

Core Institutional Experience

PCTH 7402

**Grading Criteria and Evaluation
Forms**

Core Institutional Experience - PCTH 7402 Terminal Behavioral Objectives

At the completion of this professional experience, the student should be able to:

1. Describe the general ownership and management structure of the institution and how the Department of Pharmacy Services fulfills the institution's mission.
2. Describe the role of departmental management in the fiscal policies of this institution.
3. Describe the purpose of the departmental Policy and Procedure Manual.
4. Describe the roles and functions of departmental supportive personnel.
5. Describe the organization structure and general policies of the pharmacy and how these factors are related to the responsibilities of the various types of personnel in the pharmacy.
6. Compare and contrast various medication management-use systems and their impact on efficacy and drug safety.
7. Evaluate appropriateness of medication orders by correlating the order to patient-specific data and drug information.
8. Describe the rationale and perform the functions related to the clinical activities done at the professional experience site, i.e., patient discharge counseling, therapeutic monitoring, medication reconciliation, kinetic calculations
9. Describe the procurement and inventory control systems and demonstrate the ability to properly use these systems.
10. Describe the applications of the applicable state and federal laws and regulations and departmental policies and procedures regarding the procurement, storage, security, control, handling and disposition of the various classes of medication.
11. Describe the methods and perform the functions involved in non-sterile bulk compounding, preparing non-parenteral sterile products, preparing IV admixtures and total parenteral nutritional solutions.
12. Prepare and communicate drug information to health care providers, colleagues, patients, and care givers.
13. Describe and perform pharmacy department quality assurance/ medication adverse event reporting/ quality improvement programs..

Instructions and Grading Guidelines for Core Institutional Experience STUDENT INSTRUCTIONS & ASSIGNMENTS

1. Self Assessment and Calendar – To be turned in by Friday of the first week.

- a. **Student Experience Self-Assessment-*Initial*** - Using your judgment, place an "X" in the appropriate rating column that best describes your ability to perform/describe the functions prior to the start of the experience. Review this chart with your preceptor to help tailor the activities of the experience to meet your needs. This form needs to be turned into Canvas by **Friday of the first week**.
- b. Plan to sit down with your preceptor within the first few days of the experience to discuss and plan the schedule and activities that will meet your goals for the experience. A **calendar with 3-4 personal learning goals** listed will be turned into Canvas by **Friday of the first week**. At least one those goals must pertain to pharmaceutical care.

2. Final Paperwork

At the end of the experience, students will turn in six documents to Canvas. They include:

- a) **Student Experience Self Assessment-*Final*** - Final assessment by student
- b) **Checklist of Student Experiences** - Completed by the preceptor and student during the experience
- c) **Student Grading Sheet** - Completed and signed by the preceptor and the student
- d) **Student Evaluation** - Written comments by the preceptor and signed by both the student and the preceptor
- e) **Final Grade Sheet signed by the preceptor**

3. Experience/Preceptor Evaluation

A **link** with your preceptor/site evaluation will be available to you at the conclusion of the experience. You will have 2 weeks to complete the evaluation. **Completion of the evaluation is mandatory** to receive credit for your experience. The evaluations are not seen by the preceptors until the end of the academic year and remain anonymous.

Original paperwork needs to be scanned into Canvas by the student. It must be turned in by **Friday, last day of the experience**.

**Core Institutional Experience - PCTH 7402
Student Experience Self Assessment- Initial**

Student Name: _____ Start Date: _____

Faculty Preceptor Name: _____ Site: _____

This form is to be completed by the student ***at the beginning*** of experience. Judge your ability to describe and/or perform the following functions and place a check in the appropriate rating column; then review your ratings with your faculty preceptor.

Rating Chart	None	Minimal	Moderate	Extensive
1. Types of ownership, management and organizational structure of institutions.				
2. Purpose of departmental Policy and Procedures Manual.				
3. Roles of supportive personnel.				
4. Departmental organization structure and responsibilities of pharmacy personnel.				
5. Drug distribution systems.				
6. Dispensing procedures and patient counseling.				
7. Procurement and inventory control systems.				
8. Pharmacy laws and regulations.				
9. Manufacturing and compounding (sterile, non-sterile).				
10. Pharmacy Therapeutics Committee and Hospital Formulary.				
11. Drug information system and communication of drug information.				
12. Identification and billing for pharmaceutical interventions or cognitive services in an outpatient setting				

Submit completed form through Canvas.

