## Course Description:
This course allows students to practice clinical skills in pharmacy through practical experiences, practice simulations and workshops. Site visits to various clinical environments allow the student to experience and apply lessons learned from didactic courses in patient care settings.

### Credit Hours: 3.5

### Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Time</th>
<th>Activity/Topic</th>
<th>Instructor(s)</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wednesday</td>
<td>3/6/19</td>
<td>9:10-11:00 AM Course Intro,* Informatics Online Lecture Assignment, Journal Club Lecture*</td>
<td>Borchert/Lullo Phillips</td>
<td>Littlejohn D</td>
</tr>
<tr>
<td>1</td>
<td>Thursday</td>
<td>3/7/19</td>
<td>9:00 AM DUE: Quiz for Informatics Module 4 (Intro to EMR, EHR, PHR) due at 9:00 AM to CANVAS</td>
<td>Borchert</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Thursday</td>
<td>3/7/19(AM)</td>
<td>9:10-11:30 AM Formal Case Presentations Informal Patient Presentations*</td>
<td>Patel Borchert</td>
<td>Littlejohn C</td>
</tr>
<tr>
<td>1</td>
<td>Thursday</td>
<td>3/7/19(PM)</td>
<td>12:30-3:30 PM Medication Reconciliation Workshop: EMR Review, Informal Patient Presentation and Medication Reconciliation</td>
<td>Borchert</td>
<td>Cardinal 311/312</td>
</tr>
<tr>
<td>2</td>
<td>Wednesday</td>
<td>3/13</td>
<td>11a-12 noon Optional: Office Hours to practice informal patient presentations</td>
<td>Borchert/Teaching APPEs</td>
<td>AH 151</td>
</tr>
<tr>
<td>2</td>
<td>Thursday</td>
<td>3/14/19(Am)</td>
<td>8:30AM – 12PM^ Simulation Activity: Informal Patient Presentation to Preceptor</td>
<td>Kabakov/Borchert/Faculty</td>
<td>Cardinal Hall Simulation Center</td>
</tr>
<tr>
<td>2</td>
<td>Thursday</td>
<td>3/14/19(PM)</td>
<td>1:10-3 PM Patient Care Plan: Acute Care*</td>
<td>Kolanczyk</td>
<td>Cardinal 303/304</td>
</tr>
<tr>
<td>2</td>
<td>Thursday</td>
<td>3/14/19(PM)</td>
<td>3-4 PM Optional: Drug Literature Searching Skills Workshop</td>
<td>Borchert/Teaching APPEs</td>
<td>Cardinal 303/304</td>
</tr>
<tr>
<td>3-10</td>
<td>Thursdays</td>
<td></td>
<td>Per Preceptor Site Activities as scheduled by your Preceptor. Assignments due: Journal Club Patient Care Plan Case Presentation</td>
<td>Preceptor</td>
<td>Clinical Site</td>
</tr>
<tr>
<td>10</td>
<td>Monday</td>
<td>5/6/19</td>
<td>8:10-9:00 AM Final Simulation Instructions Journal Club Quiz</td>
<td>Borchert</td>
<td>Littlejohn D</td>
</tr>
<tr>
<td>10</td>
<td>Friday</td>
<td>5/10/19</td>
<td>11:59 PM DUE via Canvas: Quiz for Informatics Module 9 {Clinical Decision Support} due at 11:59 PM</td>
<td>Borchert</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Friday</td>
<td>5/10/19</td>
<td>11:59 PM DUE via RMS: Rotation Summary, Self-Evaluation and Preceptor Evaluation due at 11:59 PM</td>
<td>Lullo</td>
<td></td>
</tr>
<tr>
<td>Finals</td>
<td>Wednesday</td>
<td>5/15/19</td>
<td>8:00 AM – 5:15 PM^ Simulation Activity: Informal Patient Presentation to Preceptor and Medication Reconciliation with Patient</td>
<td>Kabakov/Borchert/Faculty</td>
<td>Cardinal Hall Simulation Center</td>
</tr>
</tbody>
</table>

*Classes noted with a * indicate 5 point assessment/quiz during this time frame. See remainder of syllabus for other assessments and timing.

^For simulation activities, see e-mail from Simulation Center for individualized appointment.
Course Director:
Jill S. Borchert, PharmD, BCPS, FCCP
Professor and Vice Chair, Department of Pharmacy Practice
Office: Alumni Hall Suite 350
Office Phone: 630-515-7378
Office Hours: Announced via Canvas or by appointment (preferred)
Email: jborch@midwestern.edu

Role of the Course Director:
This course involves multiple instructors. Individual instructors should be consulted directly for questions related to clarification of their lectures, handouts or assignments. The role of the course director is to handle and organize questions related to course grading, medical absences, overall format of the class and related administrative issues.

Experiential Site Director:
Amy Lullo, B.Pharm., RPh
Director, Office of Experiential Education
Office: Alumni Hall, Suite 350
Office Phone: 630-515-6043
Fax: 630-515-6103
E-mail: ALullo@midwestern.edu

Role of the Experiential Site Director:
This course involves visits to clinical pharmacy practice sites. Each site preceptor should be consulted directly for questions related to clarification of site-specific requirements, expectations and grading. The role of the Experiential Site Director is to handle and organize questions related to site placement and related administrative issues.

Simulation Director:
Anna Kabakov, PharmD, BCPS
Assistant Professor, Department of Pharmacy Practice
Office: Alumni Hall North 203
Office Phone: 630-515-6261
Office Hours: By appointment.
Email: akabak@midwestern.edu

Role of the Simulation Director:
The role of the simulation director is to handle and organize questions related to the simulation activities in week 2 and Finals week of the course.

Administrative Teaching Assistant:
Karyn Houbolt
Administrative Teaching Assistant
E-mail: khoubo@midwestern.edu
Phone: (630) 515-6274
Office: Alumni Hall Rm 201 (Please email to schedule an appointment).

Role of the Administrative Teaching Assistant:
The administrative teaching assistant will be in charge of checking attendance, management of Canvas documents for this course and other organizational tasks.

Instructors:
Several different instructors teach in this course. Students are encouraged to speak directly with the instructors for clarification of lecture or workshop material.

