Phone)
(850) 599-3347 (Fax)

FLORIDA BOARD OF PHARMACY

Important names and numbers:

Executive Director
Rebecca Poston

Mailing Address:

Florida Department of Health
Florida Board of Pharmacy
4052 Bald Cypress Way
Bin # C-04
Tallahassee, FL 32399-3254

Location:

Florida Department of Health
Florida Board of Pharmacy
4042 Bald Cypress Way
Tallahassee, FL 32399-3254

**College of Pharmacy & Pharmaceutical Sciences
Advanced Pharmacy Practice Experience
2008– 2009 Schedule**

SUMMER 2009

Weeks

May 4 - May 29, 2009	4
June 1 - June 26, 2009	4
June 29 – July 26, 2009	4
July 27 – August 21, 2009	4

Break

FALL 2009

September 31 – September 25, 2009	4
September 28 – October 23, 2009	4
October 26 - November 20, 2009	4
November 23 – December 18, 2009	4

SPRING 2010

January 4 – January 29, 2010	4
February 1 – February 26 2010	4
March 1 – March 26, 2010	4
March 29 – April 23, 2010	4

COMPREHENSIVE TESTING

- 3 SESSIONS GIVEN ****
- 1. October 14, 2009**
 - 2. TBA**
 - 3. TBA**

MANDATORY DATES TO RETURN TO TALLAHASSE CAMPUS:

Annual Career Fair

October 14 -16, 2009

Graduation Week

April 26 – May 1, 2010

**** Dates subject to change**

GRADUATION

Saturday, May 1, 2010

Place: Alfred Lawson Multi- Purpose Teaching Gymnasium

Time: TBA

Please make Hotel reservations for graduation weekend as soon as possible.

**GENERAL
DESCRIPTION
of
ADVANCED
PHARMACY
PRACTICE**

EXPERIENCE

ADVANCED PHARMACY PRACTICE EXPERIENCE

(APPE)

GENERAL DESCRIPTION

OBJECTIVES

The primary objective of the Advanced Pharmacy Practice Experience is to prepare pharmacy graduates with attitudes, knowledge, skills and behaviors that are exhibited by well-trained general practice pharmacists. Summarily, these attributes are the professional practice-based outcomes and the general ability-based outcomes of the Doctor of Pharmacy Curriculum. Learning experiences in the Advanced Pharmacy Practice Experience (APPE) will allow the student pharmacist to work with patients and other health care providers to screen for, prevent, and resolve medication-related problems as well as provide health promotion, disease prevention and management services.

ORGANIZATION

The Doctor of Pharmacy curriculum consists of a 12 semester curriculum with satisfactory completion of not less than 134 hours of university level upper-division professional course work. The professional experience programs consist of Introductory Pharmacy Practice Experiences and Advanced Pharmacy Practice Experiences. The Introductory Pharmacy Practice Experience consists of 300 hours of pharmacy practice as an intern in an approved pharmacy practice site (institutional, hospital, etc.)

The Introductory Pharmacy Practice Experience information is contained in detail in a separate manual.

The Advanced Pharmacy Practice Experience consists of eight (9) clinical experiences, (3) months of research, 2 seminar courses and one research methods course.

THE NINE APPE EXPERIENCES: (1440 Hours)

GENERAL MEDICINE I	ADVANCED HOSPITAL EXPERIENCE
GENERAL MEDICINE II	ADVANCED COMMUNITY EXPERIENCE
AMBULATORY CARE I	ELECTIVES I, II AND III
AMBULATORY CARE II	

RESEARCH EXPERIENCE:

Each student is required to complete a research project with emphasis on patient care. Students are assigned an individual faculty member to work with as his/her research advisor.

PHA 5917 SEMINAR AND RESEARCH METHODS I

PHA 5918 SEMINAR AND RESEARCH METHODS II

PHA 5919 SEMINAR AND RESEARCH METHODS III

All experiences have stated as their basis the course objectives as well as the professional practice-based outcomes and the general ability-based outcomes included in the Doctor of Pharmacy curriculum.

In order to facilitate these objectives and outcomes, the responsibilities for the student, preceptor, and the College of Pharmacy are given as follows:

THE STUDENT

It is the responsibility of the student to have successfully completed all of the required coursework for the curriculum prior to enrolling in the Advanced Pharmacy Practice Experience. It is the responsibility of the student to conduct him/herself in a professional manner and to abide by all rules and regulations promulgated by institutions affiliated with this Program, the Board of Pharmacy and the College of Pharmacy and Pharmaceutical Sciences at the Florida A&M University. Furthermore, the student is required to exemplify the maturity and the responsibility expected of a professional. It is also expected of the student to successfully achieve the designated outcomes of this phase of the Program prior to graduation (including a successful passing score on the required comprehensive examination).

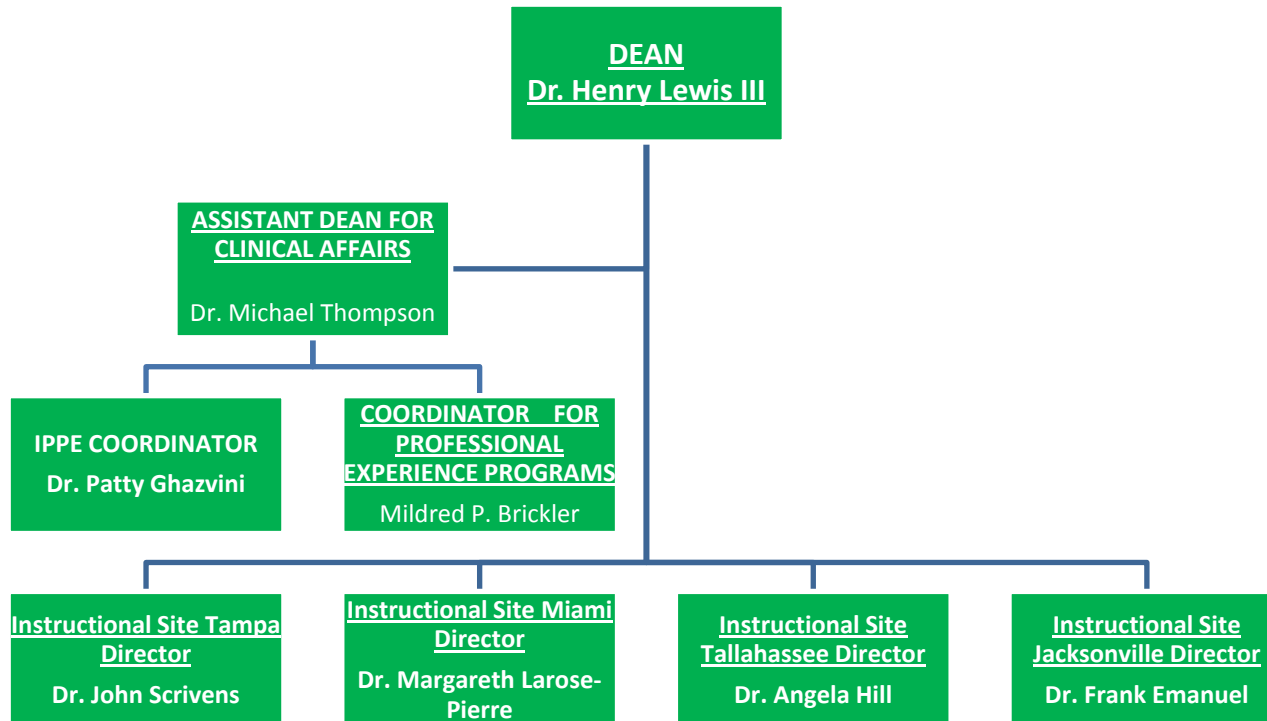
THE PRECEPTOR

The preceptor should willingly accept the responsibility for professional guidance and training and instruction of the APPE student. He/she should be able to devote time to attend preceptor training sessions offered by the FAMU/COPPS. He or she must agree to assist the College of Pharmacy and Pharmaceutical Sciences in the achievement of the educational objectives set forth and to provide a professional environment for the training of the APPE student. (See the section on Preceptor Information in this manual for additional responsibilities of the preceptor).

