

Introductory Community Pharmacy Experience  
PHARM 527

**Preceptor Assessment of Student Competency**

Section 2 of the PHARM 527 Student Syllabus

— *The Competency Portfolio* —

For: \_\_\_\_\_  
Student name

The following pages constitute the Competency Portfolio. The task and competency measure define what the student needs to do (the task) and provides a performance benchmark (the competency measure) for the preceptor. The preceptor (or designated preceptor) should sign and date each competency page only when the student has demonstrated mastery by meeting the competency measure; additional comments by the preceptor is helpful to both student and school. The student should complete documentation for each competency as indicated on that competency's page. Place any required documentation either on or immediately following the preceptor signature page for that competency.

The competency measure assesses student ability to perform a skill at a pre-defined level. The preceptor may administer the competency measure at any time after the student has indicated a reasonable comfort level in performing the task. Immediately after testing, the preceptor should give the student feedback about his or her performance.

**A note regarding the ABOs.** Ability-Based Outcomes (ABOs) are the final or terminal competency statements that are the objective of our curriculum. They are the desired endpoints or achievements of the activity. All course work in the PharmD degree program is intended to prepare you for mastery of one of our terminal ABOs. For more information see [http://depts.washington.edu/oppe/resources/UW\\_ABOs\\_Public.pdf](http://depts.washington.edu/oppe/resources/UW_ABOs_Public.pdf).

*You may use the back of each competency statement to add additional remarks and evidence of mastery.*

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**Preceptor:** Please sign and date in the appropriate box once the student has accomplished each competency. *By signing each competency you are attesting to your belief that the student spent adequate unpaid learning time addressing the competency.*

**Student:** Please sign and date below attesting that you spent at least 160 hours of unpaid learning time while working on the competencies for this class.

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_



**Objective 1: Identify and retrieve any missing information upon receipt of a medication order.**

*Competency 1a: Demonstrate the ability to obtain all legally required and basic/common sense information needed to establish a patient medication profile.*

**Task:** Either through interview or by means of a questionnaire, obtain new information about a patient. This information should include, but is not limited to: full patient name, complete address, phone number, allergy and adverse drug reaction history, medical problem list (“conditions”), other regularly-prescribed prescriptions (including where they are obtained by the patient), regular physician and other prescribers, commonly used (> 1 dose q 2 weeks) OTC medications and herbal (“natural”) remedies, and third-party payer information (insurer name, necessary subscriber numbers, name of family member coverage is under). For practice sites that offer medication therapy management (MTM), the student can assist by interviewing patients as part of this service.

**Competency Measure:** For any new patient chosen by the preceptor, the student will politely and accurately obtain all of the above information within five minutes.

**Reflect on this...**

This competency is intended to prepare you for demonstrating the following ABOs upon graduation:

**ABO V.B: Review and interpret medical product orders for patients.**

Without breaking patient confidentiality, describe a situation where review of a prescription prompted a question or concern requiring further interaction with patient or prescriber.

**ABO III.B: Document patient care activity in a patient profile, medical record or other communiqué to facilitate collaboration.**

Describe a situation where you modified a patient profile to include additional information you obtained from the patient besides what was on the prescription itself. Explain why you needed this information.

**Ia. Preceptor Assessment of Student (sign only one):**

Meets Expectations. The student accomplished the test as stated and is an “advanced beginner” in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_  
Print Name, Sign, & Date

Exceeds Expectations. The student accomplished the test more thoroughly than stated and is “competent” in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_  
Print Name, Sign, & Date

**Site Name:** \_\_\_\_\_



*Competency 1b: When receiving a medication order verbally (either in person or by telephone), demonstrate the ability to accurately interpret the information, request any missing information, and either reduce the order to a hard copy or enter it into a computerized patient record.*

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**Task:** Obtain a medication order verbally from a prescriber and from another pharmacy (“copy”). The information should include, at a minimum: patient’s name, prescriber’s name and telephone number, drug name, strength, route, quantity, directions for use and an indication of whether generic substitution is permitted. If the medication is a controlled substance, then the patient’s address, prescriber’s address, and prescriber’s DEA number also must be obtained. Transfer prescriptions must include all additional necessary information as outlined in WAC 246-869-090.

**Competency Measure:** The student will obtain a verbal prescription order from a prescriber or prescriber’s agent, and from another pharmacy. The information obtained must be complete enough so that neither the student nor the preceptor has to recontact the prescriber or transferring pharmacy to clarify missing information.

**Reflect on this...**

This competency is intended to prepare you for demonstrating the following ABOs upon graduation:

**ABO II.A.4: Identify relevant information in the patient profile, medical record, or other documents.**

Describe a situation where after receipt of a verbal medication order, you determined that further information was needed and had to re-contact the prescriber.