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Kolanczyk</td>
<td><a href="mailto:dkolan@midwestern.edu">dkolan@midwestern.edu</a></td>
</tr>
<tr>
<td>Dr. Patel</td>
<td><a href="mailto:JPatel@midwestern.edu">JPatel@midwestern.edu</a></td>
</tr>
<tr>
<td>Dr. Phillips</td>
<td><a href="mailto:jphillips@midwestern.edu">jphillips@midwestern.edu</a></td>
</tr>
</tbody>
</table>
Course Objectives:
The student who successfully completes this course will be able to:
1. Interview patients, extract data from the medical record, and present patients to other health care providers.
2. Assess the appropriateness of the patient’s drug therapy in relation to evidence-based practice standards.
3. Develop an appropriate therapeutic care plan.
5. Conduct a Journal Club with analysis and critique of a current journal article in the medical or pharmacy literature relating to drug therapy.
6. Deliver a formal case presentation demonstrating knowledge of the relevant elements and format.
7. Demonstrate the ability to perform a medication reconciliation, identify drug therapy problems, and make appropriate recommendations to resolve those problems.
8. Participate in an interprofessional healthcare environment.
9. Demonstrate professional behaviors deemed necessary for practice in the clinical setting.

Curricular Outcomes:
The Chicago College of Pharmacy PharmD curriculum provides students with a variety of opportunities to gain the knowledge, skills and attitudes associated with the successful practice of pharmacy, as described by our nine curricular outcomes. The activities in this course contribute to the curricular outcomes and outcome components listed in Appendix V.

Communication:
It is the responsibility of the student to check their e-mail and Canvas™ daily for class announcements. Since students will be at their pharmacy rotation site for a portion of this course, e-mail is often used to communicate information from the course director or administrative teaching assistant to the students in a timely manner. Students are responsible for information contained in these e-mails or on Canvas™. Not checking your e-mail or Canvas™ will not be accepted as an excuse for having missed important class information.

Course Format and Assignments:
Students must attend all on-campus lecture/activities in weeks 1 and 2. Approximate hours for weeks 3-10 will be between the hours of 7 AM and 7 PM. In weeks 3 – 10, students will, in general, meet at their assigned rotation site for at least eight hours. The time period is determined by the preceptor. Activities during the on-campus weeks will include lecture, workshops, in-class assignments/activities and simulation. There will be a practical clinical final in the simulation lab during finals week. A brief overview of assignments is below with further detail provided during the course.

Professionalism/Punctuality
You will be evaluated for your professionalism during this course, as indicated in Section I: Professionalism Assessment of the Final Evaluation by Preceptor (see appendix I). In addition, points will be deducted for lack of punctuality.

Site Visits
- Attendance is MANDATORY.
- Students will not be allowed to start site visits until they are compliant with pre-rotation requirements for immunizations, urine drug testing, etc.
- Students should contact site preceptors at least one week prior to the first site visit to introduce themselves, discuss where to park, where to meet on the first day and other site/rotation specific information.
- Site assignments will include patient care activities, journal club, case presentation, patient care plan and other learning activities determined by the preceptor.
Journal Club (Group/Individual Grade)
- Typed analysis of a journal article and verbal presentation by a group.
- The article to read and analyze may be assigned by the site preceptor or the student/group may be allowed to choose an article. If not assigned, the article must be approved by the preceptor for this assignment.
- Please refer to the Journal Club lecture and example for more information.
- Each student in the group will receive the same grade for the analysis/handout and verbal presentation. See the Journal Club Evaluation Form (appendix II) for specific grading criteria.

Case Presentation (Individual Grade)
- Formal presentation of a patient case, including a typed handout.
- Each student will be assigned a patient and/or disease state for formal evaluation and presentation.
- Required activities include:
  - Literature search documentation
  - Selection of two articles for the case presentation
    - Must be approved by the preceptor before submission of the draft
  - Best possible draft of case presentation
    - Must be reviewed by the preceptor before the final presentation
  - Final presentation and handout
  - Please refer to the How to Prepare a Case Presentation lecture for more information.
  - See the Case Presentation Evaluation Form (appendix III) for specific grading criteria.

Patient Care Plan (Individual Grade)
- Written document collecting information and developing a therapeutic plan for each problem in a patient case.
- Each student will individually evaluate a patient case and submit the care plan for grading by the site preceptor.
- Please refer to the Patient Care Plan lecture for more information.
- See the Patient Care Plan Evaluation Form (appendix IV) for specific grading criteria.

Other Site Learning Activities (determined by preceptor) May include, but not limited to:
- Develop patient care plans for other patients seen on rounds/in clinic.
- Present patients to preceptors
- In-service or newsletter article.
- Participate in P&T committee, MUE activities or other pharmacists’ projects in the pharmacy.
- Shadow/see the distribution/organizational/safety aspect of the pharmacy (in hospital setting).
  - Compare this hospital pharmacy structure to your previous IPPE 2 experience as part of self-reflection.
- Write SOAP notes for patient encounters.
- Develop a philosophy of practice. Compare your philosophy of practice to the Oath of a Pharmacist.
- Guideline or drug information searches.
- Topic discussions.

RMS: Rotation Summary (Individual Grade), Self-evaluation and Preceptor Evaluation
- Rotation Summary (25 points): Typed responses to guided questions to facilitate reflection on rotation activities and professional competency.
- A rotation summary received after the due date and time will be subject to a 20% loss of points for each day that it is late. As an example, the experience summary assignment is worth 25 points, so each day the assignment is late will result in a loss of 5 points.
- Completion of both the self-evaluation and preceptor evaluation are mandatory in order to receive a grade in this course. If the evaluations are not completed, the student will receive an incomplete until the evaluations are received.
Simulation Activities (Individual Grade)
- Week 2: Informal patient Presentation to a Preceptor. This activity involves chart review, presentation of the patient to the preceptor and researching questions asked by the preceptor.
- Finals Week: Informal patient Presentation to a Preceptor with Medication Reconciliation. This activity involves chart review, presentation of the patient to the preceptor, performing a medication reconciliation by meeting with a standardized patient and researching questions asked by the preceptor.
- Each student will individually complete the activity and be evaluated by standardized patients and faculty.

Quiz/Assessments
- Individual quizzes will cover the informatics modules, journal club and other lecture/workshop sessions.
- Additional details will be provided in a timely manner by the course director.

Grading:

<table>
<thead>
<tr>
<th>ASSESSMENT TOOLS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Evaluation by Preceptor</td>
<td>400</td>
</tr>
<tr>
<td>Week 2 Simulation Activity</td>
<td>40</td>
</tr>
<tr>
<td>Rotation Summary</td>
<td>25</td>
</tr>
<tr>
<td>Finals Week Simulation Activity</td>
<td>85</td>
</tr>
<tr>
<td>Med Rec and Informal Patient Presentation Workshop</td>
<td>15</td>
</tr>
<tr>
<td>Quizzes/Assignments: 5 pts x 4 (noted with * on schedule)</td>
<td>20</td>
</tr>
<tr>
<td>Journal Club Quiz</td>
<td>10</td>
</tr>
<tr>
<td>Informatics Quizzes (10 points x 2)</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>615</strong></td>
</tr>
</tbody>
</table>

**PLEASE NOTE:**

PASSING THIS COURSE IS CONTINGENT UPON RECEIVING A PASSING GRADE FOR YOUR SITE VISITS.
A FINAL GRADE OF LESS THAN 278 POINTS FOR THE SITE VISIT WILL RESULT IN FAILURE OF THIS COURSE.