THE UNIVERSITY

The Professional Experience Program, consisting of the Introductory and Advanced Pharmacy Practice Experiences, is administered through the Division of Pharmacy Practice in the College of Pharmacy and Pharmaceutical Sciences, Florida A&M University. The organizational structure and relationships are summarized as follows.

The Pharmacy Practice Division



All problems or questions regarding our Programs should be directed to either the Division Director located in the respective geographic location or to the Coordinator of Professional Experience Programs (850) 412-7373.

The Office of Professional Experience Programs will process all inquiries, complaints or other problems related to this Program. The Coordinator will determine whether problems should be addressed at the Division Director level versus being handled by the Assistant Dean for Clinical Affairs. The major responsibility of the Coordinator will be to establish and maintain a constant line of communication with the Assistant Dean for Clinical Affairs, the Division Directors, preceptors and students as the Office of Professional Experience Programs is the clearinghouse for written and oral information from all of these individuals.

EVALUATION PROCEDURES

The evaluation of the Advanced Pharmacy Practice Experience is critical in order to maintain a quality curriculum. Students as well as preceptors are responsible for several evaluation forms.

The preceptor is required to complete the following forms online:

- *Student Assessment Evaluation by Preceptor (completed at the mid-term and the final evaluation); this is a qualitative assessment of the APPE. It is from this assessment that the prescriptive plan may be triggered.*
- *SUCCESS Program: this is a performance based evaluation and the student's grade is generated from it.*
- *Both of these should be completed online.*

The student is required to complete the following forms:

- *Student Self-Assessment Instrument (completed at the mid-term and the final evaluation)*
- *Student Evaluation of APPE Site*
- *Student Evaluation of Preceptor*
- *Prescriptive Plan -- depending on the quality of the student's performance during the APPE, the student may have to complete this prescriptive plan. Refer to page in this Manual for further explanation of this plan.*

It is the responsibility of the student to encourage the preceptor to complete the appropriate on-line evaluations. Failure of the preceptor to complete the evaluations should be reported to the respective Division Director/campus personnel within five (5) days following the completion of the rotation.

Completion of these forms is a requirement for the Advanced Pharmacy Practice Experience student. The information contained in them will provide the University with the necessary information to facilitate effective monitoring of the students, preceptors and the sites.

PROGRAM

GUIDELINES

and

POLICIES

GUIDELINES AND PROGRAM POLICIES

Curricular Requirements:

Students participate in the Advanced Pharmacy Practice Experience in their fourth professional year (i.e. semesters 11 and 12). The course listings in the University catalog are as follows:

PHA 5694	Medicine I	4 credit hours
PHA 5695	Medicine II	4 credit hours
PHA 5692	Ambulatory Care I	4 credit hours
PHA 5676	Ambulatory Care II	4 credit hours
PHA 56	Advanced Hospital Experience	4 credit hours
PHA 56	Advanced Comm. Experience	4 credit hours
PHA 56	Electives (3)	12 credit hours
PHA 5917	Seminar and Research Methods I	1 credit hour
PHA 5918	Seminar and Research Methods II	1 credit hour
PHA 5719	Seminar and Research Methods III	1 credit hour
	TOTAL HOURS	39

The prerequisite for the Advanced Pharmacy Practice Experience is the successful completion of all coursework offered in the previous 10 semesters of the Doctor of Pharmacy curriculum, and 300 hours of IPPE experience

PRECEPTOR-SITE APPROVAL

All Advanced Pharmacy Practice Experience sites are acquired either by the Division Directors in their respective cities or by the Coordinator of Professional Experience Programs. Approval will be based on the guidelines set forth under Preceptor-Site Selection in this manual and the interview with the Division Director.

FINANCIAL RESPONSIBILITY

The ultimate responsibility for all financial obligations associated with the student's pharmacy education lies with the student. This responsibility also applies to the Advanced Pharmacy Practice Experience and the expenses which may arise from the lodging, transportation, food and any other incidental costs.

BACKGROUND AND DRUG TESTING

All students have to undergo a criminal history background check and further background screening depending on the student's assigned facility. The student should be prepared to incur the cost of such procedures with notification if it is required.

PROGRAM RESPONSIBILITY

The administrative responsibility is assigned to Coordinator of Professional Experience Programs in conjunction with the Division Directors in Tampa, Miami, Jacksonville and Tallahassee. The entire Clinical Practice faculty will serve in an advisory capacity.

PROFESSIONAL LIABILITY INSURANCE

All students enrolled in the Advanced Pharmacy Practice Experience are covered by professional liability insurance. The College of Pharmacy provides a blanket policy of coverage. Students are strongly encouraged to obtain additional malpractice insurance through their membership in professional pharmacy organizations.

CONCURRENT EMPLOYMENT

Concurrent employment during the Advanced Pharmacy Practice Experience is not encouraged. The APPE experiences are 40 hours/week experiences; students are not permitted to work during this time frame. It will not be the basis for excusing a student from any responsibilities associated with the Program.

HEALTH CARE AND SICKNESS

The student's right to health care by the University's Student Health Center remains in effect while the student is participating in the Advanced Pharmacy Practice Experience. **Health care outside the Student Health Center is at the student's expense unless covered by other medical care plans. It is recommended that the student obtain personal medical insurance coverage.** Students who are located in Tampa, Miami and Jacksonville may also seek medical care at student health centers at other Universities that are a member of the State University System.

CHANGING TRAINING SITES

Changing training sites by the student during the Advanced Pharmacy Practice Experience is prohibited. Approval of any such change must be granted in writing from the Division Directors before any credit of hours is issued. This includes changing geographical location as well as changing various practice experiences.

ABSENCE FROM SITE

Students are expected to be present at their practice site each assigned day. Guidelines established by the COPPS (see student handbook) and the University will be observed.

REGISTRATION AND PRE-REGISTRATION

Students will be expected to pre-register and/or register in the customary fashion, utilizing the Telephone Registration process when available. Schedules should be obtained from Division Director/Advisor. Each student is required to submit a copy of their print-out schedule to the Division Director within 5 days prior to the end of the Drop/Add period. Students must clear all financial and registration holds.

GRADUATION REQUIREMENTS

It is the student's responsibility to complete all the requirements for graduation (i.e. photographs, graduation forms, etc.) at least one (1) semester before graduation is expected. In order to avoid problems in applying for graduation, students should make sure that any and all financial indebtedness and academic deficiencies to the University are totally cleared. Financial indebtedness can be verified by checking with the Office of Student Accounts in advance. Academic Deficiencies can be verified by checking with the COPPS' Office of Student Services and the University Registrar's Office.