***1b. Preceptor Assessment of Student (sign only one):***

Meets Expectations. The student accomplished the test as stated and is an “advanced beginner” in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_  
Print Name, Sign, & Date

Exceeds Expectations. The student accomplished the test more thoroughly than stated and is “competent” in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_  
Print Name, Sign, & Date

**Site Name:** \_\_\_\_\_



**Objective 2: Demonstrate familiarity with brand and generic drug names, appearance, manufacturer, dosage form(s), and route of administration for commonly-used drugs.**

*Competency 2a: Accurately identify brand and generic names, physical appearance, manufacturer, dosage form(s), and route(s) of administration for any of the top fifty medications dispensed at each practicum site. For any prescription medication processed, the student must determine prior to filling whether a generic product is available.*

**Task:** Either by written or verbal means, the student must identify brand and generic name, physical appearance, manufacturer, dosage forms available, and routes of administration of any of the top fifty medications dispensed at the pharmacy in which the student is working. The preceptor should indicate in advance by means of a list to the student which medications the student will be responsible for. Additionally, the student must check, via Facts and Comparisons or another drug source, whether or not a generic equivalent is available on every single prescription that they initiate filling when a prescriber indicates that generic substitution is permitted.

**Competency Measure:** The student must be able to identify any of the information listed in the task for any ten medications randomly chosen by the preceptor from the list given to the student.

**Reflect on this...**

This competency is intended to prepare you for demonstrating the following ABOs upon graduation:

**ABO V: Prepare and distribute medical products prescribed as part of the patient's care plan.**

Which two or three of the most frequently-used drugs at your site were the most difficult to remember (i.e., you had to look up repeatedly)? Why do you think they were they difficult to remember? For what disease states are they primarily used?

**2a. Preceptor Assessment of Student (sign only one):**

Meets Expectations. The student accomplished the test as stated and is an "advanced beginner" in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_   
Print Name, Sign, & Date

Exceeds Expectations. The student accomplished the test more thoroughly than stated and is "competent" in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_   
Print Name, Sign, & Date

**Site Name:** \_\_\_\_\_



**Objective 3: Demonstrate the ability to process a medication order completely, accurately, and efficiently (interpretation, drug product selection, packaging, and labeling).**

*Competency 3a: Completely, accurately, and efficiently perform all steps involved in processing an outpatient prescription.*

**Task:** Upon receipt of a written prescription, the student will choose the correct product, enter all necessary prescription information into the computer, generate a label, place the correct amount of medication in the container that the patient will use, place any appropriate auxiliary labels on the container alongside, but not obscuring the label, and fill out all necessary information on the face of the prescription. This should be done in a timely manner (five minutes or less). All implements used for this filling process (drug package, prescription vial with medication inside, label and auxiliary labels, and written prescription order) should be placed neatly, and in close proximity to each other, for the preceptor to check.

**Competency Measure:** The student should be able to correctly process at least five prescriptions in a 30-minute period as noted in the task above. The student should also be able to articulate a process of steps that he or she will follow from the time he or she is presented with a written prescription until the time the prescription is presented for a final check by the preceptor.

**Reflect on this...**

Explain what components of medication order processing can be delegated to a technician. How will you supervise technicians' performance upon obtaining licensure as a pharmacist?

**3a. Preceptor Assessment of Student (sign only one):**

Meets Expectations. The student accomplished the test as stated and is an "advanced beginner" in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_  
Print Name, Sign, & Date

Exceeds Expectations. The student accomplished the test more thoroughly than stated and is "competent" in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_  
Print Name, Sign, & Date

**Site Name:** \_\_\_\_\_



Competency 3b: Accurately and efficiently retrieve, review, and update the computerized patient record.

**Task:** Locate, retrieve, and update required information on a computerized patient record. This information usually includes, but is not limited to: patient name, address, birth date and phone number; insurance or other third-party payer information (e.g. subscriber and group numbers, name of insurer); allergies and other adverse drug reactions that the patient has experienced, and chronic medical conditions which may affect drug therapy; dates of last refill for any medications; and dates of several refills for the same medication which may indicate compliance patterns. As a standard, the student should quickly scan every patient's profile prior to initiating a refill for any medication..

**Competency Measure:** The student will accurately update new information on the profile of at least 10 patients. The preceptor must not have to update the file with any missed information. Additionally, for any patient selected by the preceptor, the student will quickly retrieve information from the computerized profile and communicate to the preceptor the patient's allergies, medical conditions, regularly-used medications, and apparent compliance record

**Reflect on this...**

This competency is intended to prepare you for demonstrating the following ABOs upon graduation:

**ABO II.B.1: Determine accuracy of patient allergy and adverse event history.**

Does your site document a reaction or symptom description for patients who claim they're allergic to a medication? Why might this be important to document in a patient profile?