A FINAL SCORE OF “1” IN ANY ITEM IN THE PROFESSIONALISM SECTION OF THE ROTATION EVALUATION WILL RESULT IN FAILURE OF THIS COURSE.

Total points for this course (preceptor evaluation, simulation scores, other course activities) will be utilized to determine your final grade in PPRAD 1750. However, to achieve a passing grade in the course, students must earn a passing grade on the final evaluation by the site preceptor. Please see the chart below for details.

<table>
<thead>
<tr>
<th>If the following TOTAL points are attained:</th>
<th>The following final grade is guaranteed at minimum:</th>
<th>The following points must be obtained solely on the final evaluation by the site preceptor in order to pass the course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>550.5 – 615</td>
<td>A</td>
<td>278</td>
</tr>
<tr>
<td>489 – 550</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>427.5 – 488.5</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>&lt; 427</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

**Plus and minus grades will not be utilized in this course.**

Examples:
Student A: Earns 450 points in the class. He/she earned 275 points on the final evaluation by site preceptor and 175 points from other course activities and attendance. Despite earning enough total points for a C, student A will receive an F for the class because he/she did not earn the minimum 278 points on the final evaluation by the site preceptor.
Student B: Earns 450 points in the class. He/she earned 280 points on the final evaluation by site preceptor and 170 points from other course activities and attendance. Student B will receive a C in the course based on his/her total points AND that he/she earned > 278 points on the final evaluation by the site preceptor.

Any questions on this grading policy should be directed to Dr. Borchert as soon as possible.

Assignment/Simulation Policies for IPPE3: Clinical:
1. Quiz/assignment/simulation grade appeals: Must be made in writing and submitted to Dr. Borchert within five days of receipt of the original grade. Any requests for re-grading of an item must be addressed to Dr. Borchert and hand-delivered to the Department of Pharmacy Practice (Alumni Hall, Suite 350) within five business days of receipt of the original grade. Such requests will only be considered if they meet the following requirements: 1.) typewritten hardcopy (not via email); 2.) written professionally and courteously, as one would address another healthcare professional; and 3.) hard copy documentation that supports the request is included. Dr. Borchert will discuss the request with the grader of the item as necessary. A decision will be communicated to the student either individually or via Canvas™, if the change affects the entire class.

2. Simulation activities are a required portion of this course. For any absence (excused or unexcused) the student must make-up the simulation activity in order to pass the course.

Professional Binder:
You are required to continue to maintain a professional binder for your rotations. The binder will serve as a tool to help review what you have accomplished so far, and what you need to accomplish in order to successfully meet all the requirements for experiential education. Your preceptors will also be able to get a snapshot of your skills and abilities, and project topics completed as you progress through your rotations.

How to set up the binder:
- Purchase a 2 to 3 inch 3-ring binder
- Place your name on the outside of the binder
- The first section of the binder must have the following in the order listed below:
  - Resume or CV
  - Copy of student technician license
  - Copy of CPR Card
  - Copy of your Immunization Training Certificate from APhA
  - Copy of your HIPAA training certificate
  - Copy of your Universal Precautions training certificate
  - Copy of your OSHA training certificate
  - Copy of your up-to-date immunization record (will be given to you)
  - Pledge of Professionalism (completed in PS-1 OEE Orientation)
- Insert divider tabs for each rotation as follows:
  - IPPE-1: Community
  - IPPE-2: Hospital
  - IPPE-3: Clinical

As you complete each rotation, insert paper copies of all assignments.

State of Illinois Pharmacy Technician Student License:
- All students attending site visits MUST have a valid State of Illinois Pharmacy Technician Student License.
- A copy of this license MUST be on file with the Office of Experiential Education.
- A copy of this license MUST be kept in your professional binder and the binder must be with you at all site visits.
- The ORIGINAL wallet size copy of your technician student license MUST be with you at all times while at your pharmacy site.

**Students not in compliance with the above requirements will not be allowed to go to their rotation site.**
Immunizations:
Compliance and documentation of immunizations are requirements of the University, the Office of Experiential Education, and the sites assigned to you for IPPE site visits and advanced rotations. The University requires that you submit documented laboratory proof of the absence of tuberculosis (updated yearly) by having a 2-step TB test.
- This must be a Mantoux test.
- Physician MUST report:
  - Date placed
  - Date read
  - Results must be reported in millimeters (mm)
If you experience a positive skin test, absence of disease via chest x-ray is required and must be updated every 2 years. Some sites may require a yearly chest x-ray.

Proof of immunization against measles, mumps, rubella, varicella (chicken pox), pertussis, diphtheria/tetanus (updated every 10 years), and hepatitis is required prior to matriculation. Documentation of receipt of the annual flu shot is also necessary.

QUANTITATIVE TITERS are required to assess immunity for measles, mumps, rubella, varicella & hepatitis B.

There may be some exceptions depending on the student’s particular health status and some site requirements may be more stringent. Any exceptions must be documented by a physician.

Please refer to the University Certificate of Immunity for exact details. This can be found on the Wellness Center website.

You will be notified via MWU email of missing immunization documentation.

**Students not in compliance with the above requirements will not be allowed to go to their rotation site.**

Special Site Requirements:
Some sites also may require the following:
- Signature on a confidentiality agreement
- Drug screen
You will be notified via MWU email if you need to complete any special requirements prior to going to your site visits.

**Students not in compliance with the above requirements will not be allowed to go to their rotation site.**

Dress Code for Site Visits and Simulation Activities:
Looking good is important! Mandatory professional dress includes wearing a clean, pressed, white lab coat and a properly displayed MWU/CCP name badge.

Appropriate dress for a man includes dress slacks, shirt and tie, or sweater. For women, skirt or dress (professional length), dress slacks, and a blouse or sweater. Business casual khakis are acceptable for men and women.
Acceptable footwear: appropriate closed-toed, closed-heeled shoes. Socks and hosiery must be worn. Some sites may have a special identification badge or mandatory dress code that must be followed.

Inappropriate dress includes blue jeans, spandex, shorts, tee-shirts, sweat pants, sweat shirts, halter or tank tops, midriffs, back-less tops, short skirts or dresses and fatigues. Details on the appropriate dress code are in the Student Handbook. In addition, CCP requires students on rotation to remove any visible piercing (e.g., tongue, nose, lip, eyebrow) and discreetly cover any visible tattoos. Pierced earrings are acceptable as long as the site dress code is followed.
Needle stick/Exposures or Injury on Clinical Rotation
Contact one of the OEE Directors and follow the directions per the MWU Student Handbook provided below.

