

Suggested Task List for PhPr 803E – Adult Acute Care Pharmacy Practice

Student Name: _____ Preceptor Name: _____

The student should complete a baseline (i.e., Begin), written self-assessment of their ability to complete each objective on the first day of the rotation. The student should subsequently perform mid-rotation (i.e., Mid) and end-rotation (i.e., End) self-assessments. The preceptor will perform a written and verbal review the student's progress at the middle and end of the six-week rotation period. *At the completion of this rotation, it is expected that the student will be proficient in **all** knowledge, comprehension, and organization items, as well **some** of the higher level skills (e.g., analysis, synthesis).*

Rate each objective on the 1 (little to no idea how to answer or perform objective) to 5 (very confident in ability to answer or perform objective) scale.

Goal 1	To develop the skills necessary to actively participate on a patient care team.	
	-ACCP competencies addressed: C, 1, b, I (communication competence); C, 1, d, I (contextual competence); C, 1, f (social interaction); C, 2, d (communicate/teach/educate/collaborate) -COP competencies addressed: 1.2 (communication); 4.1 (making/defend decisions)	
Begin	1 2 3 4 5	Objective 1.1 (Organization-mission): Summarize the primary responsibilities of a pharmacist on a patient care team.
Mid	1 2 3 4 5	
End	1 2 3 4 5	
Begin	1 2 3 4 5	Objective 1.1.1 (Organization-communication skills): Generate a plan for maximizing the chances of your recommendations being implemented by the patient care team
Mid	1 2 3 4 5	
End	1 2 3 4 5	
Begin	1 2 3 4 5	Objective 1.1.2 (Organization-communication skills): Explain the best approach to dealing with a health professional who is angry with your suggestion regarding a patient's medication therapy
Mid	1 2 3 4 5	
End	1 2 3 4 5	
Goal 2	To prioritize the provision of pharmaceutical care when given limited time and multiple patients	
	-ACCP competencies addressed: C, 1, a, i and iii (scientific comprehension and critical thinking); C, 1, d, i (contextual competence); C, 2, a (solve problems/make decisions); C, 2, b (manage); C, 2, c (learn) -COP competencies addressed: 1.0 (patient care); 2.1 and 2.3 (review/assess/prioritize problems and document information); 4.1 and 4.2 (make/defend decisions and retrieve/evaluate/manage information)	
Begin	1 2 3 4 5	Objective 2.1 (Synthesis-prioritization): Devise a plan for deciding who will initially receive pharmaceutical care if given limited time and multiple patients.
Mid	1 2 3 4 5	
End	1 2 3 4 5	
Begin	1 2 3 4 5	Objective 2.1.1 (Knowledge-monitoring): List five medications that may require blood concentration monitoring to assess efficacy or toxicity
Mid	1 2 3 4 5	
End	1 2 3 4 5	
Begin	1 2 3 4 5	Objective 2.1.2 (Knowledge-interactions): Identify three references available in most health care settings that would be useful for identifying potential medications interactions
Mid	1 2 3 4 5	
End	1 2 3 4 5	
Begin	1 2 3 4 5	Objective 2.1.3 (Knowledge-interactions): Identify three references available in most health care settings that would be useful for establishing medication dosing guidelines and possible adverse events associated with medications
Mid	1 2 3 4 5	
End	1 2 3 4 5	
Begin	1 2 3 4 5	Objective 2.1.4 (Application-dosing): Develop a method for deciding which patients should have calculated creatinine clearance determinations.
Mid	1 2 3 4 5	
End	1 2 3 4 5	

Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 2.2 (Organization-stress management): Devise a way to prevent or control stress that may occur as a result of rotation hours, or from interactions with patients or health professionals
3 To develop a healthy skepticism of opinions of health professionals. -ACCP competencies addressed: C, 1, a, i and ii (scientific comprehension and critical thinking); C, 1, d, I (contextual competence); C, 2, a (solve problems/make decisions) -COP competencies addressed: 4.1 and 4.2 (make/defend decisions and retrieve/evaluate/manage information)		
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 3.3 (Comprehension-extrapolation): Explain why comments regarding medications based upon personal experience of a health professional must be considered cautiously
4 To understand the general types of medication-related problems -ACCP competencies addressed: C, 1, a, i, ii, and iii (scientific comprehension and mathematical competence and critical thinking); C, 2, a (solve problems/make decisions) -COP competencies addressed: 1.0 (patient care); 2.1 and 2.3 (review/assess/prioritize problems and document information); 4.1 and 4.2 (make/defend decisions and retrieve/evaluate/manage information)		
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.1 (Synthesis-medication problems): Construct a figure or algorithm for identifying and solving medication-related problems.
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.1.1 (Application-medications): Use specific examples to describe the general types of medication-related problems
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.1.2 (Synthesis-medication administration): Summarize the dosing and monitoring of a medication when the reasons for starting the medication are unknown
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.1.3 (Synthesis-pharmacokinetics): Design a plan for evaluating and making changes in medication regimens based medication concentrations on admission
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.1.4 (Synthesis-medication administration): Generate a plan for administering medications when the GI tract is not functioning
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.1.5 (Comprehension-anticoagulation): Explain the monitoring of coumadin and heparins (high and low molecular weight) for assessing efficacy and toxicity
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.1.6 (Comprehension-diabetes): Explain the monitoring of insulin and oral hypoglycemics for assessing efficacy and toxicity.
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.1.7 (Synthesis-stress ulcer prophylaxis): Create a cost-effective regimen for instituting, monitoring, and discontinuing stress ulcer prophylaxis
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.2 (Synthesis-antibiotic therapy): Design a plan for initiating, monitoring, and discontinuing antibiotic therapy in the non-neutropenic febrile patient.
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.2.1 (Synthesis-antibiotics): Construct a plan for deciding when anaerobic coverage is necessary in the non-neutropenic patient

Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.2.2 (Synthesis-antibiotics): Create a scheme which describes when and which antibiotic(s) are necessary for empiric therapy in a febrile patient
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.2.3 (Synthesis-antibiotics): Formulate a scheme for adjusting an antibiotic regimen based on susceptibility data
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.2.4 (Synthesis-antibiotics): Design a plan for deciding when to discontinue antibiotic therapy
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.2.5 (Synthesis-prophylactic antibiotics): Formulate a scheme for deciding when antibiotics should be given beyond 24 hours postoperatively
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.2.6 (Synthesis-aminoglycoside): Design a plan for initiating, monitoring/adjusting, and discontinuing an aminoglycoside antimicrobial
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.2.7 (Knowledge-antibiotics): Name two antibiotics that have excellent anaerobic activity (includes coverage against <i>Bacteroides fragilis</i>).
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.2.8 (Knowledge-antibiotics): Name one antibiotic that has good gram positive cocci, gram-negative rod, and anaerobic activity
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.2.9 (Knowledge-antibiotics): Name one inexpensive antibiotic with good to excellent activity against <i>Staphylococcus aureus</i> , <i>Streptococcus sp.</i> , <i>E. Coli</i> , and <i>Klebsiella pneumoniae</i>
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.2.10 (Comprehension-gram stain/culture): Explain the typical findings of a positive (consistent with infection) versus a negative gram stain and culture.
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.2.11 (Comprehension-antibiotics): Explain how <i>in vitro</i> and <i>in vivo</i> antibiotic activity may differ
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.2.12 (Comprehension-cultures): Explain why anaerobic antibiotic coverage should not be discontinued based solely on negative cultures.
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.3 (Synthesis-nutrition): Design a plan for choosing appropriate candidates, as well as initiating, monitoring, and stopping parenteral nutrition.
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.3.1 (Synthesis-parenteral nutrition): Summarize the characteristics of patients who are appropriate candidates for the initiation of parenteral nutrition.
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.3.2 (Synthesis-parenteral nutrition): Design a plan for initiating patients on parenteral nutrition
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.3.3 (Synthesis-nutrition): Design a plan for monitoring patients receiving parenteral nutrition

Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.3.4 (Synthesis-nutrition): Design a plan for deciding when and how to discontinue parenteral nutrition
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.3.5 (Synthesis-fluid administration): Create a plan for deciding the type and rate of IV fluid that should be used in patients without oral intake
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.3.6 (Synthesis-acid/base): Summarize the essential features of acid-base analysis
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.3.7 (Knowledge-nutrition): Identify the primary reason for using parenteral nutrition instead of oral or enteral feedings.
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.3.8 (Comprehension-nutrition): Explain two situations in which the "normal" amounts of additives may need to be changed when initiating parenteral nutrition
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.3.9 (Comprehension-nutrition): Explain the usual caloric and protein requirements in a moderately-stressed, middle-aged postoperative patient with no renal or hepatic dysfunction
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.3.10 (Comprehension-nutrition): Explain the "refeeding syndrome" and list two electrolytes that are likely to be depleted in such a patient
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.4 (Synthesis-pain management): Design a regimen for initiating, monitoring, and discontinuing analgesic therapy in a patient with acute pain.
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.4.1 (Analysis-pain assessment): Compare methods for assessing pain intensity
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.4.2 (Analysis-pain assessment): Compare methods for assessing pain relief
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.4.3 (Analysis-pain medications): Compare the use of nonsteroidal anti-inflammatory medications and opioid analgesics for acute pain control
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.4.4 (Synthesis-pain medications): Formulate a dosing regimen for initiating and modifying opioid analgesic therapy in a patient with acute pain.
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.4.5 (Analysis-pain medications): Compare the most disconcerting adverse effects of opioid analgesics from the perspective of the patient and the health professional.
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.4.6 (Synthesis-pain medications): Compose a scheme for discontinuing opioid analgesic therapy when being used for acute pain control
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.4.7 (Synthesis-pain medications): Compose a figure or algorithm for converting a patient from IV to oral opioid therapy

Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 4.4.8 (Knowledge-pain medications): Cite the usual ratio when converting a person from IV to oral morphine
5 To understand the essential steps in providing pharmaceutical care -ACCP competencies addressed: C, 1, a, i (scientific comprehension); C, 1, d, (personal awareness/social responsibility); C, 1, e (self-learning abilities/habits); C, 2, a and c (solve problems/make decisions and learn) -COP competencies addressed: 1.0 (patient care); 4.0 (professionalism)		
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 5.1 (Comprehension-pharmaceutical care): Explain the essential steps needed to deliver pharmaceutical care to a patient.
6 To take personal accountability for the outcome of patients, particularly as such outcomes are the result of medication-related problems -ACCP competencies addressed: C, 1, c (values/ethical principles); C, 1, d, (personal awareness/social responsibility); C, 1, e (self-learning abilities/habits) -COP competencies addressed: 4.0 (professionalism)		
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 6.1 (Comprehension-patient outcomes): Discuss the importance of assuming personal accountability for patient outcomes.
7 Communicates Clearly Orally And In Writing -ACCP competencies addressed: C, 1, b (communication abilities) -COP competencies addressed: 1.2 (communication)		
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 7-1. Organizes oral communication appropriately
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 7-2. Communicates at the appropriate level for a given situation
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 7-3. Uses listening skills consistently in the performance of professional functions
8 Professionalism -ACCP competencies addressed: C, 1, c, d, e and f (values/ethical principles and personal awareness/social responsibility and self-learning abilities/habits and social interaction/citizenship); C, 2, c (learn) -COP competencies addressed: 4.0 (professionalism)		
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 8-1. Presents a professional appearance while in the practice area
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 8-2. Exhibits an appropriate, self-initiated style in patient care activities and professional interactions
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 8-3. Exhibits the ability to positively receive constructive criticism and implement change when necessary
Begin Mid End	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Objective 8-4. Exhibits reliability in assignments

Begin	1	2	3	4	5	Objective 8-5. Exhibits a positive attitude toward activities that are a part of the experience
Mid	1	2	3	4	5	
End	1	2	3	4	5	

Interim Evaluation Comments:

Student's Signature: _____ Date:

Preceptor's Signature: _____ Date:

7 Communicates Clearly Orally And In Writing		
-AACP competencies addressed: C, 1, b (communication abilities)		
-COP competencies addressed: 1.2 (communication)		
Begin	1 2 3 4 5	Objective 7-1. Organizes oral communication appropriately
Mid	1 2 3 4 5	
End	1 2 3 4 5	
Begin	1 2 3 4 5	Objective 7-2. Communicates at the appropriate level for a given situation
Mid	1 2 3 4 5	
End	1 2 3 4 5	
Begin	1 2 3 4 5	Objective 7-3. Uses listening skills consistently in the performance of professional functions
Mid	1 2 3 4 5	
End	1 2 3 4 5	
8 Professionalism		
-AACP competencies addressed: C, 1, c, d, e and f (values/ethical principles and personal awareness/social responsibility and self-learning abilities/habits and social interaction/citizenship); C, 2, c (learn)		
-COP competencies addressed: 4.0 (professionalism)		
Begin	1 2 3 4 5	Objective 8-1. Presents a professional appearance while in the practice area
Mid	1 2 3 4 5	
End	1 2 3 4 5	
Begin	1 2 3 4 5	Objective 8-2. Exhibits an appropriate, self-initiated style in patient care activities and professional interactions
Mid	1 2 3 4 5	
End	1 2 3 4 5	
Begin	1 2 3 4 5	Objective 8-3. Exhibits the ability to positively receive constructive criticism and implement change when necessary
Mid	1 2 3 4 5	
End	1 2 3 4 5	
Begin	1 2 3 4 5	Objective 8-4. Exhibits reliability in assignments
Mid	1 2 3 4 5	
End	1 2 3 4 5	
Begin	1 2 3 4 5	Objective 8-5. Exhibits a positive attitude toward activities that are a part of the experience
Mid	1 2 3 4 5	
End	1 2 3 4 5	

Final evaluation. Students, if you think you deserve a superior grade based on my handout and our discussion of grading at the beginning of the rotation, provide your justification here:

Final Evaluation Comments:

Student's Signature: _____ Date: _____

Preceptor's Signature: _____ Date: ____