**PRECEPTOR
INFORMATION**

GUIDELINES FOR PRECEPTORS

- 1.** The Preceptor should indoctrinate the student with the principles of professional ethics by deeds as well as words.
- 2.** The Preceptor should always explain, in detail, what is expected of a student, with respect to appearance, attitude and method of practice and make certain that both he/she and his/her associates adhere to the same standards.
- 3.** The Preceptor must insist on communication with the student at all times and be willing to discuss any aspect of professional practice that does not violate his responsibility to his/her employer or employees.
- 4.** The Preceptor's role is that of both a teacher and a co-worker.
- 5.** The Preceptor should afford the student the mutual respect and patience needed to insure an optimal learning experience.
- 6.** The Preceptor should never assume a student's competency but determine it by reviewing his work profile and by discussion and experience.
- 7.** Criticism should be made constructively and sympathetically and be conveyed to the student privately, whenever possible.

- 8.** The Preceptor should stimulate a positive attitude in all aspects of professional practice.
- 9.** The Preceptor should promote, at all times, a constructive and positive attitude toward fellow practitioners and other members of the health professions.
- 10.** The Preceptor should not discuss personal matters with the student unless they relate to his/her professional practice.
- 11.** The Preceptor must keep in mind that fair and constructive evaluation of the student's ability to perform designated activities is a serious responsibility, which affects the student's progress and performance as a future practitioner.

CULTURAL COMPETENCY

It is the goal of the Professional Experience Programs to provide student pharmacists with the recognition that there is notable diversity in the cultures in which they will provide services. They need to know everyone does not think, speak or act alike. They should, therefore, develop sensitivity and tolerance within multicultural interactions and settings. This diversity needs to be addressed from the standpoint that the effectiveness of the pharmacist's ability to render services depends on the ability to incorporate multicultural concerns into a standard mode of practice. These concerns that the pharmacist may be confronted with include, but are not limited to, those of verbal and non-verbal communication, religious beliefs, as well as socioeconomic beliefs and values. If you plan to work effectively, you should know the culture of the individuals you will provide services to:

AS A PRECEPTOR, in order to facilitate the education of a culturally competent pharmacist, one should:

1. Be very aware of the culture in which the APPE is taking place. Look at the potential relationships between you and the student, you and your population, and the student and the serviced population. Discuss the pertinent cultural components of the populations with the student.
2. Be aware of the cultural differences between you and the student; acknowledge them and identify parameters that will possibly affect your student/preceptor relationship.
3. Provide as many opportunities for the student to deal with multicultural issues as possible, such that the student can have opportunities to demonstrate sensitivity and tolerance within multicultural interactions and settings.
4. Discuss, on a regular basis, actual situations and the potential for others which may not have arisen on a given occasion.
5. Help the APPE student acquire skills that can be translated into many different cultures - thus mentoring a culturally competent pharmacist.

PRECEPTOR/SITE SELECTION

In order to insure that the proper teaching environment may exist for quality internship training, the following general criteria will be utilized in the selection of pharmacists as preceptors in the Advanced Pharmacy Practice Experience.

1. The pharmacist must willingly accept the responsibility for the professional guidance and training of the intern and be able to devote time to periodic preceptor training sessions and to the instruction of the student. (At least 2-3 discussion hours/week in addition to supervised practice).
2. The pharmacist must have a syllabus for the experience that comports with the goals and objectives -- including the FAMU COPPS' Academic Learning Compact. This syllabus must be approved by the Division Director.
3. The pharmacist must be licensed for a minimum of 2 years in the state in which he practices.
4. The pharmacist must be free of violations of State Board of Pharmacy regulation for which penalties were imposed.
5. The pharmacist must provide evidence of a hunger to continue to broadening of his/her professional education by presenting evidence of participation in continuing professional education programs to an extent in the excess of minimum requirements for licensure or relicensure.
6. The pharmacist must agree to assist the College of Pharmacy in the achievement of the educational objectives set forth and to provide a professional environment for the training of the student pharmacist.
7. The pharmacist must demonstrate interest in promoting intra-and inter-professional relationships by regular participation in local, state, and national professional organizations; and by collaboration with other health professionals (in institutional settings) in providing for rational drug therapy and improved training opportunities for pharmacy and other health professions' students.
8. The pharmacist must agree to assist the College of Pharmacy in the achievement of the educational objectives set forth for the training of the student pharmacist.
9. The Pharmacist must be practicing in a pharmacy which:
 - a. Is open for practice at least 40 hours per week.
 - b. Is free from State Board of Pharmacy, Drug Enforcement Administration and FDA violations involving penalty for at least five (5) years (except in the case of a pharmacy under new management in which case prior penalties will be disregarded) and does not employ any pharmacist who has been charged and found guilty of violation of any State Board of Pharmacy regulations or those of the Drug Enforcement Administration.
 - c. Dispenses an adequate number of prescriptions annually in accordance with he nature of the community it serves.
 - d. Possess a standard professional reference library meeting minimum standards set by the Board of Pharmacy and including both reference texts and the major pharmaceutical journals.
 - e. All area of the pharmacy must appear clean, organized and reflect a professional image.

Prior to their selection, all preceptors will provide the requested data by completing the necessary documentation on the COPPS' website and will be personally interviewed by the Division Director. Where the pharmacy is not owned by the preceptor applicant, the owner or owner's representative will also be interviewed as a means of ascertaining whether the preceptor will be provided the latitude for effecting a quality pharmacy practice training experience for the student pharmacist in that pharmacy.

FLORIDA A&M UNIVERSITY
College of Pharmacy and Pharmaceutical Sciences
Tallahassee, Florida 32307

PRECEPTOR PROFILE

Name of Preceptor

Preceptor's Position

Street Address

City

State

Zip

Telephone # _____ **E-Mail Address:** _____

Date of Birth _____

Military Service: List duties, branch, and rank at discharge:

Education

Has your licensure to practice ever been suspended or revoked?

Yes _____ No _____

Have you ever appeared before a state board of pharmacy for the purpose of receiving an administrative reprimand? Yes _____ No _____.

List other states in which you are registered as a pharmacist:

List publications and other major professional innovations.

Professional Practice: Beginning with your most recent employment, list the name and address of the pharmacies where you practiced, excluding relief work.

Name of Pharmacy Address Dates

Name of Pharmacy Address Dates

Name of Pharmacy Address Dates

Name of Pharmacy Address Dates

Name of Pharmacy Address Dates

List other types of practical experience (pharmaceutical sales, teaching, etc.):

Professional Organizations

_____ **A**PhA _____ **N**ARD **O**ther

_____ **A**SHP _____ **F**PA _____

_____ **A**CA _____ **F**SHP _____

Past services to a college of pharmacy

_____ **Guest lecturer** _____ **Advisory Committee**
_____ **Clinical Instructor** _____ **Recruited students**
_____ **Alumni association activities**

How many Advanced Pharmacy Practice Experience students have you supervised as a preceptor?

List civic, fraternal, service, political or religious activities, offices held, and honors received.

