



NOTRE DAME
OF MARYLAND
UNIVERSITY

SCHOOL OF PHARMACY

PHRD 701 - Acute Care General Medicine

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 at the midpoint and end of the rotation in E*Value. The preceptor and student should review the evaluation criterion and expectations for the rotation together and sign the learning agreement at the end of the document. Please be sure to complete the “Educational Activities” section with the appropriate educational activities and the percentage each activity is worth.

Rotation Description

This rotation is a structured, full-time 5-week patient care experience in adult internal medicine in an institutional acute care setting. It is designed to provide the student with the opportunity to develop and refine the skills necessary to deliver pharmaceutical care, with an emphasis on optimizing drug therapy and patient outcomes, to an inpatient population. This will be accomplished by participation in the daily activities of work rounds with the internal medicine team and through consultation with other health care providers involved in the care of patients. Students will apply their didactic knowledge to various therapeutic issues and disease states encountered in clinical practice. Interaction and communication with other health care professionals for the promotion of optimal drug therapy are stressed to help the student develop a sound professional approach to the practice of pharmacy. In addition, students are encouraged to broaden their existing competencies and incorporate their professional and personal goals into this rotation.

Rotation Objectives:

At the completion of this rotation, students will be able to:

Professionalism

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

Patient Care and Communication

- Apply knowledge of biomedical and pharmaceutical sciences and evolving scientific technologies to make medication therapy decisions and improve patient outcomes.

- Identify, retrieve, evaluate and apply scientific and clinical literature to patient care.
- Design evidence-based treatment and monitoring plans to ensure optimal therapeutic and disease outcomes.
- Identify and resolve medication therapy problems.
- Counsel patients regarding drug therapy.
- Document patient care interventions.
- Communicate with patients, caregivers, health care professionals and the lay public to provide safe and optimal use of medications and related devices.
- Demonstrate effective communication skills when interacting with diverse patient and professional populations.
- Establish collaborative professional relationship with health care team members.
- Explain how continuous quality improvement initiatives are utilized to improve and ensure quality patient care.
- Demonstrate critical thinking skills to facilitate decision making.
- Perform professional activities in compliance with HIPAA.
- Comply with and uphold the laws and ethical standards of and related to the practice of pharmacy.

Rotation Responsibilities:

Patient care responsibilities (70% of grade)

(This is not an all-inclusive list)

- Actively participate as part of the rounding team or participate in pharmacy rounds/work rounds
- Medication histories/consults
- Collect and analyze medical/medication information
- Perform medication reconciliation on select patients
- Collect and analyze medical/medication information
- Perform targeted physical assessment as it applies to the therapeutic management of patients
- Evaluate medication regimens and identify disease prevention and detection needs as well as potential drug related problems
- Resolve drug related problems
- Design an evidence-based therapeutic plan
- Design an evidence-based monitoring plan
- Educate patients on appropriate therapy
- Document patient care activities and/or interventions using SOAP format

Educational activities (30% of grade)

- One major patient case presentation **(5% - template available)**
(Major indicates a level of preparation above daily patient discussions)
- One disease state presentation **(5% - template available)**
- At least one journal club article published within the last 6 months must be retrieved, evaluated, and assessed. (preceptors can choose more than one article at their discretion) **(5% - template available)**
- Answer drug information questions requested by health care professionals. Document the response, whether the response is provide in writing or verbally, utilizing the drug information request form. **(5% - template available)**
- Other educational activities: **(10%)**

Preceptors may choose from the list below or add additional activities as deemed appropriate. Other activities and percentage of final grade should be determined at the beginning of the rotation and discussed with the student.

- Small informal topic presentations/discussions on select topics

- Attendance and/or presentation at any educational meetings at site (morning report, grand rounds, etc)
- Patient education materials
- Community presentations
- Discuss the design, development, marketing, and reimbursement process for new patient services
- Participation in the preceptors research activities
- Adverse drug reaction reporting
- Pharmacy and therapeutic committee projects/formulary management
- Other activities deemed appropriate by the preceptor

Rotation Evaluation:

Patient care responsibilities 70% (Utilize the competency assessment criteria)

Educational activities 30%

(Template evaluation tools are included in this manual or preceptors may choose to use their own templates)

*****Please list the educational activities and the associated percentage (%) and discuss with the student on the first day of rotation*****

PHRD 701 – ACUTE CARE GENERAL MEDICINE

COMPETENCY ASSESSMENT

Select a score within the evaluation range for each criterion. Students must obtain a final average score $\geq 70\%$ on this portion of the assessment to pass the rotation.

For your reference, the midpoint grades for this student have been populated in the fields below. Simply replace those values with their earned final grades.

PATIENT CARE RESPONSIBILITIES (70% of grade)

Knowledge Criteria

Assess the student on the following criteria based on the student's stage of development during the Advanced Pharmacy Practice Experience year.