Needle stick/Exposures or Injury on Clinical Rotation (as stated in the MWU Student handbook)
Procedure for Needle stick/Exposure Incident:
http://mwunet.midwestern.edu/administrative/SS/ssSH_policy.htm#94
Students exposed to a patient via blood or potentially infectious body fluid by needle or other means should abide by the steps listed below. For other types of injuries, please contact Risk Management at 630-515-7232.

1. Seek immediate treatment and follow-up in accordance with appropriate medical standards;
2. Fill out injury and treatment forms following the protocol of the rotational facility or physician's office where they are assigned;
3. Go immediately to an emergency department, urgent care facility, or medical provider's office;
4. Immediately notify the preceptor and clinical coordinator of the occurrence.
5. Students who incur expenses related to treatment of an accidental needle stick should seek reimbursement first through their health insurance company. Please note that expenses incurred due to a needle stick or injury while on clinical rotation are not covered through Worker's Compensation, unless otherwise provided by law. Any expenses that are not covered through a student's own health insurance company thereafter should be referred to the Director of Risk Management.

Students shall within 48 hours send a copy of the injury and treatment forms to their preceptor and clinical coordinator. When making out an injury report for an exposure incident, the student and/or preceptor must give the name of the source individual and medical record number, if known or feasible. If an exposure occurs, the following information should be recorded in the student's confidential medical record:

1. Date and time of exposure;
2. Job duty being performed by student;
3. Whether protective equipment (gowns, gloves, masks, protective eyewear) or engineering controls were used (ie, recapping device or a needle disposal device or mechanical pipette);
4. Details of exposure, including amount and type of fluid or material, and severity (eg, depth of percutaneous exposure and whether fluid was injected; extent and duration of skin or mucous membrane contact);
5. Description of source material, including HIV, HBV, HCV status if known. In the event the source individual is a dialysis patient, a current HBsAg report should be used.

Attendance Policy:
The following policies are consistent with those published in the Student Handbook of MWU:
Attendance is MANDATORY at all lectures, training and pharmacy rotation site visits.
- There are no sick days built into the pharmacy site visit schedule.
- If you will be absent from a site visit you must notify your preceptor AND Dr. Borchert.
- There are no unexcused absences allowed during rotations (pharmacy site visits). Failure to notify your preceptor and Dr. Borchert of any absence will be considered grounds for failure of the course.

Missed Class Activities or Late Assignments: To be excused, you must contact Dr. Borchert prior to the class, site visit or assignment due date/time. IF AFTER HOURS, EMAIL (jborch@midwestern.edu) OR LEAVE A VOICEMAIL MESSAGE (630-515-7378). Personal illness, personal emergency, personal incapacitation or critical illness/death in the family are the only valid excuses for missing a required class activity. The student will be required to provide a note from the physician for claims of personal illness. If there is no notification prior to the class session or assignment due date and/or no acceptable excuse, a grade of zero will be assigned for the missed activity and no make-ups will be allowed.

Planned Absences (College Sponsored Only): Any planned absence from the course for purposes of attendance at a college-sponsored professional organization activity MUST BE APPROVED by Dr. Borchert through the use of a form obtained from the Dean's Office prior to the absence. The form can be found at the following link.
Disability Policy:
It is the policy of Midwestern University to ensure that no qualified student with a disability is excluded from participation in or subjected to discrimination in any University program, activity, or event. Student Services coordinates accommodations for all eligible students. If you need accommodations for a disability, please contact Student Services – Dr. Teresa Dombrowski as soon as possible by email (tdombr@midwestern.edu) or in the Student Services Office in the Commons. It is the student’s responsibility to identify themselves in a timely manner as an individual with a disability when seeking an accommodation. More information regarding available services can be found at https://www.midwestern.edu/downers_grove-campus/student_services/disability_services.html.

Academic Dishonesty:
Academic dishonesty is intentional cheating, fabrication or plagiarism. It is also knowingly helping or attempting to help others be dishonest. Academic dishonesty lowers scholastic quality and defrauds those who will eventually depend on your knowledge and integrity. Academic dishonesty is defined in the MWU Student Handbook as: 1.) Cheating: Intentionally copying from another student’s work, using or attempting to use unauthorized materials, information, or study aids during any academic exercise; 2.) Fabrication: Intentionally falsifying or inventing any information or citation in any academic exercise; 3.) Plagiarism: Representing the words or ideas of another person as one’s own in any academic exercise; 4.) Facilitating academic dishonesty: Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty; 5.) Computer Misuse: Disruptive or illegal use of computer resources; 6.) Knowingly furnishing false information to the University; 7.) Malicious obstruction or disruption of teaching, research, or administrative operational procedures; 8.) Unauthorized Collaboration: Working together on an exam or lab report when expressly prohibited from doing so by an instructor; and 9.) Forgery, alteration or misuse of University documents, records, identification, etc.

Acts of academic dishonesty are not tolerated in this course. Academic dishonesty by students should be discouraged by peers as not being appropriate professional conduct. Every effort is made to prevent occurrences of academic dishonesty. Actions that will be taken in the event that a student is caught in a dishonest act include, but are not limited to: a failing grade for the work involved; suspension from the course which may result in a failing grade for the course; automatic failure in the course; and/or expulsion from the program or University.

Classroom Etiquette:
In order to maintain an appropriate classroom/exam environment that is most conducive to teaching, learning and performing one’s best on exams, students are expected to behave in a manner that is not disruptive or disrespectful to any person and that does not adversely affect teaching, learning or examination performance of any person. Students arriving late to lectures are asked to sit in the back of the room so as to provide minimal disruption. If cell phones need to be turned on during classroom time, then they must be set to the vibrate mode. All calls must be made/received outside of the classroom as this type of activity is disruptive to the teaching/learning environment and is disrespectful to others in the classroom. Students who do not abide by this policy may be asked to leave the classroom and continued abuse of this policy will result in disciplinary procedures. Any concerns or questions regarding this policy, please discuss with the course director.

Students are expected to bring their laptops to all class sessions on campus to access materials for in-class activities and related references. Use of laptops for purposes unrelated to the course during class sessions is considered unprofessional and will not be tolerated.

Children are not allowed in the classroom. Students who have an unforeseen temporary need to bring a child into the lecture must receive prior approval from the lecturer AND the course director.

In keeping with MWU policy, all students are required to wear their ID badge at all lectures, training and exams. The ID should be worn above the waist in clear view to instructors and teaching assistants.
**Student Evaluations:**
Midwestern University recognizes the value of faculty and course evaluations by students. Voluntary and confidential feedback from students regarding courses and faculty provide critical information to faculty for course and self-improvement. These data also play an essential role in the annual faculty evaluation process. The ability to provide constructive feedback is an essential skill for professionals. Midwestern University views that one of your responsibilities as a student is to complete faculty and course evaluations and this is a step in your development as a professional. Midwestern University is constantly striving to improve its educational experiences for students. Please complete the faculty and course evaluations as directed.