Core Institutional Experience
PCTH 7402
Student Calendar and Goals

Student name: _____

Faculty Preceptor: _____ Site: _____

Date Started: _____ Date Finished: _____

Week	Mon	Tue	Wed	Thu	Fri
1st					
2nd					
3rd					
4th					

Total Experiential Hours: _____

List 3-4 goals for this experience including one pertaining to pharmaceutical care:

- 1.
- 2.
- 3.
- 4.

Submit completed form through Canvas.

Core Institutional Experience

Final Paperwork

1. Student Experience Self Assessment- Final
2. Preceptor Checklist of Student Experiences
3. Medication Therapy Management Questionnaire
4. Student Grading Sheet
5. Student Evaluation
6. Final Grade

Core Institutional Experience - PCTH 7402
Student Experience Self Assessment – Final

Student Name: _____ Start Date: _____

Faculty Preceptor Name: _____ Site: _____

This form is to be completed by the student **at the end** of experience. Judge your ability to describe and/or perform the following experience functions and place a check in the appropriate rating column.

Rating Chart	None	Minimal	Moderate	Extensive
1. Types of ownership, management and organizational structure of institutions.				
2. Purpose of departmental Policy and Procedures Manual.				
3. Roles of supportive personnel.				
4. Departmental organization structure and responsibilities of pharmacy personnel.				
5. Drug distribution systems.				
6. Dispensing procedures and patient counseling.				
7. Procurement and inventory control systems.				
8. Pharmacy laws and regulations.				
9. Manufacturing and compounding (sterile, non-sterile).				
10. Pharmacy Therapeutics Committee and Hospital Formulary.				
11. Drug information system and communication of drug information.				
12. Identification and billing for pharmaceutical interventions or cognitive services in an outpatient setting				

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**Core Institutional Experience - PCTH 7402
Checklist of Student Experiences**

*Please check the appropriate space(s) for each function performed. **The student will complete the form daily.** If no experience has been gained in a particular area by the end of the experience, indicate "N/A".*

Student Name: _____ Start Date: _____

Faculty Preceptor Name: _____ Site: _____

DRUG DISTRIBUTION	<i>Place a check mark in all that apply</i>		
A. In-patient drug distribution (drug use control)	Discussed	Demonstrated	Performed
1. Type of medication order received			
a. Original or direct carbon-type copy			
b. transcription by nursing personnel			
c. bulk requisition			
2. Transmitting medication orders to pharmacy (e.g. couriers, pneumatic tube, telephone, fax)			
3. Drug distribution system	Discussed	Demonstrated	Performed
a. individual patient prescriptions			
b. unit dose system			
c. combination system			
4. Dispensing procedures	Discussed	Demonstrated	Performed
a. regular and emergency order procedures			
b. new orders and refills			
c. biotechnology drugs			
d. interpretation of order and product selection			
e. differences in control by category of drug			
Legend drugs			
Controlled drugs (DEA drugs)			
OTC drugs			
f. labeling (regular and auxiliary)			
g. pertinent record keeping and filing of prescriptions			
h. charging-crediting			
i. checking			
5. Inspection of medication on nursing units	Discussed	Demonstrated	Performed
a. regular stock			
b. emergency stock and kits			
c. controlled drugs-security			
d. frequency and methods of recording the inspection			
6. Automatic stop orders (organization, enforcement, drugs covered)			
7. After hours dispensing control	Discussed	Demonstrated	Performed
a. emergency kits			