93-100	87-92	80-86	75-79	70-74	0 <small>(a score of 0.01 must be entered in e-value for the system to perform an accurate calculation)</small>
Outstanding	Proficient	Competent	Acceptable	Minimally Acceptable	Unacceptable
Infrequent knowledge deficits and learns material in a timely manner without preceptor assistance	Minimal deficits and learns material in a timely manner with minimal preceptor assistance	Some knowledge deficits and learns material in a timely manner with moderate preceptor assistance	Some knowledge deficits and learns material with consistent preceptor assistance	Significant knowledge deficits; requires constant preceptor assistance	Minimal knowledge despite repeated requests from preceptor to learn material

****N/A (Not applicable) – If criterion is not applicable, please simply leave it BLANK****

Questions (text field)	Entered (%) Grade by Preceptor
1. Identify the epidemiology and etiology of diseases.	
2. Discuss normal physiologic processes.	
3. Explain the pathophysiology of diseases	
4. Explain the pharmacologic actions (MOA, side effects, drug interactions, pharmacogenetics/pharmacogenomics) of drug therapy.	
5. Discuss the pharmacokinetic and pharmacodynamic effects of drug therapy.	

Skills Criteria

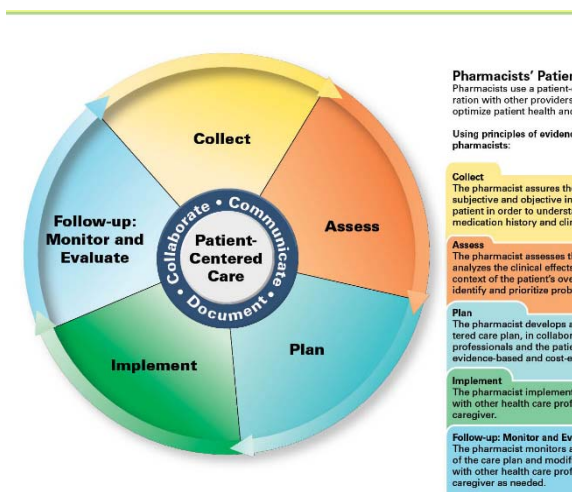
Assess the student on the following criteria based on the student's stage of development during the Advanced Pharmacy Practice Experience year.

93-100	87-92	80-86	75-79	70-74	0
Outstanding	Proficient	Competent	Acceptable	Minimally Acceptable	(a score of 0.01 must be entered in e-value for the system to perform an accurate calculation)
Independently performs the skill without preceptor assistance Independently identifies and master skills without preceptor assistance	Performs the skill with minimal preceptor assistance	Performs the skill with moderate preceptor assistance	Performs the skill with frequent preceptor assistance	Performs the skill only with consistent preceptor assistance	Unacceptable Unable to perform the skill despite consistent preceptor assistance

****N/A (Not applicable) – If criterion is not applicable, please simply leave it BLANK****

Skills Criteria: Patient-centered Care

Pharmacists' Patient Care Process (PPCP) – a 5-step process that utilizes a consistent, patient-centered approach in collaboration with other health care professionals on the health care team to optimize patient health and medication outcomes.



Questions (text field)	Entered (%)	Grade by Preceptor
Collect Assures the collection of necessary subjective and objective information about the patient in order to understand the relevant medical/medication history and clinical status of the patient. Information may be gathered and verified from multiple sources including existing patient records, the patient, and other health care professionals.		
6. Collect and organize patient data to identify and resolve existing and potential		