**3b. Preceptor Assessment of Student (sign only one):**

Meets Expectations. The student accomplished the test as stated and is an "advanced beginner" in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_  
Print Name, Sign, & Date

Exceeds Expectations. The student accomplished the test more thoroughly than stated and is "competent" in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_  
Print Name, Sign, & Date

**Site Name:** \_\_\_\_\_







**Objective 4: Accurately and in a timely manner perform calculations used in pharmacy practice.**

*Competency 4a: Demonstrate accuracy and timeliness in mathematical computation of ingredient amounts, doses, costs, infusion rates, or any relevant calculation encountered at the site.*

**Task:** The student should be able to calculate doses and price for any given drug product. Dose calculations can include, but are not limited to, drug amounts for both individual doses and total quantity of dispensed product, conversion between dosage forms, infusion rates, dosing frequency, and adjustment for decreased renal function.

**Competency Measure:** The student should calculate quickly and accurately all doses, ingredient amounts, or prices for at least two different products that the preceptor assigns. Show calculations below.

Products:

Calculation 1:

Calculation 2:

Comments:

**4a. Preceptor Assessment of Student (sign only one):**

Meets Expectations. The student accomplished the test as stated and is an “advanced beginner” in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_  
Print Name, Sign, & Date

Exceeds Expectations. The student accomplished the test more thoroughly than stated and is “competent” in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_  
Print Name, Sign, & Date

**Site Name:** \_\_\_\_\_



**Objective 5: Begin to manage medication therapy.**

*Competency 5a: Use the prospective drug utilization review process to identify potential therapeutic problems.*

**Task:** After obtaining patient identification and third party information, perform a new or update an existing medication history. Components of a medication history include:

- History of current problem
- History of chronic conditions and medical and surgical events
- Current and prior use of drug products (prescription, OTC, herbals, others) and devices. For each reported product and device, indicate patient's response (both therapeutic and adverse).
- Allergies, adverse drug reactions
- Other patient information: any other information such as inability to use safety closures or swallow tablets.

Assess the appropriateness of the current drug regimen (drug, dose, route, frequency, and duration) in the context of the patient's medical history and medication history, and foods where appropriate. Identify any potential medication-related problems.

**Competency Measure:** For any given patient, the student must perform each of the steps noted in Competencies 5a, b, and c: detecting a drug related problem, gathering vital information (where appropriate), designing a solution, and following up with the patient to see if the situation resolved.

**Reflect on this...**

This competency is intended to prepare you for demonstrating the following ABOs upon graduation:

**ABO II.A.6: Identify signs or potential indicators of drug misuse, abuse, failure, or therapeutic success.**

In a patient profile you reviewed/updated what signs of potential misuse/abuse or therapeutic failure/success did you find?

**ABO II.B: Evaluate the data to identify successful health outcomes, or actual or potential drug therapy problems.**

What was the potential drug therapy problem you found in a profile you reviewed/updated?

**5a. Preceptor Assessment of Student (sign only one):**

Meets Expectations. The student accomplished the test as stated and is an "advanced beginner" in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_  
Print Name, Sign, & Date

Exceeds Expectations. The student accomplished the test more thoroughly than stated and is "competent" in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_  
Print Name, Sign, & Date

**Site Name:** \_\_\_\_\_



**Competency 5b: Accurately and quickly obtain patient vital signs to gather information useful for medication monitoring.**

**Task:** Obtain from a patient, vital signs which will allow you to monitor and/or adjust medication therapy. You will verbally obtain from a patient their height, weight, and birth date when you need to adjust medication doses per weight. In patients receiving therapy for high blood pressure, you need to measure (manually) blood pressure and heart rate. Smoking status is also considered by many clinicians to be a vital sign.

**Competency Measure:** Collect from 3 different patients information that will allow you to check a medication dose and in 5 different patients taking medications to regulate blood pressure, measure blood pressure, and heart rate.

Age	Sex	Height	Weight	Original Drug and Dose:	Did Dose Need Adjusting?

Age	Sex	Heart Rate (BPM)	BP Med(s), Dose(s), Frequency(ies)	BP Goal (for this patient)	Measured BP	Did dose need adjusting?

What else did you need to know about each patient to determine appropriateness of their antihypertensive therapy?