b. on-call pharmacist			
c. drug cabinets – limited access			
8. Sample drug control methods			
B. Outpatient Dispensing	Discussed	Demonstrated	Performed
1. Availability of services (e.g. employees, general public)			
2. Prescription receiving procedures and limitations (i.e. written, telephones, house staff prescriptions only)			
3. Prescription order filling procedures	Discussed	Demonstrated	Performed
a. new orders and refills			
b. interpretations			
c. product selection			
d. proper labeling			
e. special handling for controlled substances			
f. checking			
g. fee determination			
h. counseling and OBRA '90 requirements			
i. documenting/billing for interventions			
C. Procurement and inventory control	Discussed	Demonstrated	Performed
1. Formulary vs. non-formulary drugs			
2. Biotechnology drugs			
3. Procedures on:	Discussed	Demonstrated	Performed
a. product specifications			
b. contracts and bidding			
c. pricing and discounts			
4. Source of supply	Discussed	Demonstrated	Performed
a. direct order			
b. wholesaler			
c. other practitioners			
5. Ordering procedures			
6. Receiving, checking, pricing			
7. Merchandise return policies and procedures			
8. Dated product procedures			
9. Recall procedures			
10. Inventory location and storage	Discussed	Demonstrated	Performed
a. systems of arrangement			
b. location of OTC products			
c. special storage areas			
D. Laws, regulations and procedures for special classes of drugs			
1. Controlled drugs (review of regulations)	Discussed	Demonstrated	Performed
a. ordering procedures			
b. storage and inventory requirements (nursing and pharmacy)			
c. disposition records (nursing and pharmacy)			
2. Investigational drugs (review of regulations)	Discussed	Demonstrated	Performed

a. control methods			
b. records required			
c. responsibility of pharmacy and principal investigator			
d. patient consent			
e. reordering			
3. Alcohol (review of regulations)	Discussed	Demonstrated	Performed
a. application of alcohol			
b. storage and control			
c. records and reports			
E. Manufacturing Activities			
1. General manufacturing	Discussed	Demonstrated	Performed
a. equipment			
b. personnel			
c. costs			
d. quality control procedures			
2. Parenterals and sterile products	Discussed	Demonstrated	Performed
a. I.V. admixtures			
b. pharmaceutical calculations			
c. equipment			
d. procedures			
e. personnel required			
f. allergic extracts			
g. radiopharmacy			
3. Prepackaging	Discussed	Demonstrated	Performed
a. solids (equipment, labeling, records, personnel)			
b. liquids (equipment, labeling, records, personnel)			
RELATED PROFESSIONAL ACTIVITIES	<i>Place a check mark in all that apply</i>		
A. Pharmacy and Therapeutics Committee	Discussed	Demonstrated	Performed
1. Rationale, organization, functions			
2. Role of the pharmacist			
3. Frequency of meetings			
B. Hospital formulary system	Discussed	Demonstrated	Performed
1. Rationale and operation			
2. Addition and deletion procedures			
C. Hospital formulary	Discussed	Demonstrated	Performed
1. Type used			
2. Function			
3. Distribution and Use			
D. Drug Information	Discussed	Demonstrated	Performed
1. Methods of communication used (e.g. bulletins, response to specific questions)			
2. Literature resources			
3. Utilization of references by pharmacy			
E. Poison control information	Discussed	Demonstrated	Performed

1. References and location			
2. Procedures for answering questions			
F. Interdepartmental relations	Discussed	Demonstrated	Performed
1. Nursing pharmacy committee or other types of liaison			
G. Professional education and activities	Discussed	Demonstrated	Performed
1. Continuing education activities			
2. Hospital policy and Pharmacy policy			
3. Professional organization activities			
4. Interprofessional educational activities (e.g. MD, RN, LPN, etc.)			
5. Adverse drug reaction monitoring and procedures			
6. ADR reporting forms (MedWatch)			
RELATED ADMINISTRATIVE ACTIVITIES	<i>Place a check mark in all that apply</i>		
	Discussed	Demonstrated	Performed
A. Hospital Organizational Structure			
B. Pharmacy Organizational Structure			
C. Departmental and hospital administration relations and communications	Discussed	Demonstrated	Performed
1. Formal reports to administrations (monthly, annual, etc.)			
2. Information and personal communications and politics			
D. General Policies and Procedures Manuals	Discussed	Demonstrated	Performed
1. Rationale			
2. Function and use			
E. Personnel of the department	Discussed	Demonstrated	Performed
1. Number			
2. Type (job descriptions, roles)			
F. Personnel relations and responsibility of the Director	Discussed	Demonstrated	Performed
1. Selection			
2. Evaluation			
3. Motivation and advancement			
4. Discipline and dismissal			
G. Business operations	Discussed	Demonstrated	Performed
1. Bookkeeping			
2. Records of administrative use			
3. Budget preparation			
a. biotechnology drugs			
4. Fee determination – income determination			
5. Workload measurement or productivity record			
H. Planning and goals for pharmacy	Discussed	Demonstrated	Performed
1. Short term and long term			
2. Facilities and equipment			
3. Professional service expansion and improvement			
I. Accreditation of Health-System (e.g. - JCAHO)	Discussed	Demonstrated	Performed

