



SCHOOL OF PHARMACY
UNIVERSITY of WASHINGTON
Office of Professional Pharmacy Education

**Preceptor Evaluation of Student
Advanced Pharmacy Practice Experiences**
June 9, 2016

Instructions

The preceptor should submit a student performance assessment at midpoint (end of week two) and end of the learning experience (end of week four) during each scheduled APPE. Each student pharmacist will be assessed in the performance categories of **learning, patient care, problem-solving, communication, and professionalism.**

Final Assessment

- All student pharmacists will be assessed using the following **four (4)-point performance rating scale** for each of the ten (10) global learning objectives that apply to the APPE experience. Select the description that most closely matches the students observed performance by the end of the APPE. The goal performance rating is competent. This rating scale is based on increasing performance competency expectations over the final year of the program. **Competency in the final 3 months of the program should be judged relative to a graduating student just entering practice.**
- For each outcome category, please use the comment section to provide additional feedback regarding the student pharmacist's strengths and achievements as well as areas of improvement and continued development. **Qualitative comments are extremely helpful for both student and School to understand areas of competency and areas still in need of growth.** Qualitative comments will be REQUIRED if the entered score is marginal or lower in any single performance area to provide specific examples of areas needing improvement.

Final Assessment Rubric

Exceptional	Competent	Marginal	Deficient	Not Addressed
<i>Competency Expectations</i>				
Consistently performs above expected level. Performance can be described as impressive or exceptional.	Consistently performs at expected level. Performance possesses strengths with room for improvement in a few areas.	Meets expectations and performs consistently at expected level in only some areas. Several performance areas have room for improvement.	Performs well below baseline expectations. Performance demonstrates worrisome deficits.	Not addressed in this experience. Only allowed for non-patient care experiences
<i>Basic Tasks</i>				
After initial instruction, the student can independently complete all basic tasks.	After initial instruction, the student independently completes all basic and routine tasks.	After initial instruction, the student independently completes most basic and routine tasks.	Does not satisfactorily and consistently complete most basic and routine tasks despite direction and repeated guidance. The preceptor or other pharmacy personnel must often complete the tasks.	
<i>Complex Tasks</i>				
The student can independently complete most complex tasks.	The student requires little guidance to complete most complex tasks.	The student requires guidance to complete most complex tasks.	Cannot perform complex tasks.	
<i>Level of Intervention Required</i>				
Requires no intervention.	Requires little to no intervention.	Requires occasional intervention.	Requires repeated intervention.	
<i>Demonstration of Practice-Readiness</i>				
Demonstrates readiness for practice in early APPEs and performs beyond the level of an entry-level practitioner in later APPEs.	Demonstrates near-readiness for practice in early APPEs and performs at the level of an entry-level practitioner in later APPEs.	Demonstrates one performance deficit in early APPEs and near-readiness for practice in later APPEs.	Demonstrates multiple performance deficits in early APPEs and is clearly not ready for independent practice in later APPEs.	

I. LEARNING

1. Demonstrates learning. Develops, integrates, and applies knowledge and skills appropriately to situations encountered in the practice setting.	<input type="radio"/> Exceptional <input type="radio"/> Competent <input type="radio"/> Marginal <input type="radio"/> Deficient
<i>Examples of learning competence may include:</i> <ul style="list-style-type: none">• Verbally displaying relevant knowledge from the pharmaceutical, social/behavioral/administrative, and clinical sciences.• Retaining and applying relevant information from current and prior experiences.• Self-identifying learning needs and appropriately correcting or enhancing knowledge and skills.• Identifying and critically analyzing literature to support decision-making.• Describing how population-based care principles influence creation of practice guidelines and care of individual patients.• Demonstrating a sincere desire to improve competency.• Seeking alternative viewpoints and reasoning.	

Strengths and Achievements regarding this area: _____

Areas for Improvement regarding this area: _____

II. PATIENT CARE

2. Collects data. Accurately gathers and organizes all relevant subjective and objective information (e.g., comprehensive medication list, allergies, medical history, pertinent lab/physical assessment findings, and social determinants of health).	<input type="radio"/> Exceptional <input type="radio"/> Competent <input type="radio"/> Marginal <input type="radio"/> Deficient <input type="radio"/> Not applicable
<i>Examples of data collection competence may include:</i> <ul style="list-style-type: none">• Conducting patient/caregiver interviews using an organized structure and comprehensible wording.• Efficiently reviewing electronic chart/health records.• Gathering pertinent information from other health professionals.• Performing/reviewing physical assessment findings.	

3. Assesses data. Evaluates drug therapy regimen for appropriateness in achieving optimal patient outcomes (considering safety, efficacy, adherence). Appropriately prioritizes potential or current pharmacotherapy problems.	<input type="radio"/> Exceptional <input type="radio"/> Competent <input type="radio"/> Marginal <input type="radio"/> Deficient <input type="radio"/> Not applicable
<i>Examples of patient data assessment and prioritization competence may include:</i> <ul style="list-style-type: none">• Interpreting and verifying prescriptions for accuracy and appropriateness.• Performing comprehensive medication review.• Performing medication reconciliation.• Performing accurate pharmacy calculations.	

4. Development, implementation, and monitoring of patient care plan Develops or revises, implements, and evaluates a patient-centered care plan to optimize drug therapy and clinical outcome.	<input type="radio"/> Exceptional <input type="radio"/> Competent <input type="radio"/> Marginal <input type="radio"/> Deficient <input type="radio"/> Not applicable
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Examples of plan development and implementation competence may include:

- Using clinical guidelines, primary literature, and information from other care providers.
- Incorporating patient beliefs, preferences, and living environment constraints to represent the patient's best interests.
- Identifying, incorporating, and implementing health and wellness improvement strategies.
- Considering continuity of care across settings.
- Providing patient education and addressing patient questions and concerns about therapy.
- Monitoring patient response to therapy and success in achieving desired therapeutic goals.
- Appropriately documenting patient interventions and other patient care activities.
- Demonstrating accountability for patient outcomes.