**5b. Preceptor Assessment of Student (sign only one):**

Meets Expectations. The student accomplished the test as stated and is an “advanced beginner” in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_

Print Name, Sign, & Date

Exceeds Expectations. The student accomplished the test more thoroughly than stated and is “competent” in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_

Print Name, Sign, & Date

**Site Name:** \_\_\_\_\_



*Competency 5c: Design potential solutions for actual or potential drug-related problems and follow up to determine whether the problems were resolved.*

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**Task:** Upon detection of a medication-related problem, design a new or modify an existing drug medication regimen (drug, dose, route, frequency and duration) to prevent or minimize the risk of the problem adversely affecting the patient. Document the problem and response as a SOAP note or use an alternate method advocated by the preceptor. The student should work through several medication therapy problems and should be able to design or modify a regimen without coaching in order to achieve competency.

**Competency Measure:** For any given patient, the student must perform each of the steps noted in Competencies 5a, b, and c: detecting a drug related problem, gathering vital information (where appropriate), designing a solution, and following up with the patient to see if the situation resolved. The student must document two of these situations (see forms in Competency 6c).

**Reflect on this...**

This competency is intended to prepare you for demonstrating the following ABOs upon graduation:

**ABO II.C.2. Integrate knowledge to design patient-specific care plans.**

Briefly describe the thought process you used to identify a drug related problem. What different pieces of needed information did you integrate when designing a solution for the problem?

**5c. Preceptor Assessment of Student (sign only one):**

Meets Expectations. The student accomplished the test as stated and is an “advanced beginner” in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_   
 Print Name, Sign, & Date

Exceeds Expectations. The student accomplished the test more thoroughly than stated and is “competent” in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_   
 Print Name, Sign, & Date

**Site Name:** \_\_\_\_\_



**Objective 6: Communicate appropriate information about medications.**

*Competency 6a: Adequately counsel a patient about basic drug-related information (name of drug, indication, directions, length of use, side effects, storage, missed dose) after ascertaining what the patient already knows about the medication.*

**Task:** Activities as described in the above competency. The student should employ open-ended counseling techniques whenever possible to ensure patient comprehension of information about their medications.

**Competency Measure:** The student should be able to accurately and efficiently counsel at least four patients in a 30-minute period using acceptable counseling techniques.

**Reflect on this...**

This competency is intended to prepare you for demonstrating the following ABOs upon graduation:

**ABO III.G: Encourage patients to assume an active role in their self-care and overall health.**

Do you think any of your counseling sessions assisted a patient to assume a more active role in their own care? How so? If not, describe a potential future scenario where you would encourage patient participation in the care process.

**6a. Preceptor Assessment of Student (sign only one):**

Meets Expectations. The student accomplished the test as stated and is an “advanced beginner” in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_  
Print Name, Sign, & Date

Exceeds Expectations. The student accomplished the test more thoroughly than stated and is “competent” in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_  
Print Name, Sign, & Date

**Site Name:** \_\_\_\_\_



Competency 6b: Communicate with patients about non-prescription drug products, devices, and diagnostics.

**Task:** Whenever consulting about non-prescription drug products, devices, and diagnostics, the student needs to do three things:

1. Gather information from the patient. At a minimum, this information should include:
  - A description of the symptoms and the time course of those symptoms. If the symptoms can be visualized (e.g. a rash) and are located in a place on the body that is not difficult or inappropriate to examine in a public setting, then the student should physically examine the patient.
  - What the patient has already tried, the time course of that trial, and the result
  - A list of all concomitant disease states, conditions, or medications (prescription, OTC, or health supplement) which might affect either the patient's complaint or the product recommendation.
2. Decide to either refer the patient to a prescriber or to recommend OTC therapy. If the patient needs referral, the student should explain to the patient clearly and in lay language why expert diagnostic help and not self-therapy would be in the patient's best interest.
3. If OTC therapy is warranted, design a plan with the patient, including:
  - What product would probably fit the patient's needs most closely
  - What time frame the patient could reasonably expect to pass before they see evidence of the OTC product working or not
  - What to do if the OTC product doesn't work or if it produces unacceptable side effects.