Miscellaneous Information

Will you be able to spend 2-3 hours per week teaching the Advanced Pharmacy Practice Experience student, in addition to supervising his practice? Yes _____ No _____

If “No”, explain: _____

Are you willing to critically evaluate and submit a written evaluation on any Advanced Pharmacy Practice Experience student for whom you serve as a preceptor? Yes _____

No _____

If “No”, explain: _____

Are you willing to be evaluated as a preceptor by an Advanced Pharmacy Practice Experience student?

Yes _____ No _____

If “No”, explain: _____

Are you willing to attend one or more continuing education programs sponsored by the College of Pharmacy to discuss topics related to the Experiential Programs of the curriculum?

Yes _____ **No** _____

I, the undersigned, agree to participate and actively support the Florida A&M University College of Pharmacy and Pharmaceutical Sciences in the administration, coordination, and effective implementation of the College’s academic practical experience coursework. I agree to perform and assume the responsibilities of the preceptor as set forth in the “Guidelines” for Preceptors”.

Preceptor

Division Director

Date

Date

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY
TALLAHASSEE

COURTESY APPOINTMENT APPLICATION

DATE _____

Employee: _____
Last First MI Title (Mr., Dr., etc)

By: _____
Department Division School/College

Appointment Basis: _____ months Social Security # _____

Period of Appointment: From _____ To _____

Contract Date Professional Rank Position Title Class Code

Type of Appointment _____ Salary Info _____

C&G% _____ C&G# _____ Total FTE _____ E&G% _____ E&G# _____

Tenured _____ Tenure Earning _____ Non-Tenure Earning _____ Permanent Status _____

Earning Permanent Status _____

Special Conditions: _____ % of time will be devoted to grant # _____

% of time will be devoted to grant # _____

\$ _____ Administrative Supplement \$ _____ Athletic Supplement

Address City, State Zip Code Birth date Highest Degree Home

Race Sex Campus Extension Home Phone Number

Location on Campus Campus Box Number

Year 1st Employed: FAMU ____ FLA: _____ Bargaining Unit Member? Yes___ No___

ONLY _____ PERSONNEL/PAYROLL USE

Number Withholding Exp.

Marital Status

Retirement Code

Social Security: Yes No

State Health Insurance Yes No

Pay Grade

STUDENT

INFORMATION

GUIDELINES FOR THE ADVANCED PHARMACY PRACTICE STUDENT

1. The Advanced Pharmacy Practice Experience student (APPE student) must exhibit a professional appearance both in manner and dress. He/She must adhere at all times to the standards of dress and behavior specified by the preceptor to which he is assigned. These standards should be identical to those required of all pharmacists in the pharmacy. Minimum dress requirement is a white professional jacket.
2. The APPE student must wear his name badge at all times.
3. The APPE student is obligated to respect any and all confidences revealed during his training period including pharmacy records, pricing systems, professional policies, etc. Violation of these confidences will result in suspension from the program.
4. The APPE student must remember, at all times, that the primary objectives of his/her professional experience is learning, and that learning is not a passive process but requires a deep commitment on his part.
5. The APPE student should recognize that the optimum professional learning experiences require mutual respect and courtesy between the preceptor and himself.

6. An APPE student should encourage communication with all persons involved in his training, including the pharmacists, physicians, other health professionals and patients.
7. An APPE student should never question the advice or directions of his preceptor in public, but discuss any disagreements in private. All criticism should be viewed as a means of learning and not embarrassment.
8. The APPE student should never be hesitant to admit that he does not know something but seek help whenever he needs it.
9. The APPE student will not comply with the University calendar in regards to vacation periods and holidays, but will adhere to the schedule devised by the preceptor.
10. The APPE student will return to the University at the end of the spring semester and at other times when directed by the Pharmacy Practice Division. These sessions will be counted as academic credit.
11. The APPE student must make up all time missed at the APPE site where the time is lacking for completion of requirements.
12. The APPE student should be punctual in meeting the schedule. He/She is obligated to notify the preceptor as soon as possible if he will be absent or late. Attendance is mandatory if academic and licensure credit is to be received
13. The APPE student will not be allowed to change a site assignment once he/she is assigned.

CULTURAL COMPETENCY

It is the goal of the Professional Experience Programs to provide student pharmacists with the recognition that there is notable diversity in the cultures which they will provide services. They need to know everyone does not think, speak or act alike. They should, therefore, develop sensitivity and tolerance within multicultural interactions and settings. This diversity needs to be addressed from the standpoint that the effectiveness of the pharmacist's ability to render services depends on the ability to incorporate multicultural concerns into a standard mode of practice. These concerns that the pharmacist may be confronted with include, but are not limited to, those of verbal and non-verbal communication, religious beliefs, as socioeconomic beliefs and values. If you plan to work effectively, you should know the culture of the individuals you will provide services to.

AS A STUDENT, In order to become a culturally competent pharmacist, you must:

1. Be very aware of the culture in which you work in order to be able to demonstrate sensitivity and tolerance for multicultural interactions and settings.
2. Identify issues that are sensitive to some individuals and develop a tolerance for them.
3. Appreciate the religious and socio-economic value systems of some cultures that affect need and compliance.
4. Acknowledge the potential for communication barriers and make the necessary accommodations to effectively communicate concerns and directions.
5. Identify the on-going need to be aware of a changing society that has diversity at the very essence of its change
6. Make it a professional goal to be aware of those changes, which will affect your ability to provide services as a member of this profession of pharmacy.

ADVANCED PHARMACY PRACTICE STUDENT'S CODE OF ETHICS

This Code of Ethics embodies prescribed standards of behavior for the APPE STUDENT in his/her professional relationships with patients, fellow practitioners, other health professionals and the public. In abiding by the Code, the APPE student views his/her obligations in as wide a context as the situation requires, takes all of the principles into consideration, and chooses a course of action consistent with the Code's spirit and intent.

- 1.** I regard my primary obligation the welfare, health and safety of patients regardless of race, color, religion, age, sex or national ancestry; will render to each patient the full measure of my ability as an essential health practitioner.
- 2.** I hold myself responsible for the quality and extent of the service I perform.
- 3.** I will contribute my knowledge, skills and support to programs improving the health care of the public.
- 4.** I will maintain a proper patient-practitioner relationship at all times.
- 5.** I support the principle that professional practice requires professional education.
- 6.** I will give precedence to professional responsibility over personal interests.
- 7.** I will use in a responsible manner information gained in professional relationships.
- 8.** I will treat with respect the findings, views, and actions of colleagues and use appropriate channels to express judgment on these matters.
- 9.** I will support and observe the law; uphold the dignity and honor of the profession, and accept its ethical principles.
- 10.** I will not engage in any activity that will bring discredit to the profession or cause to raise question of my professional ability.
- 11.** I will not agree to practice under terms on conditions which tend to interfere with or impair the proper exercise of professional judgments and skill, which tend to deteriorate quality of service or require consent to unethical conduct.
- 12.** I will strive to maintain personal good health and proper conduct at all times in order to prevent continuance in the University as being detrimental to my health, the health of others and/or displaying of conduct that is not satisfactory to the authorities of the University.

CODE OF ETHICS

Florida Pharmacy Association and American Pharmaceutical Association

Preamble

These principles of professional conduct are established to guide pharmacists in relationships with patients, fellow practitioners, other health professionals, and the public.

