The Ohio State University

Student: Aaron Bridges
Preceptor: Tyler Dickerson
Site: OSU James Cancer Hospital

Date: October 2021 (10/01/21 - 10/31/21)
Type: APPE Inpatient General Medicine (Oncology)
Final Completed: 11/02/21 07:54 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
Unsatisfactory Performance: Student does not meet requirements. Student is unable to complete basic/routine tasks despite guidance and prompting.	*Needs Improvement:* Student meets some minimum requirements. Student frequently requires guidance and/or prompting to complete basic or routine tasks.	*Progressing Satisfactorily:* Student is making progress towards meeting requirements. Student requires some guidance and/or prompting to complete basic and complex tasks.	*Independent:* Student meets requirements. Student independently completes basic tasks and requires minimal or no prompting to complete complex tasks.
Low Trust: Student required complete guidance or was unprepared; preceptor had to do most of the tasks. "Preceptor did it."	*Minimal/Moderate Trust:* Student was able to perform some tasks but required repeated directions. "Preceptor talked student through it."	*High Trust:* Student demonstrated some independence; only required intermittent prompting. "Preceptor directed student from time to time."	*Complete Trust:* 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**

					(Level 4)
Demonstrates appropriate time-management skills and the ability to prioritize					(Level 4)

Demonstrates initiative and responsibility for providing patient care and completing assignments	Final Required				Independent (Level 4)

Demonstrates an ability to receive, process and respond appropriately to constructive feedback	Final Required				Independent (Level 4)

Professionalism Comments :

Aaron was very professional throughout the month. He was proactive with identifying rotation activities (journal club, monograph etc). He showed up as early or in some cases earlier than I recommended for patient care. He was polite and friendly with our team members and preceptors.

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)	

Appropriately demonstrates a willingness	Final Required			Progressing	

		Unsatisfactory Performance (Level 1)	Needs Improvement (Level 2)	Progressing Satisfactorily (Level 3)	Independent (Level 4)	N/A
to form an opinion, express observations and/or ask questions; Demonstrates assertiveness and confidence when making recommendations				**Satisfactorily (Level 3)**		

		Unsatisfactory Performance (Level 1)	Needs Improvement (Level 2)	Progressing Satisfactorily (Level 3)	Independent (Level 4)	N/A
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)**		

		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			**Progressing Satisfactorily (Level 3)**		

Section Weight: 0.00%

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

Question Comments :

Aaron does a nice job of explaining his thought process in a rational way when there is ample time (such has in discussion patients with a preceptor in the afternoon). I encourage him to work on practicing adaptation of his communication style to other situations (during rounds, pre-rounds, etc) when there isn't always time to work through details in a methodical way.

Interprofessional Interactions

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

- [x] **Physicians**
- [ ] Dentists
- [ ] Veterinarians
- [ ] Optometrists
- [x] **Nurses (CNP/RN/LPN)**
- [ ] Physician Assistants
- [ ] Occupational Therapists
- [ ] Respiratory Therapists
- [ ] Physical Therapists
- [ ] Medical Dietitians
- [x] **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 :

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 states appropriate for this setting	**Final** **Required**			**High Trust (Level 3)**		

		Low Trust (Level 1)	Minimal/Moderate Trust (Level 2)	High Trust (Level 3)	Complete Trust (Level 4)	N/A
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)**	
Applies physical assessment skills as appropriate to assist in evaluating a patient and his/her medication therapy	**Final** Required					**N/A**
Demonstrates knowledge of evidence based medicine and clinical practice guidelines	**Final** Required			**High Trust (Level 3)**		

Drug and Disease State Knowledge Comments :

Aaron has a generally strong background in drug knowledge and general principles. While some principles of general internal medicine are difficult to apply in an inpatient oncology setting, Aaron was effective in applying his drug knowledge and asking insightful questions when patient care didn't align with what he would have expected.

