

**University of Florida College of Pharmacy
Working Professional PharmD Program**

Clinical Practice Assessment (CPA) Student Manual

**4th Edition v2
September 2011**



Student Name:

UFL ID#

Introduction to Clinical Practice Assessments

There are 36 CPAs that must be accomplished during the program for students to graduate. Each CPA requires the student to perform a practice task or activity that is a standard responsibility of an advanced clinical pharmacy practitioner.

Please note that as you review the CPAs, there is some overlap in the specific steps or tasks that must be accomplished. For example, there are 3 CPAs that focus on patient assessment. In addition, this same task must often be performed when completing the 3 CPAs pertaining to developing a pharmaceutical care plan.

Each CPA has a corresponding document that describes the steps the student is expected to accomplish. Please read the following sections carefully as you review each CPA 1) Expectation/Task, 2) Preceptor Responsibilities, 3) Site Responsibilities, 4) Student Responsibilities, and 5) Competency Assessment Form.

Glossary

Affiliation Agreement. A legal document that indicates two parties (e.g., UF and a practice site) agree to collaborate in providing a student a learning experience. In this agreement, UF agrees to provide things such as information about what the student is expected to learn and the practice site agrees to provide things such as patient access to students.

Clinical Practice Assessment (CPA). A task or activity that an advanced pharmacy practitioner is expected to be able to perform or demonstrate.

Competency. Ability to perform a designated task or activity as defined by established statements and criteria.

Competency Assessment Form. The portion of the CPA documentation that outlines preceptor criteria, site criteria, documentation required, performance criteria, rating scales, and preceptor and facilitator signatures.

Outcome. A statement that defines what a student is expected to accomplish at the end of the designated learning period.

Practice Experiences. Learning activities where the student demonstrates what he/she has learned in the actual patient care setting. In the WPPD program, practice experiences include Clinical Practice Assessments, Pharmaceutical Care Project, Case Presentations and other presentations given during class sessions.

Practice Site. A health care institute, community pharmacy, or other health care practice site where practitioners provide patient care.

Preceptor. A practitioner who has expertise in an area of practice and agrees to supervise the student as the student completes practice experiences such as CPAs.

Policies and Procedures for Clinical Practice Experiences

General Policies and Procedures

1. Students are responsible for routinely checking the eLearning WPPD Resources and Practices site for updates related to the following 1) Policies and Procedures for Practice Experiences, 2) Clinical Practice Assessments, 3) Clinical Practice Improvement Project or Pharmaceutical Care Paper, and 4) Other experiential program requirements such as case presentations.
2. All work related to practice experiences (e.g., CPA documents, case presentations, CPI) that is submitted must be original and the work of the student. Plagiarism and other forms of academic dishonesty will be monitored by use of TurnItIn (available in eLearning) and audits by faculty. Any submitted work that is suspected not to be created/accomplished by the student will be turned over to the Office of Student Judicial Affairs

CPAs - General Policies:

1. To track completion of the 36 total CPAs, all students must register for the CPA I course during semester 3, the CPA II course during semester 6, and the CPA III course during semester 9 (students pay no additional tuition for this course). The student must complete the minimum 12 CPAs each program year to successfully pass each CPA course. Students who do not complete the 12 required CPAs will receive a grade of **Unsatisfactory** for the course. If a student receives a grade of Unsatisfactory for the CPA I, CPA II, or CPA III course, the student must retake the course the next immediate semester that the student enrolls in the WPPD program. The student will be responsible for the cost incurred in registering for this additional course. A syllabus is available for each course in this Manual. In order to continue taking WPPD coursework when retaking a CPA course, the student must have approval of the Regional Director, CPAs.
 - **Note for Post-9th Semester Students or Students Not Enrolled in a Disease State Course:** All students working on CPAs must be enrolled in CPA course IV if not enrolled in a disease state course. There is a charge for taking a CPA course for post-9th semester students and students not enrolled in a disease state course.
 - **Note for Post-9th Semester Students:** All students starting the program Fall 2008 and later who have not completed all CPAs by their 9th semester must be continuously enrolled in the CPA course IV.
2. The student is limited to completing a maximum of **6 CPAs per semester** unless the student is attending the Practices Experiences Institute (PEI) or the Advanced Practice Institute (API) in Gainesville or has a similar individual CPA Plan that has been approved by the Regional Director, CPAs. Students should contact the Regional Director, CPAs to request exemption from this policy.
3. The student must maintain all original CPA documents (e.g., documentation required to complete the CPA, CPA forms signed by preceptor, Normann Tracking Completion). Original documents should be reviewed and signed by the preceptor and facilitator should be submitted to UFL as the CPA portfolio or binder or if requested by a WPPD administrator for purposes of a CPA audit. The student is responsible for making a copy of the original before submitting it to the administrator. The original document is the student's only evidence that CPAs have been completed and should be kept in a safe place such as a safe deposit box. In addition, back up copies should be maintained in a place separate from the originals.
4. All students must complete CPAs 1-10 at the Practice Experiences Institute (PEI) in Gainesville. Students must register for the PEI during the Foundations course and are advised to complete the PEI in their second semester. The PEI is 4 days long. Students arrive on a Wednesday evening in Orlando and travel together to Gainesville, returning Saturday evening to Orlando. One month before students arrive for the PEI, a packet of information will arrive. Students should review this information and begin doing CPAs as instructed. Students who do not begin working on CPAs prior to the PEI find it much more difficult to complete the 10 CPAs by the end of the PEI, which is a requirement to pass the PEI.
5. The following policy statement applies to CPAs 13-36 which are designated to be completed in Years 2 and 3: In order to assure the student learns with a variety of patients, the following policy is established: The student must do a **minimum of 2 and a maximum of 6 CPAs** for each body system covered in the WPPD curriculum and also attempt to accomplish these CPAs in a variety of settings (e.g., community, institutional, industry, private practice).

6. Students may not submit patient cases, CPI, or other clinical activities that are used for course/session presentations/assignments for CPA credit. CPA credit will not be given for any activities required for the CPI project. All learning activities completed as a CPA must be distinct from the project activities. (The CPI, PC paper, and the CPA topic may be related, but the CPA must involve acquisition of new abilities and skills that have not been/will not be learned during the project.)
7. The student is responsible for the following:
 - a. **Identification of One or More Affiliated Practice Sites.** A practice site is the patient-care setting where the student will complete a CPA. The student must identify one or more practice sites that meet the criteria outlined in the CPA documentation. In addition, the site must have a UF affiliation agreement prior to the student beginning CPAs. If the site does not have an affiliation agreement, the student must acquire approval and have the site submit a signed copy of the agreement documentation to the WPPD Office.
 - b. **In order to obtain the necessary clinical learning experiences for the academic program offered by the University,** Students may be required to obtain the clinical experience at a facility that requires Students to sign a Statement of Responsibility or similar document. In such an event, the student would be required to waive any right to recover for injuries or illnesses that they may suffer due to the simple negligence of the facility as a condition of their completion of the University's academic program.
 - c. **Identification of Two or More Approved Preceptors:** A preceptor is a practitioner (local expert) who can supervise and mentor the student's completion of a CPA. Once a potential preceptor is identified, the student must direct the individual to complete the application found on the WPPD Resources and Practices Experiences site. All preceptor applicants will be reviewed and approved by the WPPD Office in Gainesville. Up to three (3) weeks may be required for approval. CPAs that are started before this approval step will not be certified as completed by the facilitator and Regional Director, CPAs.
 - i. Note: Two or more preceptors will be needed for CPAs 13-36. In order to keep on schedule, students should acquire at least one preceptor in the first semester and acquire additional preceptors across future semesters.
 - d. **Submission of a request for preceptor to be approved:** Students must make a request for a preceptor to be approved. To do this, go to the WPPD Resources and Practice Experiences Site under the Preceptor folder.
 - e. **Completion of all pre-requisites required of the site (HIPAA, drug-screen and background check).** Some of the sites require students to complete prerequisite paperwork/background checks/drug screens that must be coordinated with the WPPD office. The WPPD Resources and Practice Experiences folder contains a list of sites that have an affiliation agreement and if the site has these special requirements, it is noted in the list. Please contact the WPPD office within the time designated in this list if you intend to use the site for any experiential activities related to the WPPD program. Students who complete experiential activities (e.g., CPAs, obtaining patient data for presentations or other assignments, CPI project) at one of these sites without completing these pre-requisites will not receive credit for the work and will have to re-do the work.
 - f. **Submission of learning plans to preceptors prior to beginning the learning activities.** For all CPD CPAs (electives), the preceptor must approve the student's learning plan before the student implements it. This is described in detail in the body of the CPA document. Students should review this information with the preceptor before begin the CPA plan.
 - g. **Selection of patients without conflict of interest.** Students should not use family and friends as patients for CPAs or case presentations if the student cannot put oneself in a caregiver role with the individual.
 - h. **Completion of all CPA documentation including securing of preceptor signatures and facilitator certification/signature.** Each CPA document must be signed by both the preceptor and the facilitator for completion. The student must direct the preceptor to answer all items and also sign the CPA form. The student is then expected to submit a copy of the form along with relevant documents to the facilitator for certification/signature. The CPA documentation (See section entitled, "Directions for CPA Completion") contains a list of "relevant documents" that should be submitted to the facilitator during the certification process. Please note, the facilitator may request additional documentation related to the CPA at any time.

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- i. **Maintenance of all CPA documentation in a safe and sure place.** As noted above, the student should maintain copies of all CPA documentation in safe place in cases of lost paperwork or other calamity.
- j. **Submission of a portfolio (CPA binder) for final certification and approval for graduation.** The CPA Portfolio is a binder with three tabs/dividers that are labeled Year 1, Year 2, and Year 3. The "Normann CPA Tracking Form" (signed by facilitator) should be placed in front of the "Year 1" tab. Each tab must have the CPAs that are required for completion in that academic year. For each CPA in the portfolio, there must be a copy of the entire CPA document including the CPA Competency Assessment Form (graded and signed by the preceptor and facilitator). The CPA Portfolio must be submitted by the Friday after Session 3 of the 9th semester in order to allow time for final certification for graduation that semester.

Students are expected to maintain a copy of the CPA Portfolio and mail the CPA Portfolio to the following address:

Greg Zuest, Ph.D., ATC
Assistant Director, WPPD Program
Clinical Assistant Professor
College of Pharmacy
2124 NE Waldo Road, Suite 2201
Gainesville, FL 32609

Student CPA Responsibilities By Semester:**Semester 1: Enter Foundations Course**

- Complete Profile of Practice Experiences in Foundations Course.
- Prepare Plan for Completing CPAs in Foundations Course.
- Secure a site by having at least 1 affiliation agreement signed or finding a site for which an affiliation agreement has already been established.
- Sign up for the Practice Experience Institute (PEI).
- Begin CPAs 11 and 12 if you are waiting to complete CPAs 1-10. Make sure your facilitator approves your preceptor and that your preceptor approves CPD plan before starting CPA 11 or CPA 12.

Semester 2

- Secure enough affiliation agreements so that you have the sites needed for the CPAs outlined in your plan. (Plan now - In year 2, your sites will need to provide the type of patient diseases your need to encounter.)
- Gain approval of preceptors for CPAs 11 and 12 if this was not done in Semester 1.
- Attend the PEI.

Semester 3

- Automatically enrolled into the Clinical Practice Assessments I course.
- The student's progress in completing CPAs will be assessed at the end of each semester
- CPAs 1-12 are to be completed and documentation signed off by facilitator by the second session. Some facilitators may allow students to hand in CPAs by the final exam. CPAs will not be accepted any later than the date of the final exam.
- Students who do not have 12 CPAs completed by the final exam date must retake the CPA course in semester 4. Students will be charged a fee for retaking the CPA course.
- Update your Individual CPA Plan and confirm sites/preceptors where second year CPAs will be completed.

Semester 4

- Students should do at least 3 CPAs from CPAs 13 – 36 to keep on track. Most of these CPAs can be done in any order.
- The student's progress in completing CPAs will be assessed at the end of each semester. Students will receive feedback from their facilitator every semester (see CPA rubric).
- Students are expected to complete at least 3 CPAs each semester. Students who do less than 3 CPAs per semester but are ahead in completing CPAs will be considered to be making "Satisfactory Progress." Students who do not follow their plan and get behind in completing CPAs will be considered to have "Unsatisfactory Progress."
- Students retaking the CPA course I in this semester must complete at least 12 CPAs to advance to semester 5. If a minimum of 12 CPAs is not completed by the final exam date, the student cannot move onto their 5th semester and a CPA course must be retaken until the minimum number of CPAs is completed.
- Complete no more than 6 CPAs per semester unless you are attending the Advanced CPA program or have Regional Director Approval.
- Confirm availability of site/preceptor where CPAs planned for Semester 5 are to be done.

Semester 5

- Students should do at least 3 CPAs numbered 13 – 36 in order to keep on track. The student's progress in completing CPAs will be assessed at the end of this semester. Students are expected to complete at least 3 CPAs each semester. Students who do less than 3 CPAs per semester but are ahead in completing CPAs will be considered to be making "Satisfactory Progress." Students who do not follow their plan and get behind in completing CPAs will be considered to have "Unsatisfactory Progress."
- Complete no more than 6 CPAs per semester unless you are attending the Advanced CPA program or have Regional Director Approval.
- Confirm availability of site/preceptor where CPAs planned for Semester 6 are to be done.

Semester 6

- Register for the Clinical Practice Assessments II course.
- Twelve (12) CPAs that are numbered 13-36 must be completed by the end of Semester 6 for a total of 24 CPAs. CPAs will not be accepted any later than the date of the final exam.

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- Students who do not have 24 CPAs completed by the final exam date must retake the CPA course in semester 7. Students will be charged a fee for retaking the CPA course.
- Complete no more than 6 CPAs per semester unless you are attending the Advanced CPA program or have Regional Director Approval.
- Confirm availability of site/preceptor where CPAs planned for Semester 7 are to be done.

Semester 7

- Students should do at least 3 CPAs numbered 13 – 36 in order to keep on track. The student's progress in completing CPAs will be assessed at the end of this semester. Students are expected to complete at least 3 CPAs each semester. Students who do less than 3 CPAs per semester but are ahead in completing CPAs will be considered to be making "Satisfactory Progress." Students who do not follow their plan and get behind in completing CPAs will be considered to have "Unsatisfactory Progress."
- Students retaking the CPA course II in this semester must complete at least 24 CPAs total to advance to semester 8. If a minimum of 24 CPAs is not completed by the final exam date, the student cannot move onto their 8th semester and a CPA course must be retaken until the minimum number of CPAs is completed.
- Complete no more than 6 CPAs per semester unless you are attending the Advanced CPA program or have Regional Director Approval.
- Confirm availability of site/preceptor where CPAs planned for Semester 8 are to be done.

Semester 8

- Students should do at least 3 CPAs numbered 13 – 36 in order to keep on track. Students are expected to complete at least 3 CPAs each semester. Students who do less than 3 CPAs per semester but are ahead in completing CPAs will be considered to be making "Satisfactory Progress." Students who do not follow their plan and get behind in completing CPAs will be considered to have "Unsatisfactory Progress."
- Complete no more than 6 CPAs per semester unless you are attending the Advanced CPA program or have Regional Director Approval.
- Confirm availability of site/preceptor where CPAs planned for Semester 9 are to be done.

Semester 9

- Automatically register for the Clinical Practice Assessments III course.
- That last 12 CPAs that are numbered 13-36 must be completed by the end of Semester 9 for a total of 36 CPAs.
- Students not completing a total of 36 CPAs in this semester must retake a CPA course until all CPAs are completed.
- Mail the CPA Portfolio to the WPPD Office for final certification to arrive by the Friday after Session 3. Policies for submission of the CPA Portfolio are provided in the general policies section.
- Complete no more than 6 CPAs per semester unless you are attending the Advanced CPA program or have Regional Director Approval.

Policies and Procedures – Regional Director, CPAs

1. The Regional Director, CPAs must consider the following information when approving a preceptor:
 - a. A resume or curriculum vitae submitted by the preceptor
 - b. The potential preceptor's expertise in the practice area that is the focus of the CPA.
 - c. Faculty appointments with other Schools/Colleges of Pharmacy.
 - d. Other experience that supports designation as an "advanced practitioner."
2. The Regional Director, CPAs will designate which CPAs the preceptor may supervise. The preceptor is only approved to supervise these CPAs. Students will not receive credit for completing CPAs with preceptors who are not approved for those CPAs.
3. The Regional Director, CPAs will act as a liaison for preceptors and the WPPD program. The Regional Director, CPAs is available to the student and facilitator as a resource on how to successfully complete the CPA program requirements.
4. The Regional Director, CPAs will supervise students who receive an unsatisfactory rating (e.g., unsatisfactory or unsatisfactory profess). This supervision will continue until the student is deemed to be making Satisfactory Progress.
5. If a student receives a grade of Unsatisfactory, the Regional Director will assist the student in developing a remediation plan and approve this plan within the first month after the assessment/grade is assigned.
6. The Regional Director, CPAs will provide QA for the CPA program and is responsible for maintaining the WPPD Resources and Practice Experiences and CPA course sites on eLearning.

Policies and Procedures - Facilitators

1. Facilitators must provide feedback each semester and designate the student's performance as one of the following: 1) Unsatisfactory Progress, 2) Satisfactory Progress, or 3) Exceeds Expectations. (See CPA rubric). The facilitator must assign the score based on the number of CPAs completed. All facilitators have been instructed by WPPD administration to not to make any exceptions for special circumstances when assessing the student's progress. Appeals or requests for special circumstances may only be initiated by the Regional Director, CPAs. At the end of Semesters 3, 6, and 9, the assessment done by the facilitator will be used to assign a grade for the appropriate CPA course.
2. Facilitators must notify the Regional Director about each student who is found to be making "Unsatisfactory Progress." This notification to the Regional Director must be done by the end of the semester for which the assessment was done.
3. As the student progresses across the program, his/her facilitators must certify that each CPA has been satisfactorily completed.
 - a. The facilitator must review the documentation that the student is directed to submit as designated in the CPA document and Competency Assessment Form. When reviewing this documentation, the facilitator will certify: 1) the appropriate documentation is present, 2) the documents provide evidence that the clinical activity was performed accurately and completely when compared to the performance criteria in the Competency Assessment Form, and 3) both the preceptor and student have signed the Competency Assessment Form and answered the designated questions in a thoughtful manner. Note, if the preceptor initially does not complete the written comments section, the facilitator must deny certification and return the form to the student/preceptor for resubmission.

Policies and Procedures - Approved Preceptors

1. A preceptor must have the credentials and expertise that are outlined in the Competency Assessment Form for each CPA and be approved by the WPPD Office. (The Regional Director, CPAs will indicate which CPAs the preceptor is eligible to supervise when designating the faculty appointment.)
2. To avoid potential conflicts of interest, a preceptor must not be an immediate family member/relative, current WPPD student, WPPD Alumni who has had the UF Pharm.D. degree for less than one year, or be a work subordinate. The student may appeal special circumstances or situations related to this policy to the Regional Director, CPA.
3. Preceptors are strongly encouraged to complete the orientation to the CPA program by visiting the WPPD home page at <http://www.cop.ufl.edu/education/doctor-of-pharmacy-degree-pharmd/working-professional-pharmd-wppd/> and scrolling down until the link for "Preceptors" is found.
4. Preceptors who encounter questions about supervising a student who is completing a CPA should contact either the student's facilitator or Regional Director. Preceptors who have difficulty reaching

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these individuals may contact the WPPD office at 352-273-6226 or 283-3262 or email the Regional Director, CPAs at bmitrzyk@ufl.edu.

5. Preceptors may request reimbursement for supervising the completion of a CPA. The forms for requesting reimbursement may be obtained at the WPPD homepage at <http://www.cop.ufl.edu/education/doctor-of-pharmacy-degree-pharmd/working-professional-pharmd-wppd/> and scroll down until the "Preceptors" link is found toward the bottom of the page. The payee name must be the same on all forms submitted and all documents must be mailed to the WPPD office so that the copy with the original signature is submitted. Payment is \$50 per CPA and the preceptor must be approved for that CPA to receive compensation. Payment is made 3 times per year and is based on UFL's academic calendar.
 - a. The following documents must be completed and submitted to UFL WPPD office by the preceptor for reimbursement:
 - i. Consulting and Professional Worksheet
 - ii. Invoice Verification Form
 - iii. UF Vendor Application
 - iv. W9 Form

CPA Grading Rubric

Student Name:

Deadline (By final exam date of each semester)	CPA Grade (U=unsatisfactory or S=satisfactory)		
	Unsatisfactory Progress (U)	Satisfactory Progress (S)	Exceeds Expectations (S)
Semester 1	One or more of the following have not been completed: 1. Profile of Practice Experiences 2. Plan for Completing CPAs 3. Submission of an Affiliation Agreement to the WPPD office. Student has not made any progress in completing CPAs.	Profile of Practice Experiences and a draft Plan for Completing CPAs are completed. Student has registered for PEI. In addition, the student and /or site has submitted an affiliation agreement to the WPPD office.	Profile, plan, and submission of affiliation agreement are completed. Student has completed 1 CPA.
Semester 2	Student has less than 1 CPA completed and/or has not enrolled or completed the PEI for CPAs 1-10.	Student has completed 1 CPA and student has enrolled or completed the PEI for CPAs 1-10.	Student has attended the PEI and completed CPAs 11.
Semester 3 (CPA Course I)	Student has less than 12 CPAs completed.	Student has completed CPAs 1-12	Student has completed CPAs 1-12 and has completed at least 1 second year CPA (11-36).
Semester 4	Student has completed less than 3 CPAs (numbered 13-36) or less than 15 CPAs completed total	Student has completed 3 CPAs (numbered 13-36) for a total of 15 CPAs	Student has completed more than 3 CPAs (numbered 13-36) for a total of more than 16 CPAs
Semester 5	Student has less than 6 CPAs (numbered 13-36) completed or less than 18 CPAs completed total	Student has completed 6 CPAs (numbered 13-36) for a total of at least 18 CPAs	Student has more than 6 CPAs (numbered 13-36) completed for a total of more than 18 CPAs completed
Semester 6 (CPA Course II)	Student has less than 12 CPAs numbered 13-36 completed for a total of 24 CPAs.	Student has completed 12 CPAs that are numbered 13-36 for a total of 24 CPAs.	Student has completed more than 12 CPAs numbered 13-36 and has a total of more than 24 CPAs completed
Semester 7	Student has less than 15 CPAs (numbered 13-36) completed or less than 27 CPAs completed	Student has completed 15 CPAs (numbered 13-36) or a total of 27 CPAs.	Student has completed more than 15 CPAs (numbered 13-36) for a total of more than 27 CPAs
Semester 8	Student has less than 18 CPAs (numbered 13-36) completed or has completed less than 30 CPAs total	At least 18 CPAs (numbered 13-36) are complete or has completed 30 CPAs total.	Student has completed more than 18 CPAs (numbered 13-36) or more than 30 CPAs total
Semester 9 (CPA Course III)	Student has less than 24 CPAs numbered 13 - 36 completed or has completed less than 36 CPAs	Student has completed 24 CPAs numbered 13-36 for a total of 36 CPAs and submitted CPA portfolio to WPPD office	Student completed 36 CPAs prior to Semester 9.

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Procedures for Completing Clinical Practice Assessments (CPAs)

The following figure provides a brief synopsis of the procedures for completing Clinical Practice Assessments and the responsibilities of students, preceptors, facilitators, regional directors, and the Program Director.

Procedures

Semester 1

Student:

Develop an Individual Plan for accomplishing CPAs and complete the Profile of Practice Experiences. Secure a site and submit affiliation agreement for completing CPAs. Secure at least one preceptor this semester with plans for securing additional preceptors in future semesters.

Semester 3

Student:

CPAs 1-12 must be completed by end of Semester 3.

Facilitator:

For all students, assess student progress in completing CPAs, submit grade. Notify Regional Director about students who are determined to be making "Unsatisfactory Progress."

Semester 6

Student:

12 CPAs numbered 13-36 must be completed by end of semester.

Facilitator:

For all students, assess student progress in completing CPAs, submit grade. Notify Regional Director about students who are determined to be making "Unsatisfactory Progress."

Semester 9

Student:

All 36 CPAs must be completed by end of semester. Submit CPA Portfolio at by due date in order to be approved for graduation.

Facilitator:

For all students, assess student progress in completing CPAs, submit grade. Notify Regional Director about students who are determined to be making "Unsatisfactory Progress."

CPA Grading

Note: At semesters 3, 6, and 9, a grade of Satisfactory (e.g., Exceeds Expectations or Satisfactory Progress) or Unsatisfactory (e.g., Unsatisfactory Progress) will be submitted by the facilitator. If a grade of Unsatisfactory is submitted, the student must re-take the course the following semester and pay tuition for this course to complete the required CPAs. The Regional Director, CPAs will supervise the student as this course is retaken.

Note: If Unsatisfactory Progress occurs, the student may not register for either Semester 5 or 8 until CPAs are caught up.

Responsibilities



WPPD Office:

Assigns preceptor appointment and designates which CPAs the preceptor may supervise.



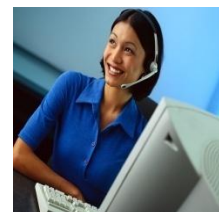
Facilitator:

For each CPA, verifies preceptor is approved and certifies CPA documentation is complete and accurate. Assesses student progress each semester.



Approved Preceptors:

Supervises actual completion of a CPA. Must have credentials and expertise noted in Competency Assessment Form.



Regional Director, CPAs:

Guides students found to have "Unsatisfactory Progress." Also Audits quality of CPAs submitted and assists facilitator in monitoring student progress.

Clinical Practice Assessments: Description

Introduction

The experiential component of the WPPD Program involves learning activities during the regional/remote sessions, completion of a Clinical Practice Improvement activity, and completion of “Clinical Practice Assessments.”

Definition

A Clinical Practice Assessment or “CPA” is a defined practice task or activity that the student must perform in the patient care or pharmacy practice setting. In completing a CPA, the student is expected to independently complete all pre-requisite learning activities. Then, when the student feels he is able to demonstrate “competency” (e.g., the ability to perform the designated activity), the student meets with a “CPA Preceptor” (e.g., practitioner) who “certifies” that the student’s completion of the CPA meets pre-established criteria.

For each CPA, a document outlines the following to guide the student in completing all requirements:

1. The relevant program competency
2. The expectation or task that must be accomplished
3. Pre-requisite learning the student must accomplish before initiating a CPA,
4. The steps involved in performing the task/activity and performance criteria for the student to use when preparing to complete the task/activity,
5. Responsibilities of preceptors, sites, and students
6. Who is qualified to serve as a “CPA Preceptor” for the CPA,
7. How the CPA Preceptor will certify the student has successfully completed all requirements,
8. A “Competency Assessment Form” that the CPA Preceptor will complete to certify that the student has successfully completed the CPA. And
9. Documents the student must submit to the facilitator and reflections that the student must complete.

A “Competency-Based Approach”

Completion of the CPAs is “Competency-Based” which means that the time it takes for a student to successfully complete each CPA is not pre-established. The time it will take for a student to complete a CPA depends on a combination of the following:

1. the student’s prior experience in performing the task/activity
2. how well the student has prepared for completing the CPA (e.g., completion of pre-requisite learning)
3. the student’s ability to integrate knowledge, skills, attitudes, and values that have been learned and apply this learning in the real world setting.

Domains of CPAs

The experiential component of the WPPD program requires demonstration of competency in 10 outcome areas. Therefore, the student will complete CPAs related to the following outcomes:

1. Participate as an inter-professional team member
2. Patient assessment
3. Drug therapy review
4. Develop a pharmaceutical care plan
5. Written/verbal communication
6. Monitoring for endpoints
7. Pharmacokinetic monitoring
8. Patient education and counseling
9. Systems management to improve therapeutic outcomes
10. Provide public health

In Year 1, students complete 1 CPA related to each of the above outcomes and then across Years 2 and 3, 2 additional CPAs are completed for each outcome. Therefore, there are 3 required CPAs for each

outcome. The 6 elective CPAs that are done across the three years may emphasize any of these outcomes. Appendix 1 provides criteria that delineate successful completion of each outcome.

The CPA Curriculum

The CPA curriculum encompasses two phases that encompass completion of CPAs. The first Phase is the “Introductory Phase” or Year 1 and the Second Phase is the “Core and Advanced Phase” or Years 2 and 3

Phase 1: Introductory CPAs. Students must complete 10 “Introductory CPAs.” This set of 10 Introductory CPAs are designed to help students learn how to approach successful completion of a CPA and assure the student can perform core practice tasks/activities in a general practice setting. The 10 CPAs in this introductory phase encompass 1 CPA for each of the 10 outcomes listed above.

The student must attend the WPPD Program Practice Experience Institute (PEI) at the University of Florida campus in Gainesville to complete these 10 Introductory CPAs. Completion of the Introductory CPAs at the PEI allows students to get closer guidance by faculty in completing CPAs.

By the end of the 3rd semester, the student must also complete CPAs 11 and 12 that are “Continuing Professional Development or CPDs.” Specifically, the student will identify and complete a practice task/activity that he/she needs for personal growth/professional practice development. Using a guide provided by the WPPD program, the student will accomplish the following in completing the CPD:

1. Establish Personal learning objectives
2. Establish strategies for accomplishing learning objectives (pre-requisite learning that must be accomplished, activities that must be accomplished in the practice/patient setting)
3. Establish criteria that define successful completion of the personal learning objectives.
4. Successfully accomplish learning activities.
5. Complete a reflective summary outlining how each of the above were accomplished and plans for further personal development based on the success of completing this CPA.

Please note that the student must have items 1-3 that are listed above approved by the preceptor before implementing the learning activities.

The student must satisfactorily complete all 10 Introductory CPAs and the 2 Elective CPAs in order to register for the second year (4th semester) of the program. Students who do not complete the total of 12 CPAs within this first year must be supervised by a Regional Director and the Regional Director will determine whether the student may enroll in WPPD courses for the next semester. Students entering after Spring 2007 must register for a Clinical Practice Assessments course in Semester 3. Students who receive a grade of Unsatisfactory in this course must immediately retake the course in the semester that they next enroll in the WPPD program.

Phase 2: Core and Advanced CPAs. During Semesters 4 – 9, the student must complete 20 “Required CPAs” (e.g., 2 CPAs for each of the 10 outcomes) and 4 CPDs. The CPDs may be from any of the 10 outcome categories. Therefore, across Years 2 and 3 of the program the student must complete a total of 24 CPAs or approximately 4 CPAs per semester.

For the Core and Advanced CPAs, options are suggested so that the CPAs can be completed in either community practice, institutional, or industry settings. Students may complete the Continuing Professional Development (CPD) CPAs in either the institutional, community, or drug industry setting.

The student must satisfactorily complete 12 CPAs (ideally the 10 required and 2 CPDs) by the end of Year 2. Students who do not complete 12 CPAs within this second year will receive a failing grade in the Clinical Practice Assessments II course and must re-enroll in the course in following semester. All students who do not have 12 Core/Advanced CPAs completed by the end of Year 2, will be supervised by the Regional Director. Students who do not complete the remaining 12 CPAs in the third year will receive a failing grade in the Clinical Practice Assessments III course and must re-enroll in the course in following semester. All

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students who do not have all 24 Core/Advanced CPAs completed by the end of year 3, will be supervised by the Regional Director.

The student must complete all Core/Advanced CPAs with a score of "Competency." If a student does not achieve a "competency" score for a CPA, he must remediate until a rating of competency is achieved. Upon completion of the 24 Core/Advanced CPAs, the student will be certified as having completed all Core/Advanced CPA requirements.

How to Get Started

The following page has a "Quick Scan" that summarizes all that must be done to accomplish CPAs. Please note that there are many steps and that some of these require approval by other individuals (e.g., affiliation agreement must be signed by both the institution/site and the UF legal counsel, preceptors must be approved by the WPPD office). Please plan your CPA activities so that you allow sufficient time for these approvals.

The following pages also contain a Table for planning completion of your CPAs. Use this to begin planning your CPAs. This is also called the Normann CPA Tracking Form and you will use it to document actual completion of your CPAs across the program. An electronic copy of this form is available in the E Learning WPPD Resources and Practice Experiences Site.

Summary

The student must complete a total of **36 CPAs** (12 CPAs in each year of the WPPD program; by semester 3, semester 6, and semester 9). All 36 CPAs must be completed with a minimum grade of "Competency."