*All of these tasks should be performed under the guidance of the preceptor.*

**Competency Measure:** The student will spend a minimum of 1–2 hours in the OTC section of the pharmacy, and will provide recommendations to at least 4 people about OTC drugs, devices, or diagnostics. This patient interaction should be initiated by the student, rather than by the patient. **The student must document these 4 interactions on forms provided on the following pages and submit them with the rest of this competency portfolio.**

Comments:

**6b. Preceptor Assessment of Student (sign only one):**

Meets Expectations. The student accomplished the test as stated and is an “advanced beginner” in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_  
Print Name, Sign, & Date

Exceeds Expectations. The student accomplished the test more thoroughly than stated and is “competent” in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_  
Print Name, Sign, & Date

**Site Name:** \_\_\_\_\_



**PATIENT SELF-MEDICATION CONSULTATION**

**Student Name:** \_\_\_\_\_

*Use this form to document your OTC consultation experiences and hand in along with your OTC competency statement for PHARM 527. Please complete each documentation soon after finishing the encounter with the patient.*

**Subjective/Objective**

Describe the symptoms and symptom time frame which led this patient to desire OTC therapy: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What other disease states, conditions, or medications was the patient taking or had that might influence your recommendation? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Assessment:**

Was the patient referred to a primary care provider?      **Yes**      **No**

List the criteria for this decision: \_\_\_\_\_

\_\_\_\_\_  
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\_\_\_\_\_

**Plan**

If you recommended self-therapy, please detail your recommendation, monitoring plan, the criteria for your recommendation and monitoring plan, and any additional advice you gave to the patient: \_\_\_\_\_

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**PATIENT SELF-MEDICATION CONSULTATION**

**Student Name:** \_\_\_\_\_

*Use this form to document your OTC consultation experiences and hand in along with your OTC competency statement for PHARM 527. Please complete each documentation soon after finishing the encounter with the patient.*

**Subjective/Objective**

Describe the symptoms and symptom time frame which led this patient to desire OTC therapy: \_\_\_\_\_

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What other disease states, conditions, or medications was the patient taking or had that might influence your recommendation? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Assessment:**

Was the patient referred to a primary care provider?      **Yes**      **No**

List the criteria for this decision: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Plan**

If you recommended self-therapy, please detail your recommendation, monitoring plan, the criteria for your recommendation and monitoring plan, and any additional advice you gave to the patient: \_\_\_\_\_

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**PATIENT SELF-MEDICATION CONSULTATION**

**Student Name:** \_\_\_\_\_

*Use this form to document your OTC consultation experiences and hand in along with your OTC competency statement for PHARM 527. Please complete each documentation soon after finishing the encounter with the patient.*

**Subjective/Objective**

Describe the symptoms and symptom time frame which led this patient to desire OTC therapy: \_\_\_\_\_

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What other disease states, conditions, or medications was the patient taking or had that might influence your recommendation? \_\_\_\_\_

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**Assessment:**

Was the patient referred to a primary care provider?      **Yes**      **No**

List the criteria for this decision: \_\_\_\_\_

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**Plan**

If you recommended self-therapy, please detail your recommendation, monitoring plan, the criteria for your recommendation and monitoring plan, and any additional advice you gave to the patient: \_\_\_\_\_

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**PATIENT SELF-MEDICATION CONSULTATION**

**Student Name:** \_\_\_\_\_

*Use this form to document your OTC consultation experiences and hand in along with your OTC competency statement for PHARM 527. Please complete each documentation soon after finishing the encounter with the patient.*

**Subjective/Objective**

Describe the symptoms and symptom time frame which led this patient to desire OTC therapy: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What other disease states, conditions, or medications was the patient taking or had that might influence your recommendation? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Assessment:**

Was the patient referred to a primary care provider?      **Yes**      **No**

List the criteria for this decision: \_\_\_\_\_

\_\_\_\_\_  
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**Plan**

If you recommended self-therapy, please detail your recommendation, monitoring plan, the criteria for your recommendation and monitoring plan, and any additional advice you gave to the patient: \_\_\_\_\_

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**Competency 6c:** *Generate logical and timely written requests (e.g., SOAP note) to prescribers about optimization of a patient's drug therapy.*

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**Task:** For patients needing changes to their medication therapy, compose a succinct written SOAP note that could be sent to the patient's primary care provider to propose a therapy change. Information about writing a SOAP note can be found in a primer in the Appendix.

**Competency Measure:** Document in a SOAP note a recommendation you make about some aspect of a patient's medication regimen, for two different patients. In each note you will need to outline the situation (with adequate but not extraneous patient data), the problem you detect, and your proposed solution. Do not include in the copies of the notes you submit to the School any of the following confidential information: name or initials of patients, record numbers, calendar dates, physician names, business or institution names, geographic names, or patient contact information. This information can only be communicated to another person who is providing direct patient care to that patient. The patient care notes you generate must accompany this syllabus when you submit it to the Office of Professional Programs.