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	**Final** Required			**High Trust (Level 3)**		

		Low Trust (Level 1)	Minimal/Moderate Trust (Level 2)	High Trust (Level 3)	Complete Trust (Level 4)	N/A
information question, formulates a timely efficient, thorough and effective answer using appropriate sources of information						

					Complete Trust (Level 4)	
Provides and appropriately documents references and resources	**Final** Required				**Complete Trust (Level 4)**	

Use & Interpretation of Drug Information Comments :

Aaron's ability to think critically about about patient care (as opposed to only "checking the boxes" of usual pharmacist interventions) was probably his greatest strength. He often raised questions I would consider to represent the bigger picture, such as "what is the goal of..." or "what is the long-term plan". Paired with continually improving his patient workup process, these are excellent tools for a valued pharmacist.

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)**		

Consistently and accurately identifies and prioritizes all medication-related problems	**Final** Required			**High Trust (Level 3)**		

Assesses each medication for appropriateness, effectiveness, safety, and patient adherence	**Final** Required				**Complete Trust (Level 4)**	

Assesses the health and functional status, risk factors, health data, cultural factors, health literacy, access to medications, and need for preventative care	**Final** Required				**Complete Trust (Level 4)**	

Pharmacists' Patient Care Process - Collect and Assess Comments :

Patient information collection/organization is Aaron's largest area for growth. During our rotation, Aaron made major improvements to his process, and was able to expand his patient load from 2-3 patients during week 1, to the full service of patients (who often have complicated care issues). Different pharmacy settings will allow for different levels of detail in chart review, so I encourage Aaron to continue to build on the skills from this month, and work on prioritizing the most urgent areas.

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				**Complete Trust (Level 4)**	
Adjusts regimens based upon patient physiologic parameters and response to therapy, formulary and socio-economic status	**Final** Required				**Complete Trust (Level 4)**	
Collaborates with other healthcare professionals and engages patients and/or caregivers in plan development	**Final** Required			**High Trust (Level 3)**		

Pharmacists' Patient Care Process - Plan Development Comments :

I was impressed with Aaron's critical thinking skills when discussion a pharmacokinetically adjusted medications, or renal/hepatic dosing, even for more complicated situations.

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

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

Aaron follows up on patient care very well, taking an interest in the results of the previous days interventions. I think this enthusiasm for the results of patient care will serve him well in his future career. He should continue to build on this and refine his recognition of patient care issues.

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 complete guidance or was unprepared; 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.	Student functioned fairly independently, only needed assistance with nuances	N/A

		had to do most of the tasks. "Preceptor did it."		"Preceptor directed student from time to time."	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 :

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

Yes

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 :

Completed a journal club, new drug monograph, and drug information question during this rotation.
Aaron did a nice job of reviewing a primary article, the related literature/guidelines, and developing an

opinion of the journal club article. He clearly had a thoughtful interpretation of the data and was able to articulate it well. We discussed some tips for keeping an audience engaged during a similar presentation (preparation of how to phrase key points, making transitions quickly, etc.). Other preceptors and myself felt that he did good work on this.

Areas of Strength:

Question Comments : *Comment Required

Aaron's greatest strength is his critical thinking skills, and ability to take the broader patient context into consideration when making recommendations (Rather than giving only cursory recommendations from Lexicomp, etc.) These skills will be very helpful to him as a pharmacist in any setting, taking care of real and complex patients.

Areas in Need of Improvement for Subsequent Rotations:

Question Comments : *Comment Required

Aaron's biggest area of growth in future rotations will be working efficiently and communicating with others in the healthcare space that often requires concise discussions with other team members who may be in a hurry. Preparation of specific recommendaitons/alternatives will be helpful with this.

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

Question Comments :

Aaron had a better than expected knowledge of infectious disease management, renal dose adjustments, and common drugs/side effects in the management of HTN/diabetes.

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

Question Comments :

I did not feel that Aaron's clinical knowledge was deficient in any area compared to expectations for a student at his stage.

Overall Comments

Question Comments :

Overall, Aaron was great to have on rotation. His enthusiasm and interest for patients' clinical courses was refreshing and it was rewarding to see him improve his skills in the hospital/oncology setting throughout the month.

Section Weight: 0.00%

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 :

Aaron kindly kept a record and calculated his hours, which were well above the minimum requirement for an APPE rotation.

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 :

I agree with a grade of A. Aaron did everything asked of him and made the recommended adjustments to his process and improvements throughout the month.

Evaluation Score Summary				
Title:	**Score**	**Weight**	**Adj. Score**	
Primary Evaluation	3.60	100.00%	3.60	*Finalized*
			3.60 (A)	