

The Ohio State University

Student: Aaron Bridges

Preceptor: Peg Baylin

Site: OSU Wexner Medical Center

Date: September 2021 (09/01/21 - 09/30/21)

Type: APPE Hospital/Health System

Final Completed: 09/30/21 10:33 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			Progressing Satisfactorily (Level 3)	
	Final Required			Progressing	

Demonstrates appropriate time-management skills and the ability to prioritize				Satisfactorily (Level 3)	
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Demonstrates initiative and responsibility for providing patient care and completing assignments	Final Required			Progressing Satisfactorily (Level 3)	
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Demonstrates an ability to receive, process and respond appropriately to constructive feedback	Final Required			Progressing Satisfactorily (Level 3)	
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Professionalism Comments :

Aaron displays a desire to learn and is appropriately professional. He had a large census of stroke patients for the entire month and needs to continue to improve his time management skills. He was not always able to review all patients prior to the start of rounds with the medical service. After rounds he required some direction on items that needed follow up and how to prioritize those tasks.

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			Progressing Satisfactorily (Level 3)	
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	Final				
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Appropriately demonstrates a willingness to form an opinion, express observations and/or ask questions; Demonstrates assertiveness and confidence when making recommendations	Required			Progressing Satisfactorily (Level 3)	
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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			Progressing Satisfactorily (Level 3)	
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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					N/A

Section Weight: 0.00%

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

Question Comments :

Aaron is very thoughtful in formulating his response to questions. This delayed response can be construed as a lack of confidence. He may benefit from a "think out loud" approach to his reasoning as it appears that he is nervous to give an incorrect response. He also needs to understand that its okay to use resources and that he doesn't have to rely only on recall. Aaron's ability to communicate his recommendations to the clinical staff did improve over the course of the rotation. He effectively communicated both verbally while on rounds as well as via the EMR chat function.

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 rounded daily with the Stroke team which consists of physicians, residents, nurse practitioners and medical students. He also made a presentation to the stroke team on an updated antiplatelet/anticoagulation guideline.

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	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	N/A

		did it."			just in case."	
Demonstrates knowledge of disease states appropriate for this setting	Final Required			High Trust (Level 3)		

Describes the expected mechanism of action, therapeutic response, adverse effects, and monitoring parameters for a given drug or combination of drugs	Final Required			High Trust (Level 3)		
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Applies physical assessment skills as appropriate to assist in evaluating a patient and his/her medication therapy	Final Required					N/A
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Demonstrates knowledge of evidence based medicine and clinical practice guidelines	Final Required			High Trust (Level 3)		
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Drug and Disease State Knowledge Comments :

Aaron's knowledge of stroke and its etiologies and treatment was appropriate for a P4 student with his limited inpatient experience. Initially he required some repetition in regard to TOAST criteria and stroke core measures, but showed progress in these areas. He was able to apply evidence based guidelines for treatment of blood pressure, UTIs and DVT prophylaxis.

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	Final Required			High Trust		

current literature and effectively applies this information to patient care				(Level 3)		
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Given a drug, health or operational information question, formulates a timely efficient, thorough and effective answer using appropriate sources of information	Final Required			High Trust (Level 3)		
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Provides and appropriately documents references and resources	Final Required					N/A
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Use & Interpretation of Drug Information Comments :

The members of the stroke team acknowledge that Aaron was initially reserved and quiet during rounds but that he clearly became more comfortable and confident as the rotation progressed. Aaron would have benefitted from having his preceptor with him on rounds for a few more days in the beginning of the month, but scheduling prevented that option.

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			High Trust (Level 3)		

Obtains and interprets information from the medical chart, computer system or patient to assess therapy	Final Required			High Trust (Level 3)		
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Consistently and accurately identifies and prioritizes all medication-related	Final Required			High Trust (Level 3)		
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problems						
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Assesses each medication for appropriateness, effectiveness, safety, and patient adherence	Final Required			High Trust (Level 3)		
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Assesses the health and functional status, risk factors, health data, cultural factors, health literacy, access to medications, and need for preventative care	Final Required					N/A
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Pharmacists' Patient Care Process - Collect and Assess Comments :

Aaron's ability to analyze a patient's medical information has improved over the course of the rotation. He is beginning to see the entire clinical picture of stroke patients from secondary prevention strategies to social issues/barriers faced by the patients. He required some prompting regarding active patient issues from one day to the next while also reviewing new patients on the census.

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					N/A

Adjusts regimens based upon patient physiologic parameters and response to therapy, formulary and socio-economic status	Final Required					N/A
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Collaborates with other healthcare professionals and engages patients	Final Required					N/A
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and/or caregivers in plan development						
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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					N/A
Prospectively measures, records, and tracks a patient's therapeutic response and toxicity to drug therapy	Final Required			High Trust (Level 3)		
Identifies, assesses, and appropriately reports drug related problems, adverse events, and toxicities	Final Required					N/A
Assesses patient adherence to medications and risk factors for non-adherence	Final Required					N/A
Assures proper follow-up and transition of care throughout the healthcare system	Final Required			High Trust (Level 3)		

Pharmacists' Patient Care Process - Implement and Follow-up Comments :

Aaron was responsible for following microbiology cultures, blood pressure management and glucose control, among other things for the stroke patients. I encouraged him to utilize handoff notes to himself and others in the EMR to help him to track active issues on patients which he was able to do most of the time. He identified infectious disease as an area in which he wanted to improve and he very effectively utilized his resources in this area in particular.

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

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	Student was able to perform some	Student demonstrated	Student functioned	N/A

		complete guidance or was unprepared; preceptor had to do most of the tasks. "Preceptor did it."	tasks but required repeated directions. "Preceptor talked student through it."	some independence; only required intermittent prompting. "Preceptor directed student from time to time."	fairly independently, only needed assistance with nuances or complex situations. "Preceptor was available just in case."	
Discusses use of management principles (e.g. planning, organizing, directing and controlling) for simple/individual tasks and complex activities	Final Required					N/A
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 :

Aaron presented an updated guideline from the ACC on the appropriate use of antiplatelet medications in the setting of anticoagulation. The audience consisted of stroke physicians, residents, nurse practitioners and medical students.

Areas of Strength:**Question Comments : *Comment Required**

Aaron is inquisitive and this is a great way to learn. He showed great adaptability during this rotation as is was a last minute change and his preceptor's schedule was unpredictable. He was required to work independently sooner than would have been ideal, but he adjusted well and without complaint. He has definitely gained confidence in his ability to communicate with the medical staff.

Areas in Need of Improvement for Subsequent Rotations:**Question Comments : *Comment Required**

Aaron should continue to improve his time management and prioritization skills. His clinical knowledge will continue to advance as he spends more time in the inpatient setting. Also, his communication skills will continue to advance as his next rotation is also in the hospital setting.

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

Section Weight: 0.00%

Total Hours Completed:

166

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	3.19	100.00%	3.19	<i>Finalized</i>
			3.19 (A)	

[Back to Top](#)