Comments:

**6c. Preceptor Assessment of Student (sign only one):**

Meets Expectations. The student accomplished the test as stated and is an "advanced beginner" in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_   
Print Name, Sign, & Date

Exceeds Expectations. The student accomplished the test more thoroughly than stated and is "competent" in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_   
Print Name, Sign, & Date

**Site Name:** \_\_\_\_\_



**MEDICATION MANAGEMENT NOTE**

**Student Name:** \_\_\_\_\_

*Use this form to document changes you recommend to optimize drug therapy.*

**Patient Age:** \_\_\_\_\_ **Sex:** \_\_\_\_\_

**Subjective/Objective**

Describe the actual or potential problem occurring with the patient's medication regimen: \_\_\_\_\_

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\_\_\_\_\_

**Assessment**

Identify what you think is happening and what your options are: \_\_\_\_\_

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**Plan**

Detail your proposed change to the medication regimen, what will be monitored for efficacy and toxicity, and how you plan to follow-up with the patient: \_\_\_\_\_

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**MEDICATION MANAGEMENT NOTE**

**Student Name:** \_\_\_\_\_

*Use this form to document changes you recommend to optimize drug therapy.*

**Patient Age:** \_\_\_\_\_ **Sex:** \_\_\_\_\_

**Subjective/Objective**

Describe the actual or potential problem occurring with the patient's medication regimen: \_\_\_\_\_

\_\_\_\_\_  
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**Assessment**

Identify what you think is happening and what your options are: \_\_\_\_\_

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**Plan**

Detail your proposed change to the medication regimen, what will be monitored for efficacy and toxicity, and how you plan to follow-up with the patient: \_\_\_\_\_

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**Objective 7: Define and describe the role and purpose of regulatory agencies and professional organizations in the licensure/accreditation of pharmacies and professional development of pharmacists.**

*Competency 7a: Define and describe how the Food and Drug Administration (FDA), Washington State Board of Pharmacy (WSBOP), and Drug Enforcement Agency (DEA) influence pharmacy and pharmacy personnel functions. If working in a health system, this list should also include the Joint Commission for Accreditation Health Systems Organizations (JCAHO). Locate and describe state and federal laws pertaining to storage, preparation, and distribution of medications at each practicum site.*

**Task:**

1. Define and describe each of the regulatory agencies including the following information:
  - Purpose of the agency (in 1–2 sentences)
  - The likely frequency or situation(s) in which the agency and the pharmacy will interact.
  - At least one scenario where the pharmacy could lose its licensing or accreditation by the agency and what impact that loss would have on the pharmacy.
2. A Washington State Board of Pharmacy self-inspection should be completed at a site — see the Washington state Board of Pharmacy website (<https://fortress.wa.gov/doh/hpqa1/HPS4/Pharmacy/forms.htm#protocol>) for a link to this form.
3. The student should read the sections of the law book that pertain to storage, preparation, and distribution of medications at the practice site. Much of this material should have been reviewed in PHARM 504 (Pharmacy Practice Lab).

**Competency Measure:** A short discussion between preceptor and student where the student verbally outlines each of the points indicated above is sufficient to merit competency attainment. If in an institutional setting, the student should read through a JCAHO policies and procedures manual. A student given five questions to answer about medication storage, preparation, or distribution should be able to consult the law book and produce written responses to the question within a reasonable time period specified by the preceptor (e.g., 24 hours if student takes assignment home or within 1–2 hours of uninterrupted time with the law book if the student asked to do the quiz on-site).

Comments:

***7a. Preceptor Assessment of Student (sign only one):***

Meets Expectations. The student accomplished the test as stated and is an “advanced beginner” in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_  
Print Name, Sign, & Date

Exceeds Expectations. The student accomplished the test more thoroughly than stated and is “competent” in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_  
Print Name, Sign, & Date

**Site Name:** \_\_\_\_\_



*Competency 7b: Accurately process controlled substance medication orders with regards to legal requirements for recordkeeping, storage and dispensing at each practicum site.*

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**Task:** The student should be able to accurately process controlled substance prescriptions. This includes being able to state the unique requirements for processing of controlled substance prescriptions compared to non-controlled substance prescriptions.

**Competency Measure:** The student needs to fill accurately one Schedule III, IV, or V prescription and one Schedule II prescription in an ambulatory setting. The student must also be able to describe and/or perform the legal requirements for ordering, storage, periodic inventory, and disposal of controlled substances at each site.

**Reflect on this...**

This competency is intended to prepare you for demonstrating the following ABOs upon graduation:

**ABO Systems Management V.B.3: Manage medical product control, storage, and security functions.**

Describe here the legal requirements for periodic inventory and disposing of controlled substances at your site.