Quick Scan: Getting Started with CPAs

10 Steps for Successful CPA Completion

- How to Get Started:** Review the Practice Experience Manual and make sure you understand the policies and procedures. Then, download the documentation for the CPA that you want to complete. This documentation is available at the eLearning Resources and Practice Experiences Site. The Year 1 tab has documents for CPAs 1-12 and the Year 2 tab has documents for CPAs 13-36. As you review the documentation for the CPA, note the preceptor and site criteria before you begin the steps below.
- Step 1:** Verify your site has a current affiliation agreement with UF and your UF HIPAA training is current. The following URL shows the current affiliation agreements that have been approved: <http://copnt13.cop.ufl.edu/x/affil.exe>. **Note:** Some sites have special requirements. Make sure you have met all site requirements for HIPAA and screening. (HIPAA Must Be Updated Annually or you will be dropped from the WPPD class rolls.)
- Step 2:** Submit a request to Use a Preceptor by going to the eLearning Resources and Practice Experiences Site or <http://copnt13.cop.ufl.edu/ned/formgen/beck3.htm>. (Note: Complete the request even if your preceptor is already approved since we use this to document completion of CPAs)
- Step 3:** If you have a preceptor you want to be approved, direct the preceptor to complete an online application at: <http://copnt13.cop.ufl.edu/wppd/preceptors/> (click “application” on left side)
- Step 4:** Verify your preceptor is approved for the CPA at the following URL: <http://copnt13.cop.ufl.edu/x/beck6.php>. An “X” indicates the preceptor is approved to supervise students for that CPA number. Note: It can take up to 3 weeks for the approval. If the name is listed but there are no x’s, your request is “pending.”
- Step 5:** Once your site and preceptor are approved, successfully complete the CPA and have it signed by the preceptor.
- Step 6:** Assimilate all documentation as outlined in the Competency Assessment Form. (See Section on form: “Documentation Required As Evidence of Completion”). This section lists what documentation you must submit to your facilitator for certification.
- Step 7:** Submit the required documents to “TurnItIn” (located in the eLearning Resources and Practice Experiences Site as an “assignment”). All documents cited in the Competency Assessment Form as Evidence 1b must be submitted as noted in eLearning. Note: You must submit your documentation electronically via TurnItIn and by hardcopy to your facilitator as outlined in Step 8 below.
- Step 8:** Provide your facilitator with a hardcopy of all documents that are listed as “Documentation Required As Evidence of Completion.” The facilitator will sign-off on the CPA Normann Tracking Form if all documentation is correct.
- Step 9:** Maintain both original and copy of all documentation in separate secure places at all times.
- Step 10:** In semester 9, follow procedures outlined in the Policies and Procedures Manual for submitting the CPA Portfolio for final audit in preparation of graduation.

Questions?

Affiliation Agreements: Ms. Cheryl Meyer (Cheryl@cop.ufl.edu) or 352- 273-6280

Preceptor Applications: Ms. Jacqueline Lavinder (lavinder@cop.ufl.edu) or 352-273-6279

Preceptor Applications Pending > 3 Weeks: Dr. Beatriz Mitrzyk(bmitrzyk@ufl.edu)

Questions about Preceptor Approvals: Dr. Beatriz Mitrzyk(bmitrzyk@ufl.edu)

Clarification about CPA Requirements: 1st: Facilitator, 2nd: Dr. Beatriz Mitrzyk (bmitrzyk@ufl.edu)

Requests for Special Approvals and Assistance: 1st: Facilitator, 2nd: Dr. Beatriz Mitrzyk (bmitrzyk@ufl.edu)

Questions about Submitting for Graduation Audit: Dr. Greg Zuest (zuest@cop.ufl.edu)

Overview of CPAs for each Competency

1) Participate as an InterProfessional Team Member

- a) Interact appropriately with other members of a healthcare team. The student must demonstrate the ability to deliver patient-centered care as members of an InterProfessional team, emphasizing evidence-based practice, quality improvement approaches, and informatics. The student must also be able to assess how well the group functions as a team. The knowledge, skills, clinical reasoning, attitudes, values, and professional behaviors required to accomplish this require:
- Cooperation (e.g., Accept and make use of different disciplinary roles and how to manage overlapping roles.)
 - Collaboration
 - Integration of care with that provided by others to ensure care is continuous and reliable.
 - Contribution to a team as they establish a team mission and goals, indicators of team success, and at given intervals reflect on the success of the team.
 - Effective communication as a team member by using effective feedback, evaluation, and identifying strategies for improvement.
 - Effective communication with other team members in order to work through differences and accomplish goals.
 - Respect for differences/diversity.
 - Adapting behavior to reflect an expanded understanding of cultural diversity both among team members and patients.
 - Contribute to patient care by making clinically important pharmaceutical care interventions

2) Perform Patient Assessments

- a) The student must demonstrate the ability to collect patient data (e.g., a medication history, the medical chart, and/or laboratory data) and assess a patient's health status. The goal of performing this patient assessment is to prevent, identify, and solve medication-related problems. The knowledge, skills, clinical reasoning, attitudes, values, and professional behaviors required to accomplish include:
- Appropriate introduction of oneself to the patient, explaining the purpose and role of the session, and encouraging the patient to ask questions.
 - Assimilation of all laboratory data relevant to the patient's problems.
 - Interpretation of laboratory results by comparing them to reference or therapeutic ranges and identifying how the values correlate to the whole clinical picture.
 - Perform and evaluate the patient using patient assessment skills specific to the individual patient, drug therapy, and condition.
 - Perform the physical assessment in a confident manner and also uses approaches that are comfortable to the patient.
 - Perform the physical assessment using terminology the patient can understand.
 - Ask questions that appropriately assess whether the patient is self-monitoring for efficacy and toxicity/adverse effects.
 - Establish a working diagnosis as it relates to providing pharmaceutical care.
 - Make initial therapy recommendations or modification of existing therapies related to this assessment.
 - Implement a plan for ongoing evaluation of effectiveness of treatment and potential side effects of the medications.
 - Using effective Communications
 - a. Be assertive, yet make the patient feel comfortable.
 - b. Use verbal and nonverbal communication that is congruent and appropriate.
 - c. Maintain patient confidentiality.
 - d. Demonstrate Professionalism
 - Independently assimilate the patient assessment data that is accurately observed/measured when interacting with the patient.

- Accurately denote whether physical assessment data were obtained by performing the physical assessment or acquiring the data from other sources (chart).

3) Conduct Drug Therapy Reviews

- a) The student must demonstrate the ability to successfully review a medication profile or medication administration record and identify medication-related problems.
 - Review the patient's drug therapy for drug related problems ("pharmaceutical care")
 - Ask questions and obtain missing data to appropriately assess/interpret apparent problems.
 - Identify all drug therapy-related problems.
 - Explain the mechanism by which the medication(s) is/are causing each drug therapy-related problem support this discussion in an evidence-based manner.
 - Prioritize the patient's list of drug therapy-related problems

4) Develop a Pharmaceutical Care Plan

- a) The student must demonstrate the ability to prepare a pharmaceutical care plan that includes a comprehensive list of the patient's medication-related problems and for each problem, a specific plan for resolving the problem. This plan includes detailed information about what medications need to be added or discontinued and if a medication is to be added, the product that should be dispensed, the dosage, route, times of administration, duration of therapy, parameters to monitor for efficacy and toxicity, and patient counseling plans.
 - Effectively follow the established process for developing a pharmaceutical care plan.
 - Gather information (subjective and objective)
 - Assimilate information from the patient, the medical record, the laboratory, and other health professionals
 - Identify all drug therapy-related problems.
 - No indication for a current drug
 - Indication for a drug but no drug prescribed
 - Wrong drug prescribed
 - Too much of the current drug
 - Too little of the current drug
 - Adverse drug reaction/drug allergy
 - Drug-drug, drug-disease interaction
 - Patient not receiving a prescribed drug
 - For each problem identified, the following are outlined:
 - Goals of drug therapy
 - Drug therapy alternatives
 - Recommended intervention
 - Rationale for the recommended intervention
 - Monitoring Plan
 - Follow up Plan
 - Demonstrate effective verbal and written communication skills when communicating the plan

5) Demonstrate Written/Verbal Communication

- a) The student must demonstrate the ability to communicate a variety of pharmacotherapy topics and issues. Furthermore, the student must demonstrate the ability to perform this competency both verbally and in writing. For example, students are expected to demonstrate the ability to write drug evaluations and articles reviewing drug therapy topics. Students are also expected to demonstrate the ability to verbally present pharmacotherapy content/topics and discuss the topic with the audience.

6) Monitor for Endpoints

- a) The student must demonstrate the ability to establish for a patient the "therapeutic goals" or endpoints that indicate the patient's medication problem is either resolved, cured, or managed. The student must then demonstrate the ability to monitor the patient over time and assess when the endpoints are achieved. If the patient is not achieving the desired endpoints, the student must

demonstrate the ability to modify the therapeutic plan or endpoints so that the patient's quality of life is optimized.

- Establish endpoints
 - Displays knowledge of parameters for measuring therapeutic endpoints, including surrogate markers for patient outcomes (e.g., decreased blood pressure is a surrogate marker for cardiovascular disease).
 - Understands limitations of therapeutic endpoints being monitored.
- Treatment therapies are patient specific
 - Therapy is aimed at developing appropriate pharmaceutical care plans for these patients.
- Assess patient response
 - An accurate assessment is made as to whether the therapeutic endpoints have been reached.
- Identify if drug dosing, schedule, and indication were appropriately used in the treatment plan.
 - Determine if the best drug, dose and delivery system for the patient was used at the appropriate time needed by reviewing patient specific parameters (labs, clinical response, minimizing adverse effects).
- Note trends in monitoring parameters
 - Base revisions on longitudinal monitoring parameters.
- Recommendations for follow-up/revised drug therapy are accurate.
- Communication Skills
 - Effectively communicate patient care recommendations to preceptor, and other team members via either verbally or a progress note.
 - Grammar and spelling are accurate.
 - Note is concise (no extra words are included).
 - Written communication is specific and precise (drug dose, route, duration, etc are provided).
 - Maintain patient confidentiality.

7) Perform Pharmacokinetic Monitoring

- a) The student must demonstrate the ability to apply pharmacokinetic concepts in establishing a therapeutic regimen when a patient is receiving a drug that has a narrow therapeutic range. Specifically, the student must demonstrate the ability to design a dosage regimen based on population pharmacokinetic parameters and when serum drug levels are available, assess whether the current regimen is providing the desired effect. If the current regimen is not optimized, the student must demonstrate the ability to utilize both population and patient-specific pharmacokinetic parameters in order to optimize the patient's medication regimen (e.g., dose and interval).

- Collection of appropriate demographic data**
 - Data is appropriate for the drug being evaluated
 - The appropriate body weight is identified for performing calculations (IBW vs TBW vs Adjusted BW)
- Disease states and drugs that may impact the dosing requirements are identified and evaluated.**
- Parameters for assessing response and toxicity are documented and assessed.**
- Population Parameters are accurately calculated**
 - The population parameters are accurate given the patient's body size, diseases, and concomitant drug therapy.
 - The correct equations are used to predict the patient's dosage requirements or serum drug levels.
 - Calculations are accurate.
- Patient-specific parameters are accurately calculated if serum drug levels are available**
 - All possible patient-specific parameters are calculated from available drug levels.
 - The correct equations are used to predict the patient's patient-specific parameters.

- Calculations are accurate.
- All patient-specific parameters are reviewed and any trends (e.g., changes over time) in parameters are noted.
- Patient-specific parameters and population parameters are compared.**
 - Similarities or differences of patient-specific and population parameters are noted and when different, plausible causes of the differences are provided in an evidence-based manner (e.g., using literature data to support your explanation)
- If indicated, a new dosage regimen is calculated.**
 - The patient's response is considered before computing a new dose.
 - The dosage regimen is calculated using the most appropriate parameters.
 - The most appropriate pharmacokinetic equations are used to calculate the new dosage regimen.
- A therapeutic drug monitoring plan is established**
 - Parameters for monitoring response and toxicity are established and the frequency of obtaining these data are noted.
 - Times of follow-up serum drug levels (when indicated) are noted.
- A consultation note outlining the assessment and plan is accurately prepared.**
 - The consultation note provides a brief summary of pertinent demographic data, drug dosing history, and serum drug level history.
 - Previous pharmacokinetic data from serum drug levels (that are recent and relevant) are interpreted.
 - When level results are available, the note indicates whether the levels are consistent with expectations, literature data.
 - Specific recommendations are provided for any new dosages (dose, interval, route, when to start new regimen)
 - Monitoring parameters and frequency of their assessment are recommended.
 - Times for measurement of serum drug levels are noted (if indicated).
 - The consultation note is concise.
 - The consultation note exhibits accurate spelling and appropriate grammar.
- Verbal communication with health professionals** - The practitioner can explain pharmacokinetic concepts underlying the patient's dosing problem using terminology that is clear and practical for an individual who does not have expertise in pharmacokinetics.

8) Provide Patient Education and Counseling

- a) The student must demonstrate the ability to educate a patient about how to take a medication and self-monitor for efficacy and toxicity. In addition, the student must demonstrate the ability to counsel patients who have problems such as medication adherence and psychosocial problems that may impact successful administration of the medication.
 - Introduction
 - Introduces self
 - Identifies patient/patient's agent by name
 - Explains the purpose/importance of the counseling session in terms of benefit to the patient
 - Encourages patient to ask questions or seek clarification
 - Informs patient about the time required for the session and gains permission
 - Provide information on new medications
 - Name of medication.
 - Purpose
 - Dose
 - Dosage schedule
 - How to take (e.g., with meals).
 - Duration of treatment
 - Benefits of medication
 - Common important side effects and whether they will go away with time
 - How to manage side effects
 - Precautions (driving, drug-drug interactions, alcohol use, etc.)

- What to expect (when drug will show effect)
- Techniques and criteria for self monitoring response and when to contact pharmacist
- What to do if a dose is missed
- Proper storage, ancillary instructions (e.g., shaking)
- Refill information (if, when next refill is indicated)
- Arranges for follow up
 - Establishes a time to meet with the patient to follow up about the response to the medication.
- Education techniques
 - Emphasizes important points
 - Gives reasons or tells why pieces of advice should be followed
 - Provides written information on any newly prescribed medication
- Assists in enhancing adherence – tailors regimen to patient’s lifestyle
- Assesses understanding of new information
- Ends consultation
 - Asks if patient has any questions
 - Makes self available in the future if patient needs help
- Communication Skills
 - Conducts counseling in a logical flow – starts with most important issues.
 - Uses transition statements such as “First lets go over direction for use” then, “next, there are a few side effects to be aware of.”
 - Listens to the patient
- Shows empathy, caring, and acceptance of patient feelings.
 - At the end of the session, verifies accuracy of information
- Allows patient to discuss questions and concerns without being abrupt.
- Performs the interview in a caring manner; the patient perceives the pharmacist as being interested in his/her health issues and not just performing the task.

9) Use Systems Management to Improve Therapeutic Outcomes

- a) The student must demonstrate the ability to manage a medication distribution system and informatics so that therapeutic outcomes are optimized. For example, the student must demonstrate the ability to resolve potential and actual medication errors and develop strategies for preventing future occurrences.
- b) Continually understand and measure quality of care in terms of structure (inputs into the system – patients, staff, environments), process (interactions between staff and patients), and outcomes (evidence that the patient’s health status is improved).
- c) Demonstrate the ability to document therapeutic outcomes (clinical, economic, or humanistic)
 - i) Problem identification
 - ii) Analysis by stating problem, assimilating literature or actual patient data (inputs, processes, and outcomes), evaluating the data, developing appropriate recommendations, documenting literature evidence via a bibliography.
 - iii) Apply quality improvement
 - Identify errors and hazards in care, identify the root causes and develop an action plan to improve.
 - Implement basic safety design principles such as simplification and standardization
 - Design and test interventions to change processes and systems of care with the goal of improving quality.
- d) Utilize informatics to improve patient care.
 - i) Communicate, manage knowledge, mitigate error, and support decision making using information technology.

10) Promote Public Health

- a) The student must demonstrate the ability to work collaboratively with the healthcare system to: prevent disease, prolong life, and promote health and efficiency through organized community efforts. These community efforts include sanitation of the environment, control of communicable infections, education in personal hygiene, organization of medical and nursing services, and the

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development of the social machinery to ensure everyone a standard of living, adequate for the maintenance of health.

- b) Competency in public health also includes the ability to use informatics, the ability to apply evolving information about genomics, effectively communicate with the public and community, cultural competence, community-based participatory research, and participation in establishing health policy.

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Year 1 / Normann CPA Tracking Form

No.	Core Competency (CPAs 1-10 at PEI)	Score	Facilitator initials/ Month/Year
1	Participate as an InterProfessional Team Member		
2	Perform Patient Assessment (Laboratory & Other Patient Data)		
3	Conduct Drug Therapy Reviews		
4	Develop a Pharmaceutical Care Plan		
5	Demonstrate Effective Written/Verbal Communication		
6	Monitor for Endpoints		
7	Perform Pharmacokinetic Monitoring		
8	Provide Patient Education & Counseling		
9	Use Systems Management to Improve Therapeutic Outcomes		
10	Promote Public Health		
11	Continuous Practice Development		
12	Continuous Practice Development		

Facilitator Approval:

CPAs have been successfully completed according to the criteria outlined in the CPA competency assessment forms. CPA evidence documents have been submitted to TurnItIn and I have assessed them to be the work of this student. I have verified that preceptors and practice sites used by this student are approved by UFL WPPD.

YR/CPA REQUIREMENT	MONTH/YR	FACILITATOR SIGNATURE	FACILITATOR NAME PRINTED	INITIALS
1 / CPAs 1-12				
2 / ANY 12 CPAs (13-36)				
3 / REMAINING 12 CPAs				

Clinical Practice Improvement (CPI) and Pharmaceutical Care (PC) Paper

Progress:

SEMESTER/ EXPECTATION	SUGGESTED FOLLOW UP	FACILITATOR INITIALS/DATE
Semester 2: Decide on project idea, submit draft outline		
Semester 3: Write project proposal		
Semester 6-8: Submit first draft of PCP paper		
Semester 9: Submit second/final draft of PCP paper		

The student has used the following WPPD-approved preceptors (minimum of 2 for CPAs 13-36):

PRECEPTOR/ CPAs APPROVED	PRECEPTOR NAME/ CPAs APPROVED	PRECEPTOR NAME/ CPAs APPROVED

The student has used the following practice site(s) for CPAs and these are affiliated with UFL:

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Year 2 and Year 3/ Normann CPA Tracking Form

No.	CPA Core Competency	5591 Circ	5592 Card	5593 Renal	5594 Endo	5595 Pulm	5596 GI	5597 Protect	5598 Neuro/ Psych
		Facilitator initials/month and year/grade							
13	Participate as an InterProfessional Team Member								
14	Participate as an InterProfessional Team Member								
15	Perform Patient Assessments (Laboratory & Other Patient Data)								
16	Perform Patient Assessments (Laboratory & Other Patient Data)								
17	Conduct Drug Therapy Reviews								
18	Conduct Drug Therapy Reviews								
19	Develop a Pharmaceutical Care Plan								
20	Develop a Pharmaceutical Care Plan								
21	Use Effective Written Communication								
22	Use Effective Verbal Communication								
23	Monitor for Endpoints								
24	Monitor for Endpoints								
25	Perform Pharmacokinetic Monitoring								
26	Perform Pharmacokinetic Monitoring								
27	Provide Patient Education & Counseling								
28	Provide Patient Education & Counseling								
29	Use Systems Management to Improve Therapeutic Outcomes								
30	Use Systems Management to Improve Therapeutic Outcomes								
31	Promote Public Health								
32	Promote Public Health								
33	Continuous Practice Development								
34	Continuous Practice Development								
35	Continuous Practice Development								
36	Continuous Practice Development								
Total CPAs Per Body System Course									

NOTE: Maximum number of CPAs done per semester is 6, unless the student has pre-approved permission from Regional Director-CPAs or student attends Advanced Practice Institute (API). Student should complete at least 2 CPAs per body system course, and no more than 6 CPAs per body system course.

Course Syllabus
Clinical Practice Assessments (CPA) Course I
3 Credit Hours

Course Description

This course enables the WPPD student to refine practice skills and demonstrate competency in 10 core practice areas. In addition, the WPPD student will refine their lifelong learning skills and demonstrate proficiency in performing Continuing Practice Development (CPD).

Placement

All 3rd semester students are enrolled automatically into this course. Fourth semester students who do not complete 12 CPAs by the end of their 3rd semester must manually enroll into this course.

Course Competencies

Upon completion of this course, the student will demonstrate minimum competency in the following areas:

1. Participate as a member of an Inter-professional, multidisciplinary Team
2. Perform patient assessments
3. Conduct drug therapy reviews
4. Develop a pharmaceutical care plan
5. Use effective communication skills
6. Monitor for endpoints
7. Perform pharmacokinetic monitoring
8. Provide patient education and counseling
9. Use systems management to improve therapeutic outcomes
10. Promote Public Health
11. Use the continuing professional development process to refine practice abilities

Course Objectives

Upon completion of this course, the student will:

1. Demonstrate the ability to implement and complete required CPAs.
2. Demonstrate the ability to perform the following tasks with accuracy and proficiency:
3. Participate as a member of an Inter-professional Team and assess the team effectiveness.
4. Assess a hypertensive patient's vital signs by measuring blood pressure, temperature, pulse, respiration, and by assessing drug efficacy and toxicity.
5. Review a minimum of five medication profiles and identify all medication-related problems.
6. Assimilate patient data and write a pharmaceutical care plan.
7. Conduct a medication and health history interview with a patient.
8. Assimilate patient data and establish drug therapy endpoints for the patient (e.g., the therapeutic goal).
9. Evaluate a patient and individualize a dosage regimen of a drug which has a narrow therapeutic range.
10. Educate and counsel a patient about a new medication that is being started for a chronic disease.
11. Review a medication error incident to identify root causes and then recommend strategies to improve the pharmacy system.
12. Recommend solutions for a current public health issue.
13. Demonstrate the ability to identify an area for personal improvement by self-assessment, and then develop, implement, and successfully complete a personal learning plan that enables this personal improvement.

Textbooks

The following textbooks will be used throughout your course of study.

- DiPiro et al. Pharmacotherapy: A Pathophysiological Approach, 8th ed. is also available via Access Pharmacy and the UFL online library

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- Schwinghammer. Pharmacotherapy Casebook: A Patient Focused Approach, 7th ed. is also available online
- Traub, Scott. Basic Skills in Interpreting Laboratory Data, American Society of Health Systems Pharmacists, 3rd ed.(ISBN: 1-585-28059-3)
- Nemire, Ruth. Pharmacy Clerkship Manual: A Survival Manual for Students, 2010 ed. (ISBN: 0-0713-6195-2)
- Murphy J. Clinical Pharmacokinetics Pocket Reference, American Society of Health Systems Pharmacists, 3rd ed., (ISBN: 1-515-280-887)

NOTE CPA COURSE I REQUIREMENTS:

All students are now required to upload the Norman Tracking Form by the final exam date to the CPA course page.

Signed CPA documentation (preceptor and facilitator signatures as well as student evaluation information) must be uploaded to the CPA course site using available links by the date of the final exam this semester.

All CPAs uploaded must include the student's name, site where CPAs were completed, and CPA number clearly documented.

All students are now required to achieve a score of 100% on a CPA competency quiz to pass the CPA course. Students can retake the quiz until a 100% is achieved. The quiz must be completed prior to Session 1.

All students are required to completed an evaluation of CPA course I to pass the course. The link to the evaluation tool is available on the CPA Course Assignments tab

Students not completing 12 introductory CPAs by the date of the final exam of their 3rd semester must retake the CPA course and pay the tuition fee of \$1500. If the 12 CPAs are not completed by the final exam date of their 4th semester, student may not go on to their 5th semester until the 12 introductory CPAs are completed.

Student Evaluation

Grading Scale/Methods

At the end of Semester 3, a grade of either S (Satisfactory) or U (Unsatisfactory) will be assigned for the course. A grade of S will be assigned when the student successfully completes the 12 CPAs required for completion in year 1 of the WPPD program.

CPAs 1-12 should be completed during Semesters 1—3. During these three semesters, a preceptor will evaluate each CPA completed by the student. To successfully complete a CPA, the student must achieve a score of either Competency or Mastery. For each CPA, criteria and a rubric have been established for assigning a score. The preceptor will use the criteria and rubric to assign a score. For CPAs 11-12, the facilitator will review all documentation, including that submitted by the student to Turnitin, and certify that a CPA has been successfully completed with a score of Competency or Mastery.

In order to provide students with guidance in completing 12 CPAs in the first three semesters of the WPPD program, the student will receive feedback from the facilitator in Semesters 1 and 2 about progress achieving a grade of S by the end of Semester 3. The following rubrics will be used to provide the student with feedback:

Deadline: By Final Exam Date	Unsatisfactory Progress (U)	Satisfactory Progress (S)	Exceeds Expectations (S)
Semester 1	One or more of the following have not been completed: 4. Profile of Practice Experiences 5. Plan for Completing CPAs 6. Submission of an Affiliation Agreement to the WPPD office. Student has not made any progress in completing CPAs.	Profile of Practice Experiences and a draft Plan for Completing CPAs are completed. Student has registered for PEI. In addition, the student and /or site has submitted an affiliation agreement to the WPPD office.	Profile, plan, and submission of affiliation agreement are completed. Student has completed 1 CPA.
Semester 2	Student has less than 1 CPA completed and/or has not enrolled or completed the PEI for CPAs 1-10.	Student has completed 1 CPA and student has enrolled in the PEI for next semester. Or student has completed the PEI for CPAs 1-10.	Student has attended the PEI and completed CPAs 11.

At the end of Semester 3, the student’s facilitator will evaluate the student’s progress in successfully completing the 12 required CPAs using the rubric below. A grade of S will be assigned if the facilitator indicates the student has accomplished either “Satisfactory Progress” or “Exceeds Expectations.” A grade of U will be assigned if the facilitator indicates the student has accomplished “Unsatisfactory Progress.”

Grade = U	Grade = S	Grade = S
Unsatisfactory Progress	Satisfactory Progress	Exceeds Expectations
Student has less than 12 CPAs completed.	CPAs 1-12 are completed.	Student has completed CPAs 1-12 and started second year CPAs (11-36).

If a student receives a grade of Unsatisfactory for the CPA I course, the student must manually register for the course again in Semester 4. In order to be eligible to continue taking WPPD coursework that semester, the student must have approval of the CPA Regional Director. The student will be responsible for the cost incurred in registering for this additional course.

Student Name:

UFL ID#

**Requirements of 4th Semester Students
CPA Course I**

All 4th semester students enrolled in CPA course I need to have an introductory conference call with the Regional Director, CPAs within the first 2 weeks of the semester. The student must email the Regional Director to set up the conference call.

At that time, an individualized plan detailing the goals and objectives and outlining the activities for the semester will be discussed. All students must write up the plan discussed in the first conference call in a Word 2003 document and submit it to the Regional Director for approval.

After the initial call, it is the expectation of the Regional Director that the student will maintain e-mail of other contact at least weekly to update the Director on CPA progress. This must all be documented electronically.

To pass CPA course I, the student must complete the required CPAs as described in the CPA rubric and meet the expectations described in the individualized plan. In addition, it is the expectation that the student will also begin working on 3 CPAs to meeting 4th CPA semester expectations (see CPA rubric).

Beatriz Manzor Mitrzyk, PharmD, BCPS
Regional Director, CPAs
bmitrzyk@ufl.edu
E-mail first, before calling 248 596 1447

Student Name:

UFL ID#

**Requirements of 4th Semester Students Enrolled in CPA Course I
CPA Plan**

We will be working together to meet your CPA goals this semester.
Please fill out the information below and send it to the Regional Director, CPAs as an attachment.
From this information we will develop your goals and objectives for this course and a satisfactory grade will be given when these goals are met.

Name:

Contact phone:

E-mail address:

Indicate which CPAs you have already completed (signed off by your facilitator).

CPA #

Indicate which CPAs you want to complete this semester:

CPA #	Preceptor/Describe activity in detail	Timeframe/ begin and end date	Expected completion date (submission to facilitator)

Indicate what barriers you have to completing CPAs:

Within the first week of class:

E-mail me a copy of your Normann Tracking form and PEI temporary certificate
Set up a conference call with me to discuss your plan.

**CPA Course I
Policies and Procedures for Clinical Practice Experiences**

General Policies and Procedures

1. Students are responsible for routinely checking the Sakai Resources and Practice Resources site for updates related to the following: 1) Policies and Procedures for Practice Experiences, 2) Clinical Practice Assessments, 3) Pharmaceutical Care Improvement Project, and 4) Other experiential program requirements such as case presentations.
2. All work related to practice experiences (e.g., CPA documents, case presentations, project) that is submitted must be the work of the student. Plagiarism and other forms of academic dishonesty will be monitored by use of Turnitin© (available in Sakai) and audits by faculty. Any submitted work that is suspected not to be created/accomplished by the student will be turned over to the Office of Student Judicial Affairs

CPAs - General Policies:

1. The student is limited to completing a maximum of **6 CPAs per semester** unless the student is attending the Institute/Advanced CPA program in Gainesville or has a similar individual CPA Plan that has been approved by the CPA Regional Director. Students should contact their Regional Director to request exemption from this policy.
2. The student must maintain all original CPA documents (e.g., documentation required to complete the CPA, CPA forms signed by preceptor, CPA Form for Tracking Completion of CPAs). The only time an original document should be submitted is when it is requested by a WPPD administrator for purposes of a CPA audit and the student is responsible for making a copy of the original before submitting it to the administrator. The original document is the student's only evidence that CPAs have been completed and should be kept in a safe place such as a safe deposit box. In addition, back up copies should be maintained in a place separate from the originals.
3. Students must not submit patient cases or other clinical activities that are used for Course/Session presentations/assignments for CPA credit.
4. CPA credit will not be given for any activities required of the Pharmaceutical Care Improvement project. All learning activities completed as a CPA (especially a CPD CPA) must be distinct from the project activities. (The Project and the CPA topic may be related, but the CPA must involve acquisition of new abilities and skills that have not been/will not be learned during the project.)
5. The student is responsible for the following:
 - a. **Identification of One or More Practice Sites.** A practice site is the patient-care setting where the student will complete a CPA. The student must identify one or more practice sites that meet the criteria outlined in the CPA documentation. In addition, the student must provide the site with the UF affiliation agreement and have the site submit a signed copy to the WPPD Office.
 - b. **Identification of Two or More Preceptors:** A preceptor is a practitioner who can supervise the student's completion of a CPA. Once a potential preceptor is identified, the student must direct the individual to complete the application found at the following URL: (<http://www.cop.ufl.edu/wppd/preceptors/>). All preceptor applicants will be reviewed and approved by the WPPD Office in Gainesville. Up to three (3) weeks may be required for approval. CPAs that are started before this approval step will not be certified as completed by the facilitator and WPPD Director.
 - i. Note: Two or more preceptors will be needed across the program. In order to keep on schedule, students should acquire at least one preceptor in the first semester and acquire additional preceptors across future semesters.
 - c. **Submission of a request for preceptor to be approved:** Students must make a request for a preceptor to be approved. To do this, go to the Sakai WPPD Resources and Practice Experiences Site or <http://www.cop.ufl.edu/ned/formgen/beck3.htm> (First year students will find this link in "Year 1" hyperlink and all other students must use the "Year 2 and 3" hyperlink).

- d. **Completion of all pre-requisites required of the site (HIPAA, drug-screen and background check).** Some of the sites require students to complete prerequisite paperwork/background checks/drug screens that must be coordinated with the WPPD office. Sakai contains a list of sites that have an affiliation agreement and if the site has these special requirements, it is noted in the list. Please contact the WPPD office within the time designated in this list if you intend to use the site for any experiential activities related to the WPPD program. Students who complete experiential activities (e.g., CPAs, obtaining patient data for presentations or other assignments, project) at one of these sites without completing these pre-requisites will not receive credit for the work and will have to re-do the work (e.g., CPA, presentation, project).
- e. **Submission of learning plans to preceptors prior to beginning the learning activities.** For all CPD CPAs (electives), the preceptor must approve the student's learning plan before the student implements it. Activities that are NOT acceptable for a CPD include basic life support (BLS) or OSHA Blood borne pathogen training.
- f. **Selection of patients without conflict of interest.** Students should avoid using family and friends as sources of patients for Clinical Practice Assessments if the student can not put oneself in a caregiver role with the individual.
- g. **Completion of all CPA documentation including securing of preceptor signatures and facilitator certification/signature.** Each CPA document must be signed by both the preceptor and the facilitator. The student must direct the preceptor to answer all items and also sign the CPA form. The student is then expected to submit a copy of the form along with relevant documents to the facilitator for certification/signature. The CPA documentation (See section entitled, "Directions for CPA Completion") contains a list of "relevant documents" that should be submitted to the facilitator during the certification process. Please note, the facilitator may request additional documentation related to the CPA at any time.
- h. **Maintenance of all CPA documentation in a safe and sure place.** As noted above, the student should maintain a back up copy of all CPA documentation in another place in case of disaster.
- i. **Submission of a portfolio (CPA binder) for final certification and approval for graduation.** The CPA Portfolio is a notebook with three tabs/dividers that are labeled Year 1, Year 2, and Year 3. The "Normann CPA Tracking Form" (signed by facilitator) should be placed in front of the "Year 1" tab. Each tab must have the CPAs that are required for completion in that academic year. For each CPA in the portfolio, there must be a copy of the CPA Competency Assessment Form (signed by the preceptor). Note, other documents that were reviewed by the facilitator are not to be submitted in this CPA Portfolio. The CPA Portfolio must be submitted 2 months prior to the date of graduation in order to allow time for final certification. Begin developing your portfolio now.

Academic and Conduct Standards Summary

A detailed description of the Academic and Conduct Standards for the University of Florida and the College of Pharmacy is stated in the Student Guide and the Handbook for Students and Faculty, respectively. The following summary should be reviewed by newly admitted pharmacy students to obtain an understanding of the expectations and behaviors established by the faculty and students in the College of Pharmacy.

As previously emphasized, the UFL College of Pharmacy is committed to maintaining student professionalism and upholding the highest ethical standards and laws that pertain to the pharmacy profession. Students must adhere to the highest standards of professional conduct, avoiding not only impropriety, but also even the appearance of impropriety. The College of Pharmacy has a responsibility to create an atmosphere in which professional attitudes can be cultivated; each student has a responsibility to adhere to the College of Pharmacy Academic and Conduct Standards.