**College Exam and Quiz Policy:**
1. All personal belongings should be placed in an area designated by the instructor/proctor. Only items allowed by the instructors/proctors should be in sight on the desk.
2. During the exam:
   - Brimmed hats (e.g., baseball hats) should be worn backwards (or not at all). Any other hat or head gear worn should allow for visualization of the ears, unless for religious purposes.
   - No sunglasses or mirrored glasses may be worn.
   - Any electronic devices unless for medical purposes must be left with personal belongings and must be set to operate in silent mode.
   - Only college-approved calculators (without covers) may be used for exams.
3. All students must stop writing and immediately place their writing utensils on the desk when the end of the exam period is announced. Faculty are permitted to assess a grading penalty to students who continue to work, as described in the course syllabus.
4. Students must turn in all exam materials before leaving the exam room. Portions of the exam may be returned at a later time depending on the policy of the instructor.
5. The proctors are obliged to intervene if a student is suspected of professional misconduct during an examination. Examples of misconduct during an examination include, but are not limited to, a student:
   a) appears to be gazing at another student’s work.
   b) appears to be talking or signaling answers.
   c) neglects to protect his/her answer sheet from view of other students.
Such interventions are not of a personal nature. To avoid such interventions, every student must keep their eyes on his/her own work, shield his/her work from the view of others, and otherwise avoid any appearance of suspicious behavior.
MWU CHICAGO COLLEGE OF PHARMACY

IPPE-3 (PPRAD 1750) Final Evaluation by Preceptor - Class of 2021

Student Name_________________________________________________________ Date __________________
Preceptor Name_________________________________________________________________________________
Site Name _______________________________________________________________________________________

DIRECTIONS:
For each item listed below, please select the value which best describes the student’s typical performance.
The student’s final rotation grade is based on points earned out of a total 400 possible points.

Section I: Professionalism Assessment

PLEASE USE THIS 4-POINT SCALE TO ASSESS THE FOLLOWING:
**ONLY WHOLE NUMBERS MAY BE USED; NO FRACTIONS OR DECIMALS

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good</td>
<td>Good</td>
<td>Needs Improvement</td>
<td>Significant Deficit</td>
</tr>
<tr>
<td>Student has performed very well for professional &amp; social behaviors. Functions in an independent manner. (&gt; 80% of time)</td>
<td>Student has performed above minimum requirements for professional &amp; social behaviors. Functions in an independent manner. (&gt; 70% of time)</td>
<td>Student has met some minimum requirements for professional &amp; social behaviors. Functions in an independent manner. (&gt; 50% of time)</td>
<td>Student has not met minimum requirements for professional &amp; social behaviors. Cannot function independently.</td>
</tr>
</tbody>
</table>

*PLEASE NOTE: A FINAL SCORE OF 1 IN ANY ITEM NUMBERED 1 – 8 WILL RESULT IN FAILURE OF THE ROTATION

1. **Student is punctual:** arrives at practice site, meetings, activities & rounds on or before the designated time; completes all assignments, tasks & responsibilities on time as required by the preceptor. 4 3 2 1

2. **Student is ethical:** behaves in an ethical manner, i.e., acts in patients’ best interests; acts in accord with the profession’s and/or practice site’s code of ethics. 4 3 2 1

3. **Student maintains confidentiality:** maintains confidentiality of patient and/or site specific data and documents; strictly follows HIPAA guidelines. 4 3 2 1

4. **Student does not plagiarize:** avoids plagiarism (copying another person’s idea or written work and claiming it as their own); clearly and correctly acknowledges other’s ideas or works (i.e., uses proper citations). 4 3 2 1
5. **Student is respectful**: professional in interactions with preceptor, patients, other health care professionals, administrators & colleagues; communicates in a respectful, professional, and nonjudgmental style using appropriate body language; avoids inappropriate comments & gestures.

6. **Student adheres to site policies**: strictly follows policies established by the site & preceptor, such as use of personal electronic devices, and site materials, equipment or devices; dress code required by the site.

7. **Student is self-directed, reliable & accountable**: for all tasks, duties, & responsibilities; responds maturely to feedback and constructive criticism; learns independently.

8. **Student is motivated, engaged, & involved**: actively listens to others, is motivated to learn and apply new knowledge and skills; involved in daily operations of the rotation site; volunteers for or seeks out additional opportunities to apply new knowledge and skills.

**Section II: Patient Care and Practice Management Competency Assessment**

**PLEASE USE THIS 4-POINT SCALE TO ASSESS THE FOLLOWING:**

**ONLY WHOLE NUMBERS MAY BE USED; NO FRACTIONS OR DECIMALS**

<table>
<thead>
<tr>
<th>4</th>
<th>Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>1</td>
<td>Significant Deficit</td>
</tr>
</tbody>
</table>

Student has performed very well for patient care and practice management. Functions in an independent manner. (> 80% of time)

Student has performed above minimum requirements for patient care and practice management. Functions in an independent manner. (> 70% of time)

Student has met some minimum requirements for patient care and practice management. Functions in an independent manner. (> 50% of time)

Student has not met minimum requirements for patient care and practice management. Cannot function independently.

1. **Communication Skills (Verbal)**: Effectively communicates and articulates relevant information through oral communications.

2. **Communication Skills (Written)**: Effectively communicates and documents professional knowledge to patients and health care providers. Documents patient care activities and outcomes appropriately.

3. **Critical Thinking**: In problem solving: identifies, retrieves, analyzes, and evaluates information needed to make informed, rational and ethical decisions appropriate for a given patient or situation.

4. **Patient Care Skills**: Establishes relationships with patients, care givers, and other health care professionals as necessary to provide patient-centered care; applies the Pharmacist Patient Care Process (PPCP); demonstrates empathy and consideration towards others; attempts to identify with other perspectives.

5. **Patient Assessment**: Obtains patient histories, reviews patient records and/or conducts physical assessments appropriately.

6. **Patient Care Plans**: Demonstrates the ability to propose reasonable, practical, and sensible solutions to patient problems and develops appropriate patient care plans.

7. **Drug therapy knowledge**: Exhibits knowledge of drug therapies and ability to recall brand/generic, common FDA indications, drug class, mechanism of action, renal dosing adjustments, available dosage forms, dosing, common side effects, serious side effects, monitoring parameters, counseling points, drug interactions, black box warnings, and contraindications.

8. **Drug Therapy Assessment**: Demonstrates the ability to assess the appropriateness of the patient’s drug therapy in relation to evidence-based practice standards.
9. **Drug Therapy Plans**: Demonstrates the ability to formulate appropriate therapeutic care plans: determining therapeutic endpoints, screening for potential adverse drug events and identifying when patient follow-up is warranted.