Strengths and Achievements regarding this area: _____

Areas for Improvement regarding this area: _____

III. PROBLEM SOLVING

5. Demonstrating critical thinking and innovation during the problem-solving process. Critical thinking and innovation are intellectually disciplined processes of skillfully evaluating information and designing a solution that incorporates new ideas or methods, when appropriate.

- Exceptional
- Competent
- Marginal
- Deficient

Examples of problem-solving competency may include:

- Identifying and collecting relevant information.
- Analyzing, evaluating, interpreting, and prioritizing information using logical arguments and incorporating multiple perspectives.
- Synthesizing and implementing the most viable course of action/solution.
- Adapting when new or changing situations arise.

6. Performing management activities that prevent or address problems in a systematic manner. Effectively participates in practice/operations management activities using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.

- Exceptional
- Competent
- Marginal
- Deficient

Examples of management competency may include:

- Applying pharmacy law, ethics, and administrative policies and procedures appropriately.
- Participating in the oversight of preparation, dispensing, distribution, and administration of medications.
- Using technology to optimize efficiency and patient safety.
- Participating in the management of human resources, marketing, billing, quality assurance processes, or inventory control.
- Demonstrating leadership when needed.
- Appropriately prioritizing schedule and tasks.
- Effectively managing assigned projects.

Strengths and Achievements regarding this area: _____

Areas for Improvement regarding this area: _____

IV. COMMUNICATION

7. Effectively communicates information verbally, non-verbally, and in written form when interacting with an individual, group, or organization.

- Exceptional
- Competent
- Marginal
- Deficient

<p><i>Examples of verbal and written communication competence may include:</i></p> <ul style="list-style-type: none"> • Listening to others with attention. • Demonstrating interest, empathy, and respect during conversation • Communicating articulately, concisely, tactfully, and confidently. • Providing relevant information appropriately targeted to the audience. • Writing effective patient care notes and other documents at a level appropriate to the reader. • Creating documents that have a clear purpose, appropriate content, logical organization, correct mechanics, and appropriately cite and reference resources. 	
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8. Effectively interacts with other members of the health care team or organization.	<input type="radio"/> Exceptional <input type="radio"/> Competent <input type="radio"/> Marginal <input type="radio"/> Deficient
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<p><i>Examples of team competence may include:</i></p> <ul style="list-style-type: none"> • Working collaboratively with the interprofessional and pharmacy team. • Engaging in shared decision making, rather than just making a recommendation to the team. • Displaying a willingness to speak up, even against a perceived power gradient. • Identifying and helping to resolve areas of conflict between team members. • Assessing effectiveness of team performance. • Adapting one's role to make the team more effective. 	
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<p>Oral Seminar</p> <p>Did the student present an oral seminar during this learning experience? Yes No</p> <p>If yes, was the completeness of literature search, appropriateness of material for audience level, clarity of material, and ability to answer questions acceptable? Yes No</p> <p>Comment:</p> <p>If yes, was the general organization, verbal communication skills, handout, and visual aids acceptable? Yes No</p> <p>Comment:</p>

Strengths and Achievements regarding this area: _____

Areas for Improvement regarding this area: _____

V. PROFESSIONALISM

9. Self-Awareness Examines and reflects on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.	<input type="radio"/> Exceptional <input type="radio"/> Competent <input type="radio"/> Marginal <input type="radio"/> Deficient
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<p><i>Examples of self-awareness competence may include:</i></p> <ul style="list-style-type: none"> • Recognizing and accepting responsibility for own work, actions, and consequences. • Maintaining motivation, attention, and interest during learning and work-related activities. • Graciously receiving feedback and seeking to improve performance. • Displaying appropriate humility, confidence, initiative, persistence, and tolerance for ambiguity. 	
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10. Professional Behavior Exhibits appropriate behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.	<input type="radio"/> Exceptional <input type="radio"/> Competent <input type="radio"/> Marginal <input type="radio"/> Deficient
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Examples of professional behavior competence may include:

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

Strengths and Achievements regarding this area: _____

Areas for Improvement regarding this area: _____

Overall Performance Evaluation:

The final advanced practice experience grade will be determined by faculty in the School of Pharmacy based largely on your evaluation. Please provide an overall assessment of this student's performance during this rotation by selecting a button below:

- Performed significantly above the expectations of a student at this level. The top 20% of students you have ever precepted.
- Performed within and sometimes beyond the expectations of a student at this level.
- Performed within the expectations of a student at this level in most areas. Some areas are still in need of growth.
- Performed within the expectations of a student at this level in only some areas. Several areas are still in need of significant growth.
- Student has many areas needing development.

The information in the section below is NOT shared with the student.

Was this student properly prepared to be successful in this rotation? **Yes** **No**

If you answered "No" please explain why not and what the school or the student could do better:

At this time is this student ready for independent practice as an entry-level pharmacist? **Yes** **No**

If you answered "No" and the student is within 3 months of graduation, please explain why not and what the school or the student could do better:

Compared to other students you have precepted, how much time or effort did this student require of you?

Much less **Less** **About as much as** **More** **Much More**

Feel free to comment:

Compared to other students you have precepted, how much time or effort did this student put into this experience?

Much less **Less** **About as much as** **More** **Much More**

Feel free to comment: