



**University of Pittsburgh**  
**University of Pittsburgh School of Pharmacy**

**Subject:**  
**Evaluator:**  
**Site:**  
**Period:**  
**Dates of Course/Rotation:**  
**Course/Rotation:** A\_Test Course  
**Form:** Preceptor Evaluation of APPE Student Final

**Type of Rotation:** (Question 1 of 16 - Mandatory)

Selection	Option
	Acute Care
	Ambulatory Care
	Community
	Institutional
	Elective

**UNIVERSITY OF PITTSBURGH SCHOOL OF PHARMACY  
PRECEPTOR'S EVALUATION OF THE PHARMACY STUDENT  
P-4 ADVANCED PHARMACY PRACTICE ROTATION**

**Instructions:**

The PITT Pharmacy PharmD Program curricular outcomes are the core of this student evaluation document and include "Entrustable Professional Activities," or "EPAs," which are descriptors of work that trainees should be able to perform, or be entrusted to perform, without direct supervision prior to entering practice or post-graduate training, in compliance with federal, state, and local laws and regulations. A frank assessment of the student's abilities, and entrustability, for each curricular outcome is needed, with assessment based upon the skills and knowledge demonstrated during the rotation. Please use the performance levels described below (A, BC, IC, P, N/A) as you evaluate the student. The Global Score for each section should reflect your overall appraisal of student performance for that section.

For some students, initial performances may require significant correction and supervision, and the student may lack confidence. With practice, student performance should improve and the student should be able to perform with minimal supervision and more confidence. Improvement in competency is expected over the course of the program.

A AWARENESS	BC BEGINNING COMPETENCE	IC INTERMEDIATE COMPETENCE	P Proficient
<ul style="list-style-type: none"> <li>• Observation only; not entrusted to perform task without supervision.</li> <li>• Lacks the skill but is aware of existence and relevance of the skill.</li> <li>• Aware of deficiency in the skill through attempts to use the skill.</li> <li>• Realizes that effectiveness will improve with skill development.</li> <li>• Attempts to determine level of skill required to become competent.</li> <li>• Makes commitment to learn/practice the new skill to move to more advanced stage.</li> <li>• Student lacks confidence in ability.</li> </ul>	<ul style="list-style-type: none"> <li>• Entrusted to perform task with direct and proactive supervision.</li> <li>• Begins to practice the skill.</li> <li>• Mistakes are many; Student unable to self-correct.</li> <li>• Constant supervision and feedback is required.</li> <li>• Student may or may not be aware of mistakes made.</li> <li>• Performance is inconsistent</li> <li>• Students may require scripts to perform well.</li> <li>• Student lacks confidence in ability.</li> </ul>	<ul style="list-style-type: none"> <li>• Entrusted to perform task with reactive supervision to hone "fine points" (preceptor available if needed)</li> <li>• Familiarity with skill develops through practice.</li> <li>• Mistakes are fewer; student able to self-correct.</li> <li>• Consistency in performance develops.</li> <li>• Major mistakes do not occur, but the student may not be able to consistently identify or solve problems.</li> <li>• Student begins to develop confidence in ability to meet this outcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Entrusted to perform task independently with minimal supervision.</li> <li>• Consistent performance; mistakes are few.</li> <li>• Can identify and solve problems.</li> <li>• Learner may seek feedback from preceptor with specific questions about performance.</li> <li>• Learner is capable of demonstrating skill to a less experienced learner.</li> <li>• Student is confident in ability.</li> </ul>
N/A NOT APPLICABLE	The activity is not within the scope of practice at the site.		

(Question 2 of 16 )

<b>LEARNER</b>  The student is able and entrusted to:	Midpoint					Final				
	A	BC	IC	P	N/A	A	BC	IC	P	N/A
Develop, integrate, and apply foundational knowledge and skills (e.g., pharmaceutical, clinical, or administrative sciences) needed to advance patient-centered care and population health.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
<b>GLOBAL SCORE FOR LEARNER</b>	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0

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<b>PROVIDER</b> <i>The student will provide person-centered (holistic) care to individuals as the medication specialist using the Pharmacists' Patient Care Process, inclusive of data collection and assessment and the development of care plans with implementation and follow-up strategies.</i> <b>The student is able and entrusted to:</b>	Midpoint					Final				
	A	BC	IC	P	N/A	A	BC	IC	P	N/A
Gather and interpret pertinent information from direct patient assessment, caregivers, healthcare professionals, and health records.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
Utilize organized interview skills, patient appropriate language, and active listening skills to perform patient assessments such as medication histories, and selected elements of a physical examination (when appropriate).	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
Create and take ownership of a prioritized drug-related problem list.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
Formulate evidence-based care plans, including appropriate prescription and non-prescription medications, alternative and complementary therapies, monitoring and testing, immunizations, and non-pharmacologic therapies.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
Articulate sound, evidence-based, recommendations in appropriate language for patients, caregivers, and providers	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
Document care plans in writing, and when appropriate, the impact and value of the services provided.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
Evaluate the success of the care plan, monitor the patient's progress in meeting the goals of therapy, and modify the care plan, as needed, to address specific therapeutic safety, efficacy, adherence, and access issues.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
<b>GLOBAL SCORE FOR PROVIDER</b>	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0

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<b>MEDICATION USE STEWARD</b> <i>The student will optimize patient healthcare outcomes using human, financial, technological, and physical resources to improve the safety, efficacy, and environmental impact of medication use systems.</i> <b>The student is able and entrusted to:</b>	Midpoint					Final				
	A	BC	IC	P	N/A	A	BC	IC	P	N/A
Comply with local policy, state and federal laws, recommendations of regulatory agencies, and best practices in all areas of pharmacy practice.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
Take responsibility for accurate and complete evaluation and interpretation of prescriptions/orders and selection of appropriate products, dosage forms, routes, and methods of administration.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
Ensure preparation, compounding, and dispensing of medications is consistent with specific patient needs.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
Perform calculations and demonstrate techniques to prepare, compound, package, label, and dispense prescriptions to assure accuracy, product quality, and patient safety.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
Improve overall health of the individual and the community through delivery of medications and immunizations within the scope of practice of the healthcare setting while observing local, state, and federal regulations.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
Manage the medication use system (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, and documentation) while assuring safety, efficacy, and efficiency.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
Detect and reports actual and potential medication errors and adverse drug events to identify underlying causes and minimize/prevent patient harm.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
<b>GLOBAL SCORE FOR MEDICATION USE STEWARD</b>	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0



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**ALLY, PROMOTER, AND CHAMPION**

*The student will work with individuals, communities, at-risk populations, and other members of the interprofessional health care team to mitigate health disparities, evaluate factors that influence health and wellness of individuals and populations, and empower patients and caregivers to advocate for the best care and health outcomes.*

The student is able and entrusted to:

	Midpoint					Final				
	A	BC	IC	P	N/A	A	BC	IC	P	N/A
Apply principles of justice and equity into all decisions that influence the health of individuals and communities	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
Interpret data to assess the health needs of a community, population, and/or individual.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
Develop and implement strategies that actively promote disease prevention and health management across the continuum of care.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
Adapt care plans and practice to meet the needs of diverse groups of individuals and populations to diminish disparities and inequities in access to quality care.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
Take responsibility for health outcomes while making culturally responsive and ethical decisions that represent the best interest of the individual and the community.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
<b>GLOBAL SCORE FOR ALLY, PROMOTER, AND CHAMPION</b>	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0

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**LEADER**

*The student will demonstrate the ability to influence and support the achievement of shared goals on a team, regardless of one's role.*

The student is able and entrusted to:

	Midpoint					Final				
	A	BC	IC	P	N/A	A	BC	IC	P	N/A
Work effectively, respectfully, and collaboratively with all individuals to achieve goals in patient care and/or team activities.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
Demonstrate formal and informal leadership by taking responsibility for creating trust, open communication, and empowering others to achieve shared goals.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
Develop skills of management including identifying, implementing, and overseeing resources to accomplish goals, demonstrating ability to manage self, others, and roles in medication use systems.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
<b>GLOBAL SCORE FOR LEADER</b>	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0

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**PROBLEM SOLVER**

*The student will use problem solving skills and critical thinking skills, with a creative and innovative mindset, to promote positive change and effective solutions to address challenges in individual or population-based care, medication use systems, technology, pharmacy practice, or policy in any setting.*

The student is able and entrusted to:

	Midpoint					Final				
	A	BC	IC	P	N/A	A	BC	IC	P	N/A
Identify and define problem(s) and challenges that may affect the practice setting.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
Design and implement strategies and solutions for improvements and evaluate their outcomes.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
Use critical thinking skills including interpretation, analysis, evaluation, inference, and explanation.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
Retrieve and evaluate the scientific literature in order to make appropriate decisions.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
Develop creative, forward-thinking ideas and approaches to improve quality or overcome barriers.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
<b>GLOBAL SCORE FOR PROBLEM SOLVER</b>	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0

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**COMMUNICATOR AND EDUCATOR**

*The student will actively engage, listen, and communicate verbally, nonverbally, and in writing when interacting with or educating an individual, group, or organization.*

**The student is able and entrusted to:**

	Midpoint					Final				
	A	BC	IC	P	N/A	A	BC	IC	P	N/A
Determine effective and enduring ways to engage with patients, caregivers, healthcare professionals and the community to effectively communicate information about medications and/or health issues.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
Communicate effectively and professionally, orally and in writing, by articulating knowledge and recommendations with empathy, sensitivity, confidence, clarity, and respect	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
Assess the effectiveness of oral and written communications and adjust the messages accordingly.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
Identify, describe, acknowledge, and react appropriately to the emotions and behaviors of others to effectively communicate with and relate to them.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
<b>GLOBAL SCORE FOR COMMUNICATOR AND EDUCATOR</b>	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0

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**PROFESSIONAL AND ADVOCATE**

*The student will exhibit attitudes and behaviors that embody a commitment to building and maintaining trust as aspiring medication experts with patients, colleagues, and society in accordance with moral, legal, social, economic, and professional principles and guidelines.*

**The student is able and entrusted to:**

	Midpoint					Final				
	A	BC	IC	P	N/A	A	BC	IC	P	N/A
Demonstrate desire to maintain professional competency through principles of life-long learning.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
Advocate for social and organizational changes to improve health and well-being for all.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
Demonstrate a commitment to active participation and advocacy for advancement of the profession of pharmacy.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
<b>GLOBAL SCORE FOR PROFESSIONAL AND ADVOCATE</b>	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0

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**INTERPROFESSIONAL COLLABORATOR**

*The student will actively engage and contribute as a healthcare team member by demonstrating core interprofessional competencies.*

**The student is able and entrusted to:**

	Midpoint					Final				
	A	BC	IC	P	N/A	A	BC	IC	P	N/A
Collaborate as an integral part of an interprofessional team inclusive of patients, caregivers, other health profession disciplines, non-healthcare collaborators, and community members.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
Actively participate and engage as a healthcare team member by demonstrating and maintaining mutual respect, understanding, and shared values.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
Acquire and use knowledge of one's role and those of others on the team.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
<b>GLOBAL SCORE FOR INTERPROFESSIONAL COLLABORATOR</b>	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0



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<b>SELF-AWARE</b> <i>The students will examine, reflect on, and address personal and professional attributes that could enhance or limit growth, development, and professional identity formation.</i> <b>The student is able and entrusted to:</b>	Midpoint					Final				
	A	BC	IC	P	N/A	A	BC	IC	P	N/A
Set personal and professional goals and achieve objectives, including acquisition of new skills and knowledge, to attain expertise that will enhance professional success.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
Be a life-long learner able to examine and reflect on knowledge and skills that may enhance or limit personal or professional identity formation.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
Maintain situational awareness and need for professionalism in all settings.	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
Embody characteristics in the Oath of the Pharmacist and in the Code of Ethics for Pharmacists.										
<u>Oath of a Pharmacist</u>	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0
<u>Code of Ethics</u>										
<b>GLOBAL SCORE FOR SELF-AWARE</b>	1.0	2.0	3.0	4.0	0	1.0	2.0	3.0	4.0	0

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<b>PROFESSIONAL BEHAVIORS AND ATTITUDES</b>	Midpoint		Final	
	Yes	No	Yes	No
1. Student is reliable and dependable, <i>i.e.</i> , can be counted on to fulfill responsibilities and meet expectations				
2. Student produces quality work, <i>i.e.</i> , tasks and assignments are complete, accurate, and meet their respective objectives				
3. Student is punctual, <i>i.e.</i> , arrives to the site early or on time; meets deadlines for completion of tasks and responsibilities				
4. Student uses time efficiently, <i>i.e.</i> , allocates and utilizes appropriate amounts of time to fulfill responsibilities; utilizes others' time wisely				
5. Student is self-directed in undertaking tasks, <i>i.e.</i> , after initial instruction of tasks/assignments/responsibilities, initiates activities to complete them; self-motivated; functions independently; seeks additional tasks				
6. Student demonstrates accountability, <i>i.e.</i> , hold oneself liable for tasks/duties/responsibilities; does not blame others for mistakes or mishaps, nor avoids responsibilities				
7. Student prioritizes responsibilities effectively and "follows through" with responsibilities, <i>i.e.</i> , organizes and approaches multiple tasks and assignments in a manner to produce desired outcomes; seeks aid to complete tasks				
8. Student accepts and applies constructive criticism, <i>i.e.</i> , responds openly and positively to feedback; modifies behavior if necessary				
9. Student puts others' needs above his/her own, <i>i.e.</i> , demonstrates an attitude of service by taking the necessary time and actions to help others; give of oneself to benefit others				
10. Student is nonjudgmental, <i>i.e.</i> , demonstrates an attitude of open-mindedness towards others and situations; does not 'stereotype' others or prejudice situations				
11. Student is cooperative, <i>i.e.</i> , non-argumentative; willing and helpful; demonstrates respect inclusive of patients, caregivers, other health profession disciplines, non-healthcare collaborators, and community members				
12. Student wears appropriate attire, <i>i.e.</i> , adheres to dress code (written or unwritten), at site				
13. Student demonstrates confidence, <i>i.e.</i> , acts and communicates in a self-assured manner, yet with modesty and humility				
14. Student completes assignments willingly and enthusiastically, <i>i.e.</i> , goes "above and beyond the call of duty;" attempts to exceed minimal standards and requirements for tasks/assignments/responsibilities				
15. Student exhibits attentive listening skills, <i>i.e.</i> , actively listens to others; knows when it is appropriate to listen				
16. Student protects and respects the privacy and confidentiality of an individual's health and other personal information.				

(Question 13 of 16 - Mandatory )

<b>Student Self-Evaluation</b>	Yes	No
The student has completed a Self-Evaluation and I have reviewed it with the student in conjunction with my own evaluation of the student's performance.		

**A. Student Strengths** (Question 14 of 16)

**B. Areas for Improvement** (Question 15 of 16)

(Question 16 of 16 - Mandatory)

	Satisfactory	Unsatisfactory	Honors
Final Recommended Grade	1.0	2.0	3.0

