

# The University of Findlay College of Pharmacy

## P5 Experiential Competency Checklist (PHAR 591)

To the Preceptor:

For each item listed, please document whether the student has demonstrated competence and has fully completed (complete) or partially or not completed (Incomplete) each requirement online in **RxPreceptor**. The student must be personally observed completing the following tasks by either you or your designee to ensure that the student is competent in the following areas.

If you have any questions, please contact the Office of Experiential Education at The University of Findlay College of Pharmacy (Phone: 419.434.5462; e-mail: [fitzpatrick@findlay.edu](mailto:fitzpatrick@findlay.edu)).

### Third Professional Year (P5) PHAR 591 Competency Checklist

<input type="checkbox"/> Orientation - Preceptor and student discuss the following: <ul style="list-style-type: none"><li>○ Prior pharmacy experiences</li><li>○ Policies and procedures of the pharmacy / institution</li><li>○ Location of drug information resources</li><li>○ Telephone system</li><li>○ Computer system</li></ul>
<input type="checkbox"/> Medication Orders – <u>Institutional</u> (PHAR 350, 351, 362L): <ul style="list-style-type: none"><li>○ Student receives and appropriately interprets six (6) written medication orders</li><li>○ Student describes the process for prioritizing medication orders at site (ie. STAT, now, on call, routine, PRN orders)</li><li>○ Student identifies six (6) standard order sets at institution</li><li>○ Student describes the process for dispensing unit dose medications</li><li>○ Student describes the process for dispensing intravenous admixtures</li></ul>
<input type="checkbox"/> Compounding – <u>Institutional</u> (PHAR 362L) <ul style="list-style-type: none"><li>○ Student receives and interprets six (6) written intravenous admixture orders</li><li>○ Student describes the importance of USP 797 guidelines</li><li>○ Student demonstrates the appropriate method for cleaning the hood.</li><li>○ Student compounds six (6) intravenous admixtures using appropriate sterile technique</li><li>○ Student demonstrates appropriate disposal of all waste material</li></ul>
<input type="checkbox"/> Controlled Substances- <u>Institutional</u> <ul style="list-style-type: none"><li>○ Student accurately fills or describes the process of filling controlled substance floor stock.</li><li>○ Student describes the difference between the processes for drug ordering, check-in, returns, and credit/charging for control and non-controlled medication.</li></ul>
<input type="checkbox"/> Communication- <u>Institutional</u> (PHAR 350, 351, 362L): <ul style="list-style-type: none"><li>○ Student clarifies six (6) medication orders with a physician or nurse</li><li>○ Student takes six (6) calls from a physician or nurse regarding a question or clarification of a medication order</li><li>○ Student describes the process for medication reconciliation at site</li></ul>
<input type="checkbox"/> Patient Assessment – <u>Institutional</u> (PHAR 350, 351, 362L, 370): <ul style="list-style-type: none"><li>○ Student reviews six (6) patient charts and identifies the following items:<ul style="list-style-type: none"><li>▪ Patient Demographic Information, Medication Profile, Lab Results, Progress Notes</li></ul></li><li>○ Student calculates ideal body weight, body mass index and creatinine clearance for each patient</li></ul>

<ul style="list-style-type: none"> <li>□ Drug Information (PHAR 351): <ul style="list-style-type: none"> <li>○ Student identifies at least six (6) drug information sources available to the practice site</li> <li>○ Student identifies IV compatibility for at least six (6) combinations of intravenous admixtures</li> <li>○ Student completes one journal article discussion (e.g. <u>journal club</u>) with preceptor*</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>□ Pharmacokinetics (PHAR 362, 460, 463, 466, 476, 560, 566): <ul style="list-style-type: none"> <li>○ Student identifies the target drug concentrations for Narrow Therapeutic index drugs:* <ul style="list-style-type: none"> <li>▪ digoxin, lithium, phenytoin, theophylline, warfarin</li> </ul> </li> <li>○ Student determines the pharmacokinetic changes that occur in specific patients under the following conditions:* <ul style="list-style-type: none"> <li>▪ Half-life in a renal failure patient</li> <li>▪ Volume of distribution in a heart failure patient</li> <li>▪ Clearance in a geriatric patient</li> </ul> </li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>□ Pharmacotherapeutics (PHAR 460, 463, 466, 470, 473, 476) <ul style="list-style-type: none"> <li>○ <u>Student completes four (4) patient case write ups</u> (e.g. SOAP Note) for each of the following conditions*: <ul style="list-style-type: none"> <li>▪ Cardiovascular Disorders</li> <li>▪ Respiratory Disorders</li> <li>▪ Immunologic Disorders</li> <li>▪ Infectious Diseases</li> </ul> </li> <li>○ Student documents six (6) drug therapy interventions made by a pharmacist, including the rationale for the change*</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>□ Patient Safety (PHAR 350, 351, 362L, 460, 463, 466, 470, 473, 476) <ul style="list-style-type: none"> <li>○ Describe the medication related components of The Joint Commission's National Patient Safety Goals</li> <li>○ Identify policies at the site that comply with The Joint Commission's National Patient Safety Goals</li> <li>○ Student discusses the common reasons for medication errors, where the errors commonly occur, and systems in place to address or avoid errors.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>□ Service Learning <ul style="list-style-type: none"> <li>○ Student completes a minimum of four (4) hours of an academic service learning activity that promotes health and wellness, disease prevention, and/or the management of diseases and medication therapies to optimize outcomes</li> </ul> </li> </ul>

## The University of Findlay College of Pharmacy

### P5 Experiential Competency Checklist (PHAR 592)

To the Preceptor:

For each item listed, please document whether the student has demonstrated competence and has fully completed (complete) or partially or not completed (Incomplete) each requirement online in **RxPreceptor**. The student must be personally observed completing the following tasks by either you or your designee to ensure that the student is competent in the following areas.