10. **Implementation of Patient Care Activities**: Effectively counsels, communicates, refers, and selects the appropriate medications or care plans for patients.

11. **Evidence Based Clinical Decision Making**: Effectively retrieves and evaluates medical literature and is able to analyze and apply information in decision-making.

12. **Interprofessional Experience**: Effectively works with other healthcare professionals to foster a team approach to patient care.

13. **Public Health and Wellness**: Demonstrates the ability to provide patient education regarding disease prevention and appropriate self-care (including lifestyle modifications and nonprescription therapies).

14. **Practice Management**: Demonstrates the knowledge and abilities to function in accordance with pharmacy laws and regulations.

**Section III: Rotation Specific Assignments and Assessment**

**USE THE FOLLOWING 4-POINT SCALE TO ANSWER THE FOLLOWING QUESTIONS.**

**ONLY WHOLE NUMBERS MAY BE USED; NO FRACTIONS OR DECIMALS**

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong></td>
<td><strong>Very Good</strong></td>
<td><strong>Satisfactory</strong></td>
<td><strong>Unsatisfactory</strong></td>
</tr>
<tr>
<td>Student was outstanding in effectiveness and consistency leading only to rare interventions. Student exhibits knowledge and/or skills well above minimum competency.</td>
<td>Student was above average in effectiveness and consistency leading to occasional intervention. Student exhibits knowledge and/or skills above minimum competency.</td>
<td>Student was usually effective and consistent leading to consistent intervention. Student exhibits knowledge and/or skills at minimum competency.</td>
<td>Student was ineffective and inconsistent leading to extensive intervention. Student exhibits knowledge and/or skills below minimum competency.</td>
</tr>
</tbody>
</table>

**PLEASE NOTE: A FINAL SCORE OF 1 IN ANY ITEM NUMBERED 1 – 3 WILL RESULT IN FAILURE OF THE ROTATION**

1. **Case Presentation**: transfer score from paper copy Case Presentation evaluation form
   - Patient presentation
   - Knowledge
   - Handout/presentation quality
   - Score
   - 4 3 2 1

2. **Journal Club**: transfer score from paper copy Journal Club evaluation form
   - Study design, methodology & results (including abstract & introduction)
   - Critique & clinical relevance
   - Handout/presentation quality
   - Score
   - 4 3 2 1

3. **Patient Care Plan**: transfer score from paper Patient Care Plan copy evaluation form
   - Subjective/Objective Information and Assessment
   - Plan
   - Care Plan Quality
   - Score
   - 4 3 2 1
**Interprofessional education opportunities:**

1. During this rotation did the student have the opportunity to work with an interprofessional health care team?
   - [ ] Yes
   - [ ] No
   If yes, please also reply to items 2 and 3 below.

2. How often did this occur?
   - [ ] Daily
   - [ ] 3-4 times per week
   - [ ] 1-2 times per week

3. The student was able to work with the following healthcare professionals:
   - [ ] Physician
   - [ ] Physician Assistant
   - [ ] Nurse Practitioner
   - [ ] Registered Nurse
   - [ ] Other __________

---

**MANUAL GRADE CALCULATION**

1. *Section I Grade Calculation: Total all dimensions from Section I and divide by 8 = _____, multiply x 0.30 = _____, multiply by 100__________*

2. *Section II Grade Calculation: Total all dimensions from Section II and divide by 14 = _____, multiply x 0.40 = _____, multiply by 100__________*

3. *Section III Grade Calculation: Total all dimensions form Section III and divide by 9 = _____, multiply x 0.30 = _____, multiply by 100__________*

4. *Final grade: Sum of sections 1 + 2 + 3 = ___________

<p>| | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>F</td>
</tr>
<tr>
<td>400-358</td>
<td>357-318</td>
<td>317-278</td>
<td>&lt; 277</td>
</tr>
</tbody>
</table>

*Final Letter Grade = ____________________________*

Preceptor Signature __________________________________________________ Date _____________

If you are completing a paper copy evaluation form, please fax to OEE at 630/515-6103, or email to ccpoe@midwestern.edu
APPENDIX II

MWU Chicago College of Pharmacy
IPPE-3 Journal Club Evaluation Form

Student Name: ___________________________________ Date: __________________________

Preceptor Name: _________________________________ Site Name: ______________________

USE THE FOLLOWING 4-POINT SCALE TO ASSESS THE FOLLOWING AREAS.
**ONLY WHOLE NUMBERS MAY BE USED; NO FRACTIONS OR DECIMALS.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Excellent</td>
</tr>
<tr>
<td>3</td>
<td>Very Good</td>
</tr>
<tr>
<td>2</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>1</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

Student was outstanding in effectiveness and consistency leading only to rare interventions. Student exhibits knowledge and/or skills well above minimum competency.

Student was above average in effectiveness and consistency leading to occasional intervention. Student exhibits knowledge and/or skills above minimum competency.

Student was usually effective and consistent leading to consistent intervention. Student exhibits knowledge and/or skills at minimum competency.

Student was ineffective and inconsistent leading to extensive intervention. Student exhibits knowledge and/or skills below minimum competency.

Please Note: A final score of 1 in any item numbered 1 – 3 will result in failure of the rotation

1. Presentation of Study Design, Methodology and Results
   • What is the objective of the study, is it appropriate (clear, unbiased, obtainable)?
   • Do the authors provide adequate background information?
   • Is the study design appropriate given the objectives (adequate selection of subjects, control groups utilized, inclusion/exclusion criteria, assignment, blinding)?
   • Is there any information at this time that may suggest bias (preview)?
   • Are the methods and results of the study adequately reported by the student, the authors?
   • Are methods employed to reduce measurement error (standardized, appropriate to meet objectives, completeness, monitoring for adverse effects)?
   • Does the student adequately describe the results?
   • Is the analysis accurate and appropriate (figures or tables easy to read and present results accurately, effect subject number on interpretation of data)?

2. Presentation of Critique and Clinical Relevance
   • Does the student differentiate between statistical and clinical significance?
   • What are the flaws or limitations of the study?
   • Does the student come to a conclusion independent of the author’s, what is the relevance to practice?

3. Handout and/or Presentation Quality
   • Presents the components of the article in a logical, organized sequence.
   • Appropriately uses medical terminology and citations in handout.
   • Accurately answers questions and accepts critique as a professional.

Grading = Total points for all sections (maximum points = 12) Final Score: __________

**Transfer the student’s final score to the Final Evaluation Form Section III: Required Assignments when completing the final evaluation online via RMS

Comments: (use the back as needed)

Preceptor Signature ___________________________________________ Date ______________
APPENDIX III

MWU Chicago College of Pharmacy
IPPE-3 Case Presentation Evaluation Form

Student Name: ___________________________ Date: ___________________________

Preceptor Name: ___________________________ Site Name: ___________________________

USE THE FOLLOWING 4-POINT SCALE TO ASSESS THE FOLLOWING AREAS.
**ONLY WHOLE NUMBERS MAY BE USED; NO FRACTIONS OR DECIMALS.