A Pharmacist should hold the health and safety of patients to be of first consideration and should render to each patient the full measure of professional ability as an essential health practitioner.

A Pharmacist should never knowingly condone the dispensing, promoting, or distributing of drugs or medical devices, or assist therein, that are not of good quality, that do not meet standards required by law, or that lack therapeutic value for the patient.

A Pharmacist should always strive to perfect and enlarge professional knowledge. A pharmacist should utilize and make available this knowledge as may be required in accordance with the best professional judgment.

A Pharmacist has the duty to observe the law; to uphold the dignity and honor of the profession, and to accept its ethical principles. A pharmacist should not engage in any activity that will bring discredit to the profession and should expose, without fear or favor, illegal or unethical conduct in the profession.

A Pharmacist should seek at all times only fair and reasonable remuneration for professional services. A pharmacist should never agree to, or participate in, transaction with practitioners of other health professions or any other person under which fees are divided or that may cause financial or other exploitation in connection with the rendering of professional services.

A Pharmacist should respect the confidential and personal nature of professional records; except where the best interest of the patient requires or the law demands, a pharmacist should not disclose such information to anyone without proper patient authorization.

A Pharmacist should not agree to practice under the terms or conditions that interfere with or impair the proper exercise of professional judgment and skill, that cause a deterioration of the quality of professional services, or that require consent to unethical conduct.

A Pharmacist should strive to provide information to patients regarding professional services truthfully, accurately, and fully and should avoid misleading patients regarding the nature, costs, or value of these professional services.

A Pharmacist should strive to provide information to patients regarding professional services truthfully, accurately, and fully and should avoid misleading patients regarding the nature, costs, or value of these professional services.

A Pharmacist should strive to provide information to patients regarding professional services truthfully, accurately, and fully and should avoid misleading patients regarding the nature, costs, or value of these professional services.

A Pharmacist should associate with organizations having for their objective the betterment of the profession of pharmacy and should contribute time and funds to carry on the work of these organizations.

Pledge of Professionalism

As a student of pharmacy, I believe there is a need to build and reinforce a professional identity founded on integrity, ethical behavior, and honor. This development, a vital process in my education, will help ensure that I am true to the professional relationship I establish between myself and society as I become a member of the pharmacy community. Integrity must be an essential part of my everyday life and I must practice pharmacy with honesty and commitment to service.

To accomplish this goal of professional development, I as a student of pharmacy should:

DEVELOP a sense of loyalty and duty to the profession of pharmacy by being a builder of community, one able and willing to contribute to the well-being of others and one who enthusiastically accepts the responsibility and accountability for membership in the profession.

FOSTER professional competency through life-long learning. I must strive for high ideals, teamwork and unity within the profession in order to provide optimal patient care.

SUPPORT my colleagues by actively encouraging personal commitment to the Oath of Maimonides and a Code of Ethics as set forth by the profession

INCORPORATE into my life and practice, dedication to excellence. This will require an ongoing reassessment of personal and professional values.

MAINTAIN the highest ideals and professional attributes to ensure and facilitate the covenantal relationship required of the pharmaceutical care giver.

The profession of pharmacy is one that demands adherence to a set of rigid ethical standards. These high ideals are necessary to ensure the quality of care extended to the patients I serve. As a student of pharmacy, I believe this does not start with graduation; rather, it begins with my membership in this professional college community. Therefore, I must strive to uphold these standards as I advance toward full membership in the profession of pharmacy.

Developed by the American Pharmaceutical Association Academy of Students of Pharmacy/American Association of Colleges of Pharmacy Council of Deans (APhA-ASP/AACP-COD) Task Force on Professionalism; June 26, 1994

Pharmacy Patient's Bill of Rights

PREAMBLE

IN ACKNOWLEDGMENT OF an increasingly informed and cost-conscious public, and with specific reference to the proliferation and complexity of drug therapy, Pharmacists have recognized the need for a 'Pharmacy Patient's Bill of Rights.' To reinforce their commitment to protect the health and well-being of their patients, Pharmacists need a common reference to describe their covenantal relationship with the public. In recognition of the public's right to freedom of choice and the Pharmacists' professional relationship with their patients, this document delineates: 1) the patient's rights and responsibilities with respect to appropriate drug therapy, and 2) the patient's responsibilities and Pharmacist's rights with respect to the quality of services provided. Such a charter is set forthwith and shall be known as the 'Pharmacy Patient's Bill of Rights.'

PATIENT RIGHTS/PHARMACIST'S RESPONSIBILITIES

Patients have the right to expect their pharmacist to.

1. Be professionally competent and adhere to accepted standards of **pharmacy practice**.
2. Treat them with dignity, consistent with professional standards for all patients, regardless of manner of payment, race, sex, age, nationality, religion, disability, or other discriminatory factors.
3. Act in their best interest when making pharmaceutical care decisions.
4. Serve as their advocate for appropriate drug therapy and to make reasonable efforts to recommend alternative choices in coordination with the patients' other health care providers.
5. Maintain their medical records, keeping them confidential, using them routinely to maximize their care, and making them available to the patient for review upon request.
6. Provide counseling, using the methods appropriate to the patient's physical, psychosocial, and intellectual status.
7. Have their prescriptions dispensed and pharmacy services provided at a pharmacy of their choice in an atmosphere which allows for confidential communication and in an environment which is private, properly lighted, well ventilated, and clean.
8. Monitor drug therapy within their medical regimen for safety and efficacy and make reasonable efforts to detect and prevent drug allergies, adverse reactions, contraindications, or inappropriate dosage.
9. Monitor their compliance and proper drug use and institute remedial interventions when necessary. 10. Prominently post the Pharmacy Patient's Bill of Rights.

PATIENT RESPONSIBILITIES/PHARMACIST'S RIGHTS

In order for pharmacists to meet their responsibilities to patients as set forth in this "Pharmacy Patient's Bill of Rights," patients are responsible for.

1. Providing the personal demographics, medical history, and payment mechanism, including third-party payor information, necessary for Pharmacists to individualize care, the method of its provision, and its reimbursement.
2. Implementing the drug therapy regimen conscientiously and reporting their clinical response to their pharmacist, especially untoward reactions and any changes in their health status and medical care.
3. Cooperating with the pharmacist and authorizing their physician or other health care practitioner to release the medical information necessary for the pharmacist to practice responsibly.

**ADVANCED
PHARMACY PRACTICE
EXPERIENCE**

ADVANCED PHARMACY PRACTICE EXPERIENCE

(APPE)

GENERAL STATEMENT

The role of the pharmacist in the 21st century is no longer the traditional one of dispensing and distributing drugs. The pharmacist of today is an integral part of the health care team. He/she collaborates with physicians, other health care professionals, patients, and/or their caregivers to formulate a pharmaceutical care plan. It is through the delivery of pharmaceutical care, that the pharmacist can effectively manage the medication related issues pertaining to the patient's overall disease state. Consequently, the pharmacist is better able to resolve or prevent medication related problems.

The pharmacist of the 21st century also delivers pharmaceutical information and health education to health professionals and to the general public at large. This same pharmacist is also actively involved in helping people stay healthy by promoting public awareness of health and disease.

This is done through wellness, immunization, and early detection programs.

