

The Ohio State University

Student: Aaron Bridges

Preceptor: Ronni Ehlers

Site: Charitable Pharmacy of Central Ohio - Livingston

Date: July 2021 (07/01/21 - 07/31/21)

Type: APPE Ambulatory (Ambulatory)

Final Completed: 08/04/21 08:36 AM

APPE Final Evaluation 2021-2022

General overview

Thank you for serving as an APPE preceptor for The Ohio State University College of Pharmacy. We appreciate your willingness to contribute to our students' professional growth.

Please use the following scale to assess your student's performance during the final week of the rotation. Two scales are shown below.

For the Communication and Professionalism sections, please evaluate your student(s) based on the scale of Unsatisfactory Performance, Needs Improvement, Progressing Satisfactorily, and Independent. More detailed descriptions are in the second row of the table below.

For the remaining sections, the scale is based on your assessment/trust of the student's ability to complete basic and complex tasks as an APPE student progressing to become a competent entry-level pharmacist. Use the third row in the table below to find more descriptions of this scale.

How to apply scoring

Level 1	Level 2	Level 3	Level 4
<i>Unsatisfactory Performance:</i> Student does not meet requirements. Student is unable to complete basic/routine tasks despite guidance and prompting.	<i>Needs Improvement:</i> Student meets some minimum requirements. Student frequently requires guidance and/or prompting to complete basic or routine tasks.	<i>Progressing Satisfactorily:</i> Student is making progress towards meeting requirements. Student requires some guidance and/or prompting to complete basic and complex tasks.	<i>Independent:</i> Student meets requirements. Student independently completes basic tasks and requires minimal or no prompting to complete complex tasks.
<i>Low Trust:</i> Student required complete guidance or was unprepared; preceptor had to do most of the tasks. "Preceptor did it."	<i>Minimal/Moderate Trust:</i> Student was able to perform some tasks but required repeated directions. "Preceptor talked student through it."	<i>High Trust:</i> Student demonstrated some independence; only required intermittent prompting. "Preceptor directed student from time to time."	<i>Complete Trust:</i> Student functioned fairly independently, only needed assistance with nuances or complex situations. "Preceptor was available just in case."

Grade Distribution
A ≥ 3.0
B ≥ 2.7
C ≥ 2.5
E < 2.5

**If you feel the student exceeds expectations through consistently taking initiative to complete all tasks and going beyond what is required, consider awarding the student Honors Level Performance in addition to an "A" grade at the end of this evaluation.*

Please note you may not submit the assessment until all required questions are completed. You may leave the assessment and return to it at a later time, but you must save your progress before exiting. When continuing the assessment, select the same evaluation link and press the Submit button to submit the assessment to the Experiential Education office.

To view the calculated score for your student, click the "Save Changes" button at the end of the evaluation before submission.

Professionalism

In the section comments, please provide specific examples if the student receives a 1 or 2 on any of the questions.

		Unsatisfactory Performance (Level 1)	Needs Improvement (Level 2)	Progressing Satisfactorily (Level 3)	Independent (Level 4)
		Student does not meet requirements. Student is unable to complete basic/routine tasks despite guidance and prompting.	Student meets some minimum requirements. Student frequently requires guidance and/or prompting to complete basic or routine tasks.	Student is making progress towards meeting requirements. Student requires some guidance and/or prompting to complete basic and complex tasks.	Student meets requirements. Student independently completes basic tasks and requires minimal or no prompting to complete complex tasks.
Participates in the process of self-assessment and displays an interest in lifelong learning and continuous professional development	Final Required				Independent (Level 4)
Maintains a professional manner in both appearance and behavior at all times	Final Required				Independent (Level 4)
Demonstrates courtesy, respect, cultural sensitivity and tolerance towards others and exhibits self control in all interactions	Final Required				Independent (Level 4)
Maintains confidentiality	Final Required				Independent (Level 4)
Arrives on time and prepared for all rotation activities	Final Required				Independent (Level 4)
	Final Required				Independent

Demonstrates appropriate time-management skills and the ability to prioritize					(Level 4)
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Demonstrates initiative and responsibility for providing patient care and completing assignments	Final Required				Independent (Level 4)
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Demonstrates an ability to receive, process and respond appropriately to constructive feedback	Final Required				Independent (Level 4)
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Professionalism Comments :

Aaron was very engaged in the care of our patients and showed interest in learning the workflow and process that is unique to a charitable pharmacy. He demonstrated professional curiosity and asked great questions.



Communication

In the section comments, please provide specific examples if the student receives a 1 or 2 on any of the questions.