Academic Standards

The purposes of the Academic Standards are: (1) to set minimal professional standards to which all students enrolled in or accepted for admission to the College of Pharmacy shall conform; (2) to identify activities that are incompatible with education in the College of Pharmacy; and (3) to describe the procedure that will be followed when addressing an alleged failure to adhere to the Academic Standards.

Conduct Standards

Academic Honesty Standards

The following violations of the academic honesty standards will be processed by the guidelines established by the University of Florida and the Health Science Center:

- Taking information – Copying graded homework, including lab work, from another person; copying a computer program or any graded assignment written by someone else; working together on a take-home test or homework assignment when not specifically permitted by the instructor; looking at another student's paper during an examination; looking at text or lecture notes during an examination.
- Plagiarism – Quoting text or other works on an exam, term paper, or homework without citation when requested by the instructor to present your own work; handing in a paper purchased from a term paper service; retyping another student's paper in your name and handing it in; copying homework answers from your text to hand in for a grade
- Conspiracy – Planning with one or more fellow students to commit any form of academic dishonesty together; giving your paper to another student you know will plagiarize it.
- Tendering information – Giving your work to another to be copied; giving someone answers to examination questions when the exam is being given; informing another person in a later section about the questions that appear on an exam you have taken; giving or selling a paper to another student.
- Giving false information – Lying to a professor to increase your grades or to attain special consideration on the grading process (e.g. lying about the reason for wanting to take a make-up examination in order to have more time to study or find out the answers to the questions on the exam from those who took it at the regularly scheduled time).
- Bribery – Offering, giving, receiving, or soliciting money or any item or service to a teacher or any other person so as to gain academic advantage for yourself or another.

Academic Honesty Guidelines

Professional practice of all types requires the highest attainable standards of ethics and personal conduct. Appropriate ethical standards will be expected throughout the student's course of study. The Academic Honesty Guidelines are reviewed in Unit A of the Foundation course. Guidance is provided in how to avoid plagiarism when writing any written documents during the program and how the Turnitin© software will be used to screen all written assignments for plagiarism. Students are strongly encouraged to review this content carefully and clarify any questions about the Academic Honesty Guidelines.

The students will be required to sign (either in writing or electronically), the following University of Florida statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action, up to and including expulsion from the University."

The UFL academic honesty guidelines require the reporting of any violation of ethical conduct to the University for appropriate action. Any misrepresentation, misdocumentation, or cheating during any assignments, CPAs, classroom presentations and discussions, or examinations will not be tolerated. Any violations will be pursued to the fullest extent of University of Florida legal procedure and pharmacy law.

Academic Penalty for Dishonesty

Penalties for misrepresentation or academic dishonesty will follow the guidelines of the University of Florida, which include, but are not limited to, dismissal from the course and the Working Professional Doctor of Pharmacy Program.

CPAs Require Independent Effort

During this course, the student is expected to "independently" complete all CPAs. Students who submit work which appears to have been done in collaboration with peer students or with the assistance of prior students, will be reported to the Office for Judicial Affairs.

Procedures

The expectations within the Student Conduct Code of the College of Pharmacy are in agreement with the broader, more detailed Student Conduct Code of the University of Florida. Students who allegedly violate the College's Student Conduct Code will abide by the University's policies and procedures for handling such cases.

The Office for Judicial Affairs in the Office for Student Services is responsible for handling cases that violate the Student Conduct Code for the University of Florida. The Health Center Student Conduct Standards Committee is responsible for handling cases involving alleged academic dishonesty by pharmacy students.

A student adjudicated guilty of violations of the University's Student Conduct Code shall be subject to sanctions commensurate with the offense and any aggravating or mitigating circumstances.

Reprimand - The student is given a formal written notice and official recognition is taken of the offense committed.

Conduct Probation – The student is deemed not in good academic standing and cannot represent the University on any athletic team other than intramural or hold office in any student organization registered with the University.

Suspension – The student is required to leave the University for a given or indefinite period of time.

Expulsion – The student is permanently deprived of his/her opportunity to continue at the University in any status.

Reduced or Failing Grade – The student is given a reduced or failing grade for the class in which the offense occurred for violations of the Academic Honesty Standards, but only by the faculty member involved and upon recommendation thereto.

Community Service, Counseling, or Other Appropriate Requirement – The student is required to complete a specified amount of community service, meet with a counselor for a specified period of time and/or complete some other requirement considered appropriate by the hearing body based on the nature of the offense.

Appeals

Appeals may be made to the Director of Student Judicial Affairs. The decision of the Director of Student Judicial Affairs may be appealed to the Dean of Student Services. The decision of the Dean of Student Services may be appealed to the Vice President of Student Affairs.

Affective Standards

Affective standards encompass ethical, behavioral, and emotional considerations that reflect the way the pharmacy students undergoing professional education and training should act. Specific behaviors expected of pharmacy students are described below.

- Cooperate with the orderly conduct of classes. Students must respect their peers' right to learn. Students should be on time to class, remain quiet while the instructor speaks, ask questions when recognized, refrain from eating or drinking during class, and maintain attention to the instructor.
- Treat faculty, staff, and students with respect. Respect for and understanding of individuals from diverse racial, ethnic, and cultural backgrounds is part of a college education.
- Avoid actions that reflect poorly on the College of Pharmacy or the profession of pharmacy. Specific examples include theft, vandalism, inappropriate access to personal property (offices, desks, computers, etc.), acts of harassment or physical violence or aggression against students, faculty, or staff; and, involvement in drug diversion and illicit drug use.
- Maintain professional confidentiality. Student pharmacists are obligated to respect all confidences revealed to them such as patient conditions, medical and pharmaceutical records, economic information, fee payments, and any privileged information from committees on which a student is a member.
- Adhere to appropriate dress. Attire and personal grooming are expected to be such that they do not distract from nor compromise the professional integrity of the University of Florida College of Pharmacy or the pharmacy profession. Students are expected to abide by course dress requirements.
- Cooperate with faculty, staff, and administrators in addressing any of the conduct and academic standards described above. Students have the responsibility to tell the truth about matters of academic dishonesty or misconduct committed by themselves or by other pharmacy students.

Psychomotor and Learning Expectations

Psychomotor expectations relate to the ability to meet the physical demands of the pharmacy curriculum. Physically impaired students and students with learning disabilities such as hearing impairment, visual impairment, dyslexia or other specific learning disabilities such as sensory deficit or sensory-motor coordination problems should cooperate with the faculty and staff in addressing these problems in order to meet academic standards. Students with disabilities are

Student Name:

UFL ID#

encouraged to register with Disabled Student Services in the Office for Student Services (P202 Peabody Hall.)

Course Syllabus
Clinical Practice Assessments (CPA) II
3 Credit Hours

Course Description

This course enables the WPPD student to refine practice skills and demonstrate competency in the 10 practice areas and 8 organ systems. In addition, the WPPD student may choose to refine their lifelong learning skills and demonstrate proficiency in performing Continuing Practice Development (CPD).

Placement

All 6th semester students are enrolled automatically into this course. Seventh semester students who do not complete 12 CPAs in the second year of the program (a total of 24 CPAs) by the end of their 6th semester must manually enroll into this course.

Course Competencies

Upon completion of this course, the student will demonstrate minimum competency in the following areas:

1. Participate as a member of an Inter-professional, multidisciplinary Team
2. Perform patient assessments
3. Conduct drug therapy reviews
4. Develop a pharmaceutical care plan
5. Use effective communication skills
6. Monitor for endpoints
7. Perform pharmacokinetic monitoring
8. Provide patient education and counseling
9. Use systems management to improve therapeutic outcomes
10. Promote Public Health
11. Use the continuing professional development process to refine practice abilities

Course Objectives

Upon completion of this course, the student will:

1. Demonstrate the ability to implement and complete required CPAs.
2. Demonstrate the ability to perform the following tasks with accuracy and proficiency:
3. Participate as a member of an Inter-professional Team and assess the team effectiveness.
4. Assess a hypertensive patient's vital signs by measuring blood pressure, temperature, pulse, respiration, and by assessing drug efficacy and toxicity.
5. Review a minimum of five medication profiles and identify all medication-related problems.
6. Assimilate patient data and write a pharmaceutical care plan.
7. Conduct a medication and health history interview with a patient.
8. Assimilate patient data and establish drug therapy endpoints for the patient (e.g., the therapeutic goal).
9. Evaluate a patient and individualize a dosage regimen of a drug which has a narrow therapeutic range.
10. Educate and counsel a patient about a new medication that is being started for a chronic disease.
11. Review a medication error incident to identify root causes and then recommend strategies to improve the pharmacy system.
12. Recommend solutions for a current public health issue.
13. Demonstrate the ability to identify an area for personal improvement by self-assessment, and then develop, implement, and successfully complete a personal learning plan that enables this personal improvement.

Textbooks

The following textbooks will be used throughout your course of study.

- DiPiro ed. Pharmacotherapy: A Pathophysiological Approach, 7th ed. (ISBN: 0071-416-137) (Caution: Old editions are sold on the internet and should not be purchased. A Pharmacotherapy Handbook is also available with the current edition. This handbook is a useful reference in daily practice but should not be purchased in lieu of the two texts listed below.)
- Schwinghammer. Pharmacotherapy Casebook: A Patient Focused Approach, 7th ed.
- Traub, Scott. Basic Skills in Interpreting Laboratory Data, American Society of Health Systems Pharmacists, 3rd ed.(ISBN: 1-585-28059-3)
- Nemire, Ruth. Pharmacy Clerkship Manual: A Survival Manual for Students, 2002 ed. (ISBN: 0-0713-6195-2)
- Murphy J. Clinical Pharmacokinetics Pocket Reference, American Society of Health Systems Pharmacists, 3rd ed., (ISBN: 1-515-280-887)

Textbooks can be purchased directly from:
Department of Independent Study Bookstore
2209 NW 13th Street, Suite D
Gainesville, FL 32609
Phone: 800.327.4218
Fax: 352.392.6950

PLEASE NOTE: UPDATE ON CPA COURSE REQUIREMENTS:

All students are now required to upload the Norman Tracking Form by the final exam date to the link on the Sakai CPA course II web page.

Students must upload CPA documentation for all CPAs completed in the past year. CPA documents to be uploaded contain any signatures or evaluation criteria for the student or preceptor. Be sure that all documents include the student's name, CPA #, and the site where the CPA was completed.

All students are now required to achieve a score of 100% on a CPA competency quiz to pass CPA course II. Students can retake the quiz until a 100% is achieved.

All students must complete an evaluation of CPA course II. The link to the evaluation tool is available in a folder below.

Activities that alone are not considered acceptable for a CPA/CPD include basic life support (BLS) or OSHA blood borne pathogen training.

Student Name:

UFL ID#

Student Evaluation

Grading Scale/Methods

At the end of Semester 6, a grade of either S (Satisfactory) or U (Unsatisfactory) will be assigned for the course. A grade of S will be assigned if the student successfully completes 12 CPAs that are numbered 13 through 36.

The student has Semesters 4 through 6 to complete these 12 CPAs. During these three semesters, a preceptor will evaluate each Clinical Practice Assessment (CPA) completed by the student. To successfully complete a CPA, the student must achieve a score of either Competency or Mastery. For each CPA, criteria and a rubric have been established for assigning a score. The preceptor will use the criteria and rubric to assign a score and the student’s facilitator will review all documentation and certify that a CPA has been successfully completed with a score of Competency or Mastery.

In order to provide students with guidance in completing 12 CPAs during year 2 of the WPPD program, the student will receive feedback in Semesters 4 and 5 about progress achieving a grade of S by the end of Semester 6. The following rubrics will be used to provide the student with feedback:

Semester 4

Unsatisfactory Progress (U)	Satisfactory Progress (S)	Exceeds Expectations (S)
Student has completed less than 3 CPAs (numbered 13-36) or less than 15 CPAs completed total	Student has completed 3 CPAs (numbered 13-36) for a total of 15 CPAs	Student has completed more than 3 CPAs (numbered 13-36) for a total of more than 16 CPAs

Semester 5

Unsatisfactory Progress (U)	Satisfactory Progress (S)	Exceeds Expectations (S)
Student has less than 6 CPAs (numbered 13-36) completed or less than 18 CPAs completed total	Student has completed 6 CPAs (numbered 13-36) for a total of at least 18 CPAs	Student has more than 6 CPAs (numbered 13-36) completed for a total of more than 18 CPAs completed

At the end of Semester 6, the student’s facilitator will evaluate the student’s progress in successfully completing the 12 required CPAs using the rubric below. A grade of S will be assigned if the facilitator indicates the student has accomplished either “Satisfactory Progress” or “Exceeds Expectations.” A grade of U will be assigned if the facilitator indicates the student has accomplished “Unsatisfactory Progress.”

Semester 6

Grade = U	Grade = S	Grade = S
Unsatisfactory Progress	Satisfactory Progress	Exceeds Expectations
Student has less than 12 CPAs numbered 13-36 completed for a total of 24 CPAs.	Student has completed 12 CPAs that are numbered 13-36 for a total of 24 CPAs.	Student has completed more than 12 CPAs numbered 13-36 and has a total of more than 24 CPAs completed

If a student receives a grade of Unsatisfactory for the CPA II course, the student must immediately register for the course again in Semester 7. In order to be eligible to continue taking WPPD coursework that semester, the student must have approval of the Regional Director. The student will be responsible for the cost incurred in registering for this additional course.

Student Name:

UFL ID#

**Requirements of 7th Semester Students
CPA Course II**

All 7th semester students enrolled in CPA course II need to have an introductory conference call with the Regional Director, CPAs within the first 2 weeks of the semester. At that time, an individualized plan detailing the goals and objectives and outlining the activities for the semester will be discussed. All students must write up the plan discussed in the first conference call in a Word 2003 document and submit it to the Regional Director, CPAs for approval.

The student is responsible for contacting the Regional Director to set up the conference call. After the initial call, it is the expectation of the Regional Director that the student will maintain e-mail or other contact to update the Director on CPA progress. This must all be documented electronically.

To pass CPA course II, the student must complete the required CPAs as described in the CPA rubric and meet the expectations described in the individualized plan. In addition, it is the expectation that the student will also begin working on 3 CPAs to work towards meeting 7th CPA semester expectations (see CPA rubric).

Beatriz Manzor Mitrzyk, PharmD, BCPS
bmitrzyk@ufl.edu
E-mail first, before calling 248 596 1447

Student Name:

UFL ID#

**Requirements of 7th Semester Students taking CPA Course II
CPA Plan**

We will be working together to meet your CPA goals this semester. Please fill out the information below and send it to the CPA Regional Director as an attachment (bmitrzyk@ufl.edu). From this information we will develop your goals and objectives for this course and a satisfactory grade will be given when these goals are met.

Name:

Contact phone:

E-mail address:

Indicate ALL of the CPAs you have already completed (signed off by your facilitator).

CPA #

Indicate which CPAs you want to complete this semester:

CPA #	Preceptor name/site	Activity description	Estimated timeframe to complete	Expected completion date

Indicate what barriers you have to completing CPAs:

Within the first week of class:

E-mail me a copy of your Normann Tracking form

Set up a conference call with me to discuss your plan.

Policies and Procedures for Practice Experiences

General Policies and Procedures

1. Students are responsible for routinely checking Sakai for updates related to the following: 1) Policies and Procedures for Practice Experiences, 2) Clinical Practice Assessments, 3) Pharmaceutical Care Improvement Project, and 4) Other experiential program requirements such as case presentations.
2. All work related to practice experiences (e.g., CPA documents, case presentations, project) that is submitted must be the work of the student. Plagiarism and other forms of academic dishonesty will be monitored by use of Turnitin® (available via Sakai) and audits by faculty. Any submitted work that is suspected not to be created/accomplished by the student will be turned over to the Office of Student Judicial Affairs

CPAs - General Policies:

1. The student is limited to completing a maximum of **6 CPAs per semester** unless the student is attending the Institute/Advanced CPA program in Gainesville or has a similar individual CPA Plan that has been approved by the CPA Regional Director. Students should contact their Regional Director to request exemption from this policy.
2. The student must maintain all original CPA documents (e.g., documentation required to complete the CPA, CPA forms signed by preceptor, Normann Tracking Form for Tracking Completion of CPAs). The only time an original document should be submitted is when it is requested by a WPPD administrator for purposes of a CPA audit and the student is responsible for making a copy of the original before submitting it to the administrator. The original document is the student's only evidence that CPAs have been completed and should be kept in a safe place such as a safe deposit box. In addition, back up copies should be maintained in a place separate from the originals.
3. Students must not submit patient cases or other clinical activities that are used for Course/Session presentations/assignments for CPA credit.
4. CPA credit will not be given for any activities required of the Pharmaceutical Care Improvement project. All learning activities completed as a CPA (especially a CPD CPA) must be distinct from the project activities. (The Project and the CPA topic may be related, but the CPA must involve acquisition of new abilities and skills that have not been/will not be learned during the project.)
5. The student is responsible for the following:
 - a. **Identification of One or More Practice Sites.** A practice site is the patient-care setting where the student will complete a CPA. The student must identify one or more practice sites that meet the criteria outlined in the CPA documentation. In addition, the student must provide the site with the UF affiliation agreement and have the site submit a signed copy to the WPPD Office.
 - b. **Identification of Two or More Preceptors:** A preceptor is a practitioner who can supervise the student's completion of a CPA. Once a potential preceptor is identified, the student must direct the individual to complete the application found at the following URL: (<http://www.cop.ufl.edu/wppd/preceptors/>). All preceptor applicants will be reviewed and approved by the WPPD Office in Gainesville. Up to three (3) weeks may be required for approval. CPAs that are started before this approval step will not be certified as completed by the facilitator and WPPD Director.
 - i. Note: Two or more preceptors will be needed across the program. In order to keep on schedule, students should acquire at least one preceptor in the first semester and acquire additional preceptors across future semesters.
 - c. **Submission of a request for preceptor to be approved:** Students must make a request for a preceptor to be approved. To do this, go to the Sakai WPPD Resources and Practice Experiences Site or <http://www.cop.ufl.edu/med/formgen/beck3.htm> (First year students will find this link in "Year 1" hyperlink and all other students must use the "Year 2 and 3" hyperlink).
 - d. **Completion of all pre-requisites required of the site (HIPAA, drug-screen and background check).** Some of the sites require students to complete prerequisite paperwork/background checks/drug screens that must be coordinated with the WPPD

office. Sakai contains a list of sites that have an affiliation agreement and if the site has these special requirements, it is noted in the list. Please contact the WPPD office within the time designated in this list if you intend to use the site for any experiential activities related to the WPPD program. Students who complete experiential activities (e.g., CPAs, obtaining patient data for presentations or other assignments, project) at one of these sites without completing these pre-requisites will not receive credit for the work and will have to re-do the work (e.g., CPA, presentation, project).

- e. **Submission of learning plans to preceptors prior to beginning the learning activities.** For all CPD CPAs (electives), the preceptor must approve the student's learning plan before the student implements it. **Activities that are NOT acceptable for a CPD include basic life support (BLS) or OSHA Blood borne pathogen training.**
- f. **Selection of patients without conflict of interest.** Students should avoid using family and friends as sources of patients for Clinical Practice Assessments if the student can not put oneself in a caregiver role with the individual.
- g. **Completion of all CPA documentation including securing of preceptor signatures and facilitator certification/signature.** Each CPA document must be signed by both the preceptor and the facilitator. The student must direct the preceptor to answer all items and also sign the CPA form. The student is then expected to submit a copy of the form along with relevant documents to the facilitator for certification/signature. The CPA documentation (See section entitled, "Directions for CPA Completion") contains a list of "relevant documents" that should be submitted to the facilitator during the certification process. Please note, the facilitator may request additional documentation related to the CPA at any time.
- h. **Maintenance of all CPA documentation in a safe and sure place.** As noted above, the student should maintain a back up copy of all CPA documentation in another place in case of disaster.
- i. **Submission of a portfolio for final certification and approval for graduation.** The CPA Portfolio is a notebook with three tabs/dividers that are labeled Year 1, Year 2, and Year 3. The "Normann CPA Tracking Form" (signed by facilitator) should be placed in front of the "Year 1" tab. Each tab must have the CPAs that are required for completion in that academic year. For each CPA in the portfolio, there must be a copy of the CPA Competency Assessment Form (signed by the preceptor). Note, other documents that were reviewed by the facilitator are not to be submitted in this CPA Portfolio. The CPA Portfolio must be submitted 2 months prior to the date of graduation in order to allow time for final certification. Begin developing your portfolio now.

Academic and Conduct Standards Summary

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Academic Standards

The purposes of the Academic Standards are: (1) to set minimal professional standards to which all students enrolled in or accepted for admission to the College of Pharmacy shall conform; (2) to identify activities that are incompatible with education in the College of Pharmacy; and (3) to describe the procedure that will be followed when addressing an alleged failure to adhere to the Academic Standards.

Conduct Standards

Academic Honesty Standards

The following violations of the academic honesty standards will be processed by the guidelines established by the University of Florida and the Health Science Center:

- Taking information – Copying graded homework, including lab work, from another person; copying a computer program or any graded assignment written by someone else; working together on a take-home test or homework assignment when not specifically permitted by the instructor; looking at another student's paper during an examination; looking at text or lecture notes during an examination.
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- Conspiracy – Planning with one or more fellow students to commit any form of academic dishonesty together; giving your paper to another student you know will plagiarize it.
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The students will be required to sign (either in writing or electronically), the following University of Florida statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action, up to and including expulsion from the University."

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CPAs Require Independent Effort

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Suspension – The student is required to leave the University for a given or indefinite period of time.

Expulsion – The student is permanently deprived of his/her opportunity to continue at the University in any status.

Reduced or Failing Grade – The student is given a reduced or failing grade for the class in which the offense occurred for violations of the Academic Honesty Standards, but only by the faculty member involved and upon recommendation thereto.

Community Service, Counseling, or Other Appropriate Requirement – The student is required to complete a specified amount of community service, meet with a counselor for a specified period of time and/or complete some other requirement considered appropriate by the hearing body based on the nature of the offense.

Appeals - Appeals may be made to the Director of Student Judicial Affairs. The decision of the Director of Student Judicial Affairs may be appealed to the Dean of Student Services. The decision of the Dean of Student Services may be appealed to the Vice President of Student Affairs.

Affective Standards

Affective standards encompass ethical, behavioral, and emotional considerations that reflect the way the pharmacy students undergoing professional education and training should act. Specific behaviors expected of pharmacy students are described below.

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- Treat faculty, staff, and students with respect. Respect for and understanding of individuals from diverse racial, ethnic, and cultural backgrounds is part of a college education.
- Avoid actions that reflect poorly on the College of Pharmacy or the profession of pharmacy. Specific examples include theft, vandalism, inappropriate access to personal property (offices, desks, computers, etc.), acts of harassment or physical violence or aggression against students, faculty, or staff; and, involvement in drug diversion and illicit drug use.
- Maintain professional confidentiality. Student pharmacists are obligated to respect all confidences revealed to them such as patient conditions, medical and pharmaceutical records, economic information, fee payments, and any privileged information from committees on which a student is a member.
- Adhere to appropriate dress. Attire and personal grooming are expected to be such that they do not distract from nor compromise the professional integrity of the University of Florida College of Pharmacy or the pharmacy profession. Students are expected to abide by course dress requirements.
- Cooperate with faculty, staff, and administrators in addressing any of the conduct and academic standards described above. Students have the responsibility to tell the truth about matters of academic dishonesty or misconduct committed by themselves or by other pharmacy students.

Psychomotor and Learning Expectations

Psychomotor expectations relate to the ability to meet the physical demands of the pharmacy curriculum. Physically impaired students and students with learning disabilities such as hearing impairment, visual impairment, dyslexia or other specific learning disabilities such as sensory deficit or sensory-motor coordination problems should cooperate with the faculty and staff in addressing these problems in order to meet academic standards. Students with disabilities are

Student Name:

UFL ID#

encouraged to register with Disabled Student Services in the Office for Student Services (P202 Peabody Hall.)

Course Syllabus
Clinical Practice Assessments (CPA) III
3 Credit Hours

Course Description

This course enables the WPPD student to refine practice skills and demonstrate competency in the 10 practice areas and 8 organ systems. In addition, the WPPD student may choose to refine their lifelong learning skills and demonstrate proficiency in performing Continuing Practice Development (CPD).

Placement

All 9th semester students are enrolled automatically into this course. Ninth semester students who do not complete 12 CPAs in the third year of the program (a total of 36 CPAs) by the end of their 9th semester must manually enroll into CPA course IV.

Course Competencies

Upon completion of this course, the student will demonstrate minimum competency in the following areas:

1. Participate as a member of an Inter-professional, multidisciplinary Team
2. Perform patient assessments
3. Conduct drug therapy reviews
4. Develop a pharmaceutical care plan
5. Use effective communication skills
6. Monitor for endpoints
7. Perform pharmacokinetic monitoring
8. Provide patient education and counseling
9. Use systems management to improve therapeutic outcomes
10. Promote Public Health
11. Use the continuing professional development process to refine practice abilities

Course Objectives

Upon completion of this course, the student will:

1. Demonstrate the ability to implement and complete required CPAs.
2. Demonstrate the ability to perform the following tasks with accuracy and proficiency:
3. Participate as a member of an Inter-professional Team and assess the team effectiveness.
4. Assess a hypertensive patient's vital signs by measuring blood pressure, temperature, pulse, respiration, and by assessing drug efficacy and toxicity.
5. Review a minimum of five medication profiles and identify all medication-related problems.
6. Assimilate patient data and write a pharmaceutical care plan.
7. Conduct a medication and health history interview with a patient.
8. Assimilate patient data and establish drug therapy endpoints for the patient (e.g., the therapeutic goal).
9. Evaluate a patient and individualize a dosage regimen of a drug which has a narrow therapeutic range.
10. Educate and counsel a patient about a new medication that is being started for a chronic disease.
11. Review a medication error incident to identify root causes and then recommend strategies to improve the pharmacy system.
12. Recommend solutions for a current public health issue.
13. Demonstrate the ability to identify an area for personal improvement by self-assessment, and then develop, implement, and successfully complete a personal learning plan that enables this personal improvement.

Student Name:

UFL ID#

Textbooks

The following textbooks will be used throughout your course of study.

- DiPiro ed. Pharmacotherapy: A Pathophysiological Approach, 7th ed. (ISBN: 0071-416-137)
(Caution: Old editions are sold on the internet and should not be purchased. A Pharmacotherapy Handbook is also available with the current edition. This handbook is a useful reference in daily practice but should not be purchased in lieu of the two texts listed below.)
- Schwinghammer. Pharmacotherapy Casebook: A Patient Focused Approach, 7th ed.
- Traub, Scott. Basic Skills in Interpreting Laboratory Data, American Society of Health Systems Pharmacists, 3rd ed.(ISBN: 1-585-28059-3)
- Nemire, Ruth. Pharmacy Clerkship Manual: A Survival Manual for Students, 2002 ed. (ISBN: 0-0713-6195-2)
- Murphy J. Clinical Pharmacokinetics Pocket Reference, American Society of Health Systems Pharmacists, 3rd ed., (ISBN: 1-515-280-887)

Textbooks can be purchased directly from:
Department of Independent Study Bookstore
2209 NW 13th Street, Suite D
Gainesville, FL 32609
Phone: 800.327.4218
Fax: 352.392.6950

Student Name:

UFL ID#

Student Evaluation

Grading Scale/Methods

At the end of Semester 9, a grade of either S (Satisfactory) or U (Unsatisfactory) will be assigned for the course. A grade of S will be assigned if the student successfully completes 12 CPAs that are numbered 13 through 36 for a total of 36 CPAs completed during the program.

The student has Semesters 7 through 9 to complete these 12 CPAs. During these three semesters, a preceptor will evaluate each Clinical Practice Assessment (CPA) completed by the student. To successfully complete a CPA, the student must achieve a score of either Competency or Mastery. For each CPA, criteria and a rubric have been established for assigning a score. The preceptor will use the criteria and rubric to assign a score and the student's facilitator will review all documentation and certify that a CPA has been successfully completed with a score of Competency or Mastery.

At the end of Semester 9, the student's facilitator will evaluate the student's progress in successfully completing the 12 required CPAs using the rubric below. A grade of S will be assigned if the facilitator indicates the student has accomplished either "Satisfactory Progress" or "Exceeds Expectations." A grade of U will be assigned if the facilitator indicates the student has accomplished "Unsatisfactory Progress."

If a student receives a grade of Unsatisfactory for the Clinical Practice Assessment III course, the student must immediately register in CPA course IV the following semester. The student will be responsible for the cost incurred in registering for this additional course.

Semester 9

Grade = U	Grade = S
Unsatisfactory Progress	Satisfactory Progress
Student has less than 24 CPAs numbered 13 - 36 completed or has completed less than 36 CPAs	Student has completed 24 CPAs numbered 13-36 for a total of 36 CPAs and submitted CPA portfolio to WPPD office

In order to provide students with guidance in completing 12 CPAs during year 3 of the WPPD program, the student will receive feedback in Semesters 7 and 8 about progress achieving a grade of S by the end of Semester 9. The following rubrics will be used to provide the student with feedback:

Semester 7

Unsatisfactory Progress (U)	Satisfactory Progress (S)	Exceeds Expectations (S)
Student has less than 15 CPAs (numbered 13-36) completed or less than 27 CPAs completed	Student has completed 15 CPAs (numbered 13-36) or a total of 27 CPAs.	Student has completed more than 15 CPAs (numbered 13-36) for a total of more than 27 CPAs

Semester 8

Unsatisfactory Progress (U)	Satisfactory Progress (S)	Exceeds Expectations (S)
Student has less than 18 CPAs (numbered 13-36) completed or has completed less than 30 CPAs total	At least 18 CPAs (numbered 13-36) are complete or has completed 30 CPAs total.	Student has completed more than 18 CPAs (numbered 13-36) or more than 30 CPAs total

Questions? Contact the Regional Director, CPAs
Beatriz Manzor Mitzyk, PharmD, BCPS
bmitzyk@ufl.edu
E-mail first, before calling 248 596 1447

Student Name:

UFL ID#

PLEASE NOTE NEW CPA COURSE REQUIREMENTS:

All students are now required to upload their final copy of the Norman Tracking Form by the final exam date to the ELS CPA course III site link.

Students must upload CPA documentation for CPAs that have been completed this year. The documentation to be uploaded are the pages with signatures or evaluation criteria for the student or preceptor. Be sure that the documentation has the student's name, CPA #, and site where the CPA was completed.

All students are now required to achieve a score of 100% on a CPA competency quiz to pass CPA course III. The quiz must be completed by session 1. Students can retake the quiz until a 100% is achieved.

All students must complete an evaluation of CPA course III. The evaluation tool will be available at the end of the semester.

Please note new rules for submitting your portfolio:

In order to be "signed-off" for your WPPD CPA requirement, you will need to submit a three ring binder with your CPA forms in it. Please have three tabs- one for each year in the program and between each tab place the original 12 CPA forms completed that year. Please include the entire original CPA form (from first page of instructions through signature pages) and evidences and reflections where appropriate but you do not need to include all the supporting documentation for each CPA.

Make copies of all CPA documentation.

The CPA binder must be received at the WPPD office by the date listed on the ELS CPA course II site.

The address for the WPPD office has CHANGED! Here is the new address to mail your binder: Dr. Greg Zuest. College of Pharmacy/ WPPD, 2124 NE Waldo Rd. Suite 2201, Gainesville, FL 32609.

You will receive an e-mail regarding your CPA status for graduation as indicated on the Sakai site home page.

The deadline for final PC Papers for prospective graduates is posted to the Sakai CPA course III site.