medication therapy problems.	
7. Retrieve scientific and clinical literature to solve patient care problems and make evidence-based medication therapy decisions.	
Assess	
Assesses the information collected and analyzes the clinical effects of the patient's therapy in the context of the patient's overall health goals in order to identify and prioritize problems and achieve optimal care.	
8. Develop a medical and medication therapy problem list.	
9. Interpret and evaluate patient and medication data to identify existing or potential medication therapy problems.	
10. Evaluate and apply scientific and clinical literature to solve patient care problems and make evidence-based medication therapy decisions.	
11. Explain the rationale and provide supporting evidence to justify the patient care plan.	
12. Utilize ethical principles in patient care decision making.	
13. Utilize the physical, mental and psychosocial factors that influence patient health in development of the patient care plan.	
14. Utilize relevant behavioral theories of health, illness, medication use, health literacy and cognitive abilities and apply these theories to the development of the patient care plan.	
Plan	
Develops an individualized patient-centered care plan, in collaboration with other health care professionals and the patient or caregiver that is evidence based and cost effective.	
15. Develop a patient-specific care plan utilizing evidence-based medicine. (prescription, non-prescription medications, complementary and alternative therapies, and dietary supplements).	
16. Develop a monitoring plan based on patient, disease, and drug-specific goals.	
Implement	
Implements the care plan in collaboration with other health care professionals and the patient care or caregiver.	
17. Educate patients regarding medications and related devices appropriate to the care plan.	
18. Implement the patient specific care plan.	
Follow-up	
Monitors and evaluates the effectiveness of the care plan and modifies the plan in collaboration with other health care professionals and the patient or caregiver as needed.	
19. Monitor and adjust patient care plan based on patient and drug-specific factors.	
Communication/Collaboration/Documentation are incorporated throughout the PPCP	
Communication	
20. Communicate clearly and effectively with patients, caregivers and the public using appropriate listening, verbal, non-verbal and written communication skills.	
21. Communicate clearly and effectively with health care professionals using appropriate listening, verbal, non-verbal and written communication skills.	
22. Demonstrates sensitivity to and adjustment of communication based on contextual or cultural factors (shows respect for different backgrounds; treats each person with respect; utilizes tools to assist in communication when available and applicable)	
23. Communicate with patients based on health literacy, literacy or cognitive abilities and use behavioral theories of health when appropriate.	
Collaboration	
24. Collaborate with other health care professionals to foster a team approach to care.	
25. Recognize the roles and responsibilities of the members of the healthcare team through the engagement of shared decision making.	
26. Integrate pharmacy practice within the inter-professional team to ensure patient care is safe and effective, continuous, and coordinated.	
Documentation	
27. Document patient interactions, interventions and outcomes in the patient profile or medical record to facilitate communication and collaboration with health care providers.	

Skills Criteria: Public Health

Questions (text field)	Entered (%) Grade by Preceptor
28. Apply relevant competencies of public health practice to population-based centered care and systems management.	
29. Assess access to rational, safe, and cost-effective drug therapy and pharmaceutical care.	
30. Define and assess the health status of individuals and populations including determinants of health and illness, factors contributing to health promotion and disease prevention, factors influencing the use of health services, and epidemiology of diseases.	
31. Select and implement strategies to prevent or detect disease in the target population.	

Patient Care Responsibilities Grade (70% of total grade): _____

EDUCATIONAL ACTIVITIES (30% of total grade)

Please evaluate the students on the following educational activities. Please enter in all activities completed by students. Please type in the percentage points each assignment is worth and the final grade received. Below are required activities and the recommended percentage for each.

- One major patient case presentation (5% - *template available*)
(Major indicates a level of preparation above daily patient discussions)
- One disease state presentation (5% - *template available*)
- At least one journal club article published within the last 6 months must be retrieved, evaluated, and assessed. (preceptors can choose more than one article at their discretion) (5% - *template available*)
- Answer drug information questions requested by health care professionals. Document the response, whether the response is provide in writing or verbally, utilizing the drug information request form. (5% - *template available*)

Other educational activities: (10%)

Preceptors may choose from the list below or add additional activities as deemed appropriate. Other activities and percentage of final grade should be determined at the beginning of the rotation and discussed with the student.

- Small informal topic presentations/discussions on select topics
- Attendance and/or presentation at any educational meetings at site (morning report, grand rounds, etc)
- Patient education materials
- Community presentations
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- Pharmacy and therapeutic committee projects/formulary management
- Other activities deemed appropriate by the preceptor

In the "**Percentage Assignment is Worth**" column, enter the percentage the assignment is worth. All items in the "**Percentage Assignment is Worth**" column should add up to **30%**.

In the "**Grade Received**" column, enter what percentage of this assignment the student received. For example, if the "Percentage Assignment is Worth" column indicates that the assignment is worth 4% and the

student earned 3 of those percentage points, you would enter 75% in the "Grade Received" column. If they earned all 4 percentage points, you would enter 100% in the "Grade Received" column.

Activities	Percentage Assignment is worth	Grade Received (%)
(entered by preceptor)	(entered by preceptor)	(entered by preceptor)
(entered by preceptor)	(entered by preceptor)	(entered by preceptor)
(entered by preceptor)	(entered by preceptor)	(entered by preceptor)
(entered by preceptor)	(entered by preceptor)	(entered by preceptor)
(entered by preceptor)	(entered by preceptor)	(entered by preceptor)
(entered by preceptor)	(entered by preceptor)	(entered by preceptor)
(entered by preceptor)	(entered by preceptor)	(entered by preceptor)
(entered by preceptor)	(entered by preceptor)	(entered by preceptor)
(entered by preceptor)	(entered by preceptor)	(entered by preceptor)
	TOTAL = 30%	

Educational Activities Grade (30% of total grade): _____

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 Pharmacy Learning Agreement Statement:

I have received the Preceptor and Student Pharmacy Rotation 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. Cases should only be discussed with the preceptor or members of the health care team. Any breach of patient confidentiality, however minor, may result in failure of the rotation.

Student Name (Printed)

Student Signature

Date

Preceptor Name (Printed)

Preceptor Signature

Date