1. Purpose of this organization			
2. Standard for pharmaceutical services			
J. Quality Improvement Program	Discussed	Demonstrated	Performed
1. Process for monitoring and evaluation of the quality and appropriateness of care			
2. Drug utilization evaluations (DUEs)/Medication utilization evaluations (MUEs)			
3. Medication Reconciliation			
4. Formal reports and communication of findings			
K. Hazard Communication Standards (HCS)	Discussed	Demonstrated	Performed
1. Components of the standard			
2. Material Safety Data Sheets (MSDS)			
CLINICAL ACTIVITIES	<i>Place a check mark in all that apply</i>		
	Discussed	Demonstrated	Performed
A. Interaction with other health care professionals in patient care areas			
B. Nursing medication rounds and nursing conferences			
C. Attendance at medical rounds and nursing conferences			
D. Following the progress of selected patients regarding:	Discussed	Demonstrated	Performed
1. The disease process			
2. Drug therapy and rationale			
3. Results of therapy and drug-related problems of the patient			
4. Development of patient medication records and profiles			
5. Development of case presentations from case studies			
6. Provision of person-to-person drug information in the clinical setting (to patients, nurses, physicians)			
7. Detection of pharmacist and pharmacy-related situations and resolution			

STUDENT PROJECT

A. Describe the project:

a. Objective:

b. Methods:

c. Results/Outcomes:

d. Conclusions/ Recommendations:

Form reviewed by Faculty Preceptor : _____

Date: _____

Submit completed form through Canvas.

Core Institutional Experience - PCTH 7402 Competency Scales

On the **Institutional Experience Grading Sheet** please indicate the number that best reflects the student's performance in the following areas. *If an area does not apply or you have not observed enough behaviors to judge the student, mark NA to the right of the heading on the Grading Sheet.*

A. DISPENSING MEDICATIONS (INPATIENT)

1. Student is likely to dispense the wrong medication because adequate skills for checking that the correct medication is dispensed have not been developed by the student.
2. Student generally dispenses medications without identifying and/or verifying questionable orders (e.g., unusual dose, drug interaction, drug allergies, unclear or incomplete order, etc.) after reviewing with pharmacist faculty preceptor.
3. Student has developed an adequate system for ensuring that the correct medication is dispensed and produces labels which are correct and accurate and checks for allergies and expiration dates.
4. Student performs at level 3 and examines patient profile for drug interactions and contraindications.
5. Student performs at level 4, considers alternative therapy, makes recommendations to the physician and/or makes appropriate notations in the patient chart after reviewing with faculty preceptor.

B. DISPENSING MEDICATIONS (OUTPATIENT)

1. The student is likely to dispense the wrong drug because adequate skills for checking that the correct prescription is dispensed have not been developed by the student.
2. The student dispenses the correct medication but without adequate patient counseling.
3. The student has developed an adequate system for ensuring that the correct prescription is dispensed and produces labels which are accurate, checks for allergies and contraindications and provides information to patients on their prescriptions.
4. Student performs at level 3, determines the feasibility of generic substitution, makes recommendations to patient and makes appropriate notations on prescription.
5. The student performs at level 4 and seeks additional information from patient to ensure effective two-way communication has taken place to ensure the patient fully understands the information presented.

C. COMPOUNDING PRESCRIPTIONS (IV AND EXTEMPORANEOUS)

1. Student does not understand which ingredients to use for compounding order and uses wrong ingredients if unsure about them; cannot demonstrate and explain aseptic technique working in LAF Hood.
2. Student takes an unnecessary amount of time to prepare a product; can sometimes demonstrate and explain aseptic technique working in LAF Hood.
3. Student is unsure about compounding for some of the orders, but asks faculty preceptor for correct procedure; can demonstrate and explain aseptic technique in the LAF Hood and is aware of potential incompatibilities and interactions.
4. Student performs at level 4 and evaluates orders for potential incompatibilities and interactions.
5. Student performs at level 5 and can prioritize workload.