**CPA Course III
Policies and Procedures for Practice Experiences**

General Policies and Procedures

1. Students are responsible for routinely checking the E Learning Resources and CPA Site for updates related to the following: 1) Policies and Procedures for Practice Experiences, 2) Clinical Practice Assessments, 3) Pharmaceutical Care Improvement Project, and 4) Other experiential program requirements such as case presentations.
2. All work related to practice experiences (e.g., CPA documents, case presentations, project) that is submitted must be the work of the student. Plagiarism and other forms of academic dishonesty will be monitored by use of Turnitin© (available in E Learning) and audits by faculty. Any submitted work that is suspected not to be created/accomplished by the student will be turned over to the Office of Student Judicial Affairs

CPAs - General Policies:

1. The student is limited to completing a maximum of **6 CPAs per semester** unless the student is attending the Institute/Advanced CPA program in Gainesville or has a similar individual CPA Plan that has been approved by the CPA Regional Director. Students should contact their Regional Director to request exemption from this policy.
2. The student must maintain all original CPA documents (e.g., documentation required to complete the CPA, CPA forms signed by preceptor, CPA Form for Tracking Completion of CPAs). The only time an original document should be submitted is when it is requested by a WPPD administrator for purposes of a CPA audit and the student is responsible for making a copy of the original before submitting it to the administrator. The original document is the student's only evidence that CPAs have been completed and should be kept in a safe place such as a safe deposit box. In addition, back up copies should be maintained in a place separate from the originals.
3. Students must not submit patient cases or other clinical activities that are used for Course/Session presentations/assignments for CPA credit.
4. CPA credit will not be given for any activities required of the Pharmaceutical Care Improvement project. All learning activities completed as a CPA (especially a CPD CPA) must be distinct from the project activities. (The Project and the CPA topic may be related, but the CPA must involve acquisition of new abilities and skills that have not been/will not be learned during the project.)
5. The student is responsible for the following:
 - a. **Identification of One or More Practice Sites.** A practice site is the patient-care setting where the student will complete a CPA. The student must identify one or more practice sites that meet the criteria outlined in the CPA documentation. In addition, the student must provide the site with the UF affiliation agreement and have the site submit a signed copy to the WPPD Office.
 - b. **Identification of Two or More Preceptors:** A preceptor is a practitioner who can supervise the student's completion of a CPA. Once a potential preceptor is identified, the student must direct the individual to complete the application found at the following URL: (<http://www.cop.ufl.edu/wppd/preceptors/>). All preceptor applicants will be reviewed and approved by the WPPD Office in Gainesville. Up to three (3) weeks may be required for approval. CPAs that are started before this approval step will not be certified as completed by the facilitator and WPPD Director.
 - i. Note: Two or more preceptors will be needed across the program. In order to keep on schedule, students should acquire at least one preceptor in the first semester and acquire additional preceptors across future semesters.
 - c. **Submission of a request for preceptor to be approved:** Students must make a request for a preceptor to be approved. To do this, go to the E Learning WPPD Resources and Practice Experiences Site or <http://www.cop.ufl.edu/ned/formgen/beck3.htm> (First year students will find this link in "Year 1" hyperlink and all other students must use the "Year 2 and 3" hyperlink).
 - d. **Completion of all pre-requisites required of the site (HIPAA, drug-screen and background check).** Some of the sites require students to complete prerequisite

paperwork/background checks/drug screens that must be coordinated with the WPPD office. E Learning contains a list of sites that have an affiliation agreement and if the site has these special requirements, it is noted in the list. Please contact the WPPD office within the time designated in this list if you intend to use the site for any experiential activities related to the WPPD program. Students who complete experiential activities (e.g., CPAs, obtaining patient data for presentations or other assignments, project) at one of these sites without completing these pre-requisites will not receive credit for the work and will have to re-do the work (e.g., CPA, presentation, project).

- e. **Submission of learning plans to preceptors prior to beginning the learning activities.** For all CPD CPAs (electives), the preceptor must approve the student's learning plan before the student implements it.
- f. **Selection of patients without conflict of interest.** Students should avoid using family and friends as sources of patients for Clinical Practice Assessments if the student can not put oneself in a caregiver role with the individual.
- g. **Completion of all CPA documentation including securing of preceptor signatures and facilitator certification/signature.** Each CPA document must be signed by both the preceptor and the facilitator. The student must direct the preceptor to answer all items and also sign the CPA form. The student is then expected to submit a copy of the form along with relevant documents to the facilitator for certification/signature. The CPA documentation (See section entitled, "Directions for CPA Completion") contains a list of "relevant documents" that should be submitted to the facilitator during the certification process. Please note, the facilitator may request additional documentation related to the CPA at any time.
- h. **Maintenance of all CPA documentation in a safe and sure place.** As noted above, the student should maintain a back up copy of all CPA documentation in another place in case of disaster.
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Appeals may be made to the Director of Student Judicial Affairs. The decision of the Director of Student Judicial Affairs may be appealed to the Dean of Student Services. The decision of the Dean of Student Services may be appealed to the Vice President of Student Affairs.

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- Maintain professional confidentiality. Student pharmacists are obligated to respect all confidences revealed to them such as patient conditions, medical and pharmaceutical records, economic information, fee payments, and any privileged information from committees on which a student is a member.
- Adhere to appropriate dress. Attire and personal grooming are expected to be such that they do not distract from nor compromise the professional integrity of the University of Florida College of Pharmacy or the pharmacy profession. Students are expected to abide by course dress requirements.
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encouraged to register with Disabled Student Services in the Office for Student Services (P202 Peabody Hall.)

Course Syllabus
Clinical Practice Assessments (CPA) IV
3 Credit Hours

Course Description

This course enables the WPPD student to refine practice skills and demonstrate competency in various practice areas. In addition, the WPPD student may choose to refine their lifelong learning skills and demonstrate proficiency in performing Continuing Practice Development (CPD).

Placement

All post-9th semester students or interim students not enrolled in a disease state course must be enrolled into this course to complete CPAs.

Course Competencies

Upon completion of this course, the student will demonstrate minimum competency in the following areas:

1. Participate as a member of an Inter-professional, multidisciplinary Team
2. Perform patient assessments
3. Conduct drug therapy reviews
4. Develop a pharmaceutical care plan
5. Use effective communication skills
6. Monitor for endpoints
7. Perform pharmacokinetic monitoring
8. Provide patient education and counseling
9. Use systems management to improve therapeutic outcomes
10. Promote Public Health
11. Use the continuing professional development process to refine practice abilities

Course Objectives

Upon completion of this course, the student will:

1. Demonstrate the ability to implement and complete required CPAs.
2. Demonstrate the ability to perform the following tasks with accuracy and proficiency:
3. Participate as a member of an Inter-professional Team and assess the team effectiveness.
4. Assess a hypertensive patient's vital signs by measuring blood pressure, temperature, pulse, respiration, and by assessing drug efficacy and toxicity.
5. Review a minimum of five medication profiles and identify all medication-related problems.
6. Assimilate patient data and write a pharmaceutical care plan.
7. Conduct a medication and health history interview with a patient.
8. Assimilate patient data and establish drug therapy endpoints for the patient (e.g., the therapeutic goal).
9. Evaluate a patient and individualize a dosage regimen of a drug which has a narrow therapeutic range.
10. Educate and counsel a patient about a new medication that is being started for a chronic disease.
11. Review a medication error incident to identify root causes and then recommend strategies to improve the pharmacy system.
12. Recommend solutions for a current public health issue.
13. Demonstrate the ability to identify an area for personal improvement by self-assessment, and then develop, implement, and successfully complete a personal learning plan that enables this personal improvement.

Textbooks

The following textbooks will be used throughout your course of study.

Student Name:

UFL ID#

- DiPiro ed. Pharmacotherapy: A Pathophysiological Approach, 8th ed. (ISBN: 0071-416-137) (Caution: Old editions are sold on the internet and should not be purchased. A Pharmacotherapy Handbook is also available with the current edition. This handbook is a useful reference in daily practice but should not be purchased in lieu of the two texts listed below.) Available on www.accesspharmacy.com
- Schwinghammer. Pharmacotherapy Casebook: A Patient Focused Approach, 7th ed. Available on www.accesspharmacy.com
- Traub, Scott. Basic Skills in Interpreting Laboratory Data, American Society of Health Systems Pharmacists, 3rd ed. (ISBN: 1-585-28059-3)
- Nemire, Ruth. Pharmacy Clerkship Manual: A Survival Manual for Students, 2010 ed. (ISBN: 0-0713-6195-2)
- Murphy J. Clinical Pharmacokinetics Pocket Reference, American Society of Health Systems Pharmacists, 3rd ed., (ISBN: 1-515-280-887)

Student Evaluation

Grading Scale/Methods

At the end of this course, a grade of either S (Satisfactory) or U (Unsatisfactory) will be assigned for the course. A grade of S will be assigned if the student successfully completes the CPAs that are required for graduation.

To successfully complete a CPA, the student must achieve a score of either Competency or Mastery. For each CPA, criteria and a rubric have been established for assigning a score. The preceptor will use the criteria and rubric to assign a score and the student's facilitator will review all documentation and certify that a CPA has been successfully completed with a score of Competency or Mastery.

Student Name:

UFL ID#

**Requirements of Post-9th or Interim Semester Students
CPA Course IV**

All post-9th semester students enrolled in CPA course IV are required to have an introductory conference call with the Regional Director, CPAs within the first 2 weeks of the semester. At that time, an individualized plan detailing the goals and objectives and outlining the activities for the semester will be discussed. All students must write up the plan discussed in the first conference call in a Word document and upload it to CPA course site under the assignments tab for approval by the CPA Regional Director.

After the initial call, it is the expectation of the Regional Director that the student will journal at least monthly to update the Director on CPA progress. This must all be documented electronically.

Students taking CPA course IV for the first time must complete at least 6 CPAs by the date of the final exam and submit an acceptable first draft of the PC paper to receive a satisfactory grade.

Students taking CPA course IV for the second time must complete all remaining CPAs by the date of the final exam and submit an acceptable the final draft of PC paper to receive a satisfactory grade.

Beatriz Manzor Mitrzyk, PharmD, BCPS bmitrzyk@ufl.edu
E-mail first, before calling 248 596 1447

Student Name:

UFL ID#

**Requirements of Post-9th or Interim Semester Students
CPA Course IV**

We will be working together to meet your CPA goals this semester.
Please fill out the information below and upload it to the assignments tab on the CPA course IV
ELS site..

Name:

Current semester:

Contact phone:

E-mail address:

Indicate ALL of the CPAs you have already completed (signed off by your facilitator).

CPA #

Indicate which CPAs you want to complete this semester:

CPA #	Preceptor name/site	Activity description	Estimated timeframe to complete	Expected completion date

Indicate what barriers you have to completing CPAs:

Within the first week of class:

E-mail me a copy of your Normann Tracking form

Set up a conference call with me to discuss your plan.

Policies and Procedures for Practice Experiences

General Policies and Procedures

3. Students are responsible for routinely checking Sakai updates related to the following: 1) Policies and Procedures for Practice Experiences, 2) Clinical Practice Assessments, 3) Pharmaceutical Care Improvement Project, and 4) Other experiential program requirements such as case presentations.
4. All work related to practice experiences (e.g., CPA documents, case presentations, project) that is submitted must be the work of the student. Plagiarism and other forms of academic dishonesty will be monitored by use of Turnitin® (available in Sakai) and audits by faculty. Any submitted work that is suspected not to be created/accomplished by the student will be turned over to the Office of Student Judicial Affairs

CPAs - General Policies:

6. The student is limited to completing a maximum of **6 CPAs per semester** unless the student is attending the Institute/Advanced CPA program in Gainesville or has a similar individual CPA Plan that has been approved by the CPA Regional Director. Students should contact their Regional Director to request exemption from this policy.
7. The student must maintain all original CPA documents (e.g., documentation required to complete the CPA, CPA forms signed by preceptor, CPA Form for Tracking Completion of CPAs). The only time an original document should be submitted is when it is requested by a WPPD administrator for purposes of a CPA audit and the student is responsible for making a copy of the original before submitting it to the administrator. The original document is the student's only evidence that CPAs have been completed and should be kept in a safe place such as a safe deposit box. In addition, back up copies should be maintained in a place separate from the originals.
8. Students must not submit patient cases or other clinical activities that are used for Course/Session presentations/assignments for CPA credit.
9. CPA credit will not be given for any activities required of the Pharmaceutical Care Improvement project. All learning activities completed as a CPA (especially a CPD CPA) must be distinct from the project activities. (The Project and the CPA topic may be related, but the CPA must involve acquisition of new abilities and skills that have not been/will not be learned during the project.)
10. The student is responsible for the following:
 - a. **Identification of One or More Practice Sites.** A practice site is the patient-care setting where the student will complete a CPA. The student must identify one or more practice sites that meet the criteria outlined in the CPA documentation. In addition, the student must provide the site with the UF affiliation agreement and have the site submit a signed copy to the WPPD Office.
 - b. **Identification of Two or More Preceptors:** A preceptor is a practitioner who can supervise the student's completion of a CPA. Once a potential preceptor is identified, the student must direct the individual to complete the application found at the following URL: (<http://www.cop.ufl.edu/wppd/preceptors/>). All preceptor applicants will be reviewed and approved by the WPPD Office in Gainesville. Up to three (3) weeks may be required for approval. CPAs that are started before this approval step will not be certified as completed by the facilitator and WPPD Director.
 - i. Note: Two or more preceptors will be needed across the program. In order to keep on schedule, students should acquire at least one preceptor in the first semester and acquire additional preceptors across future semesters.
 - c. **Submission of a request for preceptor to be approved:** Students must make a request for a preceptor to be approved. To do this, go to the Sakai WPPD Resources and Practice Experiences Site or <http://www.cop.ufl.edu/med/formgen/beck3.htm> (First year students will find this link in "Year 1" hyperlink and all other students must use the "Year 2 and 3" hyperlink).
 - d. **Completion of all pre-requisites required of the site (HIPAA, drug-screen and background check).** Some of the sites require students to complete prerequisite paperwork/background checks/drug screens that must be coordinated with the WPPD

office. Sakai contains a list of sites that have an affiliation agreement and if the site has these special requirements, it is noted in the list. Please contact the WPPD office within the time designated in this list if you intend to use the site for any experiential activities related to the WPPD program. Students who complete experiential activities (e.g., CPAs, obtaining patient data for presentations or other assignments, project) at one of these sites without completing these pre-requisites will not receive credit for the work and will have to re-do the work (e.g., CPA, presentation, project).

- e. **Submission of learning plans to preceptors prior to beginning the learning activities.** For all CPD CPAs (electives), the preceptor must approve the student's learning plan before the student implements it.
- f. **Selection of patients without conflict of interest.** Students should avoid using family and friends as sources of patients for Clinical Practice Assessments if the student can not put oneself in a caregiver role with the individual.
- g. **Completion of all CPA documentation including securing of preceptor signatures and facilitator certification/signature.** Each CPA document must be signed by both the preceptor and the facilitator. The student must direct the preceptor to answer all items and also sign the CPA form. The student is then expected to submit a copy of the form along with relevant documents to the facilitator for certification/signature. The CPA documentation (See section entitled, "Directions for CPA Completion") contains a list of "relevant documents" that should be submitted to the facilitator during the certification process. Please note, the facilitator may request additional documentation related to the CPA at any time.
- h. **Maintenance of all CPA documentation in a safe and sure place.** As noted above, the student should maintain a back up copy of all CPA documentation in another place in case of disaster.
- i. **Submission of a portfolio for final certification and approval for graduation.** The CPA Portfolio is a notebook with three tabs/dividers that are labeled Year 1, Year 2, and Year 3. The "Normann CPA Tracking Form" (signed by facilitator) should be placed in front of the "Year 1" tab. Each tab must have the CPAs that are required for completion in that academic year. For each CPA in the portfolio, there must be a copy of the CPA Competency Assessment Form (signed by the preceptor). Note, other documents that were reviewed by the facilitator are not to be submitted in this CPA Portfolio. The CPA Portfolio must be submitted 2 months prior to the date of graduation in order to allow time for final certification. Begin developing your portfolio now.

Academic and Conduct Standards Summary

A detailed description of the Academic and Conduct Standards for the University of Florida and the College of Pharmacy is stated in the Student Guide and the Handbook for Students and Faculty, respectively. The following summary should be reviewed by newly admitted pharmacy students to obtain an understanding of the expectations and behaviors established by the faculty and students in the College of Pharmacy.

As previously emphasized, the UFL College of Pharmacy is committed to maintaining student professionalism and upholding the highest ethical standards and laws that pertain to the pharmacy profession. Students must adhere to the highest standards of professional conduct, avoiding not only impropriety, but also even the appearance of impropriety. The College of Pharmacy has a responsibility to create an atmosphere in which professional attitudes can be cultivated; each student has a responsibility to adhere to the College of Pharmacy Academic and Conduct Standards.

Academic Standards

The purposes of the Academic Standards are: (1) to set minimal professional standards to which all students enrolled in or accepted for admission to the College of Pharmacy shall conform; (2) to identify activities that are incompatible with education in the College of Pharmacy; and (3) to describe the procedure that will be followed when addressing an alleged failure to adhere to the Academic Standards.

Conduct Standards

Academic Honesty Standards

The following violations of the academic honesty standards will be processed by the guidelines established by the University of Florida and the Health Science Center:

- Taking information – Copying graded homework, including lab work, from another person; copying a computer program or any graded assignment written by someone else; working together on a take-home test or homework assignment when not specifically permitted by the instructor; looking at another student's paper during an examination; looking at text or lecture notes during an examination.
- Plagiarism – Quoting text or other works on an exam, term paper, or homework without citation when requested by the instructor to present your own work; handing in a paper purchased from a term paper service; retyping another student's paper in your name and handing it in; copying homework answers from your text to hand in for a grade
- Conspiracy – Planning with one or more fellow students to commit any form of academic dishonesty together; giving your paper to another student you know will plagiarize it.
- Tendering information – Giving your work to another to be copied; giving someone answers to examination questions when the exam is being given; informing another person in a later section about the questions that appear on an exam you have taken; giving or selling a paper to another student.
- Giving false information – Lying to a professor to increase your grades or to attain special consideration in the grading process (e.g. lying about the reason for wanting to take a make-up examination in order to have more time to study or find out the answers to the questions on the exam from those who took it at the regularly scheduled time).
- Bribery – Offering, giving, receiving, or soliciting money or any item or service to a teacher or any other person so as to gain academic advantage for yourself or another.

Academic Honesty Guidelines

Professional practice of all types requires the highest attainable standards of ethics and personal conduct. Appropriate ethical standards will be expected throughout the student's course of study. The Academic Honesty Guidelines are reviewed in Unit A of the Foundation course. Guidance is provided in how to avoid plagiarism when writing any written documents during the program and how the Turnitin© software will be

used to screen all written assignments for plagiarism. Students are strongly encouraged to review this content carefully and clarify any questions about the Academic Honesty Guidelines.

The students will be required to sign (either in writing or electronically), the following University of Florida statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action, up to and including expulsion from the University."

The UFL academic honesty guidelines require the reporting of any violation of ethical conduct to the University for appropriate action. Any misrepresentation, misdocumentation, or cheating during any assignments, CPAs, classroom presentations and discussions, or examinations will not be tolerated. Any violations will be pursued to the fullest extent of University of Florida legal procedure and pharmacy law.

Academic Penalty for Dishonesty

Penalties for misrepresentation or academic dishonesty will follow the guidelines of the University of Florida, which include, but are not limited to, dismissal from the course and the Working Professional Doctor of Pharmacy Program.

CPAs Require Independent Effort

During this course, the student is expected to "independently" complete all CPAs. Students who submit work which appears to have been done in collaboration with peer students or with the assistance of prior students, will be reported to the Office for Judicial Affairs.

Procedures

The expectations within the Student Conduct Code of the College of Pharmacy are in agreement with the broader, more detailed Student Conduct Code of the University of Florida. Students who allegedly violate the College's Student Conduct Code will abide by the University's policies and procedures for handling such cases.

The Office for Judicial Affairs in the Office for Student Services is responsible for handling cases that violate the Student Conduct Code for the University of Florida. The Health Center Student Conduct Standards Committee is responsible for handling cases involving alleged academic dishonesty by pharmacy students.

A student adjudicated guilty of violations of the University's Student Conduct Code shall be subject to sanctions commensurate with the offense and any aggravating or mitigating circumstances.

Reprimand - The student is given a formal written notice and official recognition is taken of the offense committed.

Conduct Probation – The student is deemed not in good academic standing and cannot represent the University on any athletic team other than intramural or hold office in any student organization registered with the University.

Suspension – The student is required to leave the University for a given or indefinite period of time.

Expulsion – The student is permanently deprived of his/her opportunity to continue at the University in any status.

Reduced or Failing Grade – The student is given a reduced or failing grade for the class in which the offense occurred for violations of the Academic Honesty Standards, but only by the faculty member involved and upon recommendation thereto.

Community Service, Counseling, or Other Appropriate Requirement – The student is required to complete a specified amount of community service, meet with a counselor for a specified period of time and/or complete some other requirement considered appropriate by the hearing body based on the nature of the offense.

Appeals

Appeals may be made to the Director of Student Judicial Affairs. The decision of the Director of Student Judicial Affairs may be appealed to the Dean of Student Services. The decision of the Dean of Student Services may be appealed to the Vice President of Student Affairs.

Affective Standards

Affective standards encompass ethical, behavioral, and emotional considerations that reflect the way the pharmacy students undergoing professional education and training should act. Specific behaviors expected of pharmacy students are described below.

- Cooperate with the orderly conduct of classes. Students must respect their peers' right to learn. Students should be on time to class, remain quiet while the instructor speaks, ask questions when recognized, refrain from eating or drinking during class, and maintain attention to the instructor.
- Treat faculty, staff, and students with respect. Respect for and understanding of individuals from diverse racial, ethnic, and cultural backgrounds is part of a college education.
- Avoid actions that reflect poorly on the College of Pharmacy or the profession of pharmacy. Specific examples include theft, vandalism, inappropriate access to personal property (offices, desks, computers, etc.), acts of harassment or physical violence or aggression against students, faculty, or staff; and, involvement in drug diversion and illicit drug use.
- Maintain professional confidentiality. Student pharmacists are obligated to respect all confidences revealed to them such as patient conditions, medical and pharmaceutical records, economic information, fee payments, and any privileged information from committees on which a student is a member.
- Adhere to appropriate dress. Attire and personal grooming are expected to be such that they do not distract from nor compromise the professional integrity of the University of Florida College of Pharmacy or the pharmacy profession. Students are expected to abide by course dress requirements.
- Cooperate with faculty, staff, and administrators in addressing any of the conduct and academic standards described above. Students have the responsibility to tell the truth about matters of academic dishonesty or misconduct committed by themselves or by other pharmacy students.

Psychomotor and Learning Expectations

Psychomotor expectations relate to the ability to meet the physical demands of the pharmacy curriculum. Physically impaired students and students with learning disabilities such as hearing impairment, visual impairment, dyslexia or other specific learning disabilities such as sensory deficit or sensory-motor coordination problems should cooperate with the faculty and staff in addressing these problems in order to meet academic standards. Students with disabilities are encouraged to register with Disabled Student Services in the Office for Student Services (P202 Peabody Hall.)

Student Name:

UFL ID#

CLINICAL PRACTICE ASSESSMENTS

YEAR 1

Introductory CPAs

**CPAs 1-10 WILL BE
SENT TO YOU WHEN YOU
REGISTER FOR THE PRACTICE
EXPERIENCES INSTITUTE (PEI)**

**CPAs 1-12 MUST BE
COMPLETED IN YEAR 1**

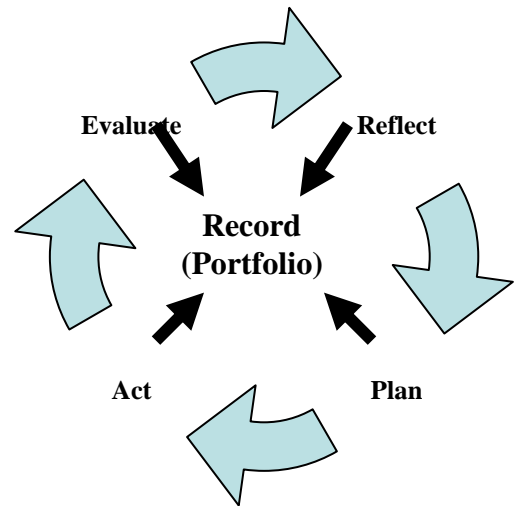
TO BECOME FAMILIAR WITH THE CONTENT OF CPAs 1-10,
SEE CPAs 13 THROUGH 32.

CPA 11 Continuous Professional Development (CPD)

Competency: Student will design a learning experience that relates to one of the 10 Core WPPD Competencies and enables the student to enhance his/her professional development by completing an activity that will improve one's personal practice.

Expectation/Task: During this CPA, you will accomplish a practice activity that will enable you enhance your personal daily practice. You will accomplish by means of CPD which requires you to accomplish the following in a stepwise manner:

1. **Reflect:** Reflect on your daily practice and identify what you can learn to improve your personal daily practice.
2. **Plan:** Develop a plan for how you will accomplish this learning activity. You should first outline your learning objectives or what you would like to accomplish. Once this is done, you should develop an action plan for accomplishing these objectives. Your action plan may include reading, viewing resources on the web, applying your learning to improve the care of patients, applying your learning to improve your practice or industry/research-related activities, and how you will document that you have achieved your learning needs. *If one of the elective CPAs meets your personal learning needs, you may use it to guide development of your own "Plan" for this CPA.* Once you have developed a plan, you will review it with your preceptor and when it is approved, you are ready for the next step.
3. **Act:** Implement your learning plan.
4. **Evaluate:** Once you have successfully completed your learning plan, you should assess how well you accomplished the personal learning objectives you established, how appropriate your plan was for accomplishing your needs, whether the methods of learning were appropriate, how your practice as changed, and if there were improved patient outcomes describe these results.



Once you have completed the above 4 steps you are ready to continue the cycle to further develop your personal practice by again reflecting your learning needs. During the WPPD program you will have opportunity to use these 4 steps for Continuous Professional Development so that you are better prepared to maintain your competence throughout your pharmacy career.

Prerequisite: Completion of the Module on Continuous Professional Development in the Foundations in Pharmaceutical Care course.

Steps in Performing Practice Activity:

1. **Prepare for the Task.** Complete the "Reflect" Step of the CPA cycle. Identify learning objectives that you want to accomplish to enhance your personal daily practice.
2. **Identify Site Patients/Settings for Completing the Clinical Practice Activity.** Identify a preceptor with expertise in the area that you desire to gain more competence. Review with that preceptor your personal learning objectives and a rough draft of your "Plan."
3. **Use the Best-Evidence in Initiating & Completing the Clinical Practice Activity.** You should retrieve evidence-based resources that will enable you to complete your learning plan.
4. **Complete the Clinical Practice Activity.** Finalize your "Plan" and have your preceptor approve it. Once it is approved, you will complete your plan in a self-directed manner.
5. **Document Completion of the Clinical Practice Activity.** Document completion of your learning activities according to the methods you outlined in your plan.

Student Name:

UFL ID#

6. **Practice Until You Demonstrate Competency.** You will be expected to continue your practice activity until you are able to demonstrate competency to your preceptor.

Preceptor Responsibilities: All CPAs must be completed under the supervision of a preceptor. The preceptor must approve the student's learning plan before the CPA is initiated. The student's goals should result in the student actually "demonstrating" new knowledge/skills in practice. (This experience can not be just acquisition of new knowledge or observation of an activity alone.) The learning plan should allow the student to achieve his/her personal learning goals. Once the preceptor has approved the learning goals and plan, the preceptor should supervise the student as the learning activities are accomplished. Once the learning activities are completed, the preceptor is expected to meet with the student and evaluate the student's evidence that the learning activities have been completed and the therefore, the learning goals have been achieved.

Site Responsibilities: The site may be in an institutional or community/ambulatory setting. The site must be willing to let the student actively participate in learning activities outlined in the student's learning plan and if needed, allow the student to access patients.

Examples of Learning Outcomes You May Accomplish as a Continuous Professional Development

The following list outlines, by WPPD Experiential Domain Outcome, examples of Learning Outcomes that you may accomplish as a Continuous Professional Development CPA:

1. Work in Inter-health professional teams
 - a. Help your institution or community establish a new inter-health professional team. (This will entail helping to plan implementation, helping to define what an inter-health professional team does, and participate in the implementation step).
 - b. Actively participate as an inter-health professional team member in any setting (e.g., community clinic, hospital, nursing home, during a mission trip).
2. Patient Assessment
 - a. Under the supervision of a pharmacist, physician, physician's assistant, or nurse practitioner, expand your physical assessment skills in new areas (ear and eye exam, indepth cardiac or pulmonary exam, etc.)
3. Drug therapy Review
 - a. Develop a drug therapy review for a P & T Committee. (You may volunteer your services at your institution or work with your State Medicaid P & T committee).
4. Develop Pharmaceutical Care Plan
 - a. Develop proficiency in providing pharmaceutical care plans for a disorder that is not covered or emphasized in the WPPD program.
5. Written/Verbal Communication
 - a. Prepare and deliver a verbal presentation at a regional, state, or national professional meeting.
 - b. Write a review article on a pharmacy topic and submit it for publication in a professional journal.
 - c. Improve your literature evaluation/statistics abilities by evaluating a set of mock or real data using statistical software. Then, write a brief summary reporting your data methodology, results, and discussion of results.
6. Monitoring for Endpoints
 - a. Develop new skills in establishing and monitoring for Endpoints for a disorder that is not covered or emphasized in the WPPD program.
7. Pharmacokinetic Monitoring
 - a. Evaluate the accuracy of your pharmacokinetic dosing skills in managing a cohort of patients. Based on the results, identify strategies to improve your dosing skills.
8. Patient Education and Counseling
 - a. Develop manual, audiovisual and/or computerized patient education resources for use at your institution or community pharmacy practice.
 - b. Demonstrate the ability to counsel patients with a specific disorder/disease.
9. Systems Management to Improve Therapeutic Outcomes
 - a. Develop drug use evaluation criteria and/or indicators based on analysis of literature.
 - b. Collect data for a drug utilization review and summarize the results.
 - c. Compile and evaluate data that will enable you to review a therapeutic/generic drug class of drugs for formulary consideration.
 - d. Review recent medication errors at your institution/community practice and recommend strategies to avoid future misadventures.
 - e. Develop a clinical pathway, clinical practice guideline, or disease management protocol for use in your practice setting.
 - f. Evaluate the distribution system at your practice and identify how to avoid potential medication errors.
10. Public Health
 - a. Conduct a community screening session and summarize the number of patients screened and the number who were referred for medical work up.
 - b. Become certified to administer immunizations.
 - c. Volunteer at your local or regional poison control center and summarize the cases you encountered during your experience.
 - d. Participate in a mission trip where you will have opportunity to solve public health problems in underserved parts of the country or world.
 - e. Identify a professional or governmental organization that is working on bioterrorism prevention and assist in an initiative that they are accomplishing.
 - f. Develop and conduct a community educational program for either children, young adults, or elderly citizens that will promote wellness.
11. Others as identified by the student and approved by the Regional Director.

CPA 11 Continuous Professional Development

Outline for Your Personal Learning Plan

Reflect: What personal learning needs do you have in order to improve your practice/career? Are there any needs that your organization (e.g., hospital, community pharmacy, drug industry, home health care service) has that you could help accomplish by developing your own personal learning?

Reflect on your daily practice activities...what knowledge, skills, or abilities do you wish you had so you could be a better practitioner? If you work in drug industry, what knowledge, skills or abilities would enable you to achieve the next step in your career goals?

Until the WPPD Learning Portfolio is available, document in the section below what knowledge, skills, or abilities you would like to accomplish during this CPA to become a better practitioner.

You will be gaining a lot of knowledge about a variety of disorders as you progress across the WPPD curriculum. The primary focus should be on expanding your abilities in one of the following WPPD Experiential Outcomes (these are defined in the Introduction section of the Practice Experiences Manual):

1. Work in Inter-professional healthcare teams
2. Patient Assessment
3. Drug therapy Review
4. Develop Pharmaceutical Care Plan
5. Written/Verbal Communication
6. Monitoring for Endpoints
7. Pharmacokinetic Monitoring
8. Patient Education and Counseling
9. Systems Management to Improve Therapeutic Outcomes
10. Public Health

Describe in 2-3 sentences what you would like to accomplish during this CPA to enhance your professional development.

List the WPPD Outcome that your Learning Need Relates to (See list of 10 outcomes above):

Plan: Learning Goals: Write 3-5 learning goals that you would like to accomplish during this CPA. Remember, these should be written statements that communicate what you would like to accomplish. At least one of your goals must require you to “Show How” or actually “Do” a practice activity show you can perform what you have learned in your daily practice. Such goals will use verbs such as “Demonstrate”, “Perform,” or “Develop.” (See the foundations course materials for assistance in writing goals). Each goal should be a written statement that is **SMART** - **S**pecific, **M**easurable, **A**chievable within a semester, **R**elevant to your learning needs, and **T**ime-based (e.g., defines duration you will give yourself for completing the goal; by week 1 you will accomplish goal 1 and by week 3 goal 4). List goals in Table I.

Learning Activities: In Table I, list learning activities for accomplishing each objective. These learning activities can include both structured programs (e.g., CE programs) and informal activities such as discussions with colleagues, job shadowing, interest group meetings, peer reviews. You may want to visit ACPE’s PLAN Network to identify learning resources that will give provide you basic knowledge that will prepare you to “Perform” or “Demonstrate”: <http://www.acpe-accredit.org/pharmacists/programs.asp>

The following learning activities are appropriate if your learning objective involves gaining or applying knowledge (e.g., Knows or Knows How):

1. Read references and literature.
2. View video presentations.
3. Attend a seminar or presentation.
4. Complete a computer-based learning module.

The following learning activities are appropriate if your learning objective involves demonstrating or actually performing a practice activity (e.g., Shows How or Does”:

1. Demonstrate performing a patient care activity in the presence of the preceptor.
2. Complete a project that involves applying what you have learned in your daily practice.

ASSESSMENT CRITERIA: For each goal, list assessment criteria that both you and your preceptor can use to certify that you successfully achieve what you intend to learn. You may want to review the Performance Criteria for CPAs 1 – 10 to get ideas for how to write criteria and what criteria you may want to include.

Table I. Learning Activities:

GOAL	LEARNING ACTIVITY/ACTIVITIES	ASSESSMENT CRITERIA

STOP: Preceptor must approve your reflection and plan before beginning the activity. If you do not get your plan approved, you will not receive credit for completing the CPA.

Preceptor Certification That Plan Was Approved Before Being Implemented

I have reviewed the student’s personal goals and learning plan outlined in this document. At least one personal goal will require the student to demonstrate or perform a new task/activity in practice (e.g., a new experience that requires more than just acquisition of knowledge). The learning activities are appropriate for the stated goals. The goals and learning activities were approved by me prior to implementing the learning activities.

Preceptor Signature

Date

Print Name / Degree

Preceptor initials

Student Name:

UFL ID#

Act: Use the following section to make notes as you implement your Learning Plan. As you complete your learning, make note of new insights that you want to remember as you “demonstrate”, “perform” or “develop” in your daily practice setting!