It is, therefore, essential within the context of the Doctor of Pharmacy curriculum that the student is well educated in the knowledge of drugs, disease states and the relationships between these two, as well as health and wellness issues. In addition to this knowledge base, he/she must be capable of sharing this information with the patient, caregivers, as well as other health care professionals, and the general public at large, when appropriate. It is by practicing in the clinical setting that such expertise will be developed and mastered.

The Advanced Pharmacy Practice Experience should avail these and many other learning opportunities to the student.

Florida A&M University
College of Pharmacy and Pharmaceutical Sciences

Professional Practice-Based Outcomes

The following outcomes are designated by the COPPS. They define the knowledge, skills and attitudes that a graduate of this College must demonstrate at the end of the curriculum for a Doctor of Pharmacy degree. They are designed by the faculty to provide a basis for the exchange of knowledge during the APPE.

This page is under construction.

FORMS

SECTION A

**PRECEPTOR
FORMS**

SECTION B

STUDENT FORMS

SECTION A

PRECEPTOR

FORMS

**FLORIDA A&M UNIVERSITY COLLEGE OF PHARMACY
STUDENT ASSESSMENT EVALUATION BY PRECEPTOR**

Student Name: _____

Name of APPE _____

PERFORMANCE AREA	Midterm Satisfactory	Midterm Unsatisfactory	Final Satisfactory	Final Unsatisfactory	Comments
<u>Critical Thinking Skills</u>					
The student acquired, evaluated, and made inferences from oral, written and visual aids					
The student acquired and evaluated relevant information, analyzed arguments, synthesized facts, and information, and offered logical approaches, leading to an informed decision					
The student identified and solved problems reflectively by conceiving alternatives and evaluating competing views or courses of action					
<u>Communication</u>					
The student developed nonverbal, verbal, written and graphic communication skills to communicate effectively with patients, care-givers, or family					
The student developed nonverbal, verbal written and graphic communication skills to communicate effectively with health-care providers					
The student applied communication skills in interpersonal relationships to improve the clinical, economical, and humanistic outcomes of patients					
The student used communications skills in educating and counseling					
PERFORMANCE AREA	Midterm Satisfactory	Midterm Unsatisfactory	Final Satisfactory	Final Unsatisfactory	Comments
<u>Ethics</u>					

The student practiced pharmacy in a professional, moral, and ethical manner					
The student identified, analyzed, resolved and prevented ethical dilemmas within the context of their professional and personal judgment.					
<u>Professionalism, Service, and Leadership</u>					
The student displayed professional attitudes when engaging patients, health-care professionals, colleagues, and care-givers					
The student dressed professionally when engaging patients, health-care professionals, colleagues, and care givers					
The student communicated professionally when engaging patients, health-care professionals, colleagues, and care-givers					
<u>Life-Long Learning</u>					
The student determined which literary or internet resources are appropriate when researching an assigned topic					
The student accurately interpreted data, literature, cases, or other forms of assignments with/without the provision of a didactic component					
The student provided an oral or written interpretation of an assignment with/without the provision of a didactic component					
The student kept abreast of current developments within the profession					
<u>Information Management</u> –					
The student collected and interpreted relevant data (drug information/literature)					
PERFORMANCE AREA	Midterm Satisfactory	Midterm Unsatisfactory	Final Satisfactory	Final Unsatisfactory	Comments
The student interpreted drug, disease, and patient information to determine if and how a patient’s undesirable signs and symptoms are caused directly by a drug which the patient is taking or has recently taken					
The student interpreted drug, disease, and patient information to determine if and how a					

patient's undesirable signs and symptoms could be more appropriately treated with drug therapy or by halting drug therapy					
The student determined if the patient was experiencing side effects which required additional drug therapy					
The student determined whether the patient required preventive drug therapy					
The student determined whether the patient required additional drug therapy to augment or potentiate primary drug therapy					
<u>Cultural Competence</u>					
The student displayed sensitivity to issues regarding beliefs, values, traditions and practices of a culture;					
The student demonstrated sensitivity toward cultural attitudes regarding seeking help from health care providers The student identified culturally-defined, health-related needs of individuals, families and communities					
The student identified culturally-defined, health-related needs of individuals, families and communities					

Overall Comments:

Professional strengths:

Professional weakness:

Date _____

Date _____

Student's Signature _____

Preceptor's Signature _____

SECTION B

STUDENT FORMS

**FLORIDA A&M UNIVERSITY COLLEGE OF PHARMACY
STUDENT ASSESSMENT EVALUATION BY PRECEPTOR**

Student Name: _____

APPE _____

PERFORMANCE AREA	Midterm Satisfactory	Midterm Unsatisfactory	Final Satisfactory	Final Unsatisfactory	Comments
<u>Critical Thinking Skills</u>					
The student acquired, evaluated, and made inferences from oral, written and visual aids					
The student acquired and evaluated relevant information, analyzed arguments, synthesized facts, and information, and offered logical approaches, leading to an informed decision					
The student identified and solved problems reflectively by conceiving alternatives and evaluating competing views or courses of action					
<u>Communication</u>					
The student developed nonverbal, verbal, written and graphic communication skills to communicate effectively with patients, care-givers, or family					
The student developed nonverbal, verbal written and graphic communication skills to communicate effectively with health-care providers					
The student applied communication skills in interpersonal relationships to improve the clinical, economical, and humanistic outcomes of patients					
The student used communications skills in educating and counseling					
PERFORMANCE AREA	Midterm Satisfactory	Midterm Unsatisfactory	Final Satisfactory	Final Unsatisfactory	Comments
<u>Ethics</u>					

The student practiced pharmacy in a professional, moral, and ethical manner					
The student identified, analyzed, resolved and prevented ethical dilemmas within the context of their professional and personal judgment.					
<u>Professionalism, Service, and Leadership</u>					
The student displayed professional attitudes when engaging patients, health-care professionals, colleagues, and care-givers					
The student dressed professionally when engaging patients, health-care professionals, colleagues, and care givers					
The student communicated professionally when engaging patients, health-care professionals, colleagues, and care-givers					
<u>Life-Long Learning</u>					
The student determined which literary or internet resources are appropriate when researching an assigned topic					
The student accurately interpreted data, literature, cases, or other forms of assignments with/without the provision of a didactic component					
The student provided an oral or written interpretation of an assignment with/without the provision of a didactic component					
The student kept abreast of current developments within the profession					
<u>Information Management</u> –					
The student collected and interpreted relevant data (drug information/literature)					
PERFORMANCE AREA	Midterm Satisfactory	Midterm Unsatisfactory	Final Satisfactory	Final Unsatisfactory	Comments
The student interpreted drug, disease, and patient information to determine if and how a patient’s undesirable signs and symptoms are caused directly by a drug which the patient is taking or has recently taken					
The student interpreted drug, disease, and patient information to determine if and how a					

patient's undesirable signs and symptoms could be more appropriately treated with drug therapy or by halting drug therapy					
The student determined if the patient was experiencing side effects which required additional drug therapy					
The student determined whether the patient required preventive drug therapy					
The student determined whether the patient required additional drug therapy to augment or potentiate primary drug therapy					
<u>Cultural Competence</u>					
The student displayed sensitivity to issues regarding beliefs, values, traditions and practices of a culture;					
The student demonstrated sensitivity toward cultural attitudes regarding seeking help from health care providers The student identified culturally-defined, health-related needs of individuals, families and communities					
The student identified culturally-defined, health-related needs of individuals, families and communities					