**7d. Preceptor Assessment of Student (sign only one):**

Meets Expectations. The student accomplished the test as stated and is an “advanced beginner” in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_   
Print Name, Sign, & Date

Exceeds Expectations. The student accomplished the test more thoroughly than stated and is “competent” in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_   
Print Name, Sign, & Date

**Site Name:** \_\_\_\_\_



*Competency 7c: Distinguish the benefits of attending professional and regulatory pharmacy meetings by attending one local, statewide, or national pharmacy meeting.*

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**Task:** Students must attend a minimum of one local, state, or national pharmacy meeting. Pharmacy meetings offer the student an opportunity to meet practicing pharmacists, become aware of current concerns of the profession, and become familiar with the various continuing education and other programs offered through professional pharmacy groups.

**Local, state, or national meetings:** WSPA has a spring meeting in March, a summer meeting in June, and an autumn meeting in October. Check the WSPA website for more information: [www.wsparx.org](http://www.wsparx.org). Other meetings include APHA, NCPA, ASHP, and AACP regional or national meetings.

**Pharmacy Day in Olympia:** Attendance at this event may be used to fulfill this requirement. Be sure to meet a pharmacist and discuss an issue in pharmacy.

**Continuing education meetings.** These must be CE courses offered **outside** of your workplace. Some good examples are the UW School of Pharmacy and WSPA continuing education programs. Check with our office if you are unsure.

At these events, you should:

1. Introduce yourself to a practicing pharmacist whom you've not met before. Learn the pharmacist's name and the type of practice she/he is in.
2. Ask the pharmacist about professional concerns and issues in the workplace. Identify at least one issue you are unaware of or know about only superficially.
3. In 1–2 paragraphs, summarize the events, topics discussed and benefits a pharmacist receives by attending local pharmacy association meetings and other pharmacy events.

**Competency Measure:** Fill out the Pharmacy Association report form located below and attach the 1–2 paragraph summary as noted above.

Date of attendance: \_\_\_\_\_

Name of association: \_\_\_\_\_

Location of meeting: \_\_\_\_\_

Name of pharmacist you met: \_\_\_\_\_

She/he practices at: \_\_\_\_\_

*(Name and/or type of practice setting)*

**Summary of meeting** Using a typewriter or word processor, attach a paragraph on a separate sheet. Summarize the issue you discussed and what happened at the meeting.



*Competency 7d: Distinguish the benefits of attending professional and regulatory pharmacy meetings by attending one Washington State Board of Pharmacy meeting.*

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Please check the WSBOP website for information about dates, times, locations, and agenda: <https://fortress.wa.gov/doh/hpqa1/HPS4/Pharmacy/default.htm>.

**Task:** Check the WSBOP website to obtain the exact times and locations of these meetings and for the meeting schedule information. Contact the Board (360–236–4834) prior to attending to ensure that there is adequate room for you. Attend the meeting for *at least* two hours. The most interesting parts of the meetings are the staff reports (usually 10 AM – NOON on the first day) and discussion issues (from 1 PM to 3 or 4 PM the first business day). Students should not plan to attend the second day of a meeting as these sessions are often cancelled.

**Competency Measure:** The student should word process a one-paragraph summary of the part of the meeting attended and attach to this report. The student should also obtain a signature verifying attendance from one of the Board members.

Date of attendance: \_\_\_\_\_

Hours attended: \_\_\_\_\_

Location of meeting: \_\_\_\_\_

Name of board member you met: \_\_\_\_\_

Where that board member practices: \_\_\_\_\_

*Summary of Washington State BOP meeting:* Attach a paragraph on a separate sheet or use the bottom and back of this form. Make sure you use a typewriter or word processor.



**Objective 8: Display effective communication skills during interactions with patients, coworkers, and other health care professionals.**

*Competency 8a: Demonstrate ability to gracefully accept direction and criticism from others even during periods of heavy work volume or other stress-inducing circumstances. Direct problems with coworkers, supervisors or other personnel to the person involved, rather than to individuals not involved with the problem.*

**Task:** As noted above in the competency. Because constructive feedback about performance is a natural part of any practicum experience, the student should understand that negative feedback often will accompany positive feedback. The student should attempt to avoid defensiveness about his or her conduct, but should instead thank the person offering constructive feedback for their suggestion and attempt thoughtful improvement.

**Competency Measure:** Ideally, the student will exhibit acceptable behavior in all communications, but if any infractions occur, the student should be able to recognize that the behavior is unprofessional and offer solutions to prevent future occurrences. Any inability to accept constructive feedback should be discussed with the student. The student should recognize when his or her behavior is unacceptable and work with the preceptor to identify and implant solutions to prevent future occurrences.