Evaluate: When you have completed your learning activities and feel you have accomplished your learning goals, use the assessment criteria you wrote above and evaluate your own performance! In the section below, comment on several of the following items:

1. How well did you accomplish the learning goals?
2. How well did the learning activities you planned prepare you? If you could do it over again, what would you change?
3. How has completion of this CPA already impacted your daily practice?
4. If this CPA has improved patient outcomes, describe the impact on patient outcomes.

Student Name:

UFL ID#

Competency Assessment Form

CPA 11

Date:

Required Preceptor Credentials

Pharmacist

- One or more of following credentials:
 - Pharm.D degree
 - Residency and/or Fellowship
 - Board certification
 - Other as approved by Admin Team

Other health professionals

- In specific situations, other health professionals may be approved for this CPA. The student must contact the regional director for approval. Submit a description of you proposed learning goal and learning activities with this request.

Practice Site Criteria

- Any general practice setting may be used.
- Patients may be any age and have other diseases.
- The site and setting must allow the student to achieve a task related to one of the 10 CPA competencies.

Required Documentation

- Evidence 1
- Evidence 2
- Evidence 3

Evaluation Criteria: All must be checked for the CPA to be approved.

Learning Goals

- The student established 3-5 personal learning goals.
- At least one goal required the student to “show how” or “demonstrate” what they learned.

Learning Activities

- The student established learning activities that would help him/her successfully achieve the learning goals.
- The student successfully completed **all** learning activities.
- The student met with the preceptor and had the learning goals and learning activities approved before implementing them.

Evaluation

- The student successfully met **all** evaluation criteria and therefore, accomplished his/her personal learning goals.

Directions for Preceptor: For each item (row) select the statement that best describes the student’s performance. **Initial the box with the most appropriate statement.**

Mastery	Competency	Deficiency
The student successfully completes all steps involved in continuous professional development and the student also provides evidence of how the new knowledge/skills have enhanced the student’s personal practice.	The student successfully completes all steps involved in continuous professional development.	The student is unable to accomplish one or more of the following steps: 1) reflect on practice needs, 2) plan and implement learning activities to accomplish needs, and 3) document successful achievement of learning activities.

Note: The following must be answered by the preceptor:

Outline at least 1 strength demonstrated by the student during the CPA:

Outline at least 1 area for improvement identified for the student during this CPA:

Student Name:

UFL ID#

CPA 11

PRECEPTOR AFFIDAVIT OF CPA COMPLETION

I certify that I have the preceptor credentials indicated on this form and that the site/setting where the CPA was accomplished is consistent with the Practice Setting/Site Criteria.

I have previously approved the student's learning plan (personal learning goals and learning activities) and signed the appropriate section of this document.

I have compared the student's performance to the cited criteria and certify that the student has achieved the level of either competency, or mastery.

Approved Preceptor Signature

Date

Print Name/Degree

Preceptor initials

Name of Affiliated Site where CPA completed

CPA 11

FACILITATOR CERTIFICATION OF CPA COMPLETION

This CPA has been successfully completed according to the criteria outlined in the Competency Assessment Form. The preceptor is approved by UFL and WPPD Program and the practice site has a signed affiliation agreement. The Evidence documents as appropriate were submitted to TurnItIn and I have deemed them to be the work of this student.

Facilitator Signature

Date

Print name

Facilitator initials

Directions Submitting CPA documentation to facilitator and Turnitin:

1. Submit Evidence 1, Evidence 2, and Evidence 3 to your facilitator.
2. Submit Evidence 1b to Turnitin.

Evidence 1:

- a. **CPA 11 Competency Assessment Form.** Signed and graded with minimum score of competency by preceptor indicates that CPA was successfully completed..
- b. **CPD reflect, plan, act, and evaluate sections that are original work of student. DO NOT include wording from the WPPD CPA document.** Include additional documents that provide evidence of your CPD activities. (Examples include patient cases, written documents, handouts).
- c. **List of references/citations used during this CPA.** Prepare a list of references used in preparing to do this CPA and in actually completing it. Submit this list to your facilitator for review and approval.

Evidence 2: Reflect on the following: *Explain how your evidence demonstrates this expectation.* For this evidence: Describe the step of the CPD cycle (Reflect, Plan, Act or Evaluate) that was most difficult for you to accomplish and delineate what strategies allowed you to successfully achieve this step.

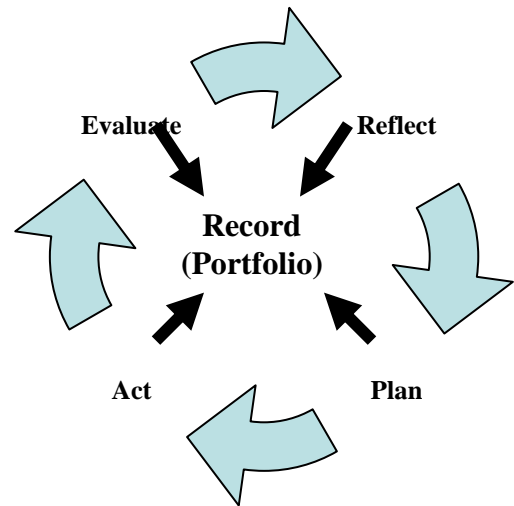
Evidence 3: Reflect on the following: *"How have your professional abilities grown as a result of completing this evidence? Please keep your response between 150 and 350 words."* For this evidence: Describe how have you grown professionally as a result of using the CPD steps for gaining new practice skills?

CPA 12 Continuous Professional Development (CPD)

Competency: Student will design a learning experience that relates to one of the 10 Core WPPD Competencies and enables the student to enhance his/her professional development by completing an activity that will improve one's personal practice.

Expectation/Task: During this CPA, you will accomplish a practice activity that will enable you enhance your personal daily practice. You will accomplish by means of CPD which requires you to accomplish the following in a stepwise manner:

5. **Reflect:** Reflect on your daily practice and identify what you can learn to improve your personal daily practice.
6. **Plan:** Develop a plan for how you will accomplish this learning activity. You should first outline your learning objectives or what you would like to accomplish. Once this is done, you should develop an action plan for accomplishing these objectives. Your action plan may include reading, viewing resources on the web, applying your learning to improve the care of patients, applying your learning to improve your practice or industry/research-related activities, and how you will document that you have achieved your learning needs. *If one of the elective CPAs meets your personal learning needs, you may use it to guide development of your own "Plan" for this CPA.* Once you have developed a plan, you will review it with your preceptor and when it is approved, you are ready for the next step.
7. **Act:** Implement your learning plan.
8. **Evaluate:** Once you have successfully completed your learning plan, you should assess how well you accomplished the personal learning objectives you established, how appropriate your plan was for accomplishing your needs, whether the methods of learning were appropriate, how your practice as changed, and if there were improved patient outcomes describe these results.



Once you have completed the above 4 steps you are ready to continue the cycle to further develop your personal practice by again reflecting your learning needs. During the WPPD program you will have opportunity to use these 4 steps for Continuous Professional Development so that you are better prepared to maintain your competence throughout your pharmacy career.

Prerequisite: Completion of the Module on Continuous Professional Development in the Foundations in Pharmaceutical Care course.

Steps in Performing Practice Activity:

1. **Prepare for the Task.** Complete the "Reflect" Step of the CPA cycle. Identify learning objectives that you want to accomplish to enhance your personal daily practice.
2. **Identify Site Patients/Settings for Completing the Clinical Practice Activity.** Identify a preceptor with expertise in the area that you desire to gain more competence. Review with that preceptor your personal learning objectives and a rough draft of your "Plan."
3. **Use the Best-Evidence in Initiating & Completing the Clinical Practice Activity.** You should retrieve evidence-based resources that will enable you to complete your learning plan.
4. **Complete the Clinical Practice Activity.** Finalize your "Plan" and have your preceptor approve it. Once it is approved, you will complete your plan in a self-directed manner.
5. **Document Completion of the Clinical Practice Activity.** Document completion of your learning activities according to the methods you outlined in your plan.

Student Name:

UFL ID#

6. **Practice Until You Demonstrate Competency.** You will be expected to continue your practice activity until you are able to demonstrate competency to your preceptor.

Preceptor Responsibilities: All CPAs must be completed under the supervision of a preceptor. The preceptor must approve the student's learning plan before the CPA is initiated. The student's goals should result in the student actually "demonstrating" new knowledge/skills in practice. (This experience can not be just acquisition of new knowledge or observation of an activity alone.) The learning plan should allow the student to achieve his/her personal learning goals. Once the preceptor has approved the learning goals and plan, the preceptor should supervise the student as the learning activities are accomplished. Once the learning activities are completed, the preceptor is expected to meet with the student and evaluate the student's evidence that the learning activities have been completed and the therefore, the learning goals have been achieved.

Site Responsibilities: The site may be in an institutional or community/ambulatory setting. The site must be willing to let the student actively participate in learning activities outlined in the student's learning plan and if needed, allow the student to access patients.

For a list by WPPD Experiential Domain Outcome of examples of Learning Outcomes that you may accomplish as a Continuous Professional Development CPA see CPA 11.

CPA 12 Continuous Professional Development (CPD)

Outline for Your Personal Learning Plan

Reflect: What personal learning needs do you have in order to improve your practice/career? Are there any needs that your organization (e.g., hospital, community pharmacy, drug industry, home health care service) has that you could help accomplish by developing your own personal learning?

Reflect on your daily practice activities...what knowledge, skills, or abilities do you wish you had so you could be a better practitioner? If you work in drug industry, what knowledge, skills or abilities would enable you to achieve the next step in your career goals?

Until the WPPD Learning Portfolio is available, document in the section below what knowledge, skills, or abilities you would like to accomplish during this CPA to become a better practitioner.

You will be gaining a lot of knowledge about a variety of disorders as you progress across the WPPD curriculum. The primary focus should be on expanding your abilities in one of the following WPPD Experiential Outcomes (these are defined in the Introduction section of the Practice Experiences Manual):

1. Work in Inter-professional healthcare teams
2. Patient Assessment
3. Drug therapy Review
4. Develop Pharmaceutical Care Plan
5. Written/Verbal Communication
6. Monitoring for Endpoints
7. Pharmacokinetic Monitoring
8. Patient Education and Counseling
9. Systems Management to Improve Therapeutic Outcomes
10. Public Health

Describe in 2-3 sentences what you would like to accomplish during this CPA to enhance your professional development.

List the WPPD Outcome that your Learning Need Relates to (See list of 10 outcomes above):

Plan: Learning Goals: Write 3-5 learning goals that you would like to accomplish during this CPA. Remember, these should be written statements that communicate what you would like to accomplish. At least one of your goals must require you to “Show How” or actually “Do” a practice activity show you can perform what you have learned in your daily practice. Such goals will use verbs such as “Demonstrate”, “Perform,” or “Develop.” (See the foundations course materials for assistance in writing goals). Each goal should be a written statement that is **SMART** - **S**pecific, **M**easurable, **A**chievable within a semester, **R**elevant to your learning needs, and **T**ime-based (e.g., defines duration you will give yourself for completing the goal; by week 1 you will accomplish goal 1 and by week 3 goal 4). List goals in Table I.

Learning Activities: In Table I, list learning activities for accomplishing each objective. These learning activities can include both structured programs (e.g., CE programs) and informal activities such as discussions with colleagues, job shadowing, interest group meetings, peer reviews. You may want to visit ACPE’s PLAN Network to identify learning resources that will give provide you basic knowledge that will prepare you to “Perform” or “Demonstrate”: <http://www.acpe-accredit.org/pharmacists/programs.asp>

The following learning activities are appropriate if your learning objective involves gaining or applying knowledge (e.g., Knows or Knows How):

1. Read references and literature.
2. View video presentations.
3. Attend a seminar or presentation.
4. Complete a computer-based learning module.

The following learning activities are appropriate if your learning objective involves demonstrating or actually performing a practice activity (e.g., Shows How or Does”:

1. Demonstrate performing a patient care activity in the presence of the preceptor.
2. Complete a project that involves applying what you have learned in your daily practice.

ASSESSMENT CRITERIA: For each goal, list assessment criteria that both you and your preceptor can use to certify that you successfully achieve what you intend to learn. You may want to review the Performance Criteria for CPAs 1 – 10 to get ideas for how to write criteria and what criteria you may want to include.

Table I. Learning Activities:

GOAL	LEARNING ACTIVITY/ACTIVITIES	ASSESSMENT CRITERIA

STOP: Preceptor must approve your reflection and plan before beginning the activity. If you do not get your plan approved, you will not receive credit for completing the CPA.

Preceptor Certification That Plan Was Approved Before Being Implemented

I have reviewed the student’s personal goals and learning plan outlined in this document. At least one personal goal will require the student to demonstrate or perform a new task/activity in practice (e.g., a new experience that requires more than just acquisition of knowledge). The learning activities are appropriate for the stated goals. The goals and learning activities were approved by me prior to implementing the learning activities.

Preceptor Signature

Date

Print Name / Degree

Preceptor initials

Student Name:

UFL ID#

Act: Use the following section to make notes as you implement your Learning Plan. As you complete your learning, make note of new insights that you want to remember as you “demonstrate”, “perform” or “develop” in your daily practice setting!

Evaluate: When you have completed your learning activities and feel you have accomplished your learning goals, use the assessment criteria you wrote above and evaluate your own performance! In the section below, comment on several of the following items:

1. How well did you accomplish the learning goals?
2. How well did the learning activities you planned prepare you? If you could do it over again, what would you change?
3. How has completion of this CPA already impacted your daily practice?
4. If this CPA has improved patient outcomes, describe the impact on patient outcomes.

Competency Assessment Form

CPD

**CPA 12
Date:**

Required Preceptor Credentials

Pharmacist

- One or more of following credentials:
 - Pharm.D degree
 - Residency and/or Fellowship
 - Board certification
 - Other as approved by Admin Team

Other health professionals

- In specific situations, other health professionals may be approved for this CPA. The student must contact the regional director for approval. Submit a description of you proposed learning goal and learning activities with this request.

Practice Site Criteria

- Any general practice setting may be used.
- Patients may be any age and have other diseases.
- The site and setting must allow the student to achieve a task related to one of the 10 CPA competencies.

Required Documentation

- Evidence 1
- Evidence 2
- Evidence 3

Evaluation Criteria: All must be checked for the CPA to be approved.

Learning Goals

- The student established 3-5 personal learning goals.
- At least one goal required the student to “show how” or “demonstrate” what they learned.

Learning Activities

- The student established learning activities that would help him/her successfully achieve the learning goals.
- The student successfully completed **all** learning activities.
- The student met with the preceptor and had the learning goals and learning activities approved before implementing them.

Evaluation

- The student successfully met **all** evaluation criteria and therefore, accomplished his/her personal learning goals.

Directions for Preceptor: For each item (row) select the statement that best describes the student’s performance. **Initial the box with the most appropriate statement.**

Mastery	Competency	Deficiency
The student successfully completes all steps involved in continuous professional development and the student also provides evidence of how the new knowledge/skills have enhanced the student’s personal practice.	The student successfully completes all steps involved in continuous professional development.	The student is unable to accomplish one or more of the following steps: 1) reflect on practice needs, 2) plan and implement learning activities to accomplish needs, and 3) document successful achievement of learning activities.

Note: The following must be answered by the preceptor:

Outline at least 1 strength demonstrated by the student during the CPA:

Outline at least 1 area for improvement identified for the student during this CPA:

Student Name:

UFL ID#

CPA 12

PRECEPTOR AFFIDAVIT OF CPA COMPLETION

I certify that I have the preceptor credentials indicated on this form and that the site/setting where the CPA was accomplished is consistent with the Practice Setting/Site Criteria.

I have previously approved the student's learning plan (personal learning goals and learning activities) and signed the appropriate section of this document.

I have compared the student's performance to the cited criteria and certify that the student has achieved the level of either competency, or mastery.

Approved Preceptor Signature

Date

Print Name/Degree

Preceptor initials

Name of Affiliated Site where CPA completed

CPA 12

FACILITATOR CERTIFICATION OF CPA COMPLETION

This CPA has been successfully completed according to the criteria outlined in the Competency Assessment Form. The preceptor is approved by UFL and WPPD Program and the practice site has a signed affiliation agreement. The Evidence documents as appropriate were submitted to Turnitin and I have deemed them to be the work of this student.

Facilitator Signature

Date

Print name

Facilitator initials

Directions Submitting CPA documentation to facilitator and Turnitin:

1. Submit Evidence 1, Evidence 2, and Evidence 3 to your facilitator.
2. Submit Evidence 1b to Turnitin.

Evidence 1:

- a. **CPA 12 Competency Assessment Form.** Signed and graded with minimum score of competency by preceptor indicates that CPA was successfully completed.
- b. **CPD reflect, plan, act, and evaluate sections that are original work of student. DO NOT include wording from the WPPD CPA document.** Include additional documents that provide evidence of your CPD activities. (Examples include patient cases, written documents, handouts).
- c. **List of references/citations used during this CPA.** Prepare a list of references used in preparing to do this CPA and in actually completing it. Submit this list to your facilitator for review and approval.

Evidence 2:

Reflect on the following: *Explain how your evidence demonstrates this expectation.* For this evidence: Describe the step of the CPD cycle (Reflect, Plan, Act or Evaluate) that was most difficult for you to accomplish and delineate what strategies allowed you to successfully achieve this step.

Evidence 3:

Reflect on the following: *"How have your professional abilities grown as a result of completing this evidence? Please keep your response between 150 and 350 words."* For this evidence: Describe how have you grown professionally as a result of using the CPD steps for gaining new practice skills?

YEAR 2 AND 3

Core and Advanced CPAs

12 CPAs
FROM 13 TO 36 MUST
BE COMPLETED
PER YEAR

CPA 13

Participate as InterProfessional Team Member

Competency: Interact appropriately with other members of the healthcare team, provide pharmaceutical care to patients under the care of the team.

Expectation/Task: Participate as a member of an interprofessional team which provides care for a cohort of patients who have a specific disease/disorder. During this experience, demonstrate the ability to contribute to the care of this group of patients who have a disease disorder that you have learned about in the WPPD program. Also demonstrate the ability to assess how well the group of interprofessionals functions as a team.

Required Attributes of Patients/Setting: The team may be one that cares for patients in a hospital setting or nursing home setting. However, the majority of patients that the team cares for must have diseases/health problems that the student is learning about during the semester that this CPA is being completed or have learned about during prior semesters. Students may not complete a rounding experience which involves a majority of patients who have diseases/health problems that have not been learned about during the WPPD courses have completed to date.

Prerequisite: Successful completion of CPAs 1-12.

Student Responsibilities:

1. **Prepare for the Task.** Identify core references and resources that will enable you to assume your assigned role on the InterProfessional team. Review the Performance Criteria and initiate completion of the task (e.g., participate as a member of a healthcare team) when you feel you can accomplish what is outlined.
2. **Identify Site Patients/Settings for Completing the Clinical Practice Activity.** Students who complete this CPA locally must identify an InterProfessional Team and join this team in completing this CPA.
3. **Use the Best Evidence for Initiating and Completing the Clinical Practice Activity.** Students are expected to independently identify and retrieve literature and drug information resources for use in completing a CPA.
4. **Complete the Clinical Practice Activity.** Actively participate in rounds with the interprofessional team and make contributions to patient care.
5. **Practice Until You Demonstrate Competency.** You will be expected to participate in additional learning experiences, as needed, in order for you to demonstrate competency. Competency is defined as demonstrating the performance criteria outlined on the Competency Assessment Form.
6. **Document Completion of the Clinical Practice Activity.** Prepare the documentation as outlined on the Competency Assessment Form.

Preceptor Responsibilities:

The preceptor will observe the student as the student interacts with other members of the Interprofessional Team. The preceptor is expected to directly observe the student as the team makes patient care rounds or conducts a team meeting where patient care is discussed. Interactions between team members and the student outside of team meetings/rounds should also be done. The preceptor is expected to ascertain where the student participates as an active member of the team and also validate the student's assessment of how well the team functions. The student must become actively engaged as a team member (i.e., makes contributions to patient care).

The preceptor needs to directly observe the student during most or all rounding events. Input of others about the student's performance is an option. However, the preceptor must directly observe the student enough that he/she can confirm the feedback from others.

Affiliated Site Responsibilities:

When completed locally, the site may be in an institutional or community/ambulatory setting. There must be an Interprofessional Team at the site which routinely provides care to a group of patients. The Interprofessional Team must include at least 3 different health professionals in order to provide an interprofessional experience.

Student Name:

UFL ID#

This Team must be willing to engage the student as an active member/ participant. The diseases/disorders of these patients must focus on a disease/disorder that the student has learned in a prior WPPD course. The site should schedule the student to participate with the team a **minimum of 5 days/5 rounding events** with the team if the student has prior experiences as a student or practitioner in rounding with a team. Students who have no prior experience rounding with a team may need to be scheduled for more than 1 week of time with the team.

Student must make at least 1 clinically important pharmaceutical care intervention A change in therapy from IV to PO would not be considered clinically meaningful, however, a change related to a clinically meaningful drug interaction or adverse drug reaction would be acceptable. The interventions must occur daily or per each rounding event. These interventions should be documented and submitted as evidence.

Typical Student Practice Experience: To demonstrate competency, most students must round with a team a minimum of 5 consecutive weekdays/5 consecutive rounding events. Therefore, the site must initially schedule the student to be at the site for 5 weekdays/5 rounding events and be willing to allow the student to be at the site longer if the student needs more time to demonstrate competency. The student will typically need to prepare for each rounding event by reviewing the charts/data of patients that the team will round on so that the student is able to actively participate in conversations. The student needs to have knowledge of the medications that each patient is receiving and be prepared to discuss potential or actual drug therapy-related problems.

Performance Criteria: The “Competency Assessment Form” in the following section outlines criteria that describe the knowledge, skills, and attitudes that must be applied in order to accurately and effectively complete the task. The student is encouraged to use these criteria to assess his/her readiness to meet with the preceptor for the final competency evaluation.

Competency Assessment Form

Participate as InterProfessional Team Member

CPA 13

Required Preceptor Credentials

- Pharmacist
- One or more of following credentials:
 - Pharm.D degree
 - Residency and/or Fellowship
 - Board certification
 - Other as approved by Admin Team
 - Serves as an active member of the Interprofessional Team
- Physician
- Serves as an active member of the Interprofessional Team

Practice Setting/Site Criteria

- Interprofessional team must have 3 or more different health professionals who are active members.
- Team must provide actual patient care.
- Disease/disorders of patients must focus on one that the student has learned in a prior WPPD course.
- May be done in any patient care setting (community clinic, hospital, nursing home, hospice)

Documentation Required for Completion

- Evidence 1
- Evidence 2
- Evidence 3

Assessment of Student Performance by Preceptor

Directions: For each row, initial the statement that most accurately describes the student's performance.

Competency 1 Participate as an Interprofessional Team Member	Mastery	Competency	Deficiency
Demonstrates respect for health care professionals.	<input type="checkbox"/> Clearly acknowledges the importance for appropriate professional interactions between health care professionals and consistently demonstrates such attitude and behaviors at all times.	<input type="checkbox"/> Uses appropriate professional interactions with other health care professionals.	<input type="checkbox"/> Does not always acknowledge the importance of respecting other health care practitioners therefore, does not consistently demonstrate respectful attitude and behaviors at all times.
Uses interpersonal communication skills to facilitate team interactions	<input type="checkbox"/> Clearly understands and effectively utilizes verbal and non-verbal communication skills to facilitate team interactions.	<input type="checkbox"/> Generally understands and utilizes appropriate verbal and non-verbal communication skills that facilitate team interactions.	<input type="checkbox"/> Does not always understand and utilize verbal and non-verbal communication skills that facilitate team interactions.
Actively participates in health care team activities	<input type="checkbox"/> Is always prepared, actively participates, and consistently contributes to the team's activities.	<input type="checkbox"/> Is prepared, generally participates and contributes to the team's activities.	<input type="checkbox"/> Is not always prepared nor has active participation with the team's activities.
Assists team members in establishing therapeutic and/or diagnostic objectives	<input type="checkbox"/> Has sound knowledge base and skills upon which to make valuable therapeutic interventions in accordance with the established diagnosis.	<input type="checkbox"/> Has general knowledge and basic skills upon which to assist team members with therapeutic interventions in accordance with the established diagnosis.	<input type="checkbox"/> Does not have the knowledge base and the skills to make contribution to the team's therapeutic and diagnostic objectives.
Uses documentation, persuasion, and	<input type="checkbox"/> Has a sound basis for	<input type="checkbox"/> Has a reasonable	<input type="checkbox"/> Does not consistently have

Student Name:

UFL ID#

alternative suggestions to resolve therapeutic disagreements	therapeutic intervention and effectively conveys that through documentation and/or verbal persuasion for the utilization of alternative suggestions.	basis for therapeutic intervention and conveys that through documentation and or verbal persuasion for the consideration of alternative suggestions.	a reasonable basis for therapeutic intervention and is not able to consistently convey that through documentation and or verbal persuasion for the consideration of alternative suggestions.
Provides accurate, organized and pertinent information relevant to the team's current or future tasks.	<input type="checkbox"/> Is clearly able to obtain accurate and pertinent information and is able to integrate this information into the team's current and/or future tasks.	<input type="checkbox"/> Is able to obtain accurate information that can generally be integrated into the team's current and/or future tasks	<input type="checkbox"/> Does not always obtain accurate and pertinent information that is usable for the team's current and/or future tasks.
Follows up on questions asked by the team in a timely fashion	<input type="checkbox"/> Thoroughly researches and obtains accurate and pertinent information for questions asked by the team and always reports this information in a timely fashion.	<input type="checkbox"/> Obtains accurate and pertinent information, and always relates that information in a timely manner.	<input type="checkbox"/> Does not always obtain accurate and pertinent information and is not consistent in following up on questions asked by the team.
Interactions with the team are conducted with an appropriate level of confidence	<input type="checkbox"/> Presents as a confident integral part of the team by demonstrating a strong desire for an exchange of learning with other team members; consistently helps the team to assimilate data to promote the overall care of the patient.	<input type="checkbox"/> Participates as a confident team member by exchanging knowledge with other team members; generally assists the team in assimilating the data in order to promote the overall care of the patient.	<input type="checkbox"/> Does not or participates minimally in the team because of lack of confidence, preparedness and/or interest.
Provides at least 1 pharmaceutical care intervention per day/rounding event	<input type="checkbox"/> Provides several pharmaceutical care interventions daily or for each rounding event	<input type="checkbox"/> Provides at least 1 pharmaceutical care intervention daily or for each rounding event	<input type="checkbox"/> Provides less than 1 important pharmaceutical care intervention daily or for each rounding event
Retrieves and evaluates new information for the purpose of responding to health care professional questions	<input type="checkbox"/> Obtains and/or demonstrates a thorough basis for the academic and clinical knowledge through identification of relevant references necessary to participate effectively in an exchange of information with other health care providers.	<input type="checkbox"/> Obtains and/or demonstrates a thorough basis for the academic and clinical knowledge through identification of relevant references necessary to respond to the questions of other health care providers.	<input type="checkbox"/> Does not obtain relevant data and new information and therefore does not show the academic and clinical knowledge base that is required to effectively exchange information with other health care providers.

Overall Evaluation: Initial the appropriate box:

Student Name:

UFL ID#

Mastery	Competency	Deficiency
A score of "Mastery" was assigned to all of the above categories.	<p>Student demonstrated the ability to contribute to the care of patients who have a specific disease/disorder.</p> <p>A score of "Competency" or higher was assigned to all of the above categories.</p> <p>The student may have achieved Mastery in all but 1 category, but not all categories.</p>	Any of the above categories was assigned a score of "Deficiency."

Note: The following questions must be answered

Outline at least 1 strength demonstrated during this CPA:

Outline at least 1 area for improvement identified during this CPA:

Approximately how many times did the student round with the team? _____

CPA 13

PRECEPTOR AFFIDAVIT OF CPA COMPLETION:

I certify that I have the preceptor credentials indicated on this form and that the site/setting where the CPA was accomplished is consistent with the Practice Setting/Site Criteria.

I have compared the student's performance to the cited criteria and certify that the student has achieved the level of either competency, or mastery.

Approved Preceptor Signature

Date

Print Name

Initials

Name of Affiliated Site

CPA 13

FACILITATOR CERTIFICATION OF CPA COMPLETION

This CPA has been successfully completed according to the criteria outlined in the Competency Assessment Form. The preceptor is approved by UFL and WPPD Program and the practice site has a signed affiliation agreement. The Evidence documents with an asterisk have been submitted to TurnItIn and I have deemed them to be the work of this student.

Facilitator Signature

Date

Print Name

Initials

Directions Submitting CPA documentation to facilitator and Turnitin:

Participate as a member of an interprofessional team which provides care for a cohort of patients who have a specific disease/disorder. During this experience, demonstrate the ability to contribute to the care of this group of patients who have a disease disorder that you have learned about in the WPPD program. Also demonstrate the ability to assess how well the group of interprofessionals functions as a team.

3. Submit Evidence 1, Evidence 2, and Evidence 3 to your facilitator.
4. **Submit Evidence 1b to Turnitin.**

Evidence 1:

a. Submit the Competency Assessment Form for CPA 13. The Competency Assessment Form for CPA 13 serves as evidence that you have met this expectation.

1b. Submit a list of the patient care interventions you made during the rounding experience (minimum of 5 interventions). The list should include: 1) de-identified patient data (age, primary medical problems/reason for seeking care, type of drug therapy-related problem, 1-2 sentence description of intervention).

Evidence #2: Reflect on how well you interacted with the team or an individual team member. Describe an incident that occurred during this experience that you believe exemplifies how you demonstrated the performance criteria listed for this CPA.

Evidence #3: Reflect on how well you functioned as a team member. Compare your performance during this CPA to that accomplished during CPA 1. How has your ability to be an interprofessional team member improved since CPA 1?

CPA 14

Participate as InterProfessional Team Member

Competency: Interact appropriately with other members of the healthcare team, provide pharmaceutical care to patients under the care of the team.

Expectation/Task: Participate as a member of an interprofessional team which provides care for a cohort of patients who have a specific disease/disorder. During this experience, demonstrate the ability to contribute to the care of this group of patients who have a disease disorder that you have learned about in the WPPD program. Also demonstrate the ability to assess how well the group of interprofessionals functions as a team.

Required Attributes of Patients/Setting: The team may be one that cares for patients in a hospital setting or nursing home setting. However, the majority of patients that the team cares for must have diseases/health problems that the student is learning about during the semester that this CPA is being completed or have learned about during prior semesters. Students may not complete a rounding experience which involves a majority of patients who have diseases/health problems that have not been learned about during the WPPD courses have completed to date.

Prerequisite: Successful completion of CPAs 1-12 and 13.

Student Responsibilities:

7. **Prepare for the Task.** Identify core references and resources that will enable you to assume your assigned role on the InterProfessional team. Review the Performance Criteria and initiate completion of the task (e.g., participate as a member of a healthcare team) when you feel you can accomplish what is outlined.
8. **Identify Site Patients/Settings for Completing the Clinical Practice Activity.** Students who complete this CPA locally must identify an InterProfessional Team and join this team in completing this CPA.
9. **Use the Best Evidence for Initiating and Completing the Clinical Practice Activity.** Students are expected to independently identify and retrieve literature and drug information resources for use in completing a CPA.
10. **Complete the Clinical Practice Activity.** Actively participate in rounds with the interprofessional team and make contributions to patient care.
11. **Practice Until You Demonstrate Competency.** You will be expected to participate in additional learning experiences, as needed, in order for you to demonstrate competency. Competency is defined as demonstrating the performance criteria outlined on the Competency Assessment Form.
12. **Document Completion of the Clinical Practice Activity.** Prepare the documentation as outlined on the Competency Assessment Form.

Preceptor Responsibilities:

The preceptor will observe the student as the student interacts with other members of the Interprofessional Team. The preceptor is expected to directly observe the student as the team makes patient care rounds or conducts a team meeting where patient care is discussed. Interactions between team members and the student outside of team meetings/rounds should also be done. The preceptor is expected to ascertain where the student participates as an active member of the team and also validate the student's assessment of how well the team functions. The student must become actively engaged as a team member (i.e., makes contributions to patient care).

The preceptor needs to directly observe the student during most or all rounding events. Input of others about the student's performance is an option. However, the preceptor must directly observe the student enough that he/she can confirm the feedback from others.

Affiliated Site Responsibilities:

When completed locally, the site may be in an institutional or community/ambulatory setting. There must be an Interprofessional Team at the site which routinely provides care to a group of patients. The Interprofessional Team must include at least 3 different health professionals in order to provide an interprofessional experience.

Student Name:

UFL ID#

This Team must be willing to engage the student as an active member/ participant. The diseases/disorders of these patients must focus on a disease/disorder that the student has learned in a prior WPPD course. The site should schedule the student to participate with the team a **minimum of 5 days/5 rounding events** with the team if the student has prior experiences as a student or practitioner in rounding with a team. Students who have no prior experience rounding with a team may need to be scheduled for 1-2 weeks of time with the team.

Student must make at least 2 clinically important pharmaceutical care interventions A change in therapy from IV to PO would not be considered clinically meaningful, however, a change related to a clinically meaningful drug interaction or adverse drug reaction would be acceptable. The interventions must occur daily or per each rounding event. These interventions should be documented and submitted as evidence.