<table>
<thead>
<tr>
<th>4</th>
<th>Excellent</th>
<th>3</th>
<th>Very Good</th>
<th>2</th>
<th>Satisfactory</th>
<th>1</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student was outstanding in effectiveness and consistency leading only to rare interventions. Student exhibits knowledge and/or skills well above minimum competency.</strong></td>
<td><strong>Student was above average in effectiveness and consistency leading to occasional intervention. Student exhibits knowledge and/or skills above minimum competency.</strong></td>
<td><strong>Student was usually effective and consistent leading to consistent intervention. Student exhibits knowledge and/or skills at minimum competency.</strong></td>
<td><strong>Student was ineffective and inconsistent leading to extensive intervention. Student exhibits knowledge and/or skills below minimum competency.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please Note: A final score of 1 in any item numbered 1 – 3 will result in failure of the rotation

1. **Patient Presentation**
   - Accurately states the patient's problem list (CC, HPI, ROS, PE), reports relevant lab/tests as available.
   - Details chronological course effectively.
   - Provides data needed for accurate assessment.

2. **Knowledge**
   - Discusses pathophysiology including signs and symptoms and pertinent sequelae for the disease or clinical issue.
   - Discusses appropriate drug therapy for the disease state based on current practice guidelines or standards of care.
   - Effectively summarizes and applies information from the primary literature as it relates to the patient case.
   - Discusses the patient’s current drug therapy, including appropriateness, potential ADRs, and dosing and pharmacokinetic parameters.
   - Uses appropriate parameters to assess endpoints of therapy including drug efficacy and/or toxicity.
   - Provides important counseling points for the patient (purpose, dosing, adverse effects, monitoring).

3. **Handout and/or Presentation Quality**
   - Delivers the presentation in a logical, organized sequence speaking clearly and making eye contact with audience.
   - Includes at least 2 primary references and meets minimum criteria for presentation.
   - Handout is properly referenced, professionally prepared, and free of errors.
   - Responds to questions accurately and completely.

Grading = Total points for all sections (maximum points = 12) Final Score: _________

**Transfer the student’s final score to the Final Evaluation Form Section III: Required Assignments when completing the final evaluation online via RMS

Comments: (use the back as needed)

Preceptor Signature ___________________________________________________ Date ___________________________
APPENDIX IV

MWU Chicago College of Pharmacy
IPPE-3 Patient Care Plan Evaluation Form

Student Name: _______________________________ Date: ______________________________

Preceptor Name: _______________________________ Site Name: ______________________________

USE THE FOLLOWING 4-POINT SCALE TO ASSESS THE FOLLOWING AREAS.
**ONLY WHOLE NUMBERS MAY BE USED; NO FRACTIONS OR DECIMALS.

<table>
<thead>
<tr>
<th>4</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student was outstanding in effectiveness and consistency leading only to</td>
</tr>
<tr>
<td></td>
<td>rare interventions. Student exhibits knowledge and/or skills well above</td>
</tr>
<tr>
<td></td>
<td>minimum competency.</td>
</tr>
<tr>
<td>3</td>
<td>Very Good</td>
</tr>
<tr>
<td></td>
<td>Student was above average in effectiveness and consistency leading to</td>
</tr>
<tr>
<td></td>
<td>occasional intervention. Student exhibits knowledge and/or skills above</td>
</tr>
<tr>
<td></td>
<td>minimum competency.</td>
</tr>
<tr>
<td>2</td>
<td>Satisfactory</td>
</tr>
<tr>
<td></td>
<td>Student was usually effective and consistent leading to consistent</td>
</tr>
<tr>
<td></td>
<td>intervention. Student exhibits knowledge and/or skills at minimum</td>
</tr>
<tr>
<td></td>
<td>competency.</td>
</tr>
<tr>
<td>1</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td></td>
<td>Student was ineffective and inconsistent leading to extensive intervention.</td>
</tr>
<tr>
<td></td>
<td>Student exhibits knowledge and/or skills below minimum competency.</td>
</tr>
</tbody>
</table>

Please Note: A final score of 1 in any item numbered 1 – 3 will result in failure of the rotation

1. Subjective/Objective Information and Assessment
   • Accurately identifies and prioritizes the patient’s problem list
   • Reports all subjective and objective information necessary for accurate assessment
   • For each problem:
     o Identifies patient-specific risk factors/contributing factors
     o Evaluates the need for therapy, using subjective and objective data to support the
       assessment
     o Evaluates the current drug therapy and other treatment options, discussing the
       pros/cons of each choice for the patient

2. Plan
   • For each problem:
     o Identifies patient-specific goals of therapy
     o Recommends appropriate drug therapy for the patient, including complete dosing
       regimens
     o Develops a patient-specific plan for follow-up, including frequency of monitoring
     o Identifies appropriate parameters to assess endpoints of therapy, including drug
       efficacy and/or toxicity
   • Identifies important counseling points for the patient and appropriate non-
     pharmacologic/lifestyle interventions

3. Care Plan Quality
   • Care plan is clear, succinct, and thorough
   • Information is placed in the appropriate sections of the care plan
   • Uses terminology appropriate for the intended audience
     o Professional for assessment/plan, patient-friendly for education
   • Professional appearance and free of errors

Grading = Total points for all sections (maximum points = 12) Final Score: __________

**Transfer the student’s final score to the Final Evaluation Form Section III: Required Assignments when completing the final evaluation online via RMS

Comments: (use the back as needed)

Preceptor Signature ___________________________________________________ Date ______________
The CCP PharmD curriculum provides students with a variety of opportunities to gain the knowledge, skills and attitudes associated with the successful practice of pharmacy, as described by the College’s nine curricular outcomes. Listed in italics are the curricular outcomes and outcome components covered by this course.