		Unsatisfactory Performance (Level 1)	Needs Improvement (Level 2)	Progressing Satisfactorily (Level 3)	Independent (Level 4)
		Student does not meet requirements. Student is unable to complete basic/routine tasks despite guidance and prompting.	Student meets some minimum requirements. Student frequently requires guidance and/or prompting to complete basic or routine tasks.	Student is making progress towards meeting requirements. Student requires some guidance and/or prompting to complete basic and complex tasks.	Student meets requirements. Student independently completes basic tasks and requires minimal or no prompting to complete complex tasks.
Demonstrates active listening skills and empathy	Final Required				Independent (Level 4)

Effectively communicates both verbally and in writing, and establishes effective relationships with health care professionals	Final Required				Independent (Level 4)
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Appropriately demonstrates a willingness to form an opinion, express observations	Final Required				Independent (Level 4)
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and/or ask questions; Demonstrates assertiveness and confidence when making recommendations					
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Responds to questions in a clear and concise manner with supporting evidence/rationale via written or verbal communication as appropriate to the situation	Final Required				Independent (Level 4)
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		Unsatisfactory Performance (Level 1)	Needs Improvement (Level 2)	Progressing Satisfactorily (Level 3)	Independent (Level 4)	N/A
		Student does not meet requirements. Student is unable to complete basic/routine tasks despite guidance and prompting.	Student meets some minimum requirements. Student frequently requires guidance and/or prompting to complete basic or routine tasks.	Student is making progress towards meeting requirements. Student requires some guidance and/or prompting to complete basic and complex tasks.	Student meets requirements. Student independently completes basic tasks and requires minimal or no prompting to complete complex tasks.	N/A
Effectively communicates both verbally and/or in writing with patients.	Final Required				Independent (Level 4)	

Section Weight: 0.00%

Communication comments (please provide specific examples for scores of 1 or 2):

Question Comments :

Aaron grew in all domains of communication over this rotation - written and verbal with patients, pharmacy staff and the patient's medical care team.

Interprofessional Interactions

During this rotation, the student interacted with the following healthcare professionals (check all that apply):

Required



Physicians

- Dentists
- Veterinarians
- Optometrists
- Nurses (CNP/RN/LPN)**
- Physician Assistants
- Occupational Therapists
- Respiratory Therapists
- Physical Therapists
- Medical Dietitians
- Social Workers**
- None
- Other (please list in comment box)

Question Comments :

Please describe any significant interprofessional interactions that occurred with the student this month:

Question Comments :

Aaron collaborated with a social worker on site for patient resources and the helped with the qualification and medication preparation of new patients. Aaron also called many prescribers offices to clarifying prescriptions, request therapeutic interchanges and to make recommendations for therapy changes for mutual patients.

Drug and Disease State Knowledge

In the section comments, please provide specific examples for scores of 1 or 2.

		Low Trust (Level 1)	Minimal/Moderate Trust (Level 2)	High Trust (Level 3)	Complete Trust (Level 4)	N/A
		Student required complete guidance or was unprepared; preceptor had to do most of the tasks. "Preceptor did it."	Student was able to perform some tasks but required repeated directions. "Preceptor talked student through it."	Student demonstrated some independence; only required intermittent prompting. "Preceptor directed student from time to time."	Student functioned fairly independently, only needed assistance with nuances or complex situations. "Preceptor was available just in case."	N/A
Demonstrates knowledge of disease	Final Required				Complete Trust (Level 4)	

states appropriate for this setting						
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Describes the expected mechanism of action, therapeutic response, adverse effects, and monitoring parameters for a given drug or combination of drugs	Final Required				Complete Trust (Level 4)	
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Applies physical assessment skills as appropriate to assist in evaluating a patient and his/her medication therapy	Final Required				Complete Trust (Level 4)	
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Demonstrates knowledge of evidence based medicine and clinical practice guidelines	Final Required				Complete Trust (Level 4)	
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Drug and Disease State Knowledge Comments :

Aaron has a great foundation of knowledge for this early in his APPE career.

Use & Interpretation of Drug Information

In the section comments, please provide specific examples for scores of 1 or 2.

		Low Trust (Level 1)	Minimal/Moderate Trust (Level 2)	High Trust (Level 3)	Complete Trust (Level 4)	N/A
		Student required complete guidance or was unprepared; preceptor had to do most of the tasks. "Preceptor did it."	Student was able to perform some tasks but required repeated directions. "Preceptor talked student through it."	Student demonstrated some independence; only required intermittent prompting. "Preceptor directed student from time to time."	Student functioned fairly independently, only needed assistance with nuances or complex situations. "Preceptor was available just in case."	N/A
Identifies and thoroughly evaluates current literature and effectively applies this information to patient care	Final Required				Complete Trust (Level 4)	

Given a drug, health or operational information question, formulates a timely	Final Required				Complete Trust (Level 4)	
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efficient, thorough and effective answer using appropriate sources of information						
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Provides and appropriately documents references and resources	Final Required				Complete Trust (Level 4)	
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Use & Interpretation of Drug Information Comments :

Aaron completed a fabulous drug information question. His written response required very limited edits/questions and he independently applied his responses to the patient population at the Charitable Pharmacy.