Typical Student Practice Experience: To demonstrate competency, most students must round with a team a minimum of 5 consecutive weekdays/5 consecutive rounding events. Therefore, the site must initially schedule the student to be at the site for 5 weekdays/5 rounding events and be willing to allow the student to be at the site longer if the student needs more time to demonstrate competency. The student will typically need to prepare for each rounding event by reviewing the charts/data of patients that the team will round on so that the student is able to actively participate in conversations. The student needs to have knowledge of the medications that each patient is receiving and be prepared to discuss potential or actual drug therapy-related problems.

Performance Criteria: The “Competency Assessment Form” in the following section outlines criteria that describe the knowledge, skills, and attitudes that must be applied in order to accurately and effectively complete the task. The student is encouraged to use these criteria to assess his/her readiness to meet with the preceptor for the final competency evaluation.

Competency Assessment Form

Participate as InterProfessional Team Member

CPA 14

Required Preceptor Credentials

- Pharmacist
- One or more of following credentials:
 - Pharm.D degree
 - Residency and/or Fellowship
 - Board certification
 - Other as approved by Admin Team
 - Serves as an active member of the Interprofessional Team
- Physician
- Serves as an active member of the Interprofessional Team

Practice Setting/Site Criteria

- Interprofessional team must have 3 or more different health professionals who are active members.
- Team must provide actual patient care.
- Disease/disorders of patients must focus on one that the student has learned in a prior WPPD course.
- May be done in any patient care setting (community clinic, hospital, nursing home, hospice)

Documentation Required for Completion

- Evidence 1
- Evidence 2
- Evidence 3

Assessment of Student Performance by Preceptor

Directions: For each row, initial the statement that most accurately describes the student's performance.

Competency 1 Participate as an Interprofessional Team Member	Mastery	Competency	Deficiency
Demonstrates respect for health care professionals.	<input type="checkbox"/> Clearly acknowledges the importance for appropriate professional interactions between health care professionals and consistently demonstrates such attitude and behaviors at all times.	<input type="checkbox"/> Uses appropriate professional interactions with other health care professionals.	<input type="checkbox"/> Does not always acknowledge the importance of respecting other health care practitioners therefore, does not consistently demonstrate respectful attitude and behaviors at all times.
Uses interpersonal communication skills to facilitate team interactions	<input type="checkbox"/> Clearly understands and effectively utilizes verbal and non-verbal communication skills to facilitate team interactions.	<input type="checkbox"/> Generally understands and utilizes appropriate verbal and non-verbal communication skills that facilitate team interactions.	<input type="checkbox"/> Does not always understand and utilize verbal and non-verbal communication skills that facilitate team interactions.
Actively participates in health care team activities	<input type="checkbox"/> Is always prepared, actively participates, and consistently contributes to the team's activities.	<input type="checkbox"/> Is prepared, generally participates and contributes to the team's activities.	<input type="checkbox"/> Is not always prepared nor has active participation with the team's activities.
Assists team members in establishing therapeutic and/or diagnostic objectives	<input type="checkbox"/> Has sound knowledge base and skills upon which to make valuable therapeutic interventions in accordance with the established diagnosis.	<input type="checkbox"/> Has general knowledge and basic skills upon which to assist team members with therapeutic interventions in accordance with the established diagnosis.	<input type="checkbox"/> Does not have the knowledge base and the skills to make contribution to the team's therapeutic and diagnostic objectives.

<p>Uses documentation, persuasion, and alternative suggestions to resolve therapeutic disagreements</p>	<p><input type="checkbox"/> Has a sound basis for therapeutic intervention and effectively conveys that through documentation and/or verbal persuasion for the utilization of alternative suggestions.</p>	<p><input type="checkbox"/> Has a reasonable basis for therapeutic intervention and conveys that through documentation and or verbal persuasion for the consideration of alternative suggestions.</p>	<p><input type="checkbox"/> Does not consistently have a reasonable basis for therapeutic intervention and is not able to consistently convey that through documentation and or verbal persuasion for the consideration of alternative suggestions.</p>
<p>Provides accurate, organized and pertinent information relevant to the team's current or future tasks.</p>	<p><input type="checkbox"/> Is clearly able to obtain accurate and pertinent information and is able to integrate this information into the team's current and/or future tasks.</p>	<p><input type="checkbox"/> Is able to obtain accurate information that can generally be integrated into the team's current and/or future tasks</p>	<p><input type="checkbox"/> Does not always obtain accurate and pertinent information that is usable for the team's current and/or future tasks.</p>
<p>Follows up on questions asked by the team in a timely fashion</p>	<p><input type="checkbox"/> Thoroughly researches and obtains accurate and pertinent information for questions asked by the team and always reports this information in a timely fashion.</p>	<p><input type="checkbox"/> Obtains accurate and pertinent information, and always relates that information in a timely manner.</p>	<p><input type="checkbox"/> Does not always obtain accurate and pertinent information and is not consistent in following up on questions asked by the team.</p>
<p>Interactions with the team are conducted with an appropriate level of confidence</p>	<p><input type="checkbox"/> Presents as a confident integral part of the team by demonstrating a strong desire for an exchange of learning with other team members; consistently helps the team to assimilate data to promote the overall care of the patient.</p>	<p><input type="checkbox"/> Participates as a confident team member by exchanging knowledge with other team members; generally assists the team in assimilating the data in order to promote the overall care of the patient.</p>	<p><input type="checkbox"/> Does not or participates minimally in the team because of lack of confidence, preparedness and/or interest.</p>
<p>Provides at least 2 pharmaceutical care intervention per day/rounding event</p>	<p><input type="checkbox"/> Provides several pharmaceutical care interventions daily or for each rounding event</p>	<p><input type="checkbox"/> Provides at least 2 pharmaceutical care intervention daily or for each rounding event</p>	<p><input type="checkbox"/> Provides less than 2 important pharmaceutical care intervention daily or for each rounding event</p>
<p>Retrieves and evaluates new information for the purpose of responding to health care professional questions</p>	<p><input type="checkbox"/> Obtains and/or demonstrates a thorough basis for the academic and clinical knowledge through identification of relevant references necessary to participate effectively in an exchange of information with other health care providers.</p>	<p><input type="checkbox"/> Obtains and/or demonstrates a thorough basis for the academic and clinical knowledge through identification of relevant references necessary to respond to the questions of other health care providers.</p>	<p><input type="checkbox"/> Does not obtain relevant data and new information and therefore does not show the academic and clinical knowledge base that is required to effectively exchange information with other health care providers.</p>

Student Name:

UFL ID#

Overall Evaluation: Initial the appropriate box:

Mastery	Competency	Deficiency
A score of "Mastery" was assigned to all of the above categories.	<p>Student demonstrated the ability to contribute to the care of patients who have a specific disease/disorder.</p> <p>A score of "Competency" or higher was assigned to all of the above categories.</p> <p>The student may have achieved Mastery in all but 1 category, but not all categories.</p>	Any of the above categories was assigned a score of "Deficiency."

Note: The following questions must be answered

Outline at least 1 strength demonstrated during this CPA:

Outline at least 1 area for improvement identified during this CPA:

Approximately how many times did the student round with the team? _____

CPA 14

PRECEPTOR AFFIDAVIT OF CPA COMPLETION:

I certify that I have the preceptor credentials indicated on this form and that the site/setting where the CPA was accomplished is consistent with the Practice Setting/Site Criteria.

I have compared the student's performance to the cited criteria and certify that the student has achieved the level of either competency or mastery.

Approved Preceptor Signature

Date

Print Name

Initials

Name of Affiliated Site

CPA 14

FACILITATOR CERTIFICATION OF CPA COMPLETION:

This CPA has been successfully completed according to the criteria outlined in the Competency Assessment Form. The preceptor is approved by UFL and WPPD Program and the practice site has a signed affiliation agreement. The Evidence documents with an asterisk have been submitted to TurnItIn and I have deemed them to be the work of this student.

Facilitator Signature

Date

Print Name

Initials

Directions Submitting CPA documentation to facilitator and Turnitin:

Participate as a member of an interprofessional team which provides care for a cohort of patients who have a specific disease/disorder. During this experience, demonstrate the ability to contribute to the care of this group of patients who have a disease disorder that you have learned about in the WPPD program. Also demonstrate the ability to assess how well the group of interprofessionals functions as a team.

5. Submit Evidence 1, Evidence 2, and Evidence 3 to your facilitator.
6. **Submit Evidence 1b to Turnitin.**

Evidence 1:

a. Submit the Competency Assessment Form for CPA 14. The Competency Assessment Form for CPA 14 serves as evidence that you have met this expectation.

1b. Submit a list of the patient care interventions you made during the rounding experience (minimum of 10 interventions). The list should include: 1) de-identified patient data (age, primary medical problems/reason for seeking care, type of drug therapy-related problem, 1-2 sentence description of intervention).

Evidence 2: Reflect on how well you interacted with the team or an individual team member. Describe an incident that occurred during this experience that you believe exemplifies how you demonstrated the performance criteria listed for this CPA.

Evidence 3: Reflect on how well you functioned as a team member. Compare your performance during this CPA to that accomplished during CPA 13. How has your ability to be an interprofessional team member improved since CPA 13?

CPA 15

Perform Patient Assessments

Competency: Evaluate Laboratory and Other Patient Data/Assessment Skills

Expectation/Task: Select one of the following disorders and demonstrate the ability to assess and evaluate a patient who has the disorder:

1. Circulatory Disorders
 - a. Hypertension (Blood Pressure measurement and Measurement of radial and carotid pulses)
2. Cardiac Disorders
 - a. CHF (Changes in weight, pulse rate and rhythm, Blood pressure, Level of consciousness, signs of cyanosis, Respiratory auscultation for crackles, observe chest movements, Listen for abnormal heart sounds (S1 and S2), pitting edema, serum creatinine, serum electrolytes)
3. Renal Disorders
 - a. Chronic renal failure (blood pressure, input/output, Serum Creatinine and BUN, CBC)
4. Endocrine, Hematologic, and Women's Disorders
 - a. Diabetes (Assessment of feet; Interview patient to assess polyuria, polyphagia, polydipsia, tingling/numbness, impotence, weight changes, blurred vision and visual acuity, inspect feet for infection, assess symptoms of gastroparesis, interpret serum glucose levels, A1C, urinalysis, BUN and creatinine)
5. Respiratory Disorders
 - a. Asthma (Breath sounds and Interview patient to assess frequency and severity of wheezing)
 - b. COPD (Breath sounds and Interview patient to assess frequency and severity of symptoms)
6. Gastrointestinal Disorders
 - a. Any Disorder (interview patient to assess symptoms and factors that exacerbate the problem, assess quadrant of pain, auscultation of abdomen, assess patient weight, interpret appropriate laboratory and diagnostic tests)
7. Protective and Structural System Disorders
 - a. Assess culture results, evaluate wound or infection improvement or worsening, assess symptoms of infection
 - b. Rheumatoid or osteoarthritis (assess posture, gait, range of motion, exam affected joints for swelling, CBC, ESR, and Rheumatoid Factor)
8. Neurological and Psychiatric Disorders
 - a. Perform a neurological exam (Balance, Gait, Reflexes)
 - b. Perform a mini-mental status exam
9. Other diseases that were discussed in the WPPD program may be a focus in this CPA. Please discuss with your Regional Director if you need assistance in verifying a disease/disorder.

Note:

1. For the disorder that is your focus for this CPA, perform the cited physical assessments/interpretation of laboratory values that are listed above.
2. This task involves collecting data that is typically included in the Subjective and Objective portions of a progress note with an emphasis on collecting, and assimilating laboratory and physical assessment data and also being able to interpret or explain these findings to the preceptor.
3. The disease/disorder that is the focus of this CPA must be different from that done with CPA 2.
4. You may encounter patients in the inpatient setting, community practice setting, or in clinics that are held locally.
5. You may not complete a physical assessment practice activity which involves a majority of patients who have diseases/health problems that you have not learned about during the WPPD courses you have completed to date.

Prerequisite:

1. Completion of the Foundations in Pharmaceutical Care module on "Patient Assessment."
2. Review how to perform and interpret the results of physical assessment measures that are the focus of this CPA.

Steps in Performing Practice Activity:

1. **Prepare for the Task.** Identify core references and resources that will enable you to independently take perform the physical assessments that are the focus of this CPA. Review the Performance Criteria and initiate completion of the task when you feel you can accomplish what is outlined.
2. **Identify Site Patients/Settings for Completing the Clinical Practice Activity.** Students completing this locally must identify a practice site and have a preceptor observe the student completing a patient assessment. The site must have a cohort of patients who are willing to allow the student to perform physical assessments for them.
3. **Use the Best-Evidence in Initiating & Completing the Clinical Practice Activity.** You should retrieve evidence-based resources that will enable you to select the physical assessment measures that are most appropriate for the disease/disorder that is the focus of this CPA.
4. **Complete the Clinical Practice Activity.** Practice conducting the physical assessments and demonstrate your ability in the presence of your preceptor.
5. **Practice Until You Demonstrate Competency.** You will be expected to participate in additional patient experiences, as needed, in order for you to demonstrate competency.
6. **Document Completion of the Clinical Practice Activity.** Only student reflections and the preceptor evaluation are required.

Preceptor Responsibilities: The preceptor must directly observe the student as the student performs the physical assessment procedures that the student elects to focus on during this CPA. If laboratory data is also routinely used in the assessment of the patients, the preceptor should assess whether the student is able to assimilate both the laboratory and physical assessment findings and use all patient assessment data in developing a subjective and objective description of the patient (e.g., the S and O of a SOAP note). The preceptor is expected to assess both the student's skills and the student's ability to recognize patients who need referral to a physician due to need for follow-up or diagnosis.

Site Responsibilities: When completed locally, the site may be in an institutional or community/ambulatory setting. The student must be able to encounter a cohort of patients who need the physical measures assessed. The site must be able to provide access to patients that have the disease/disorder that the student desires to focus on during this CPA. The site must be willing to initially schedule the student for a minimum of 4-5 hours at the site if the student has experience in doing the physical assessments. The site should schedule longer experiences (1-2 days) if the student has limited experiences with physical assessments.

Typical Student Practice Experience: To demonstrate competency, most students require encountering multiple patients and the student should be scheduled to participate in clinic/patient care activities for a minimum of 4-5 hours. If the student has no prior experience in performing the physical assessment activities, it is recommended that the site schedule the student in the setting for at least one day. The student should then demonstrate performing the physical assessments with patients. The student should demonstrate the ability to assimilate the physical assessment findings with laboratory data and develop the S and O components of a SOAP note. The student does not have to write progress notes for this CPA. However, if it is a standard of practice to document patient assessment findings in a progress note at the site, this can be an expectation for the student.

Performance Criteria: The "Competency Assessment Form" in the following section outlines criteria that describe the knowledge, skills, and attitudes that must be applied in order to accurately and effectively complete the task. The student is encouraged to use these criteria to assess his/her readiness to meet with the preceptor for the final competency evaluation.

Competency Assessment Form**Perform Patient Assessments****CPA 15****Required Preceptor Credentials**

Pharmacist

- One or more of following credentials:
 - Pharm.D degree
 - Residency and/or Fellowship
 - Board certification
 - Other as approved by Admin Team
- Has experience in performing the selected physical assessments.

Physician or Nurse Practitioner

- Has experience in performing the selected physical assessments.

Practice Setting/Site Criteria

- Any general practice setting may be used.
- Patients must have a disorder/disease that is appropriate for the body system that is focused on during this CPA.
- Patients may be any age.

Required for Completion

- Evidence 1
- Evidence 2
- Evidence 3

Performance Criteria: All must be checked off by preceptor

- Introduction:** Introduces self, and identifies patient; explains importance of session and encourages patient to ask questions.
- Laboratory Data Evaluation**
 - Demonstrates knowledge of the laboratory or procedure used in evaluating the patient's medication-therapy related problems.
 - Interprets laboratory results by comparing them to reference or therapeutic ranges and identifying how the values correlate to the whole clinical picture.
- Patient Assessment:**
 - Performs and evaluates the patient using patient assessment skills specific to the individual patient, drug therapy, and condition.
 - Performs the physical assessment in a confident manner and also uses approaches that are comfortable to the patient.
 - Ask questions that appropriately assess whether the patient is self-monitoring for efficacy and toxicity/adverse effects.
 - Develops a working diagnosis of drug therapy-related problem (i.e., identifying the problem)
 - Develops a final diagnosis as it relates to providing pharmaceutical care.
 - Makes initial therapy recommendations or modification of existing therapies related to this assessment.
- Uses effective communication skills**
 - Uses terminology the patient can understand
 - Is assertive, yet makes the patient feel comfortable
 - Verbal and nonverbal communications are congruent and appropriate.
 - Listens to patient and provides feedback that infers pharmacist is listening
 - Demonstrates caring; does not appear to be conducting interview because it is a requirement.

CPA 15. Directions for Preceptor: For each item (row) select the statement that best describes the student's performance. **Initial the box with the most appropriate statement.**

Competency 2 Performs Patient Assessments	Mastery	Competency	Deficiency
Accurately performs the patient assessment task	<input type="checkbox"/> Follows logical sequence and is very efficient in performing the assessment. Is very skilled in performing the assessment.	<input type="checkbox"/> Accurately performs assessment. Follows a logical sequence in performing assessment but is not always efficient. Informs patient and is sensitive to patient's comfort and modesty	<input type="checkbox"/> Does not accurately perform the patient assessment task and/or cannot confidently follow a logical sequence.
Gathers patient assessment data that assesses drug efficacy and toxicity	<input type="checkbox"/> Acquires basic patient assessment data to effectively assess drug efficacy and toxicity AND obtains selective data to more precisely determine drug efficacy and toxicity.	<input type="checkbox"/> Acquires basic patient assessment data to effectively assess drug efficacy and toxicity	<input type="checkbox"/> Forgets to gather essential patient assessment data needed to assess drug efficacy and/or toxicity.

Evaluation (please initial appropriate box):

Mastery	Competency	Deficiency
Student demonstrates mastery on all items.	Student demonstrates competence or higher on both items; but not mastery on both.	Student demonstrates deficiency on any items.

Note: The following questions must be answered

Outline at least 1 strength demonstrated when performing physical assessments:

Outline at least 1 area for improvement identified during this CPA:

Briefly describe the site where CPA was completed (e.g., clinic, community pharmacy, nursing home, hospital): _____

Approximately how many hours did the student spend in the setting? _____ hrs

Approximately how many patients did the student perform a physical assessment? _____

Student Name:

UFL ID#

CPA 15

PRECEPTOR AFFIDAVIT OF CPA COMPLETION:

I certify that I have the preceptor credentials indicated on this form and that the site/setting where the CPA was accomplished is consistent with the Practice Setting/Site Criteria.

I have compared the student's performance to the cited criteria and certify that the student has achieved the level of either competency, or mastery.

Preceptor Signature

Date

Print Name

Initials

Name of Affiliated Site where CPA was completed

CPA 15

FACILITATOR CERTIFICATION OF CPA COMPLETION:

This CPA has been successfully completed according to the criteria outlined in the Competency Assessment Form. The preceptor is approved by UFL and WPPD Program and the practice site has a signed affiliation agreement. The required Evidence documents have been submitted to TurnItIn and I have deemed them to be the work of this student.

Facilitator Signature

Date

Print Name

Initials

Student Name:

UFL ID#

Directions Submitting CPA documentation to facilitator and Turnitin:

1. Submit Evidence 1, Evidence 2, and Evidence 3 to facilitator.
2. Submit nothing to Turnitin.

Evidence 1:

1a. Submit CPA 15 Competency Assessment Form.

1b. Submit Additional Artifacts As Directed by the Preceptor. Some sites require the practitioner to use patient education tools and/or document patient assessment activities. If this is a standard of practice at the site and requested by the preceptor, the student should submit additional artifacts. All patient data must be de-identified.

Evidence 2: Reflect on a patient encounter that you had while completing this CPA where your physical assessment will likely lead to improved patient outcomes. In 1-2 sentences, describe how your performance during this encounter exemplified the performance criteria for this CPA. (e.g., which performance criteria enabled you to have a successful encounter? How well did you accomplish this performance criteria?)

Evidence 3: Review the criteria for this CPA and outline those in which you believe you have improved the most by completing this CPA.

CPA 16

Perform Patient Assessments

Competency: Evaluate Laboratory and Other Patient Data/Assessment Skills

Expectation/Task: Select one of the following disorders and demonstrate the ability to assess and evaluate a patient who has the disorder:

1. Circulatory Disorders
 - a. Hypertension (Blood Pressure measurement and Measurement of radial and carotid pulses)
2. Cardiac Disorders
 - a. CHF (Changes in weight, pulse rate and rhythm, Blood pressure, Level of consciousness, signs of cyanosis, Respiratory auscultation for crackles, observe chest movements, Listen for abnormal heart sounds (S1 and S2), pitting edema, serum creatinine, serum electrolytes)
3. Renal Disorders
 - a. Chronic renal failure (blood pressure, input/output, Serum Creatinine and BUN, CBC)
4. Endocrine, Hematologic, and Women's Disorders
 - a. Diabetes (Assessment of feet; Interview patient to assess polyuria, polyphagia, polydipsia, tingling/numbness, impotence, weight changes, blurred vision and visual acuity, inspect feet for infection, assess symptoms of gastroparesis, interpret serum glucose levels, A1C, urinalysis, BUN and creatinine)
5. Respiratory Disorders
 - a. Asthma (Breath sounds and Interview patient to assess frequency and severity of wheezing)
 - b. COPD (Breath sounds and Interview patient to assess frequency and severity of symptoms)
6. Gastrointestinal Disorders
 - a. Any Disorder (interview patient to assess symptoms and factors that exacerbate the problem, assess quadrant of pain, auscultation of abdomen, assess patient weight, interpret appropriate laboratory and diagnostic tests)
7. Protective and Structural System Disorders
 - a. Assess culture results, evaluate wound or infection improvement or worsening, assess symptoms of infection
 - b. Rheumatoid or osteoarthritis (assess posture, gait, range of motion, exam affected joints for swelling, CBC, ESR, and Rheumatoid Factor)
8. Neurological and Psychiatric Disorders
 - a. Perform a neurological exam (Balance, Gait, Reflexes)
 - b. Perform a mini-mental status exam
9. Other diseases that were discussed in the WPPD program may be a focus in this CPA. Please discuss with your Regional Director if you need assistance in verifying a disease/disorder.

Note:

1. For the disorder that is your focus for this CPA, perform the cited physical assessments/interpretation of laboratory values that are listed above.
2. This task involves collecting data that is typically included in the Subjective and Objective portions of a progress note with an emphasis on collecting, and assimilating laboratory and physical assessment data and also being able to interpret or explain these findings to the preceptor.
3. The disease/disorder that is the focus of this CPA must be different from that done with CPA 2 and CPA 15.
4. You may encounter patients in the inpatient setting, community practice setting, or in clinics that are held locally.
5. You may not complete a physical assessment practice activity which involves a majority of patients who have diseases/health problems that you have not learned about during the WPPD courses you have completed to date.

Prerequisite:

1. Completion of the Foundations in Pharmaceutical Care module on "Patient Assessment."

2. Review how to perform and interpret the results of physical assessment measures that are the focus of this CPA.

Steps in Performing Practice Activity:

1. **Prepare for the Task.** Identify core references and resources that will enable you to independently take perform the physical assessments that are the focus of this CPA. Review the Performance Criteria and initiate completion of the task when you feel you can accomplish what is outlined.
2. **Identify Site Patients/Settings for Completing the Clinical Practice Activity.** Students completing this locally must identify a practice site and have a preceptor observe the student completing a patient assessment. The site must have a cohort of patients who are willing to allow the student to perform physical assessments for them.
3. **Use the Best-Evidence in Initiating & Completing the Clinical Practice Activity.** You should retrieve evidence-based resources that will enable you to select the physical assessment measures that are most appropriate for the disease/disorder that is the focus of this CPA.
4. **Complete the Clinical Practice Activity.** Practice conducting the physical assessments and demonstrate your ability in the presence of your preceptor.
5. **Practice Until You Demonstrate Competency.** You will be expected to participate in additional patient experiences, as needed, in order for you to demonstrate competency.
6. **Document Completion of the Clinical Practice Activity.** Only student reflections and the preceptor evaluation are required.

Preceptor Responsibilities: The preceptor must directly observe the student as the student performs the physical assessment procedures that the student elects to focus on during this CPA. If laboratory data as also routinely used in the assessment of the patients, the preceptor should assess whether the student is able to assimilate both the laboratory and physical assessment findings and use all patient assessment data in developing a subjective and objective description of the patient (e.g., the S and O of a SOAP note). The preceptor is expected to assess both the student's skills and the student's ability to recognize patients who need referral to a physician due to need for follow-up or diagnosis.

Site Responsibilities: When completed locally, the site may be in an institutional or community/ambulatory setting. The student must be able to encounter a cohort of patients who need the physical measures assessed. The site must be able to provide access to patients that have the disease/disorder that the student desires to focus on during this CPA. The site must be willing to initially schedule the student for a minimum of 4-5 hours at the site if the student has experience in doing the physical assessments. The site should schedule longer experiences (1-2 days) if the student has limited experiences with physical assessments.

Typical Student Practice Experience: To demonstrate competency, most students require encountering multiple patients and the student should be scheduled to participate in clinic/patient care activities for a minimum of 4-5 hours. If the student has no prior experience in performing the physical assessment activities, it is recommended that the site schedule the student in the setting for at least one day. The student should then demonstrate performing the physical assessments with patients. The student should demonstrate the ability to assimilate the physical assessment findings with laboratory data and develop the S and O components of a SOAP note. The student does not have to write progress notes for this CPA. However, if it is a standard of practice to document patient assessment findings in a progress note at the site, this can be an expectation for the student.

Performance Criteria: The "Competency Assessment Form" in the following section outlines criteria that describe the knowledge, skills, and attitudes that must be applied in order to accurately and effectively complete the task. The student is encouraged to use these criteria to assess his/her readiness to meet with the preceptor for the final competency evaluation.

Competency Assessment Form**Perform Patient Assessments****CPA 16****Required Preceptor Credentials****Pharmacist**

- One or more of following credentials:
 - Pharm.D degree
 - Residency and/or Fellowship
 - Board certification
 - Other as approved by Admin Team
- Has experience in performing the selected physical assessments.

Physician or Nurse Practitioner

- Has experience in performing the selected physical assessments.

Practice Setting/Site Criteria

- Any general practice setting may be used.
- Patients must have a disorder/disease that is appropriate for the body system that is focused on during this CPA.
- Patients may be any age.

Required for Completion

- Evidence 1
- Evidence 2
- Evidence 3

Performance Criteria: All must be checked off by preceptor

- Introduction:** Introduces self, and identifies patient; explains importance of session and encourages patient to ask questions.
- Laboratory Data Evaluation**
 - Demonstrates knowledge of the laboratory or procedure used in evaluating the patient's medication-therapy related problems.
 - Interprets laboratory results by comparing them to reference or therapeutic ranges and identifying how the values correlate to the whole clinical picture.
- Patient Assessment:**
 - Performs and evaluates the patient using patient assessment skills specific to the individual patient, drug therapy, and condition.
 - Performs the physical assessment in a confident manner and also uses approaches that are comfortable to the patient.
 - Ask questions that appropriately assess whether the patient is self-monitoring for efficacy and toxicity/adverse effects.
 - Develops a working diagnosis of drug therapy-related problem (i.e., identifying the problem)
 - Develops a final diagnosis as it relates to providing pharmaceutical care.
 - Makes initial therapy recommendations or modification of existing therapies related to this assessment.
- Uses effective communication skills**
 - Uses terminology the patient can understand
 - Is assertive, yet makes the patient feel comfortable
 - Verbal and nonverbal communications are congruent and appropriate.
 - Listens to patient and provides feedback that infers pharmacist is listening
 - Demonstrates caring; does not appear to be conducting interview because it is a requirement.

CPA 16. Directions for Preceptor: For each item (row) select the statement that best describes the student's performance. **Initial the box with the most appropriate statement.**

Competency 2 Performs Patient Assessments	Mastery	Competency	Deficiency
Accurately performs the patient assessment task	<input type="checkbox"/> Follows logical sequence and is very efficient in performing the assessment. Is very skilled in performing the assessment.	<input type="checkbox"/> Accurately performs assessment. Follows a logical sequence in performing assessment but is not always efficient. Informs patient and is sensitive to patient's comfort and modesty	<input type="checkbox"/> Does not accurately perform the patient assessment task and/or can not confidently follow a logical sequence.
Gathers patient assessment data that assesses drug efficacy and toxicity	<input type="checkbox"/> Acquires basic patient assessment data to effectively assess drug efficacy and toxicity AND obtains selective data to more precisely determine drug efficacy and toxicity.	<input type="checkbox"/> Acquires basic patient assessment data to effectively assess drug efficacy and toxicity	<input type="checkbox"/> Forgets to gather essential patient assessment data needed to assess drug efficacy and/or toxicity.

Evaluation (please initial appropriate box):

Mastery	Competency	Deficiency
Student demonstrates mastery on all items.	Student demonstrates competence or higher on both items; but not mastery on both.	Student demonstrates deficiency on any items.

Note: The following questions must be answered

Outline at least 1 strength demonstrated when performing physical assessments:

Outline at least 1 area for improvement identified during this CPA:

Briefly describe the site where CPA was completed (e.g., clinic, community pharmacy, nursing home, hospital): _____

Approximately how many hours did the student spend in the setting? _____ hrs

Approximately how many patients did the student perform a physical assessment? _____

Student Name:

UFL ID#

CPA 16

PRECEPTOR AFFIDAVIT OF CPA COMPLETION:

I certify that I have the preceptor credentials indicated on this form and that the site/setting where the CPA was accomplished is consistent with the Practice Setting/Site Criteria.

I have compared the student's performance to the cited criteria and certify that the student has achieved the level of either competency, or mastery.

Preceptor Signature

Date

Print Name

Initials

CPA 16

FACILITATOR CERTIFICATION OF CPA COMPLETION:

This CPA has been successfully completed according to the criteria outlined in the Competency Assessment Form. The preceptor is approved by UFL and WPPD Program and the practice site has a signed affiliation agreement. The Evidence documents with an asterisk have been submitted to TurnItIn© and I have deemed them to be the work of this student.

Facilitator Signature

Date

Print Name

Initials

Directions Submitting CPA documentation to facilitator and Turnitin:

3. Submit Evidence 1, Evidence 2, and Evidence 3 to facilitator.
4. Submit nothing to Turnitin.

Evidence 1:

1a. Submit CPA 16 Competency Assessment Form.

1b. Submit Additional Artifacts As Directed by the Preceptor. Some sites require the practitioner to use patient education tools and/or document patient assessment activities. If this is a standard of practice at the site and requested by the preceptor, the student should submit additional artifacts. All patient data must be de-identified.

Evidence 2: Reflect on a patient encounter that you had while completing this CPA where your physical assessment will likely lead to improved patient outcomes. In 1-2 sentences, describe how your performance during this encounter exemplified the performance criteria for this CPA. (e.g., which performance criteria enabled you to have a successful encounter? How well did you accomplish this performance criteria?)

Evidence 3: Review the criteria for this CPA and outline those in which you believe you have improved the most by completing this CPA. Outline one criterion in which you believe you have improved the most in this CPA compared to your performance with CPA 15.

CPA 17

Conduct Drug Therapy Reviews

Competency: Review Drug Therapy Using the Pharmaceutical Care Model

Expectation/Task: Review a minimum of 5 medication profiles and identify all drug therapy-related problems using the process described in the WPPD Pharmaceutical Care Model. This CPA must focus on a disease/disorder that the student has studied in a prior WPPD course.

Prerequisite:

1. Completion of the Foundations in Pharmaceutical Care Module on “The Patient Care Process.”
2. Review the pharmacotherapy of the disease/disorder that is the focus of this CPA.
3. Review any nationally established guidelines (evidence-based) that recommend care of patients who have the disorder/disease.

Steps in Performing Task:

1. **Prepare for the Task.** Identify core references and resources that will enable you to independently identify drug-therapy-related problems of patients. Review the Performance Criteria and initiate completion of the task when you feel you can accomplish what is outlined.
2. **Identify Site Patients/Settings for Completing the Clinical Practice Activity.** Students completing this CPA locally may access medication profiles from a practice site.
3. **Use the Best Evidence for Initiating and Completing the Clinical Practice Activity.** You should retrieve evidence-based resources that will enable you to complete the task. Students are expected to independently identify and retrieve literature and drug information resources for use in completing a CPA.
4. **Complete the Clinical Practice Activity.** Review each of the medication profile and identify all drug therapy-related problems. The categories of drug therapy-related problems are:
 - a. No indication for a current drug
 - b. Indication for a drug but no drug prescribed
 - c. Wrong drug prescribed
 - d. Too much of the current drug
 - e. Too little of the current drug
 - f. An adverse drug reaction/drug allergy
 - g. Drug-drug, drug-disease interaction
 - h. Patient not receiving a prescribed drug
5. **Practice Until You Demonstrate Competency.** You will be expected to complete additional drug therapy reviews until you can accurately review 5 patients with competency.
6. **Document the Clinical Practice Activity.** The student must submit Evidence 1, 2, and 3 to facilitator for approval.

Preceptor Responsibilities: The preceptor must assign the student to review patient profiles in a live practice setting; the preceptor must have access to the patient and patient data. (This cannot be a retrospective review of profiles.) Once the student has reviewed a minimum of five patient profiles, the preceptor should meet with the student and assess whether the student has accurately identified all of the drug therapy-related problems. The preceptor should make sure that the student can: 1) accurately categorize the problems using the 8 categories listed above, 2) explain the mechanism or why the problem occurred, 3) that the student is able to identify all drug therapy-related problems, and 4) that the student can accurately prioritize the patients according to the urgency/severity of the problem and that the student can provide rationale for this prioritization. Most or all of these points should occur during a face-to-face discussion with the student.

