

The Ohio State University

Student: Aaron Bridges
Preceptor: Megan Bond
Site: OSU Wexner Medical Center

Date: November 2021 (11/01/21 - 11/30/21)
Type: APPE Inpatient General Medicine (Internal Medicine)
Final Completed: 11/30/21 02:43 PM

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			Progressing Satisfactorily (Level 3)	
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			Progressing Satisfactorily (Level 3)	
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Professionalism Comments :

Aaron always conducted himself professionally; I knew if I assigned him a task it would be done to the best of his abilities. He clearly demonstrated responsibility to his patients, prioritizing their care and the interventions he was recommending. I would encourage Aaron to build upon his self-reflection skills, identifying things he wants to build upon before doing feedback sessions with the preceptor will serve him well. This will allow him to self-identify things to work on and give the preceptor the opportunity to build upon the self-identified opportunities for growth.

Communication

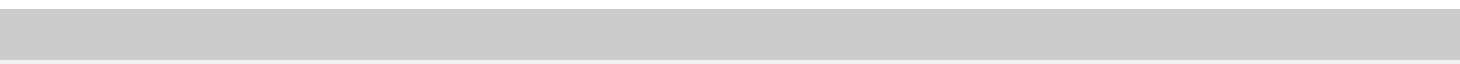
In the section comments, please provide specific examples if the student receives a 1 or 2 on any of the questions.

		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)

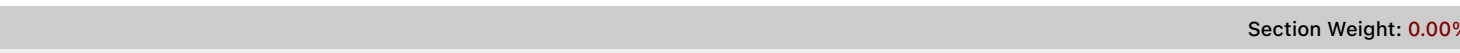
Effectively communicates both verbally and in writing, and establishes effective relationships with health care professionals	Final Required			Progressing Satisfactorily (Level 3)	
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Appropriately demonstrates a willingness to form an opinion, express observations and/or ask questions; Demonstrates assertiveness and confidence when making recommendations	Final 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				Independent (Level 4)	



Section Weight: 0.00%

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

Question Comments :

Aaron identified wanting to practice making interventions to the team and I appreciate that he prioritized that. He was eager to speak up on rounds to make recommendations. One thing we discussed during the month and he will benefit by continuing to work on it is, verbalizing the reason for the recommendation. He reliably identified issues that needed addressed and said what those were, but I sometimes had to chime in with the reasoning in order to get it implemented. Practicing ahead of time how he's planning to say it and/or asking the preceptor how he/she would phrase it will be helpful in accomplishing this. Aaron completed at least 2 to 3 medication reconciliations most days of the week. I observed the first several medication reconciliations that he completed and gave him feedback that he did a good job with them, but should work on asking more questions. For example, if the patient

reported taking something unusual as needed, how do they decide if they need it or if they take a medication once a week to make sure to inquire about which day of the week. Aaron implemented this feedback well and I quickly had a high level of trust in what he found and reported back to me. He was able to comment on patients compliance as well, which was helpful when making clinical decisions. After obtaining an accurate medication list, Aaron would review the medications we had ordered or may have omitted for accuracy and needed adjustments. I was impressed during the last days of the rotation that he had already done that before meeting with me to review the med rec.

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 :

Aaron interacted with patients and their family members regularly when completing medication reconciliations.

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

Question Comments :

Aaron made independent recommendations on rounds and when things needed adjusted later in the day based on either changes in patient status, culture results, or discoveries when doing med rec, he would physically go to the team room to make those recommendations. I appreciated his enthusiasm and willing to help.

Drug and Disease State Knowledge

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

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		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		Minimal/Moderate Trust (Level 2)			

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		Minimal/Moderate Trust (Level 2)			
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Drug and Disease State Knowledge Comments :

Aaron demonstrates high trust when questioned about mechanism of actions, adverse effects, and what we should monitor for medications. From an evidence based medicine/CPG and knowledge of disease states, I consider him to be 'moderate'. We see a very wide variety of disease states that can make it challenging to have a firm understanding of what they are and how to best treat them. I was very pleased with Aaron's willingness to look into things further when he did have questions.