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#### **Third Professional Year (P5) PHAR 592 Competency Checklist**

<input type="checkbox"/> Orientation - Preceptor and student discuss the following: <ul style="list-style-type: none"> <li>○ Prior pharmacy experiences</li> <li>○ Policies and procedures of the pharmacy / institution</li> <li>○ Location of drug information resources</li> <li>○ Telephone system</li> <li>○ Computer system</li> </ul>
<input type="checkbox"/> Medication Orders – <u>Institutional</u> (PHAR 350, 351, 362L): <ul style="list-style-type: none"> <li>○ Student receives and appropriately interprets six (6) written or electronic medication orders</li> <li>○ Student accurately calculates doses for any given drug</li> <li>○ Student accurately calculates infusion rate for intravenous admixtures</li> <li>○ Student identifies standard administration times at institution</li> </ul>
<input type="checkbox"/> Compounding/Dispensing – <u>Institutional</u> (PHAR 362L) <ul style="list-style-type: none"> <li>○ Student receives and interprets six (6) written intravenous admixture orders</li> <li>○ Student describes the importance of USP 797 guidelines</li> <li>○ Student compounds six (6) intravenous admixtures using appropriate sterile technique</li> <li>○ Student demonstrates appropriate disposal of all waste material</li> <li>○ Student describes process for order and preparation, and if possible, demonstrates compounding technique for TPN admixtures and chemotherapy products.</li> <li>○ Student checks an emergency cart or drug kit for contents and expiration dating</li> </ul>
<input type="checkbox"/> Communication- <u>Institutional</u> (PHAR 350, 351, 362L): <ul style="list-style-type: none"> <li>○ Student clarifies six (6) medication orders with a physician or nurse</li> <li>○ Student resolves two (2) medication related issues by phone or in person with a prescriber</li> <li>○ Student describes the process for medication reconciliation at site</li> <li>○ Student demonstrates professionalism when communicating with physicians, patients and colleagues</li> </ul>
<input type="checkbox"/> Drug Information (PHAR 351): <ul style="list-style-type: none"> <li>○ Student discusses the process for drug formulary review at site (ie. P &amp; T Committee)</li> <li>○ Student cites the spectrum and common indications for commonly used antibiotics</li> <li>○ Student identifies and answers one drug-related question as given by a pharmacist, patient or healthcare professional. Answer should be a minimum of a <u>two-page referenced answer</u>*</li> </ul>

<ul style="list-style-type: none"> <li>□ Pharmacokinetics (PHAR 362, 460, 463, 466, 476, 560, 566): <ul style="list-style-type: none"> <li>○ Student calculates or determines the dose for three (3) of the following drugs for a specific patient and provides a description of the calculation and/or rationale for dose recommendation:* <ul style="list-style-type: none"> <li>▪ Warfarin, Phenytoin, Gentamicin, Tobramycin, Theophylline, Digoxin, Vancomycin</li> </ul> </li> <li>○ Student recommends appropriate monitoring parameters for each of the three (3) patients described above*</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>□ Pharmacotherapeutics (PHAR 460, 463, 466, 470, 473, 476) <ul style="list-style-type: none"> <li>○ <u>Student completes four (4) patient case write ups</u> (e.g. SOAP Note) for each of the following conditions*: <ul style="list-style-type: none"> <li>▪ Renal Disorders</li> <li>▪ Gastrointestinal Disorders</li> <li>▪ Endocrinology Disorders</li> <li>▪ Hematologic/Oncologic Disorders</li> </ul> </li> <li>○ Student documents six (6) drug therapy interventions made by a pharmacist, including the rationale for the change*</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>□ Patient Safety (PHAR 350, 351, 362L, 460, 463, 466, 470, 473, 476) <ul style="list-style-type: none"> <li>○ Student documents one (1) adverse drug reaction utilizing standard reporting for institution</li> <li>○ Student recognizes and describes three (3) policies/procedures to ensure medication safety</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>□ Health Care Informatics (PHAR 251, 350) <ul style="list-style-type: none"> <li>○ Student identifies the methods by which pharmacy staff are trained in the use of one or more of the following at the site: <ul style="list-style-type: none"> <li>▪ Dispensing robot or other automated dispensing process</li> <li>▪ Automated compounding device</li> <li>▪ Medication cabinet (ie. Accudose, Pyxis)</li> <li>▪ Smart pumps</li> <li>▪ Inventory management systems</li> <li>▪ Electronic prescribing systems</li> </ul> </li> <li>○ Student performs a quality assurance check or on at least one of the items listed above or identifies how to generate and utilize reports.</li> <li>○ Student describes in a one page paper how the site is using technology to dispense medication and improve patient safety*</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>□ Service Learning <ul style="list-style-type: none"> <li>○ Student completes a minimum of four (4) hours of an academic service learning activity that promotes health and wellness, disease prevention, and/or the management of diseases and medication therapies to optimize outcomes</li> </ul> </li> </ul>