D. MONITORING DRUG THERAPY FOR THERAPEUTIC AND ADVERSE EFFECTS

1. Student is unable to identify endpoints of therapy and parameters for monitoring.
2. Student sometimes identifies desired endpoints; monitors with appropriate and inappropriate parameters for therapeutic and adverse effects.
3. Student identifies desired endpoints; monitors with appropriate parameters and usually states limitations/influences on these parameters.
4. Student identifies desired endpoints; monitors with appropriate parameters consistently states limitations/influences on these parameters.
5. Student performs at level 4 and consistently makes rational therapeutic recommendations based upon parameters.

E. COMMUNICATION (WITH PATIENTS)

1. Student indiscriminately discloses all the information he/she knows about the medication without being patient specific and/or uses inappropriate terminology or communication technique.
2. Student reads drug names and directions to patients and attempts to be patient specific.
3. Student provides patient specific information utilizing appropriate terminology for communication.
4. Student performs at level 3 and reviews information with patient to probe for questions or misunderstandings.
5. Student performs at level 4 and verifies patient understanding of information provided.

F. COMMUNICATION (WITH HEALTH CARE PROFESSIONALS)

1. Student is unable or unwilling to establish communication.
2. Student attempts to establish communication after prompting by faculty preceptor; may use inappropriate terminology.
3. Student independently establishes communication utilizing appropriate terminology and communication techniques.
4. Student performs at level 3 and is occasionally sought out by other health care professionals.
5. Student performs at level 4 and is frequently sought out by other health care professionals.

G. DOCUMENTATION (CONTROLLED SUBSTANCES)

1. The student does not understand the legal requirements and considerations for handling and documentation of controlled substances.
2. The student displays some understanding of the legal requirements for handling and documentation of controlled substances.
3. The student performs at level 2 and seeks out additional information on the handling and documentation of controlled substances.
4. The student performs at level 3 and has some understanding how to utilize available documentation to monitor for diversion.
5. The student performs at level 4 and is aware of the limitations of documentation for monitoring controlled substance use.

H. DOCUMENTATION (ORDERS, INTERVENTIONS, CONSULTATIONS, ETC.)

1. Student consistently fails to document changes in patient care.
2. Student often omits important information.
3. Student understands the importance of documentation and attempts to document after consulting with faculty preceptor.
4. Student consistently and accurately documents with minimal supervision.
5. Student performs at level 4 and can verbalize how such documentation contributes to patient care.

I. COMPUTER USE (APPLICATION OF INFORMATION)

1. Student does not understand how to utilize information generated by the computer system.

2. Student attempts to utilize information generated by computer.
3. Student utilizes information provided by computer and seeks clarification when necessary.
4. Student performs at level 3 with minimal supervision.
5. Student performs at level 4 and can verbalize how such information contributes to patient care.

J. DRUG INFORMATION (REFERENCE UTILIZATION)

1. When asked a question, the student cannot identify a reference most likely to provide an answer.
2. When asked a question, the student identifies the reference(s) most likely to provide an answer.
3. When asked a question, the student identifies the reference(s) most likely to provide an answer and states why one reference is preferred over another.
4. Student performs at level 3 and occasionally pulls references from current journal articles (primary references).
5. Student performs at level 4 and always pulls references from current journal articles (primary references).

K. DRUG INFORMATION (CONSULTATIONS)

1. When asked a question, the student cannot find an appropriate answer or reference in a timely manner.
2. When asked a question, the student finds an appropriate answer or appropriate referral with extensive supervision.
3. When asked a question, the student finds an appropriate answer or an appropriate referral in a timely manner with minimal supervision.
4. Performs at level 3 and provides written supporting documentation.
5. The student performs at level 4 and develops an alternative recommendation when appropriate.

L. PROFESSIONAL CHARACTERISTICS (SELF-INITIATED STYLE)

1. Student speaks and acts only upon request and does not actively participate in directed activities.
2. Student does not initiate activity, but will perform as directed by instructor or faculty preceptor.

3. The student will usually initiate professional activity independently.
4. The student performs at level 3 and usually utilizes slack time to solicit questions, research, etc.
5. Student consistently initiates professional activities and interactions with pharmacy staff and other professionals; utilizes slack time to solicit questions, research, etc. without prompting.