Site Responsibilities: When completed locally, the site may be in an institutional or community/ ambulatory setting. The student must be able to encounter a cohort of patients who have common chronic diseases and be able to review the medication profiles.

Typical Student Practice Experience: To demonstrate competency, most students require encountering at least 5 patients and the student should be scheduled to participate in clinic/patient care activities for a

Student Name:

UFL ID#

minimum of 5-8 hours. If the student has no prior experience in clinical practice, it is recommended that the site schedule the student in the setting for at least one day since the student will likely require additional time to perform as depicted in the performance criteria. It is important to remember that these are examples of average students and that the student must continue reviewing medication profiles until he/she is able to meet the performance criteria outlined in the Competency Assessment Form. The student may collect information from the medication profiles and then complete the assessment at a remote site. However, the student must return to the clinical site and have a face-to-face discussion with the preceptor. Written documentation is required for this CPA and is outlined in the student reflection section.

Performance Criteria: The “Competency Assessment Form” in the following section outlines criteria that describe the knowledge, skills, and attitudes that must be applied in order to accurately and effectively complete the task. The student is encouraged to use these criteria to assess his/her readiness to meet with the preceptor for the final competency evaluation.

Competency Assessment Form Conduct Drug Therapy Reviews CPA 17

Required Preceptor Credentials

- Pharmacist
- One or more of following credentials:
 - Pharm.D degree
 - Residency and/or Fellowship
 - Board certification
 - Other as approved by Admin Team
 - Has experience in reviewing medication profiles.

Practice Site Criteria

- Any general practice setting may be used.
- Must be done in a setting where patient care is provided and not just ability to access medical records.
- Patients may be any age and have other diseases.

Required for Completion

- Evidence 1
- Evidence 2
- Evidence 3

Performance Criteria: Must be checked off by preceptor

- Correctly identifies problems and categorizes each problem using the WPPD Patient Care Model.**
Note: The WPPD Program categorizes problems as follows: 1) No indication for a current drug, 2) Indication for a drug but no drug prescribed, 3) Wrong drug prescribed, 4) Too much of the current drug, 5) Too little of the current drug, 6) An adverse drug reaction/drug allergy, 7) Drug-drug, drug-disease interaction, 8) Patient not receiving a prescribed drug.
- The problems that have the highest priority for resolution are correctly identified.**
- Correctly explains etiology or mechanism/cause of the problem and bases this explanation on literature.**

Evaluation by Preceptor: Initial the statement that best describes the student's performance.

Competency 3 Conducts drug therapy reviews	Mastery	Competency	Deficiency
Efficiently reviews a patient's medication profile and identifies medication-related problems.	<input type="checkbox"/> Independently identifies and prioritizes all actual and potential drug related problems stating rationale for prioritization.	<input type="checkbox"/> Identifies and prioritizes the most critical actual and potential drug related problems stating rationale for prioritization when necessary. Requires assistance for more obscure problems.	<input type="checkbox"/> Has difficulty identifying and prioritizing both actual and potential drug related problems. Rarely (if ever) states rationale for prioritization. Assistance required to prevent errors.

Note: The following questions must be answered

Outline at least 1 strength the student demonstrated when performing this CPA:

Outline at least 1 area for improvement identified during this CPA:

Approximately how many medication profiles did student review during this CPA? _____

Student Name:

UFL ID#

CPA 17

PRECEPTOR AFFIDAVIT OF CPA COMPLETION:

I certify that I have the preceptor credentials indicated on this form and that the site/setting where the CPA was accomplished is consistent with the Practice Setting/Site Criteria.

I have compared the student's performance to the cited criteria and certify that the student has achieved the level of either competency, or mastery.

Approved Preceptor Signature

Date

Print Name

Initials

Name of Affiliated Site where CPA was completed

CPA 17

FACILITATOR CERTIFICATION OF CPA COMPLETION

This CPA has been successfully completed according to the criteria outlined in the Competency Assessment Form. The preceptor is approved by UFL and WPPD Program and the practice site has a signed affiliation agreement. The Evidence documents as appropriate have been submitted to TurnItIn and I have deemed them to be the work of this student.

Facilitator Signature

Date

Print Name

Initials

Directions:

Review a minimum of 5 medication profiles and identify all drug therapy-related problems using the process described in the WPPD Pharmaceutical Care Model. All 5 medication profiles must focus on the disease/disorder that is emphasized in this CPA.

1. Submit Evidence 1, Evidence 2, and Evidence 3 to your facilitator.
2. Submit Evidence 1b to Turnitin.

Evidence1:

1a. Submit CPA 17 Competency Assessment Form as Evidence 1. The Competency Assessment Form for CPA 17 serves as evidence that you have met this expectation.

1b. Submit a minimum of 5 medication profiles and for each, outline the following: 1) list of drug-related problems (In priority of need to be addressed) and for each, outline the mechanism or why the problem occurred.) De-identify all submissions. This list must be submitted to Turnitin.

1c. Submit a list of literature references you used for each problem you identified in the 5 medication profiles submitted. Please submit this list as a separate file from the one listed above and do not submit this file to Turnitin. The facilitator will review and approve the quality of references used during this CPA.

Evidence 2: Reflect on a patient profile that you reviewed and believe you performed with excellence based on the performance criteria. In 1-2 sentences, describe the problem you identified.

Evidence 3: Review the performance criteria for this CPA and outline one criterion in which you believe you have improved the most by completing this CPA. Outline one criterion in which you believe you have improved the most in this CPA compared to your performance with CPA 3.

CPA 18

Conduct Drug Therapy Reviews

Competency: Review Drug Therapy Using the Pharmaceutical Care Model

Expectation/Task: Review a minimum of 5 medication profiles and identify all drug therapy-related problems using the process described in the WPPD Pharmaceutical Care Model. This CPA must focus on a disease/disorder that the student has studied in a prior WPPD course. This CPA must focus on a disease/disorder that the student has studied in a prior WPPD course and different from that emphasized in CPA 17.

Prerequisite:

1. Completion of the Foundations in Pharmaceutical Care Module on “The Patient Care Process.”
2. Review the pharmacotherapy of the disease/disorder that is the focus of this CPA.
3. Review any nationally established guidelines (evidence-based) that recommend care of patients who have the disorder/disease.

Steps in Performing Task:

1. **Prepare for the Task.** Identify core references and resources that will enable you to independently identify drug-therapy-related problems of patients. Review the Performance Criteria and initiate completion of the task when you feel you can accomplish what is outlined.
2. **Identify Site Patients/Settings for Completing the Clinical Practice Activity.** Students completing this CPA locally may access medication profiles from a practice site.
3. **Use the Best Evidence for Initiating and Completing the Clinical Practice Activity.** You should retrieve evidence-based resources that will enable you to complete the task. Students are expected to independently identify and retrieve literature and drug information resources for use in completing a CPA.
4. **Complete the Clinical Practice Activity.** Review each of the medication profile and identify all drug therapy-related problems. The categories of drug therapy-related problems are:
 - a. No indication for a current drug
 - b. Indication for a drug but no drug prescribed
 - c. Wrong drug prescribed
 - d. Too much of the current drug
 - e. Too little of the current drug
 - f. An adverse drug reaction/drug allergy
 - g. Drug-drug, drug-disease interaction
 - h. Patient not receiving a prescribed drug
5. **Practice Until You Demonstrate Competency.** You will be expected to complete additional drug therapy reviews until you can accurately review 5 patients with competency.
6. **Document the Clinical Practice Activity.** The student must submit Evidence 1, 2, and 3 to facilitator for approval.

Preceptor Responsibilities: The preceptor must assign the student to review patient profiles in a live practice setting; the preceptor must have access to the patient and patient data. (This cannot be a retrospective review of profiles.) Once the student has reviewed a minimum of five patient profiles, the preceptor should meet with the student and assess whether the student has accurately identified all of the drug therapy-related problems. The preceptor should make sure that the student can: 1) accurately categorize the problems using the 8 categories listed above, 2) explain the mechanism or why the problem occurred, 3) that the student is able to identify all drug therapy-related problems, and 4) that the student can accurately prioritize the patients according to the urgency/severity of the problem and that the student can provide rationale for this prioritization. Most or all of these points should occur during a face-to-face discussion with the student.

Site Responsibilities: When completed locally, the site may be in an institutional or community/ ambulatory setting. The student must be able to encounter a cohort of patients who have common chronic diseases and be able to review the medication profiles.

Student Name:

UFL ID#

Typical Student Practice Experience: To demonstrate competency, most students require encountering at least 5 patients and the student should be scheduled to participate in clinic/patient care activities for a minimum of 5-8 hours. If the student has no prior experience in clinical practice, it is recommended that the site schedule the student in the setting for at least one day since the student will likely require additional time to perform as depicted in the performance criteria. It is important to remember that these are examples of average students and that the student must continue reviewing medication profiles until he/she is able to meet the performance criteria outlined in the Competency Assessment Form. The student may collect information from the medication profiles and then complete the assessment at a remote site. However, the student must return to the clinical site and have a face-to-face discussion with the preceptor. Written documentation is required for this CPA and is outlined in the student reflection section.

Performance Criteria: The “Competency Assessment Form” in the following section outlines criteria that describe the knowledge, skills, and attitudes that must be applied in order to accurately and effectively complete the task. The student is encouraged to use these criteria to assess his/her readiness to meet with the preceptor for the final competency evaluation.

Competency Assessment Form Conduct Drug Therapy Reviews CPA 18

Required Preceptor Credentials

- Pharmacist
- One or more of following credentials:
 - Pharm.D degree
 - Residency and/or Fellowship
 - Board certification
 - Other as approved by Admin Team
 - Has experience in reviewing medication profiles.

Practice Site Criteria

- Any general practice setting may be used.
- Must be done in a setting where patient care is provided and not just ability to access medical records.
- Patients may be any age and have other diseases.

Required for Completion

- Evidence 1
- Evidence 2
- Evidence 3

Performance Criteria: Must be checked off by preceptor

- Correctly identifies problems and categorizes each problem using the WPPD Patient Care Model. Note: The WPPD Program categorizes problems as follows: 1) No indication for a current drug, 2) Indication for a drug but no drug prescribed, 3) Wrong drug prescribed, 4) Too much of the current drug, 5) Too little of the current drug, 6) An adverse drug reaction/drug allergy, 7) Drug-drug, drug-disease interaction, 8) Patient not receiving a prescribed drug.**
- The problems that have the highest priority for resolution are correctly identified.**
- Correctly explains etiology or mechanism/cause of the problem and bases this explanation on literature.**

Evaluation by Preceptor: Initial the statement that best describes the student's performance.

Competency 3 Conducts drug therapy reviews	Mastery	Competency	Deficiency
Efficiently reviews a patient's medication profile and identifies medication-related problems.	<input type="checkbox"/> Independently identifies and prioritizes all actual and potential drug related problems stating rationale for prioritization.	<input type="checkbox"/> Identifies and prioritizes the most critical actual and potential drug related problems stating rationale for prioritization when necessary. Requires assistance for more obscure problems.	<input type="checkbox"/> Has difficulty identifying and prioritizing both actual and potential drug related problems. Rarely (if ever) states rationale for prioritization. Assistance required to prevent errors.

Note: The following questions must be answered

Outline at least 1 strength the student demonstrated when performing this CPA:

Outline at least 1 area for improvement identified during this CPA:

Approximately how many medication profiles did student review during this CPA? _____

Student Name:

UFL ID#

CPA 18

PRECEPTOR AFFIDAVIT OF CPA COMPLETION:

I certify that I have the preceptor credentials indicated on this form and that the site/setting where the CPA was accomplished is consistent with the Practice Setting/Site Criteria.

I have compared the student's performance to the cited criteria and certify that the student has achieved the level of either competency, or mastery.

Approved Preceptor Signature

Date

Print Name

Initials

Name of Affiliated Site where CPA was completed

CPA 18

FACILITATOR CERTIFICATION OF CPA COMPLETION

This CPA has been successfully completed according to the criteria outlined in the Competency Assessment Form. The preceptor is approved by UFL and WPPD Program and the practice site has a signed affiliation agreement. The Evidence documents as appropriate have been submitted to TurnItIn and I have deemed them to be the work of this student.

Facilitator Signature

Date

Print Name

Initials

Directions:

Review a minimum of 5 medication profiles and identify all drug therapy-related problems using the process described in the WPPD Pharmaceutical Care Model. All 5 medication profiles must focus on the disease/disorder that is emphasized in this CPA.

1. Submit Evidence 1, Evidence 2, and Evidence 3 to your facilitator.
2. Submit Evidence 1b to Turnitin.

Evidence1:

1a. Submit CPA 18 Competency Assessment Form.

1b. Submit a minimum of 5 medication profiles and for each, outline the following: 1) list of drug-related problems (In priority of need to be addressed) and for each, outline the mechanism or why the problem occurred.) De-identify all submissions. This list must be submitted to Turnitin.

1c. Submit a list of literature references you used for each problem you identified in the 5 medication profiles submitted. Please submit this list as a separate file from the one listed above and do not submit this file to Turnitin. The facilitator will review and approve the quality of references used during this CPA.

Evidence 2: Reflect on a patient profile that you reviewed and believe you performed with excellence based on the performance criteria. In 1-2 sentences, describe the problem you identified.

Evidence 3: Review the performance criteria for this CPA and outline one criterion in which you believe you have improved the most in this CPA compared to your performance with CPA 3 and CPA 17.

CPA 19

Develop a Pharmaceutical Care Plan

Competency: Review Drug Therapy Using the Pharmaceutical Care Model

Expectation/Task: Assimilate relevant patient data from the patient, chart, and other sources. Then, identify all drug therapy-related problems using the process described in the Pharmaceutical Care Model, and develop and implement a pharmaceutical care plan. The student must develop a pharmaceutical care plan for a minimum of two (2) patients. This disease/disorder that is the focus of this CPA must be one that the student has learned about in a prior WPPD course.

Prerequisite:

1. Completion of the Foundations in Pharmaceutical Care Module, "Patient Care Process."
2. Review the pharmacotherapy and management of patients who have the disease/disorder that is the focus of this CPA. **You are expected to use primary literature in accomplishing this.**

Steps in Performing Task:

1. **Prepare for the Task.** Identify core references and resources that will enable you to independently identify drug-therapy-related problems of patients. Review the Performance Criteria and initiate completion of the task when you feel you can accomplish what is outlined.
2. **Identify Site Patients/Settings for Completing the Clinical Practice Activity.** Students who complete this CPA locally must identify a practice site that has patients with the disease/disorder that is the focus of this CPA and also identify a practitioner to be the preceptor.
3. **Use the Best Evidence for Initiating and Completing the Clinical Practice Activity.** You should retrieve evidence-based resources that will enable you to complete the task. Students are expected to independently identify and retrieve literature and drug information resources for use in developing a plan for solving a drug therapy-related problem.
4. **Complete the Clinical Practice Activity.** Review each medical chart and interview the patient as needed to develop a comprehensive database. Collect relevant patient data from other sources as needed. Then, identify all drug therapy-related problems and develop an accurate and specific patient care plan. Note, the drug therapy-related problems must be categorized as one or more of the following:
 - a. No indication for a current drug
 - b. Indication for a drug but no drug prescribed
 - c. Wrong drug prescribed
 - d. Too much of the current drug
 - e. Too little of the current drug
 - f. An adverse drug reaction/drug allergy
 - g. Drug-drug, drug-disease interaction
 - h. Patient not receiving a prescribed drug
5. **Practice Until You Demonstrate Competency.** You will be expected to participate in additional reviews of patients, as needed, in order for you to demonstrate competency. **You must demonstrate competency with a minimum of 2 patients.**
6. **Document the Clinical Practice Activity.** Prepare a progress note that documents all of the medication-related problems and your patient care plan.

Preceptor Responsibilities: The preceptor must assign the student to work up a patient in a live practice setting. (Retrospective review of medical records is not sufficient). In working up the patient, the student is expected to interview the patient, review the medical chart, perform a patient assessment if needed, assimilate laboratory and other physical assessment data, and collect information from other health professionals. Once the student has worked up a patient, the preceptor should meet with the student and assess whether the student has accurately assimilated information from multiple sources (patient, patient chart, nursing notes, lab data), has accurately identified all drug therapy-related problems, and has developed a complete and accurate care plan. The preceptor should make sure that the student has identified all drug-therapy related problems using the 8 categories listed above and that the plan for addressing each problem is correct. The preceptor should review the student's progress note summarizing the care plan. The preceptor should provide feedback

Student Name:

UFL ID#

about: 1) accuracy of subjective and objective information, 2) whether the assessment is accurate and complete, 3) whether the plan is accurate and completed, and 4) grammar, spelling, and use of abbreviations in the note. The preceptor should discuss these points with the student. The preceptor may assist the student in implementing the care plan if the student will not continue doing other CPAs at the site where he/she is expected to work with the healthcare team. At the end of the experience, the preceptor should rate the student's performance using the performance criteria outlined in the Competency Assessment Form. These steps should be repeated and continued with a new patient until the student achieves an overall score of Competency or Mastery. The student must work up a minimum of 2 patients.

Site Responsibilities: The site may be in an institutional or community/ambulatory setting. The student must be able to encounter a cohort of patients who have common chronic diseases and be able to assimilate data from the patient, the patient's chart, and other sources of patient information. This chronic disease/disorder must be one that is the focus of this CPA.

Typical Student Practice Experience: To demonstrate competency, most students require encountering at least 2 patients and the student should be scheduled to participate in clinic/patient care activities for a minimum of 5-8 hours. The student may come to the site and gather patient-related information to perform a workup and then leave the site to prepare the therapeutic plan. However, the student must return to the site and have a face-to-face session with the preceptor so that the preceptor can assess the student's patient work up/care plan. If the student has no prior experience in clinical practice, it is recommended that the site schedule the student in the setting for at least one day since the student will likely require additional time to perform as depicted in the performance criteria. It is important to remember that these are examples of average students and that the student must continue developing care plans until he/she is able to meet the performance criteria outlined in the Competency Assessment Form.

Performance Criteria:

The "Competency Assessment Form" in the following section outlines criteria that describe the knowledge, skills, and attitudes that must be applied in order to accurately and effectively complete the task. The student is encouraged to use these criteria to assess his/her readiness to meet with the preceptor for the final competency evaluation.

Competency Assessment Form Develop a Pharmaceutical Care Plan CPA 19

Required Preceptor Credentials

- Pharmacist
- One or more of following credentials:
 - Pharm.D degree
 - Residency and/or Fellowship
 - Board certification
 - Other as approved by Admin Team
 - Has experience in managing patients with the disorder/disease and also writing progress notes.

Practice Setting/Site Criteria

- Any practice setting may be used as long as there are patients with the disease/disorder of interest.
- Must be done in a setting where patient care is provided and not just ability to access medical records.
- In addition to the medical record, the site must provide access to patients, other health professionals, and other sources of patient care information or the student must be able to request the data from the healthcare provider.
- The patient must be prospectively assessed. The preceptor may assist the student in getting the plan implemented if the student is not able to work with the team.
- Patients must have the disease/disorder that is the focus of this CPA.
- Patients may be any age.

Required for Completion

- Evidence 1
- Evidence 2
- Evidence 3

Directions: For each row, initial the statement that most appropriately describes the student performance

Competency 4 Develops a Pharmaceutical Care Plan	Mastery	Competency	Deficiency
Synthesizes complete patient history and laboratory and physical exam data to identify problems.	<input type="checkbox"/> Independently synthesizes complete patient history, laboratory and physical exam data (collects this data if necessary) to identify problems.	<input type="checkbox"/> Synthesizes complete patient history, laboratory and physical exam data (using incomplete data at times) to identify the most critical problems.	<input type="checkbox"/> Has difficulty synthesizing patient history, laboratory and physical exam data (makes no effort to fill in the gaps in information) to identify problems.
Identifies and prioritizes both actual and potential drug related problem stating rationale.	<input type="checkbox"/> Independently identifies and prioritizes all actual and potential drug related problems stating rationale for prioritization.	<input type="checkbox"/> Identifies and prioritizes the most critical actual and potential drug related problems stating rationale for prioritization when necessary. Requires assistance for more obscure problems.	<input type="checkbox"/> Has difficulty identifying and prioritizing both actual and potential drug related problems. Rarely (if ever) states rationale for prioritization. Assistance required to prevent errors.
Identifies problems that require emergency medical attention.	<input type="checkbox"/> Independently identifies any problems that require emergency medical attention and what steps	<input type="checkbox"/> Identifies problems that require emergency medical attention and who to contact to determine what steps should be	<input type="checkbox"/> Cannot identify problems that require emergency medical attention or does not know who to contact to determine what

Competency 4 Develops a Pharmaceutical Care Plan	Mastery	Competency	Deficiency
	should be taken to activate emergency procedures.	taken to activate emergency procedures with occasional assistance.	steps should be taken to activate emergency procedures.
Designs and evaluates treatment regimens for optimal outcomes using disease states and previous or current drug therapy as well as including psychosocial, ethical-legal, and financial data.	<input type="checkbox"/> Independently designs and evaluates treatment regimens for optimal outcomes using disease states and previous or current drug therapy as well as including psychosocial, ethical-legal, and financial data using documentation from a reliable source.	<input type="checkbox"/> Designs and evaluates the most critical treatment regimens for optimal outcomes using disease states and previous or current drug therapy as well as including psychosocial, ethical-legal, and financial data using documentation from a reliable source Requires some assistance to produce more detail analysis.	<input type="checkbox"/> Fails to Design and evaluate treatment regimens for optimal outcomes using disease states and previous or current drug therapy as well as including psychosocial, ethical-legal, and financial data. Or fails to use documentation from a reliable source. Assistance required to prevent errors.
Provides written documentation of the pharmaceutical care plan that is clear, complete, and concise. (SOAP or FARM Note)	<input type="checkbox"/> Independently provides written documentation of the pharmaceutical care plan that is clear, complete, and concise.	<input type="checkbox"/> Provides written documentation of the pharmaceutical care plan that is complete , but could be more concise and/or clear, Requires guidance to produce detail documentation.	<input type="checkbox"/> Either provides no written documentation of the pharmaceutical care plan or provides documentation that is not complete. Assistance required to prevent errors.

Overall Evaluation (please initial appropriate box):

Mastery	Competency	Deficiency
Student demonstrates mastery on all items.	Student demonstrates competence or higher on both items; but not mastery on both.	Student demonstrates deficiency on any items.

Note: The following questions must be answered

Outline at least 1 strength of the student in performing this CPA:

Outline at least 1 area for improvement:

How many patients did the student work up while completing this CPA? _____

Student Name:

UFL ID#

CPA 19

PRECEPTOR AFFIDAVIT OF CPA COMPLETION:

I certify that I have the preceptor credentials indicated on this form and that the site/setting where the CPA was accomplished is consistent with the Practice Setting/Site Criteria.

I have compared the student's performance to the cited criteria and certify that the student has achieved the level of either competency, or mastery.

Approved Preceptor Signature

Date

Print Name

Initials

Name of Affiliated Site where CPA was completed

CPA 19

FACILITATOR CERTIFICATION OF CPA COMPLETION

This CPA has been successfully completed according to the criteria outlined in the Competency Assessment Form. The preceptor is approved by UFL and WPPD Program and the practice site has a signed affiliation agreement. The Evidence documents as appropriate have been submitted to TurnItIn and I have deemed them to be the work of this student.

Facilitator Signature

Date

Print Name

Initials

Directions Submitting CPA documentation to facilitator and Turnitin:

Assimilate relevant patient data from the patient, chart, and other sources. Then, identify all drug therapy-related problems using the process described in the Pharmaceutical Care Model, and develop and implement a pharmaceutical care plan.

1. Submit Evidence 1, Evidence 2, and Evidence 3 to your facilitator.
2. Submit Evidence 1b to Turnitin.

Evidence 1**1a. Submit CPA 19 Competency Assessment Form**

1b. Submit a minimum of 2 progress notes and for each, outline the following: 1) subjective data, 2) objective data, 3) list of drug therapy-related problems, and 4) plan for addressing each problem. **Each progress note must be de-identified and submitted to Turnitin.**

1c. Submit a file with literature references/citations used during this CPA. Outline the literature references used in preparing for this CPA (providing yourself with best evidence on managing patients with the disease/disorder and literature references used to identify and solve the drug therapy-related problems. The references must be primary literature and not just tertiary sources. The facilitator will review and approve the quality of references used. This file is not to be submitted to Turnitin.

Evidence 2: Select a patient who had a drug therapy-related problem that was your most valuable learning experience during this CPA. Explain how the steps you went through and your final progress note for this patient is an example of practice excellence.

Evidence 3: Review the performance criteria for this CPA and your performance in CPA 4. Then, outline one criterion in which you believe you have improved the most.

CPA 20

Develop a Pharmaceutical Care Plan

Competency: Review Drug Therapy Using the Pharmaceutical Care Model

Expectation/Task: Assimilate relevant patient data from the patient, chart, and other sources. Then, identify all drug therapy-related problems using the process described in the Pharmaceutical Care Model, and develop and implement a pharmaceutical care plan. The student must develop a pharmaceutical care plan for a minimum of two (2) patients. This disease/disorder that is the focus of this CPA must be one that the student has learned about in a prior WPPD course. This disease/disorder that is the focus of this CPA must be one that the student has learned about in a prior WPPD course and must be different than what was done for CPA 19.

Prerequisite:

1. Completion of the Foundations in Pharmaceutical Care Module, "Patient Care Process."
2. Review the pharmacotherapy and management of patients who have the disease/disorder that is the focus of this CPA. **You are expected to use primary literature in accomplishing this.**

Steps in Performing Task:

1. **Prepare for the Task.** Identify core references and resources that will enable you to independently identify drug-therapy-related problems of patients. Review the Performance Criteria and initiate completion of the task when you feel you can accomplish what is outlined.
2. **Identify Site Patients/Settings for Completing the Clinical Practice Activity.** Students who complete this CPA locally must identify a practice site that has patients with the disease/disorder that is the focus of this CPA and also identify a practitioner to be the preceptor.
3. **Use the Best Evidence for Initiating and Completing the Clinical Practice Activity.** You should retrieve evidence-based resources that will enable you to complete the task. Students are expected to independently identify and retrieve literature and drug information resources for use in developing a plan for solving a drug therapy-related problem.
4. **Complete the Clinical Practice Activity.** Review each medical chart and interview the patient as needed to develop a comprehensive database. Collect relevant patient data from other sources as needed. Then, identify all drug therapy-related problems and develop an accurate and specific patient care plan. Note, the drug therapy-related problems must be categorized as one or more of the following:
 - a. No indication for a current drug
 - b. Indication for a drug but no drug prescribed
 - c. Wrong drug prescribed
 - d. Too much of the current drug
 - e. Too little of the current drug
 - f. An adverse drug reaction/drug allergy
 - g. Drug-drug, drug-disease interaction
 - h. Patient not receiving a prescribed drug
5. **Practice Until You Demonstrate Competency.** You will be expected to participate in additional reviews of patients, as needed, in order for you to demonstrate competency. **You must demonstrate competency with a minimum of 2 patients.**
6. **Document the Clinical Practice Activity.** Prepare a progress note that documents all of the medication-related problems and your patient care plan.

Preceptor Responsibilities: The preceptor must assign the student to work up a patient in a live practice setting. (Retrospective review of medical records is not sufficient). In working up the patient, the student is expected to interview the patient, review the medical chart, perform a patient assessment if needed, assimilate laboratory and other physical assessment data, and collect information from other health professionals. Once the student has worked up a patient, the preceptor should meet with the student and assess whether the student has accurately assimilated information from multiple sources (patient, patient chart, nursing notes, lab data), has accurately identified all drug therapy-related problems, and has developed a complete and accurate care plan. The preceptor should make sure that the student has identified all drug-therapy related problems

Student Name:

UFL ID#

using the 8 categories listed above and that the plan for addressing each problem is correct. The preceptor should review the student's progress note summarizing the care plan. The preceptor should provide feedback about: 1) accuracy of subjective and objective information, 2) whether the assessment is accurate and complete, 3) whether the plan is accurate and completed, and 4) grammar, spelling, and use of abbreviations in the note. The preceptor should discuss these points with the student. The preceptor may assist the student in implementing the care plan if the student will not continue doing other CPAs at the site where he/she is expected to work with the healthcare team. At the end of the experience, the preceptor should rate the student's performance using the performance criteria outlined in the Competency Assessment Form. These steps should be repeated and continued with a new patient until the student achieves an overall score of Competency or Mastery. The student must work up a minimum of 2 patients.

Site Responsibilities: The site may be in an institutional or community/ambulatory setting. The student must be able to encounter a cohort of patients who have common chronic diseases and be able to assimilate data from the patient, the patient's chart, and other sources of patient information. This chronic disease/disorder must be one that is the focus of this CPA.

Typical Student Practice Experience: To demonstrate competency, most students require encountering at least 2 patients and the student should be scheduled to participate in clinic/patient care activities for a minimum of 5-8 hours. The student may come to the site and gather patient-related information to perform a workup and then leave the site to prepare the therapeutic plan. However, the student must return to the site and have a face-to-face session with the preceptor so that the preceptor can assess the student's patient work up/care plan. If the student has no prior experience in clinical practice, it is recommended that the site schedule the student in the setting for at least one day since the student will likely require additional time to perform as depicted in the performance criteria. It is important to remember that these are examples of average students and that the student must continue developing care plans until he/she is able to meet the performance criteria outlined in the Competency Assessment Form.

Performance Criteria:

The "Competency Assessment Form" in the following section outlines criteria that describe the knowledge, skills, and attitudes that must be applied in order to accurately and effectively complete the task. The student is encouraged to use these criteria to assess his/her readiness to meet with the preceptor for the final competency evaluation.

Competency Assessment Form Develop a Pharmaceutical Care Plan CPA 20

Required Preceptor Credentials

- Pharmacist
- One or more of following credentials:
 - Pharm.D degree
 - Residency and/or Fellowship
 - Board certification
 - Other as approved by Admin Team
 - Has experience in managing patients with the disorder/disease and also writing progress notes.

Practice Setting/Site Criteria

- Any practice setting may be used as long as there are patients with the disease/disorder of interest.
- Must be done in a setting where patient care is provided and not just ability to access medical records.
- In addition to the medical record, the site must provide access to patients, other health professionals, and other sources of patient care information or the student must be able to request the data from the healthcare provider.
- The patient must be prospectively assessed. The preceptor may assist the student in getting the plan implemented if the student is not able to work with the team.
- Patients must have the disease/disorder that is the focus of this CPA.
- Patients may be any age.

Required for Completion

- Evidence 1
- Evidence 2
- Evidence 3

Directions: For each row, initial the statement that most appropriately describes the student performance

Competency 4 Develops a Pharmaceutical Care Plan	Mastery	Competency	Deficiency
Synthesizes complete patient history and laboratory and physical exam data to identify problems.	<input type="checkbox"/> Independently synthesizes complete patient history, laboratory and physical exam data (collects this data if necessary) to identify problems.	<input type="checkbox"/> Synthesizes complete patient history, laboratory and physical exam data (using incomplete data at times) to identify the most critical problems.	<input type="checkbox"/> Has difficulty synthesizing patient history, laboratory and physical exam data (makes no effort to fill in the gaps in information) to identify problems.
Identifies and prioritizes both actual and potential drug related problem stating rationale.	<input type="checkbox"/> Independently identifies and prioritizes all actual and potential drug related problems stating rationale for prioritization.	<input type="checkbox"/> Identifies and prioritizes the most critical actual and potential drug related problems stating rationale for prioritization when necessary. Requires assistance for more obscure problems.	<input type="checkbox"/> Has difficulty identifying and prioritizing both actual and potential drug related problems. Rarely (if ever) states rationale for prioritization. Assistance required to prevent errors.
Identifies problems that require emergency medical attention.	<input type="checkbox"/> Independently identifies any problems that require emergency medical attention and what steps should be taken to	<input type="checkbox"/> Identifies problems that require emergency medical attention and who to contact to determine what steps should be taken to activate emergency	<input type="checkbox"/> Cannot identify problems that require emergency medical attention or does not know who to contact to determine what steps should be taken to

Competency 4 Develops a Pharmaceutical Care Plan	Mastery	Competency	Deficiency
	activate emergency procedures.	procedures with occasional assistance.	activate emergency procedures.
Designs and evaluates treatment regimens for optimal outcomes using disease states and previous or current drug therapy as well as including psycho-social, ethical-legal, and financial data.	<input type="checkbox"/> Independently designs and evaluates treatment regimens for optimal outcomes using disease states and previous or current drug therapy as well as including psychosocial, ethical-legal, and financial data using documentation from a reliable source.	<input type="checkbox"/> Designs and evaluates the most critical treatment regimens for optimal outcomes using disease states and previous or current drug therapy as well as including psycho-social, ethical-legal, and financial data using documentation from a reliable source Requires some assistance to produce more detail analysis.	<input type="checkbox"/> Fails to Design and evaluate treatment regimens for optimal outcomes using disease states and previous or current drug therapy as well as including psycho-social, ethical-legal, and financial data. Or fails to use documentation from a reliable source. Assistance required to prevent errors.
Provides written documentation of the pharmaceutical care plan that is clear, complete, and concise. (SOAP or FARM Note)	<input type="checkbox"/> Independently provides written documentation of the pharmaceutical care plan that is clear, complete, and concise.	<input type="checkbox"/> Provides written documentation of the pharmaceutical care plan that is complete , but could be more concise and/or clear, Requires guidance to produce detail documentation.	<input type="checkbox"/> Either provides no written documentation of the pharmaceutical care plan or provides documentation that is not complete. Assistance required to prevent errors.

