

## Evaluation of Advanced Pharmacy Practice Experience (APPE):

Students will have the opportunity to **confidentially** evaluate the rotation and preceptor at the end of each month. These evaluations will be done electronically through CoursEval. It is important that we obtain feedback on the quality of the experience and preceptor. Grades will not be released until rotation evaluations are submitted. To maintain confidentiality, individual rotation evaluations will not be released to preceptors. An aggregate report for their rotation will be released once a year.

### Student Competency Check Sheet and Portfolio Review

Current standards of the Accreditation Council for Pharmacy Education (ACPE) require that graduates achieve competencies in the professional degree program (Standard 12) in the following areas:

- 1. Provide patient care in cooperation with patients, prescribers, and other members of an inter-professional health care team based upon sound therapeutic principles and evidence-based data, taking into account relevant legal, ethical, social, cultural, economic, and professional issues, emerging technologies, and evolving biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences that may impact therapeutic outcomes.**
- 2. Manage and use resources of the health care system, in cooperation with patients, prescribers, other health care providers, and administrative and supportive personnel, to promote health; to provide, assess, and coordinate safe, accurate, and time-sensitive medication distribution; and to improve therapeutic outcomes of medication use.**
- 3. Promote health improvement, wellness, and disease prevention in cooperation with patients, communities, at-risk populations, and other members of an inter-professional team of health care providers.**

More detail on these standards can be obtained at [www.acpe-accredit.org](http://www.acpe-accredit.org). The University of Kentucky College of Pharmacy utilizes a portfolio and competency check sheet process during the PY4 year to help assure that graduates have met the expectations in all areas. Information on this process is described below.

#### Portfolio Process

The process for student outcomes development includes a competency check sheet and a student portfolio.

- Competency check sheet

For each rotation, students will use a competency check sheet. The purpose of this form is to communicate to both PY4 students and preceptors the minimum competencies to be achieved and documented across all rotations during this year. Use of this form can assist students in developing skills and receiving feedback from preceptors. It is not expected that students will be able to demonstrate competence of all outcomes at all rotation sites. However, by the end of the ten-month clerkship period, students should have the opportunity to demonstrate the minimally expected performance of knowledge and skills in all areas. Therefore, this form is to be used by the student to help plan to achieve all competencies during the ten rotations. **You will need 10 copies of this form. They are available for download on the APPE website.**

- Student Portfolio

In addition to the competency check sheets (1 per rotation), the PY4 student will maintain a notebook of examples of work completed at a given rotation. Students should select examples that document achievement of the stated competencies. Examples that can be included in a portfolio are: patient care plans (maintaining patient confidentiality), patient presentations, in-service presentations or handouts, drug monographs, DUE/MUE's contributions, articles reviewed and presented, patient education material created by the student, and other projects deemed appropriate by student or preceptor. The student should use tabbed dividers to separate work completed during each clerkship rotation. Under each tab, the student should include a competency check sheet for each rotation.

### **Suggested Procedure for Rotation**

- Portfolio review

On the first day of each rotation, the student will provide his/her student portfolio to his/her preceptor. The student and preceptor should discuss the student strengths and weaknesses, as well as review the competency check sheet to develop a plan for achievement of specific competencies during the rotation. The portfolio should be returned to the student to maintain during that month.

- Student self-assessment

During the month, the student should use the competency check sheet to assess his/her own development toward achieving the intended competencies. The form should be completed by the beginning of the last week of the rotation.

### **Preceptor/student midpoint assessment**

Using the competency check sheet and portfolio, the student and preceptor are encouraged to conduct a midpoint assessment, formally or informally, to discuss student progress toward the stated goals. At this time, the student or preceptor should note the areas in which the student is deficient toward meeting the intended competencies. A plan should be made to assist the student to achieve these outcomes during the remaining portion of the rotation

- Preceptor assessment

The preceptor will again review the portfolio during the last week of the rotation. The student and preceptor should review together the competency check sheet and discuss areas where the student's skills have improved, as well as areas the student needs further skill development in subsequent clerkship rotations. Appropriate notation should be made on the competency check sheet as well as the supporting documents so that the next preceptor may easily assess the student's level of performance.

- Support for Students & Preceptors

For further assistance regarding the student portfolio process, students are encouraged to contact Dr. Ann Amerson or Dr. Anne Policastri.

### **Portfolio Assessment Monitoring**

- Mid-year evaluation

One time during the 4<sup>th</sup>, 5<sup>th</sup> or 6<sup>th</sup> month of rotations, each student will be required to meet with Dr. Ann Amerson. Students will review the student portfolio and discuss progress toward competency achievement. The student's future scheduled rotations will then be reviewed to be certain that the student will have the opportunity to achieve all student outcomes during the remaining assigned rotations. The student will receive a sheet documenting any areas of deficiency and the future rotations where these deficiencies should be satisfied (Midyear Evaluation). A second form will be provided for the student to document the achievement of the competencies (Follow-up to Midyear Evaluation).

- Student Preparation for the Midyear Evaluation

During the last year of the program, students are expected to continue to develop skills to become self-directed lifelong learners. In preparation for the Midyear Portfolio Review, the student should conduct a self-assessment of competencies achieved and competencies remaining to be satisfied. During the discussion with the portfolio reviewer, the student should be prepared to discuss how they have achieved the competencies listed and support this with documentation in their portfolio. The Student Guide for the Competency Check Sheet Summary will provide assistance in this process. A couple of examples are provided.

**Example:** Under the major heading of Provide Patient Care, one item under implementing the patient care plan relates to documenting interventions and outcomes. The student should have examples of chart notes (e.g. med history, patient counseling, pharmacokinetic recommendations, other monitoring), other forms to communicate recommendations, medication reconciliation forms, documentation of interventions in health system program, and ADR/ME reporting. Students do not necessarily need examples of every item listed but should have a variety of items to document their participation in patient care.

**Example:** Under the major heading of Provide Patient Care, one item relates to promote public awareness. The student should have some involvement in health promotion or disease screening activities for a group of patients. Health fairs, brown bags, immunization programs, MTM services, patient education (i.e. classes or med groups) are all examples where the student has an opportunity to have impact on the health of a group of patients.

- Final evaluation

Preceptors working with students during their 9<sup>th</sup> and 10<sup>th</sup> month should thoroughly review the portfolio and the Competency Check Sheet – Summary form to determine whether the student has achieved the student competencies. During this time, any areas of deficiency should be addressed, or if necessary, the course faculty should be consulted. At the end of the student's rotations, a copy of the Competency Check Sheet – Summary form, the Midyear Evaluation, and the Follow-up to the Midyear Evaluation should be sent to the Office of Experiential Education.