M. PROFESSIONAL CHARACTERISTICS (Reliability in Patient Care Area)

1. Student misses numerous days without notification of instructor.
2. Student is often late and occasionally misses a day without acceptable excuse.
3. Student attends all days; is infrequently late.
4. Student is punctual and shows responsibility in dealing with exceptional circumstances (e.g. unavoidable absences) in advance.
5. The student performs at level 4 and spends as much time as needed in patient care area in order to fulfill all pharmacy service responsibilities.

N. PROFESSIONAL CHARACTERISTICS (INDEPENDENCE)

1. Student cannot or refuses to perform professional services after they have been demonstrated.
2. Student requires moderate supervision to perform professional services after they have been demonstrated.
3. Student requires minimal supervision in performing professional services after they have been demonstrated.
4. Student performs at level 3 and asks pertinent questions to clarify professional functions.
5. Student performs at level 4 independently and seeks ways to improve professional services.

O. PROFESSIONAL CHARACTERISTICS (VERIFICATION OF EXTERNSHIP ACTIVITIES)

1. The student does not verify activities with pharmacist prior to initiation.
2. The student seldom verifies activities with pharmacist prior to initiation.
3. The student verifies activities with pharmacist prior to initiation.
4. The student performs at level 3 and verbalizes an understanding of goals regarding activities prior to initiation.

5. The student performs at level 4 and sets additional goals to achieve an optimal learning experience.

P. STUDENT PROJECT (CONTENT)

1. The student's project is disorganized, inaccurate and/or lacks several essential elements.

2. The student's project is accurate with most essential elements, but is disorganized and/or missing pertinent detail.

3. The student's project is organized, accurate and contains all essential elements.

4. The student performs at level 3 and provides data with precise information.

5. The student performs at level 4 and his/her project can be utilized by institution to improve services.

Q. STUDENT PROJECT (PRESENTATION)

1. The student's communication skills need significant improvement.

2. The student's communication skills are awkward and interfere with understanding and/or did not make good use of audio/visual aids.

3. The student's communication skills were acceptable and made good use of audio/visual aids.

4. The student performs at level 3, presentation and audio/visual aids were excellent.

5. The student performs at level 4 and actively seeks audience participation throughout presentation.

**Core Institutional Experience - PCTH 7402
Student Grading Sheet**

Student Name: _____ Start Date: _____

Faculty Preceptor Name: _____ Site: _____

	2 nd Week score	4 th Week score
A. Dispensing Medications (Inpatient)		
B. Dispensing Medications (Outpatient)		
C. Compounding Prescriptions (IV Extemporaneous)		
D. Monitoring Drug Therapy for Therapeutic and Adverse Effects		
E. Communication (with Patients)		
F. Communication (with Health Care Professionals)		
G. Documentation (Controlled Substances)		
H. Documentation (Orders, Interventions, Consultations, etc.)		
I. Computer Use (Application of Information)		
J. Drug Information (Reference Utilization)		
K. Drug Information (Consultations)		
L. Professional Characteristics (Self-Initiated Style)		
M. Professional Characteristics (Reliability in Patient Care Area)		
N. Professional Characteristics (Independence)		
O. Professional Characteristics (Verification of Externship Activities)		
P. Student Project (Content)		
Q. Student Project (Presentation)		

Faculty Preceptor & Date: _____

Student & Date: _____

Submit completed form through Canvas.

**Core Institutional Experience - PCTH 7402
Student EVALUATION (Faculty Preceptor Comments)**

Student Name: _____ Start Date: _____

Faculty Preceptor Name: _____ Site: _____

Please comment below on the student's particular strengths, and areas in which the student needs improvement.

Second Week (midpoint) Evaluation

Student's strengths: _____

Areas for improvement: _____

Preceptor signature: _____ Student signature: _____

Fourth Week (final) Evaluation:

Student's strengths: _____

Areas for improvement: _____

Preceptor signature: _____ Student signature: _____

Submit completed form through Canvas.

Core Institutional Experience
PCTH 7401
FINAL GRADE SHEET

Student Name: _____ Preceptor Name: _____

Site: _____ Dates: _____

I hereby certify that _____ (name of student) has successfully completed 160 hours of Institutional professional experience under my supervision.

Credit / No Credit (circle one)

Preceptor Signature & Date:

Submit completed form through Canvas.