10. Interview patients, extract data from the medical record, and present patients to other health care providers.

I.B: Demonstrate professional behavior in all interactions with patients, caregivers, and other healthcare professionals

II.A: Examine problems systematically and completely

II.B: Demonstrate rational and reflective consideration of current knowledge, skills, attitudes, and beliefs necessary to formulate an informed decision

II.C: Develop strategies to solve problems

II.D: Create and implement the recommendation or solution appropriate for a given patient or situation

III.A: Obtain relevant information necessary to facilitate healthcare decision-making

III.B: Convey appropriate information by verbal and/or non-verbal means to the target audience

III.D: Evaluate the effectiveness of any communication encounter, modifying as necessary

IV.A: Retrieve and evaluate drug information and literature

IV.B: Apply information to patient-specific decisions

V.A: Establish relationships with patients, healthcare professionals, and other individuals

V.B: Design a patient care plan to address therapeutic issues and promote health and wellness

V.C: Implement a patient care plan

V.D: Evaluate patient adherence and response to therapeutic recommendations and adjust the care plan as needed

VI.A: Contribute to interventions designed to prevent disease and promote health and wellness in individuals

VI.C: Identify health disparities and inequities in access to quality care, as well as reduction strategies

11. Assess the appropriateness of the patient’s drug therapy in relation to evidence-based practice standards.

II.A: Examine problems systematically and completely

II.B: Demonstrate rational and reflective consideration of current knowledge, skills, attitudes, and beliefs necessary to formulate an informed decision

II.C: Develop strategies to solve problems

III.A: Obtain relevant information necessary to facilitate healthcare decision-making

III.B: Convey appropriate information by verbal and/or non-verbal means to the target audience

III.C: Develop professionally written communication strategies to meet the target audience’s needs

IV.A: Retrieve and evaluate drug information and literature

IV.B: Apply information to patient-specific decisions

V.A: Establish relationships with patients, healthcare professionals, and other individuals

V.B: Design a patient care plan to address therapeutic issues and promote health and wellness

V.C: Implement a patient care plan

V.D: Evaluate patient adherence and response to therapeutic recommendations and adjust the care plan as needed

V.E: Document all types of patient care encounters by appropriate means

VI.A: Contribute to interventions designed to prevent disease and promote health and wellness in individuals

VI.C: Identify health disparities and inequities in access to quality care, as well as reduction strategies
12. Develop an appropriate therapeutic care plan.
   II.A: Examine problems systematically and completely
   II.B: Demonstrate rational and reflective consideration of current knowledge, skills, attitudes, and beliefs necessary to formulate an informed decision
   II.C: Develop strategies to solve problems
   II.D: Create and implement the recommendation or solution appropriate for a given patient or situation
   II.E: Monitor and evaluate the effectiveness of the solution implemented, revising as appropriate
   III.A: Obtain relevant information necessary to facilitate healthcare decision-making
   III.B: Convey appropriate information by verbal and/or non-verbal means to the target audience
   III.C: Develop professionally written communication strategies to meet the target audience’s needs
   IV.A: Retrieve and evaluate drug information and literature
   IV.B: Apply information to patient-specific decisions
   V.A: Establish relationships with patients, healthcare professionals, and other individuals
   V.B: Design a patient care plan to address therapeutic issues and promote health and wellness
   V.C: Implement a patient care plan
   V.D: Evaluate patient adherence and response to therapeutic recommendations and adjust the care plan as needed
   V.E: Document all types of patient care encounters by appropriate means
   VI.A: Contribute to interventions designed to prevent disease and promote health and wellness in individuals
   VI.C: Identify health disparities and inequities in access to quality care, as well as reduction strategies

   I.B: Demonstrate professional behavior in all interactions with patients, caregivers, and other healthcare professionals
   III.A: Obtain relevant information necessary to facilitate healthcare decision-making
   III.B: Convey appropriate information by verbal and/or non-verbal means to the target audience
   III.C: Develop professionally written communication strategies to meet the target audience’s needs

14. Conduct a Journal Club with analysis and critique of a current journal article in the medical or pharmacy literature relating to drug therapy.
   I.B: Demonstrate professional behavior in all interactions with patients, caregivers, and other healthcare professionals
   III.B: Convey appropriate information by verbal and/or non-verbal means to the target audience
   III.C: Develop professionally written communication strategies to meet the target audience’s needs
   III.D: Evaluate the effectiveness of any communication encounter, modifying as necessary
   IV.A: Retrieve and evaluate drug information and literature
   IV.B: Apply information to patient-specific decisions
   IV.C: Apply information to population-specific decisions

15. Deliver a formal case presentation demonstrating knowledge of the relevant elements and format.
   I.B: Demonstrate professional behavior in all interactions with patients, caregivers, and other healthcare professionals
   II.A: Examine problems systematically and completely
   II.B: Demonstrate rational and reflective consideration of current knowledge, skills, attitudes, and beliefs necessary to formulate an informed decision
II.C: Develop strategies to solve problems
II.D: Create and implement the recommendation or solution appropriate for a given patient or situation
II.E: Monitor and evaluate the effectiveness of the solution implemented, revising as appropriate
III.A: Obtain relevant information necessary to facilitate healthcare decision-making
III.B: Convey appropriate information by verbal and/or non-verbal means to the target audience
III.C: Develop professionally written communication strategies to meet the target audience’s needs
III.D: Evaluate the effectiveness of any communication encounter, modifying as necessary
IV.A: Retrieve and evaluate drug information and literature
IV.B: Apply information to patient-specific decisions
V.A: Establish relationships with patients, healthcare professionals, and other individuals
V.B: Design a patient care plan to address therapeutic issues and promote health and wellness
V.C: Implement a patient care plan

16. Demonstrate the ability to perform a medication reconciliation, identify drug therapy problems, and make appropriate recommendations to resolve those problems.
   I.B: Demonstrate professional behavior in all interactions with patients, caregivers, and other healthcare professionals
   II.A: Examine problems systematically and completely
   II.B: Demonstrate rational and reflective consideration of current knowledge, skills, attitudes, and beliefs necessary to formulate an informed decision
   II.C: Develop strategies to solve problems
   II.D: Create and implement the recommendation or solution appropriate for a given patient or situation
   III.A: Obtain relevant information necessary to facilitate healthcare decision-making
   III.B: Convey appropriate information by verbal and/or non-verbal means to the target audience
   III.C: Develop professionally written communication strategies to meet the target audience’s needs
   III.D: Evaluate the effectiveness of any communication encounter, modifying as necessary
   IV.A: Retrieve and evaluate drug information and literature
   IV.B: Apply information to patient-specific decisions
   V.A: Establish relationships with patients, healthcare professionals, and other individuals
   V.B: Design a patient care plan to address therapeutic issues and promote health and wellness
   V.C: Implement a patient care plan
   V.D: Evaluate patient adherence and response to therapeutic recommendations and adjust the care plan as needed
   V.E: Document all types of patient care encounters by appropriate means

17. Participate in an interprofessional healthcare environment.
   IX.A: Identify the roles and responsibilities of pharmacists and other healthcare professionals as well as their different approaches to patient care and problem solving
   IX.B: Actively participate in the interprofessional healthcare environment to improve quality, continuity, and patient-centered care

18. Demonstrate professional behaviors deemed necessary for practice in the clinical setting.
   I.A: Maintain professional responsibility and advocate such action in others
   I.B: Demonstrate professional behavior in all interactions with patients, caregivers, and other healthcare professionals