Overall Comments:

Professional strengths:

Professional weakness:

Date _____

Date _____

Student's Signature _____

Preceptor's Signature _____

**STUDENT EVALUATION
OF THE
ADVANCED PHARMACY PRACTICE EXPERIENCE SITE**

SITE _____ INSTRUCTOR _____

PERIOD OF APPE _____ to _____
DATE DATE

STUDENT NAME (please print) _____

I. Please read the statements below regarding the clerkship site then carefully rate each

using the following rating scale:

5 = STRONGLY AGREE

2 = DISAGREE

4 = AGREE

1 = STRONGLY DISAGREE

3 = NEITHER AGREE OR DISAGREE N/A= NOT APPLICABLE

At this clerkship site:

___ Pharmacy policy and procedures were clearly explained.

___ All of my questions were carefully and precisely answered.

___ Has a well structured program which provides experience to meet all APPE objectives.

___ Site provides a good learning environment.

___ The staff is respectful, supportive, and resourceful to me.

___ Reference materials were made available and time permitted for their use.

___ There was a wide variety of activities ongoing in this APPE.

___ I received regular and timely evaluations of my progress and overall achievement.

___ Allows interdisciplinary and /multidisciplinary communication and activities pertinent to improving the quality of care to patients.

II. Using the scale below rate the following as to the value of the exposure received in each area.

Instruction refers to the teaching you received by your instructor. Exposure is the opportunity you had to function in an area.

5 = excellent	2 = below average
4 = good	1 = unacceptable
3 = fair	n/a = not applicable

Instruction	Exposure	
_____	_____	a. dispensing and compounding prescriptions (the actual process of completely preparing various medications for patient use)
_____	_____	b. communication with physicians (taking prescriptions over the phone, questioning prescriptions, etc)
_____	_____	c. communication with patients (concerning warnings, special directions, etc)
_____	_____	d. prescription drug information (identification, dosage, dosage forms, etc)
_____	_____	e. OTC product information (ingredients, recommendations of, etc)
_____	_____	f. third party payment procedure (discussing, preparing processing various forms)
_____	_____	g. laws and regulations (governing the practice of pharmacy)
_____	_____	h. inventory (ordering methods, actual ordering, records required, etc)

III. Were there any specific experiences provided for you that you feel should be encouraged in

other teaching facilities, so that other students could benefit from them? Please explain.

IV. What activities did you like the most on this APPE?

- A. Pharmacy rounds.
- B. Rounds with the physician.
- C. Research aspects.
- D. Rap sessions with the preceptor.
- E. Journal Club.
- F. Other: (specify) _____

V. What activities did you like the least on this APPE?

- A. Rounds with the physician.
- B. Pharmacy Rounds
- C. Research aspects.
- D. Rap sessions with the preceptor
- E. Journal Club.
- F. Other: (specify) _____

VI. Did you feel useful as a participant in pharmacy activities? Please explain.

VII. As you now visualize the many facets of pharmacy practice, do you believe APPE objectives are appropriate to prepare you to become a pharmacist? Please explain.

VIII. This space is provided for problems, constructive criticisms, as well as accolades you would like to discuss concerning your Clerkship.

IX. What would you suggest to improve this APPE?

STUDENT NAME _____

SIGNATURE

DATE _____

FLORIDA A&M UNIVERSITY COLLEGE OF PHARMACY
STUDENT EVALUATION OF INSTRUCTOR

Instructor _____

Pharmacy _____

Please read each statement carefully then select the most accurate number.

5 = I strongly agree

2 = I disagree

4 = I agree

1 = I strongly disagree

3 = Undecided

1. ___ The preceptor provided me with APPE goals and objectives at the beginning of this APPE.
2. ___ The preceptor assisted me in developing problem solving skills.
3. ___ The preceptor helped me to organize my clinical assessments.
4. ___ The preceptor emphasized the thinking process used in reaching a therapeutic plan.
5. ___ The preceptor demonstrated good professional knowledge.
6. ___ The preceptor regularly discussed recent developments in the field.
7. ___ The preceptor presented facts and concepts from related areas.
8. ___ The preceptor provided me with a mid-point evaluation.
9. ___ The preceptor corrected my errors in a positive manner.
10. ___ The preceptor advised me of corrective action that would improve my performance.
11. ___ The preceptor alerted me to potential problem areas.
12. ___ The preceptor complemented me when I performed well.
13. ___ The preceptor assisted me in attaining the goals and objectives of this APPE.
14. ___ The preceptor was open to discussion and critique of his/her own ideas.
15. ___ The preceptor practiced pharmacy in a patient-oriented manner.
16. ___ The preceptor acted in a manner that preserved or enhanced the patient's confidence me.
17. ___ The preceptor projects a professional attitude and behaviors.
18. ___ The preceptor instructed with other members of the health care team.
19. ___ The preceptor was a good role model for pharmacy practice
20. ___ The preceptor helped me prepare for my future role in pharmacy practice through activities on the APPE.
21. ___ The preceptor gave me more responsibility and independence as my skills increased.
22. ___ The preceptor was accessible to me.
23. ___ The preceptor respected me as an individual.
24. ___ The preceptor is enthusiastic about teaching.
25. ___ The preceptor motivated me to learn.
26. ___ The preceptor encouraged questions and discussions.
27. ___ The preceptor demonstrated a genuine interest in student learning.
28. ___ The preceptor uses and stresses the use and importance of literature resources.
29. ___ The preceptor provides needed information to doctors and other health professionals.
30. ___ The preceptor is knowledgeable of specialized areas of practice (Dietary, Geriatric, etc)
31. ___ The preceptor willingly discusses all aspects of pharmacy practice with me. (Pharmacology, Compounding, Law, 3rd Party Rx's, OTC Meds, Accessory Products, Management, Records,etc)
32. ___ The projects and assignments enhanced the experience gained in this APPE.
33. ___ The preceptor helped me to apply classroom knowledge to daily practice

34. ____I would recommend this APPE to other students.
35. What can the College of Pharmacy and/or this preceptor do in order to improve the quality of this APPE?

Student Name _____

Signature

Date

APPE Dates _____ **To** _____

NAPLEX

COMPETENCY

STATEMENTS

NAPLEX Blueprint

The NAPLEX Competency Statements

The NAPLEX Competency Statements provide a blueprint of the topics covered on the examination. They offer important information about the knowledge, judgment, and skills you are expected to demonstrate as an entry-level pharmacist. A strong understanding of the Competency Statements will aid in your preparation to take the examination.

Area 1 Assure Safe and Effective Pharmacotherapy and Optimize Therapeutic Outcomes (Approximately 54% of Test)

1.1.0 Obtain, interpret and evaluate patient information to determine the presence of a disease or medical condition, assess the need for treatment and/or referral, and identify patient-specific factors that affect health, pharmacotherapy, and/or disease management.

1.1.1 Identify and assess patient information including medication, laboratory and disease state histories.

1.1.2 Identify and/or use instruments and techniques related to patient assessment and diagnosis.

1.1.3 Identify and define the terminology, signs, and symptoms associated with diseases and medical conditions.

1.1.4 Identify and evaluate patient factors, genetic factors, biosocial factors, and concurrent drug therapy that are relevant to the maintenance of wellness and the prevention or treatment of a disease or medical condition.