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		Minimal/Moderate Trust (Level 2)			

Given a drug, health or operational information question, formulates a timely efficient, thorough and effective answer using appropriate sources of information	Final Required		Minimal/Moderate Trust (Level 2)			
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Provides and appropriately documents references and resources	Final Required			High Trust (Level 3)		
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Use & Interpretation of Drug Information Comments :

Aaron was given things to look into each week and to report his findings back to me. He always answered the question well/accurately, but in the future, I'd like to see him focus on thinking beyond just the question that was asked. It will serve him well if he pursues a residency to think through what the preceptor will ask next or what the next level question is, both for his own learning and to facilitate discussion with the preceptor.

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		Minimal/Moderate Trust (Level 2)			
Assesses each medication for appropriateness, effectiveness, safety, and patient adherence	Final Required		Minimal/Moderate Trust (Level 2)			
Assesses the health and functional status, risk factors, health data, cultural factors, health literacy, access to medications, and need for preventative care	Final Required		Minimal/Moderate Trust (Level 2)			

Pharmacists' Patient Care Process - Collect and Assess Comments :

Aaron was able to efficiently prepare for rounds in the mornings, which was especially good since the census is 16 patients and I was often asking him to meet with me at 8 or 8:15 since on most days we started rounding at 8:30. During the beginning of the month there was more reporting of the team plan happening than an independent evaluation of the appropriateness of the plan. This is very common though and something we discussed early on and that he worked to correct during the month. By the end of the month he was able to independently identify many of the interventions that needed to be made.

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
	Final			High Trust		

Designs and evaluates regimens for optimal outcomes, incorporating pharmacokinetic, formulation data, and routes of administration into decision	Required			(Level 3)		
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Adjusts regimens based upon patient physiologic parameters and response to therapy, formulary and socio-economic status	Final Required		Minimal/Moderate Trust (Level 2)			
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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 :

Aaron was enthusiastic about gaining experience in monitoring aminoglycoside and vancomycin dosing regimens this month. He had well thought out plans related to the vancomycin and tobramycin. As Aaron gains more experience, he'll be able to intervene more based on patients health literacy, access to medications, etc. This is something that is very challenging to achieve until more time as a practicing pharmacist/student occurs.

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		Minimal/Moderate Trust (Level 2)			

Prospectively measures, records, and tracks a patient's therapeutic response and toxicity to drug therapy	Final Required		Minimal/Moderate Trust (Level 2)			
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Identifies, assesses, and appropriately reports drug related problems, adverse events, and toxicities	Final Required		Minimal/Moderate Trust (Level 2)			
Assesses patient adherence to medications and risk factors for non-adherence	Final Required			High Trust (Level 3)		
Assures proper follow-up and transition of care throughout the healthcare system	Final Required		Minimal/Moderate Trust (Level 2)			

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

As previously discussed

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,	Final Required					N/A
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right dose, right time, right route

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 (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 completed an interesting Journal Club on apixaban use for bioprosthetic valve replacements. I thought it was well designed and thorough. He seemed to have anticipated some of the questions he would get as well. As he gets more experience with presenting I think the pauses he takes to get comfortable with what he's going to say will become less and less.

Areas of Strength:

Question Comments : *Comment Required

Aaron is very pleasant to work with and committed to patient care and his own learning. I was very appreciative of his willingness to be self-directed; he worked on med recs without being asked on the preceptors days off and never hesitated to ask questions or advocate for more time with the preceptor.

Areas in Need of Improvement for Subsequent Rotations:

Question Comments : *Comment Required

The area I would most like to see Aaron work on is formulating how he wants to go about stating his recommendations - what he plans to use to back up his recommendations.

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 :

This was a very hectic month due to the Thanksgiving holiday, several days off by the preceptor, and the preceptor having 3-4 services to cover multiple times as well. Aaron always tackled this with a positive attitude and was very flexible. I enjoyed having him on rotation this month and I wish him well in the future!

Section Weight: 0.00%

160

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

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	2.89	100.00%	2.89	<i>Finalized</i>
			2.89 (B)	

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