Pharmacists' Patient Care Process - Collect and Assess

		Low Trust (Level 1)	Minimal/Moderate Trust (Level 2)	High Trust (Level 3)	Complete Trust (Level 4)	N/A
		Student required complete guidance or was unprepared; preceptor had to do most of the tasks. "Preceptor did it."	Student was able to perform some tasks but required repeated directions. "Preceptor talked student through it."	Student demonstrated some independence; only required intermittent prompting. "Preceptor directed student from time to time."	Student functioned fairly independently, only needed assistance with nuances or complex situations. "Preceptor was available just in case."	N/A
Utilizes a systematic problem-solving approach to patient care	Final Required				Complete Trust (Level 4)	

Obtains and interprets information from the medical chart, computer system or patient to assess therapy	Final Required				Complete Trust (Level 4)	
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Consistently and accurately identifies and prioritizes all medication-related problems	Final Required				Complete Trust (Level 4)	
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Assesses each medication for appropriateness, effectiveness, safety, and patient adherence	Final Required				Complete Trust (Level 4)	
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Assesses the health and functional	Final Required				Complete	
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status, risk factors, health data, cultural factors, health literacy, access to medications, and need for preventative care					Trust (Level 4)	
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Pharmacists' Patient Care Process - Collect and Assess Comments :

Aaron impressed me right off the start with the information he was able to illicit from patients and how clearly he was able to document this information. The "plan" portion of his SOAP notes had clear and specific things for the next patient care pharmacist/resident/APPE to follow up on at the next visit.

Pharmacists' Patient Care Process - Plan Development

		Low Trust (Level 1)	Minimal/Moderate Trust (Level 2)	High Trust (Level 3)	Complete Trust (Level 4)	N/A
		Student required complete guidance or was unprepared; preceptor had to do most of the tasks. "Preceptor did it."	Student was able to perform some tasks but required repeated directions. "Preceptor talked student through it."	Student demonstrated some independence; only required intermittent prompting. "Preceptor directed student from time to time."	Student functioned fairly independently, only needed assistance with nuances or complex situations. "Preceptor was available just in case."	N/A
Designs and evaluates regimens for optimal outcomes, incorporating pharmacokinetic, formulation data, and routes of administration into decision	Final Required			High Trust (Level 3)		

Adjusts regimens based upon patient physiologic parameters and response to therapy, formulary and socio-economic status	Final Required			High Trust (Level 3)		
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Collaborates with other healthcare professionals and engages patients and/or caregivers in plan development	Final Required			High Trust (Level 3)		
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Pharmacists' Patient Care Process - Plan Development Comments :

Pharmacists' Patient Care Process - Implement and Follow-up

In the section comments, please provide specific examples for scores of 1 or 2.

		Low Trust (Level 1)	Minimal/Moderate Trust (Level 2)	High Trust (Level 3)	Complete Trust (Level 4)	N/A
		Student required complete guidance or was unprepared; preceptor had to do most of the tasks. "Preceptor did it."	Student was able to perform some tasks but required repeated directions. "Preceptor talked student through it."	Student demonstrated some independence; only required intermittent prompting. "Preceptor directed student from time to time."	Student functioned fairly independently, only needed assistance with nuances or complex situations. "Preceptor was available just in case."	N/A
Creates and implements a monitoring plan to assess the outcomes of drug therapy for a patient	Final Required				Complete Trust (Level 4)	

Prospectively measures, records, and tracks a patient's therapeutic response and toxicity to drug therapy	Final Required			High Trust (Level 3)		
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Identifies, assesses, and appropriately reports drug related problems, adverse events, and toxicities	Final Required			High Trust (Level 3)		
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Assesses patient adherence to medications and risk factors for non-adherence	Final Required				Complete Trust (Level 4)	
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Assures proper follow-up and transition of care throughout the healthcare system	Final Required				Complete Trust (Level 4)	
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Pharmacists' Patient Care Process - Implement and Follow-up Comments :

While completing 5 medication therapy management encounters this month, Aaron was able to successfully close the loop on many of the drug related problems he identified.

Medication Distribution & Dispensing

In the section comments, please provide specific examples for scores of 1 or 2.