1.2.0 Identify, evaluate, and communicate to the patient or health-care provider, the appropriateness of the patient's specific pharmacotherapeutic agents, dosing regimens, dosage forms, routes of administration, and delivery systems.

1.2.1 Identify specific uses and indications for drug products.

1.2.2 Identify the known or postulated sites and mechanisms of action of pharmacotherapeutic agents.

1.2.3 Evaluate drug therapy for the presence of pharmacotherapeutic duplications and interactions with other drugs, food, diagnostic tests, and monitoring procedures.

1.2.4 Identify contraindications, warnings and precautions associated with a drug product's active and inactive ingredients.

1.2.5 Identify physicochemical properties of drug substances that affect their solubility, pharmacodynamic and pharmacokinetic properties, pharmacologic actions, and stability.

1.2.6 Interpret and apply pharmacodynamic and pharmacokinetic principles to calculate and determine appropriate drug dosing regimens.

1.2.7 Interpret and apply biopharmaceutical principles and the pharmaceutical characteristics of drug dosage forms and delivery systems, to assure bioavailability and enhance patient compliance.

1.3.0 Manage the drug regimen by monitoring and assessing the patient and/or patient information, collaborating with other health care professionals, and providing patient education.

1.3.1 Identify pharmacotherapeutic outcomes and endpoints.

1.3.2 Evaluate patient signs and symptoms, and the results of monitoring tests and procedures to determine the safety and effectiveness of pharmacotherapy.

1.3.3 Identify, describe the mechanism of, and remedy adverse reactions, allergies, side effects and iatrogenic or drug-induced illness.

1.3.4 Prevent, recognize, and remedy medication non-adherence, misuse or abuse.

1.3.5 Recommend pharmacotherapeutic alternatives.

Area 2 Assure Safe and Accurate Preparation and Dispensing of Medications

(Approximately 35% of Test)

2.1.0 Perform calculations required to compound, dispense, and administer medication.

2.1.1 Calculate the quantity of medication to be compounded or dispensed; reduce and enlarge formulation quantities and calculate the quantity of ingredients needed to compound the proper amount of the preparation.

2.1.2 Calculate nutritional needs and the caloric content of nutrient sources.

2.1.3 Calculate the rate of drug administration.

2.1.4 Calculate or convert drug concentrations, ratio strengths, and/or extent of ionization.

2.2.0 Select and dispense medications in a manner that promotes safe and effective use.

2.2.1 Identify drug products by their generic, brand, and/or common names.

2.2.2 Determine whether a particular drug dosage strength or dosage form is commercially available, and whether it is available on a nonprescription basis.

2.2.3 Identify commercially available drug products by their characteristic physical attributes.

2.2.4 Interpret and apply pharmacokinetic parameters and quality assurance data to determine equivalence among manufactured drug products, and identify products for which documented evidence of inequivalence exists.

2.2.5 Identify and communicate appropriate information regarding packaging, storage, handling, administration, and disposal of medications.

2.2.6 Identify and describe the use of equipment and apparatus required to administer medications.

2.3.0 Prepare and compound extemporaneous preparations and sterile products.

2.3.1 Identify and describe techniques and procedures related to drug preparation, compounding, and quality assurance.

2.3.2 Identify and use equipment necessary to prepare and extemporaneously compound medications.

2.3.3 Identify the important physicochemical properties of a preparation's active and inactive ingredients; describe the mechanism of, and the characteristic evidence of incompatibility or degradation; and identify methods for achieving stabilization of the preparation.

Area 3 Provide Health Care Information and Promote Public Health

(Approximately 11% of Test)

3.1.0 Access, evaluate, and apply information to promote optimal health care.

3.1.1 Identify the typical content and organization of specific sources of drug and health information for both health-care providers and consumers.

3.1.2 Evaluate the suitability, accuracy, and reliability of information from reference sources by explaining and evaluating the adequacy of experimental design and by applying and evaluating statistical tests and parameters.

3.2.0 Educate the public and health-care professionals regarding medical conditions, wellness, dietary supplements, and medical devices.

3.2.1 Provide health care information regarding the prevention and treatment of diseases and medical conditions, including emergency patient care.

3.2.2 Provide health care information regarding nutrition, lifestyle, and other non-drug measures that are effective in promoting health or preventing or minimizing the progression of a disease or medical condition.

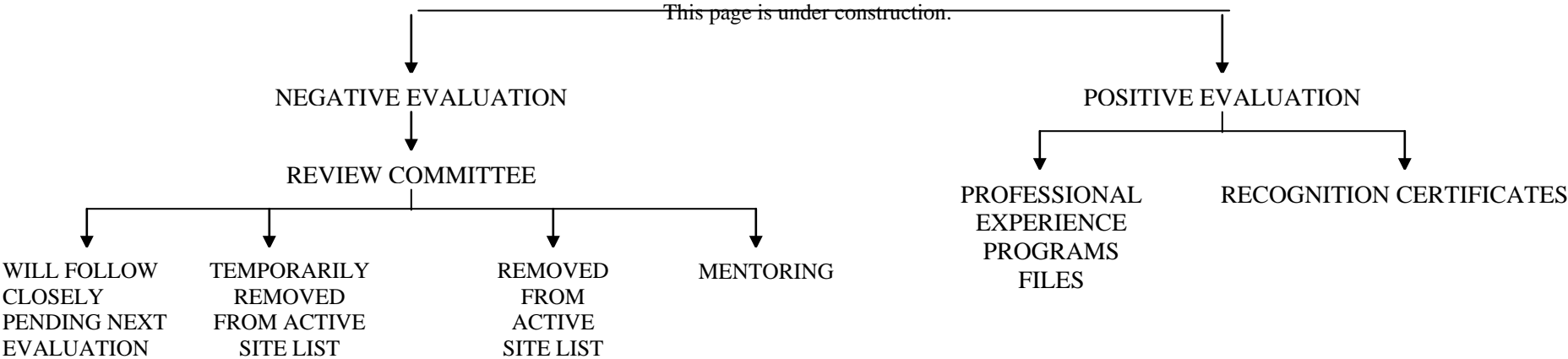
3.2.3 Provide information regarding the documented uses, adverse effects and toxicities of dietary supplements.

3.2.4 Provide information regarding the selection, use and care of medical/surgical appliances

and devices, self-care products, and durable medical equipment, as well as products and techniques for self-monitoring of health status and medical conditions.

RESOLUTION
FOR EVALUATIONS

**ISSUE RESOLUTION FOR THE FACULTY COMMITTEE
FOR
STUDENT EVALUATION OF THE PRECEPTOR REVIEW**



ISSUE RESOLUTION FOR STUDENT ASSESSMENT EVALUATION BY PRECEPTOR

Preceptor completes Student Assessment Evaluation

<ul style="list-style-type: none">• <25% (3-6) unsatisfactory comments, on the APPE Assessment Instrument; the student develops a prescriptive plan, submits follow-up documentation to PEP Coordinator for student file.	<ul style="list-style-type: none">• >25% unsatisfactory comments on the APPE Assessment Instrument: the student develops a prescriptive plan in conjunction with current preceptor. Must have preceptor's signature to validate discussion.
--	--

** (PEP) – PROFESSIONAL EXPERIENCE PROGRAMS **