**Reflect on this...**

This competency is intended to prepare you for demonstrating the following ABOs upon graduation:

**ABO III.H: Facilitate a collaborative environment sensitive to individual needs and organizational culture to enhance problem solving, creativity, and the management of disagreement and conflict.**

Describe an example from your experience at this site where you saw one of the following happen:

1. Individuals collaborated to manage a disagreement or conflict
2. Creativity was used to solve a problem

**8a. Preceptor Assessment of Student (sign only one):**

Meets Expectations. The student accomplished the test as stated and is an “advanced beginner” in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_  
Print Name, Sign, & Date

Exceeds Expectations. The student accomplished the test more thoroughly than stated and is “competent” in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_  
Print Name, Sign, & Date

**Site Name:** \_\_\_\_\_



**Objective 9: Display a cheerful, positive attitude about the practice of pharmacy and a willingness to problem-solve.**

*Competency 9a: Be prompt, and appear neat and cheerful; display a positive attitude; and adjust adequately to new or unexpected situations; display a willingness to work in a collegial fashion with pharmacists, technicians, and other health care practitioners.*

**Task:** As noted above in the competency. The preceptor must define at the beginning of the student's experience what dress is expected and how to meet/greet patients. The student and preceptor will set a schedule and the student should appear at the pharmacy at the agreed-upon days and times. The student will deal with personal problems in such a way that their co-workers and job performance will remain unaffected.

Because the process of developing competency in drug distribution often involves instruction from non-pharmacist individuals, the student should value the information provided by technicians and other health care professionals. Under no circumstances should the student express condescension or other non-collegial attitudes toward any individuals with whom they work or otherwise interact.

**Competency Measure:** The preceptor or co-workers should not document more than 1–2 instances where behavior is not professional. Any noted behavior problems should be discussed in a non-confrontational manner with the student. The student should show evidence of acknowledging the problem and working to correct it or prevent future occurrences.

**Reflect on this...**

This competency is intended to prepare you for demonstrating the following ABOs upon graduation:

**ABO I: Establish professional relationships with patients, caregivers, prescribers, and other members of the interprofessional health care team.**

List other members of the interprofessional health care team with whom you interacted while on this experience.

**9a. Preceptor Assessment of Student (sign only one):**

Meets Expectations. The student accomplished the test as stated and is an “advanced beginner” in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_  
Print Name, Sign, & Date

Exceeds Expectations. The student accomplished the test more thoroughly than stated and is “competent” in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_  
Print Name, Sign, & Date

**Site Name:** \_\_\_\_\_



*Competency 9b: When dealing with more than one problem at a time, demonstrate an adequate ability to triage problems, ask appropriate questions, and respond with accurate information.*

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**Task:** When faced with at least three issues needing immediate attention, the student should choose the issue they feel is most pressing and either delegate the other issues to appropriate individuals or give some indication as to when those issues will be dealt with.

**Competency Measure:** The preceptor should note evidence of triage ability in the intern's work, but can also measure this by verbally giving the student a scenario requiring triage and asking the student what they would do.

**Reflect on this...**

**III. C: Triage patients to appropriate health care providers and social service agencies.**

Describe a situation where you had to triage and delegate issues to appropriate individuals while on this experience.

**9b. Preceptor Assessment of Student (sign only one):**

Meets Expectations. The student accomplished the test as stated and is an "advanced beginner" in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_   
 Print Name, Sign, & Date

Exceeds Expectations. The student accomplished the test more thoroughly than stated and is "competent" in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_   
 Print Name, Sign, & Date

**Site Name:** \_\_\_\_\_



**Objective 10: Distinguish health and wellness services that pharmacists provide.**

*Competency 10a: Participate in a health/wellness activity provided by the site, the School, or another organization. This will be documented on the student worksheet in the portfolio.*

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**Task:** Novice students will identify and participate in a health/wellness activity for completion of this competency. Students with significant prior community pharmacy experience can design and implement an entire health/wellness activity at the site.

**Competency Measure:** Novice students will word process a 1–2 paragraph summary of the activity in which they participated. More advanced students should word process a 1–2 page summary of the project in which they participated and include it in this packet. The student should also obtain a signature verifying attendance from one of the pharmacists present. In either case, the typed summary should include a description of the activity, what the student learned from the activity, and an analysis of what went well and what might be done similarly and differently, were the student to repeat the experience. Students completing a project should also include examples of documents they created as evidence of learning.

Title of project: \_\_\_\_\_

**10a. Preceptor Assessment of Student (sign only one):**

Meets Expectations. The student accomplished the test as stated and is an “advanced beginner” in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_  
Print Name, Sign, & Date

Exceeds Expectations. The student accomplished the test more thoroughly than stated and is “competent” in this skill when compared to a newly graduated pharmacist.

\_\_\_\_\_  
Print Name, Sign, & Date

**Site Name:** \_\_\_\_\_