		Low Trust (Level 1)	Minimal/Moderate Trust (Level 2)	High Trust (Level 3)	Complete Trust (Level 4)	N/A
		Student required complete guidance or was unprepared; preceptor had to do most of the tasks. "Preceptor did it."	Student was able to perform some tasks but required repeated directions. "Preceptor talked student through it."	Student demonstrated some independence; only required intermittent prompting. "Preceptor directed student from time to time."	Student functioned fairly independently, only needed assistance with nuances or complex situations. "Preceptor was available just in case."	N/A
Demonstrates proficiency in accurately processing new and refill prescriptions/medication orders in accordance with regulatory requirements	Final Required					N/A

Develops a systematic approach for final verification to ensure the five principles of drug delivery: right drug, right patient, right dose, right time, right route	Final Required					N/A
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Medication Distribution & Dispensing Comments :

Practice Management and Administrative Skills

		Low Trust (Level 1)	Minimal/Moderate Trust (Level 2)	High Trust (Level 3)	Complete Trust (Level 4)	N/A
		Student required complete guidance or was unprepared; preceptor had to do most of the tasks. "Preceptor did it."	Student was able to perform some tasks but required repeated directions. "Preceptor talked student through it."	Student demonstrated some independence; only required intermittent prompting. "Preceptor directed student from time to time."	Student functioned fairly independently, only needed assistance with nuances or complex situations. "Preceptor was available just in case."	N/A
Discusses use of management principles	Final Required					N/A

(e.g. planning, organizing, directing and controlling) for simple/individual tasks and complex activities						
Discusses and/or participates in resource management related to time, people, finances and technology/informatics	Final Required					N/A
Assists in the identification of underlying system-associated causes of errors and/or medication safety issues to improve the drug use process	Final Required					N/A
Identifies methods to enhance pharmacy services	Final Required					N/A
Demonstrates an understanding of leadership needs and opportunities in pharmacy practice	Final Required					N/A

Practice Management and Administrative Skills Comments :

Yes

The preceptor and student reviewed the student's Professional Portfolio during the rotation. Your answer does not impact the calculated grade for the student.

Presentations, Journal Clubs, Projects, Research, etc. (Optional: You may list activities the student completed during the rotation here. Evaluation forms and rubrics are available in the Preceptor Manual and the student has access to these forms on Carmen):

Question Comments :

5 Medication Therapy Management Encounters, 2 patient presentations, 1 drug information question

Areas of Strength:

Question Comments : *Comment Required

Drug and disease state knowledge, collection and application of drug information

Areas in Need of Improvement for Subsequent Rotations:

Question Comments : *Comment Required

Aaron grew tremendously in his communication over this rotation. I would love to see him continue to grow in his confidence when interacting with members of the care team in future rotations.

Are there any clinical topic areas in which the student was more proficient than expected (diabetes, COPD, infectious diseases, etc.)?

Question Comments :

Diabetes and application of Charitable Pharmacy specifics related to diabetes management

Are there any clinical topic areas in which the student was more deficient than expected (diabetes, COPD, infectious diseases, etc.)?

Question Comments :

Mental health - specifically schizophrenia and bipolar disorder

Overall Comments

Question Comments :

Aaron was a pleasure to have this month. He was always engaged and ready to work hard to care for our patients.

Section Weight: 0.00%

169

Total Hours Completed:

Select the hours completed from the drop-down menu. If you have additional comments about hours completed, please use the comment box below. The total hours completed must match the hours recorded on the Academic Experience Affidavit.

Question Comments :

Honors Level Performance

If you feel this student has consistently demonstrated progress exceeding expectations of an APPE student, you may write a nomination for Honors Level Performance. This honor is reserved for students who consistently show exceptional clinical skills, judgment and professional socialization. The student's passion and dedication to the future of the profession of pharmacy should carry through to every aspect of their interactions with patients and other professionals. In

your opinion, this student is a true "thought leader" and will contribute greatly to the profession. Nominated students will receive special recognition on their transcripts.

If you feel this student is deserving of such an honor, please write a brief description, including specific examples, about the student's performance in the comment box below. This must be submitted by April 30th for an April rotation in order for it to be processed in time for graduation.

Question Comments :

Section Weight: 0.00%

Optional Grade Comments

A

To view the student's calculated grade, click "Save Changes."

If you feel the student's calculated grade below is not a good reflection of performance, select the letter grade that you want the experiential team to consider for this rotation. If possible, please also add brief comments explaining why you chose a different grade.

If you agree with the calculated grade, skip this question and click "Submit Score."

Question Comments :

Evaluation Score Summary

Title:	Score	Weight	Adj. Score	
Primary Evaluation	3.84	100.00%	3.84	<i>Finalized</i>
			3.84 (A)	

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