Overall Evaluation (please initial appropriate box):

Mastery	Competency	Deficiency
Student demonstrates mastery on all items.	Student demonstrates competence or higher on both items; but not mastery on both.	Student demonstrates deficiency on any items.

Note: The following questions must be answered

Outline at least 1 strength of the student in performing this CPA:

Outline at least 1 area for improvement:

How many patients did the student work up while completing this CPA? _____

Student Name:

UFL ID#

CPA 20

PRECEPTOR AFFIDAVIT OF CPA COMPLETION:

I certify that I have the preceptor credentials indicated on this form and that the site/setting where the CPA was accomplished is consistent with the Practice Setting/Site Criteria.

I have compared the student's performance to the cited criteria and certify that the student has achieved the level of either competency, or mastery.

Approved Preceptor Signature

Date

Print Name

Initials

Name of Affiliated Site where CPA was completed

CPA 20

FACILITATOR CERTIFICATION OF CPA COMPLETION

This CPA has been successfully completed according to the criteria outlined in the Competency Assessment Form. The preceptor is approved by UFL and WPPD Program and the practice site has a signed affiliation agreement. The Evidence documents as appropriate have been submitted to TurnItIn and I have deemed them to be the work of this student.

Facilitator Signature

Date

Print Name

Initials

Directions Submitting CPA documentation to facilitator and Turnitin:

Assimilate relevant patient data from the patient, chart, and other sources. Then, identify all drug therapy-related problems using the process described in the Pharmaceutical Care Model, and develop and implement a pharmaceutical care plan.

1. Submit Evidence 1, Evidence 2, and Evidence 3 to your facilitator.
2. Submit Evidence 1b to Turnitin.

Evidence 1**1a. Submit CPA 20 Competency Assessment Form**

1b. Submit a minimum of 2 progress notes and for each, outline the following: 1) subjective data, 2) objective data, 3) list of drug therapy-related problems, and 4) plan for addressing each problem. **Each progress note must be de-identified and submitted to Turnitin.**

1c. Submit a file with literature references/citations used during this CPA. Outline the literature references used in preparing for this CPA (providing yourself with best evidence on managing patients with the disease/disorder and literature references used to identify and solve the drug therapy-related problems. The references must be primary literature and not just tertiary sources. The facilitator will review and approve the quality of references used. This file is not to be submitted to Turnitin.

Evidence 2: Select a patient who had a drug therapy-related problem that was your most valuable learning experience during this CPA. Explain how the steps you went through and your final progress note for this patient is an example of practice excellence.

Evidence 3: Review the performance criteria for this CPA and your performance in CPA 19. Then, outline one criterion in which you believe you have improved the most.

CPA 21

Effective Verbal Communication Skills

Competency: Effective verbal communication, in a concise and organized fashion, for pharmaceutical evaluation or education of a patient and other pharmaceutical care-related issues.

Expectation/Task: The student will demonstrate effective communication skills by giving a verbal presentation.

1. This presentation must be one that requires effective verbal communication and pharmacy expertise by the student.
2. The presentation should be 25 minutes or longer.
3. This presentation must be observed by a preceptor.
4. The student must also prepare a program evaluation that participants complete and summarize these results.
5. The topic must be one that you have learned about in a prior course or during the current semester but have had to do further research to develop the presentation.
6. This CPA must involve a presentation that was developed by the student (e.g., not from a presentation developed by a drug company or someone else) and it must be on a topic that the student has not previously presented for CPA credit.

Prerequisite:

1. Read an article or other resource on effective communication skills for presentations to an audience.
2. Review primary literature related to the topic that you will present. The student is expected to have high-level to expert knowledge of the topic by the time the presentation is given to the audience.

Steps in Performing Task:

1. **Prepare for the Task.** Identify core references and resources that will enable you to independently complete the task. Review the Performance Criteria and initiate completion of the task (e.g., patient interview) when you feel you can accomplish what is outlined.
2. **Identify Site Patients/Settings for Completing the Clinical Practice Activity.** Identify an audience and arrange the time and meeting space.
3. **Use the Best Evidence for Initiating and Completing the Clinical Practice Activity.** You should retrieve evidence-based resources that will enable you to complete the task. Students are expected to independently identify and retrieve literature and drug information resources for use in completing a CPA.
4. **Complete the Clinical Practice Activity.** Prepare the presentation and have the preceptor review both a rough outline and a final draft of the presentation including slides and handout.
5. **Practice Until You Demonstrate Competency.** You will be expected to give additional presentations, as needed, in order for you to demonstrate competency.
6. **Document Completion of the Clinical Practice Activity.** Submit a copy of your handout (powerpoint presentation and any other handout materials).

Preceptor Responsibilities:

The preceptor should meet with the student and supervise the student at the following steps in presentation development: 1) selection of topic and session goals, 2) preparation of the rough outline, and 3) preparation of the final outline, PowerPoint slides, and handouts. The preceptor is then expected to directly observe the presentation and assess the student's verbal and nonverbal presentation skills. After the presentation, the preceptor should meet with the student and provide feedback about the quality of the verbal presentation, the organization of the presentation, the content of the presentation, the knowledge exhibited by the student, and the student's ability to respond to questions. The preceptor may require the student to repeat the presentation or do another presentation if the student does not achieve competency.

Site Responsibilities: When completed locally, the site may be in an institutional or community/ambulatory setting. There should be enough individuals in the audience to generate a sense of a formal presentation and also to assure there are sufficient questions so that the student's knowledge can be assessed.

Examples of Presentations Relevant to Various Settings:

1. **Institutional setting:** Inservice presentations, medical rounds, case conferences, and other presentations appropriate to an audience of health professionals.
2. **Community setting:** The student may conduct a patient education session to a group of patients who have a chronic disease or would benefit from a wellness presentation. For example, the student may conduct a diabetes education class, speak to a group of patients/families who have Parkinson's Disease, conduct a community seminar on "healthy habits", or educate a group about weight loss. The student may also give a presentation to other healthcare practitioners in the community.
3. **Industry Setting:** Conduct a seminar about a new or investigational drug or results of research.

Typical Student Practice Experience: Most students achieve competency after one presentation. The student may prepare for the presentations outside of the practice setting. However, the student must meet with the preceptor at the intervals cited above and also at the end of the presentation. Examples of types of presentations that may be done in various practice settings are listed above. This list is not comprehensive and if the student has ideas for other types of presentations, he/she should contact his/her facilitator or the Regional Director for CPAs for guidance.

Performance Criteria: The "Competency Assessment Form" in the following section outlines criteria that describe the knowledge, skills, and attitudes that must be applied in order to accurately and effectively complete the task. The student is encouraged to use these criteria to assess his/her readiness to meet with the preceptor for the final competency evaluation.

Competency Assessment Form

Use Effective Communication Skills – Verbal

CPA 21

Required Preceptor Credentials

Pharmacist

- One or more of following credentials:
 - Pharm.D degree
 - Residency and/or Fellowship
 - Board certification
 - Other as approved by Admin Team
- Has experience in giving formal presentations in front of an audience.

Physician

- Must have experience in giving formal presentations (e.g., faculty member at a medical school).

Practice Site Criteria

- Setting must provide an audience of sufficient size to generate formality when presenting and to generate questions.
- Topic may be any that relate to disorders/diseases that the student has learned about in the WPPD program to date.

Required for Completion

- Evidence 1
- Evidence 2
- Evidence 3

Directions: For each row initial the statement that best describes the student’s performance

Competency 5 Effective Verbal Communication Skills	Mastery	Competency	Deficiency
Provides list of references that support an adequate review of the literature.	<input type="checkbox"/> Provides a comprehensive and relevant list of supportive references.	<input type="checkbox"/> Provides an adequate list of supportive references.	<input type="checkbox"/> Does not provide an acceptable list of relevant references to support the presentation.
Delivers a content correct presentation based on the assignment parameters.	<input type="checkbox"/> Delivers a clear, concise, informative presentation based on the assignment parameters.	<input type="checkbox"/> Delivers a presentation that is accurate, organized and complete with emphasis on some important points.	<input type="checkbox"/> Delivers a presentation that is poor, disorganized, and incomplete.
Communicates correct information that is understood and useable by the audience.	<input type="checkbox"/> Communicates information that is clear, concise and very useable by the audience.	<input type="checkbox"/> Communicates accurate information that is somewhat useable by the audience.	<input type="checkbox"/> Communicates inaccurate information that is not useable by the audience.
Uses appropriate verbal and non-verbal communication skills (inclusive of body language).	<input type="checkbox"/> Uses verbal and non-verbal communication with the ease of a mature professional.	<input type="checkbox"/> Generally uses appropriate verbal and non-verbal communication.	<input type="checkbox"/> Uses inappropriate verbal and non-verbal communication.
Utilizes audiovisual aids and technology that enhance delivery and understanding of the presentation.	<input type="checkbox"/> Utilizes highly effective audiovisual aids and technology that enhance the delivery and understanding of the presentation.	<input type="checkbox"/> Utilizes audiovisual aids and technology that enhance the delivery and understanding of the presentation.	<input type="checkbox"/> Does not utilize audiovisual aids and technology to enhance the delivery and understanding of the presentation

Competency 5 Effective Verbal Communication Skills	Mastery	Competency	Deficiency
Utilizes time allotted for presentation efficiently and effectively.	<input type="checkbox"/> Presents a thorough, complete presentation efficiently in the allotted time frame.	<input type="checkbox"/> Presents a complete presentation in a timely manner.	<input type="checkbox"/> Does not deliver the complete presentation in the allotted time frame.
Generates feedback from the audience by asking questions.	<input type="checkbox"/> Presentation generates thoughtful questions and highly supportive comments from the audience.	<input type="checkbox"/> Presentation generates some questions and supportive comments from the audience.	<input type="checkbox"/> Presentation does not generate any meaningful questions or comments from the audience.
Demonstrates a knowledge base sufficient for the topic of discussion.	<input type="checkbox"/> Highly knowledgeable in all relevant topics of discussion.	<input type="checkbox"/> Demonstrates a sufficient knowledge base for topics of discussion.	<input type="checkbox"/> Lack of knowledge base for the relevant topics of discussion.
Produces a professional presentation which gains and keeps the audience's attention.	<input type="checkbox"/> Delivers a highly professional presentation using skills and behaviors that are at the level of a professional presenter.	<input type="checkbox"/> Delivers a professional presentation that is acceptable for the audience and meets the standards for the required activity.	<input type="checkbox"/> Delivers an unacceptable presentation for the required activity and the audience.

Overall Evaluation (please initial appropriate box):

Mastery	Competency	Deficiency
Demonstrates Mastery in all of the above categories	Demonstrates at least competency in all categories. Student demonstrate Mastery in all but 1 category.	Deficiency is assigned to any of the above categories.

Note: The following questions must be answered

Outline at least 1 strength demonstrated during this CPA:

Outline at least 1 area for improvement identified during this CPA:

Student Name:

UFL ID#

CPA 21

PRECEPTOR AFFIDAVIT OF CPA COMPLETION:

I certify that I have the preceptor credentials indicated on this form and that the site/setting where the CPA was accomplished is consistent with the Practice Setting/Site Criteria.

I have compared the student's performance to the cited criteria and certify that the student has achieved the level of either competency, or mastery.

Approved Preceptor Signature

Date

Print Name

Initials

Name of Affiliated Site where CPA was completed

CPA 21

FACILITATOR CERTIFICATION OF CPA COMPLETION:

This CPA has been successfully completed according to the criteria outlined in the Competency Assessment Form. The Evidence 1 documents with an asterisk have been submitted to TurnItIn and I have deemed them to be the work of this student.

Facilitator Signature

Date

Print Name

Initials

Directions Submitting CPA documentation to facilitator and Turnitin:

1. Submit Evidence 1, Evidence 2, and Evidence 3 to your facilitator.
2. Submit Evidence 1b to Turnitin.

Evidence 1:

1a. Submit completed (signed and graded) CPA 21 Competency Assessment Form.

1b. Submit the Powerpoint Slides and other handout materials that were used for the presentation.

Confidential information should be removed. **Powerpoint slides and handout materials must be submitted to Turnitin.**

1c. Submit a list of literature citations used during this CPA. This list should contain literature citations that were read in preparing for this CPA and those that were used in preparing the actual presentation/content. This list must be submitted to the facilitator for review and approval. It is not to be submitted to Turnitin.

Evidence 2: Review the performance criteria for this CPA. Outline the criteria that you performed well and for those that need improvement, outline how you plan on improving your abilities in future presentations.

Evidence 3: Reflect on any prior presentations you have given and describe how your presentation done during this CPA was improved over prior presentations. If this was your first formal presentation, describe what you believe has been your biggest accomplishment during this CPA.

CPA 22

Effective Written Communication Skills

Competency: Effective communication in written form, in a concise and organized fashion, for pharmaceutical evaluation of a patient and other drug-related issues.

Expectation/Task:

The student will demonstrate the ability to prepare a written documentation about a pharmacy topic. The document must be targeted for reading by health professionals and communicate in depth expertise about a pharmaceutical topic.

Examples of written documents include:

1. Drug Review for presentation to a P & T Committee. The review must be referenced and supported with primary literature. This report can be provided for use by your State Medicaid program or a local/regional hospital or HMO or other patient care provider.
2. Drug Utilization Review summary for review by a P & T Committee. The review must be referenced and supported with primary literature.
3. Review article/manuscript on a pharmacotherapy topic. You are encouraged to focus the article on a controversial topic or a topic that requires assimilation and interpretation of evidence-based literature. The manuscript must be referenced and supported with primary literature.
4. Review article/manuscript describing a medication error and how to prevent the error or some other topic related to medication safety. The manuscript must be referenced and supported with primary literature.
5. Case study manuscript suitable for publication in a professional journal. The manuscript should include a summary of patient information and description of the problem (e.g., adverse event, new approach for patient care, innovative patient care activity). The manuscript must be referenced and supported with primary literature.
6. Other potential written documents are encouraged and the type/topic should be approved by the preceptor before beginning the CPA.

Note: The topic must be one that you have learned about in a prior course or during the current semester.

Prerequisite: Review primary literature related to the topic that will be the subject of the written document. The student is expected to have expert knowledge of the topic by the time the paper is written.

Steps in Performing Task:

1. **Prepare for the Task.** Identify core references and resources that will enable you to independently complete the task. Review the Performance Criteria and initiate completion of the task when you feel you can accomplish what is outlined.
2. **Identify Site Patients/Settings for Completing the Clinical Practice Activity.** Identify a site which has a need for preparation of written documents
3. **Use the Best Evidence for Initiating and Completing the Clinical Practice Activity.** You should retrieve evidence-based resources that will enable you to complete the task. Students are expected to independently identify and retrieve literature and drug information resources for use in completing a CPA.
4. **Complete the Clinical Practice Activity.** Prepare the paper and meet with the preceptor at several intervals to get feedback on the preparation and final draft of the paper.
5. **Practice Until You Demonstrate Competency.** You will be expected to write additional drafts or additional papers, as needed, in order for you to demonstrate competency.
6. **Document Completion of the Clinical Practice Activity.** Submit a copy of your final written document

Preceptor Responsibilities: The preceptor should meet with the student and supervise the student at the following steps in preparation of the written document: 1) selection of topic and goals of the written document, 2) preparation of the rough outline, and 3) preparation of the final outline. Once the final draft is prepared, the preceptor is then expected to evaluate the following: 1) organization of written document, 2) accuracy and quality of content/factual information, 3) spelling, and 4) grammar. The preceptor may require the student to revise the paper or do another paper if the student does not achieve competency.

Student Name:

UFL ID#

Site Responsibilities: The site may be institutional, community or industry. See the examples listed above under "Expectations." The site must provide the student with a topic that is meaningful to both the site and student. The site must provide the student with access to patient data if a drug use review is performed.

Typical Student Practice Experience: Most students achieve competency after one written paper. The student may prepare for the written document outside of the practice setting. However, the student must meet with the preceptor at the intervals cited above and also at the end of the presentation. Examples of types of presentations that may be done in various practice settings are listed above. This list is not comprehensive and if the student has ideas for other types of written papers, he/she should contact a Regional Director for guidance.

Performance Criteria: The "Competency Assessment Form" in the following section outlines criteria that describe the knowledge, skills, and attitudes that must be applied in order to accurately and effectively complete the task. The student is encouraged to use these criteria to assess his/her readiness to meet with the preceptor for the final competency evaluation.

Competency Assessment Form

Use Effective Communication Skills – Written

CPA 22

Required Preceptor Credentials

Pharmacist

- One or more of following credentials:
 - Pharm.D degree
 - Residency and/or Fellowship
 - Board certification
 - Other as approved by Admin Team
- Has experience in preparing written presentations similar to that being done by student.

Physician

- Has experience in preparing written presentations similar to that being done by student. (e.g., faculty member at a medical school).

Practice Site Criteria

- Written document may be one that is needed in either a community, institutional or industry setting.

Required for Completion

- Evidence 1
- Evidence 2
- Evidence 3

Directions: For each row, initial the statement that most accurately describes student performance

Competency 5 Uses Effective Written Communication Skills	Mastery	Competency	Deficiency
Facts about the topic are correct.	<input type="checkbox"/> Independently presents correct facts about the topic.	<input type="checkbox"/> Sometimes requires assistance when presenting facts about the topic.	<input type="checkbox"/> Facts presented about the topic are incomplete or incorrect (no effort exerted for the presentation).
Presentation of the topic is organized.	<input type="checkbox"/> Independently presents topic in an organized manner.	<input type="checkbox"/> Sometimes requires assistance in presenting topic material in an organized form.	<input type="checkbox"/> Topic is presented with minimal organization or structure.
Presentation format and length adheres to the parameters established by preceptor.	<input type="checkbox"/> Presentation format and length adheres to the parameters established by the Preceptor.	<input type="checkbox"/> Sometimes requires assistance in presentation format and length parameters as established by the preceptor.	<input type="checkbox"/> Presentation format and length did not adhere to the parameters established by the Preceptor.
Written document contains review of primary literature from reputable sources.	<input type="checkbox"/> Written document contains review of primary literature from reputable sources.	<input type="checkbox"/> Written document contains incomplete review of primary literature from reputable sources and requires assistance from Preceptor	<input type="checkbox"/> Written document does not contain review of primary literature from reputable sources.

Student Name:

UFL ID#

Overall Evaluation (please initial appropriate box):

Mastery	Competence	Deficiency
Demonstrates Mastery in all categories.	Demonstrates at least competency in all 4 components. Student demonstrates Mastery in all but 1 category	Deficiency is assigned to any of the above categories.

Note: The following questions must be answered

Outline at least 1 strength during this CPA:

Outline at least 1 area for improvement identified during this CPA:

CPA 22

PRECEPTOR AFFIDAVIT OF CPA COMPLETION:

I certify that I have the preceptor credentials indicated on this form and that the site/setting where the CPA was accomplished is consistent with the Practice Setting/Site Criteria.

I have compared the student's performance to the cited criteria and certify that the student has achieved the level of either competency or mastery.

Approved Preceptor Signature

Date

Print Name

Name of Affiliated Site where CPA was completed

CPA 22

FACILITATOR CERTIFICATION OF CPA COMPLETION:

This CPA has been successfully completed according to the criteria outlined in the Competency Assessment Form. The Evidence 1 documents have been submitted to TurnItIn and I have deemed them to be the work of this student.

Facilitator Signature

Date

Print Name

Student Name:

UFL ID#

Directions Submitting CPA documentation to facilitator and Turnitin:

1. Submit Evidence 1, Evidence 2, and Evidence 3 to your facilitator.
2. Submit Evidence 1b to Turnitin.

Evidence #1:

1a. Submit CPA 22 Competency Assessment Form

1b. Submit the final draft of the written paper. Confidential information may be blacked out. Include a bibliography and use endnote numbers to reference the content of the paper to your bibliography. **This document must be submitted to Turnitin.** (List the actual citations in a separate file – 1c)

1c. Submit a file that outlines literature references used during this CPA. Include a list of literature citations that you used in preparing for this CPA. This document is not to be submitted to Turnitin but does need to be approved by the facilitator.

Evidence 2: Review the performance criteria for this CPA. Which criteria does your paper exemplify with excellence?

Evidence 3: Compare your first draft to your final draft. What performance criteria did you show most improvement in accomplishing in your final draft?

CPA 23

Monitor for Endpoints

Competency: Demonstrate the ability to monitor a patient longitudinally.

Expectation/Task:

Establish endpoints (therapeutic goals) for a patient and then collect patient data (monitoring parameters) at several different time points. At the end of the monitoring period (usually after several months or the semester), determine whether the endpoints have been achieved. The disease state/disorder that is the focus of this CPA must be one that the student has learned about during a prior WPPD course.

Note: If this CPA is performed in the acute inpatient setting, the student may follow patients over a shorter period of time. However, in this setting the student must document care for 2-3 patients rather than a single patient.

Prerequisite:

1. Completion of the Foundations in Pharmaceutical Care modules on "Monitoring for Endpoints" and "Patient Care Process."

Steps in Performing Task:

1. **Prepare for the Task.** Identify core references and resources that will enable you to independently complete the task. Review the Performance Criteria and initiate completion of the task (e.g., patient interview) when you feel you can accomplish what is outlined.
2. **Identify Site Patients/Settings for Completing the Clinical Practice Activity.** This may be conducted in either a community or institutional site. If the community site does not have access to patient data, the student may have the patient sign a release form that allows the student to request the information from the patient's physician.
3. **Use the Best Evidence for Initiating and Completing the Clinical Practice Activity.** You should retrieve evidence-based resources that will enable you to complete the task. Students are expected to independently identify and retrieve literature and drug information resources for use in completing a CPA.
4. **Complete the Clinical Practice Activity.** Select a patient from the practice site and monitor the patient "longitudinally" or over 2-3 months. At the end of the monitoring period, develop a plan if the patient has not yet achieved the therapeutic goal.
5. **Practice Until You Demonstrate Competency.** You will be expected to work up additional cases, as needed, in order for you to demonstrate competency.
6. **Document Completion of the Clinical Practice Activity.** Prepare a progress note that summarizes the patient's longitudinal data by assessing whether therapeutic endpoints have been achieved. Include an accurate and concise plan for the patient at the end of the monitoring period.

Preceptor Responsibilities:

The preceptor should have first-hand knowledge about the patient that the student monitors over several months. The student may independently evaluate a patient and develop a longitudinal care plan before meeting with the preceptor. When the student meets with the preceptor to discuss the patient, the student is expected to provide a summary of patient data and review his/her monitoring form. This monitoring form should list, the therapeutic goals/endpoints, appropriate parameters for efficacy and toxicity, and the values of these parameters. In an initial meeting with the student, the preceptor should assess: 1) whether the student's therapeutic goals are appropriate for the patient's problems, 2) whether the student selects the most appropriate monitoring parameters to measure achievement of these goals, and 3) whether the student understands how to monitor longitudinally. The preceptor should then meet with the student several times to determine: 1) whether the student can accurately determine whether the therapeutic endpoints are achieved after several months, 2) whether the student is making an intervention if the parameters are a danger to patient health, and 3) the accuracy of the student's final plan for managing the patient in the future. During these sessions, the preceptor should assess whether student is using established guidelines (evidence-based literature) to guide longitudinal monitoring. The preceptor should provide guidance during the two- to three-

month interval so that the student can successfully monitor the patient longitudinally. If this guidance requires constant intervention by the preceptor in order to assure quality patient care, the student should monitor a second patient and the preceptor should again supervise the student. The preceptor should continue this supervision until the student clearly achieves an overall rating of Competency or Mastery. The student must successfully manage a minimum of one (1) patient longitudinally.

Site Responsibilities:

When completed locally, the site may be in an institutional or community/ambulatory setting (acute or chronic care). The student must be able to encounter patients who have a common disease or disorder that is the focus of this CPA. (A patient chart review is not sufficient for this CPA.) If the site does not maintain some patient data that is needed to monitor the patient (e.g., a community pharmacy that does not have laboratory data available), the student may have the patient sign a release form that allows the student to access the information from the patient's physician.

Typical Student Practice Experience:

The student must first perform a baseline work up and select and interpret the monitoring parameters that measure achievement of the therapeutic goal. Over a period of several months, the student is expected to track changes in these parameters to determine whether the student is achieving therapeutic endpoints. If the patient exhibited the need for intervention because the monitoring parameters are a risk to the patient, the student is expected to make an intervention with the assistance of the preceptor. At the end of the semester, the student is expected to make a final assessment and determine endpoints have been achieved and recommend follow up management.

To demonstrate competency, most students require encountering at least 1-2 patients. The student should be able to access the patient and patient data at least 2-3 times over several months. At each point where the student performs a patient assessment or obtains patient data, the student should be scheduled to be in the patient care setting for 1-2 hours. If the student has no prior experience in clinical practice, it is recommended that the site schedule the student in the setting for at least 4 hours since the student will likely require additional time to perform as depicted in the performance criteria.

This CPA may be completed in the acute inpatient setting where patients are followed more frequently but for a shorter duration. In this setting, the student must follow 2-3 patients to document competency.

It is important to remember that this is an example of an average student and that the student must continue monitoring additional patients until he/she is able to meet the performance criteria outlined in the Competency Assessment Form.

Performance Criteria:

The "Competency Assessment Form" in the following section outlines criteria that describe the knowledge, skills, and attitudes that must be applied in order to accurately and effectively complete the task. The student is encouraged to use these criteria to assess his/her readiness to meet with the preceptor for the final competency evaluation.

Competency Assessment Form

Monitor for Endpoints

CPA 23

Required Preceptor Credentials

Practice Setting/Site Criteria

Documentation Required As Evidence of Completion

- Pharmacist
 - One or more of following credentials:
 - Pharm.D degree
 - Residency and/or Fellowship
 - Board certification
 - Other as approved by Admin Team
 - Has experience in reviewing monitoring patients longitudinally.

- Community or institutional site may be used
- Must be done in a setting where patient care is provided and not just ability to access medical records.
- Must have the disease state/disorder that is the focus of this CPA.

- Evidence 1
- Evidence 2
- Evidence 3

Directions: For each row, initial the statement that most appropriately describes student performance

Competency 6 Monitor for Endpoints	Mastery	Competency	Deficiency
Identifies and suggests appropriate therapeutic endpoints for patient (cure, maintenance, or prophylaxis of disease).	<input type="checkbox"/> Independently Identifies/suggests all appropriate therapeutic endpoints for patient (cure, maintenance, or prophylaxis of disease) Identifies appropriate monitoring parameters for each identified endpoint (labs, drug regimen adherence, etc.).	<input type="checkbox"/> Identifies/suggests most critical therapeutic endpoints for patient (cure, maintenance, or prophylaxis of disease) Identifies appropriate monitoring parameters for each identified endpoint (labs, drug regimen adherence, etc.) Requires some assistance for a more comprehensive analysis.	<input type="checkbox"/> Fails to identify and/or suggest most critical therapeutic endpoints for patient (cure, maintenance, or prophylaxis of disease). Or does not Identify appropriate monitoring parameters for most critical identified endpoint (labs, drug regimen adherence, etc.) Assistance required to prevent errors.
Develops monitoring plan appropriate for patient specific physiologic differences.	<input type="checkbox"/> Independently develops monitoring plan appropriate for patient specific physiologic differences that are available and seeks those that are not (age, genetic history and markers, weight, other diseases etc).	<input type="checkbox"/> Develops monitoring plan appropriate for the patient specific physiologic differences that are available (age, weight, other diseases etc). Requires some assistance for a more comprehensive plan.	<input type="checkbox"/> Develops monitoring plan that does not consider patient specific physiologic differences that are available or interprets the needs of such differences in error. Assistance required to prevent errors.
Provides rationale for monitoring plan with documentation from reliable sources.	<input type="checkbox"/> Independently provides rationale for each portion of monitoring plan with documentation from reliable sources at hand if asked. Understands the limitations of the	<input type="checkbox"/> Provides rationale for most critical portions of monitoring plan with documentation from reliable sources that can be found if necessary. Understands the limitations of the most critical monitoring	<input type="checkbox"/> Does not produce rationale for monitoring plan and or documentation is from unreliable or unavailable sources. Fails to understand the limitations of the chosen monitoring parameters. Assistance required to prevent errors.

	chosen monitoring parameters.	parameters. Requires some assistance for a more comprehensive rationale and documentation.	
Evaluates and alters monitoring plan when necessary as the patient's needs change.	<input type="checkbox"/> Independently evaluates and alters monitoring plan when at the most efficient and appropriate time intervals to assess the patient's changing needs.	<input type="checkbox"/> Evaluates and alters monitoring plan as needed to assess the patient's changing needs. May not choose the most efficient time intervals. Requires some assistance for a more comprehensive evaluation and updated plan.	<input type="checkbox"/> Either does not evaluate and alter the monitoring plan when needed to assess the patient's changing needs or chooses a whole inappropriate time schedule. Assistance required to prevent errors.
Identifies monitoring results, which would require emergency medical attention.	<input type="checkbox"/> Independently identifies monitoring results, which would require emergency medical attention and can activate the appropriate emergency procedures when necessary.	<input type="checkbox"/> Identifies monitoring results which would require emergency medical attention and is capable of contacting someone who can activate the necessary emergency procedures. Requires some prompting in obscure situations.	<input type="checkbox"/> Does not identify monitoring results, which would require emergency medical attention or is incapable of contacting someone who can activate the necessary emergency procedures. Assistance required to prevent errors.
Suggests drug therapy changes based on progress towards endpoints or identified drug-related problems.	<input type="checkbox"/> Independently suggests drug therapy changes based on progress towards endpoints or identified drug-related problems. Identifies specific drug-related problems that will necessitate a drug therapy change (ADR, drug interaction, treatment failure, etc.).	<input type="checkbox"/> Suggests the most critical drug therapy changes based on progress towards endpoints or identified drug-related problems. Identifies the most critical specific drug-related problems that will necessitate a drug therapy change (ADR, drug interaction, treatment failure, etc.) Requires some assistance for a more detailed plan.	<input type="checkbox"/> Does not suggest drug therapy changes based on progress towards endpoints or identified drug-related problems. Does not identify drug-related problems that will necessitate a drug therapy change (ADR, drug interaction, treatment failure, etc.) . Assistance required to prevent errors.

Evaluation (please initial appropriate box):

Mastery	Competency	Deficiency
Student demonstrates mastery on all items.	Student demonstrates competence or higher on both items; but not mastery on both.	Student demonstrates deficiency on any items.

Student Name:

UFL ID#

Note: The following questions must be answered

Outline at least 1 strength demonstrated when performing physical assessments:

Outline at least 1 area for improvement identified during this CPA:

CPA 23

PRECEPTOR AFFIDAVIT OF CPA COMPLETION:

I certify that I have the preceptor credentials indicated on this form and that the site/setting where the CPA was accomplished is consistent with the Practice Setting/Site Criteria.

I have compared the student's performance to the cited criteria and certify that the student has achieved the level of either competency, or mastery.

Preceptor Signature

Date

Print Name

Initials

Name of Affiliated Site where CPA was completed

CPA 23

FACILITATOR CERTIFICATION OF CPA COMPLETION:

This CPA has been successfully completed according to the criteria outlined in the Competency Assessment Form. The preceptor is approved by UFL and WPPD Program and the practice site has a signed affiliation agreement. The required Evidence documents have been submitted to TurnItIn and I have deemed them to be the work of this student.

Facilitator Signature

Date

Print Name

Initials

Directions Submitting CPA documentation to facilitator and Turnitin:

Establish endpoints (therapeutic goals) for a patient and then collect patient data (monitoring parameters) at several different time points. At the end of the monitoring period, determine whether the endpoints have been achieved. (When this CPA is done locally, Monitor a patient “longitudinally” (during a semester) and document monitoring parameters throughout the semester. At the end of the semester, assess whether endpoints have been achieved and recommend follow up management.)

1. Submit Evidence 1, Evidence 2, and Evidence 3 to your facilitator.
2. Submit Evidence 1b to Turnitin.

Evidence 1:**1a. Submit CPA 23 Competency Assessment Form**

1b. Submit a progress note for a patient. This progress note must include a table that denotes the longitudinal monitoring data. Submit this file to Turnitin. If this is done in an acute inpatient setting 2-3 notes should be submitted.

1c. Submit a file containing literature references used in preparing for this CPA and in managing the patients. Please note WPPD students are expected to use primary literature/evidence-based literature in managing patients/completing CPAs. This file will be reviewed and approved by the facilitator. **Do not submit this file to Turnitin.**

Evidence 2: Reflect on how well your longitudinal monitoring of this patient followed established guidelines for managing patients who have the disease/disorder exhibited by this patient or an article from an expert that cites how to monitor patients. Cite the guidelines that you used in managing this patient and explain how your monitoring was consistent with these guidelines.

Evidence 3: Review the performance criteria for this CPA and outline one criterion in which you believe you have improved the most by completing this CPA.

CPA 24

Monitor for Endpoints

Competency: Demonstrate the ability to monitor a patient longitudinally.

Expectation/Task: Establish endpoints (therapeutic goals) for a patient and then collect patient data (monitoring parameters) at several different time points. At the end of the monitoring period (usually after several months or the semester), determine whether the endpoints have been achieved. The disease state/disorder that is the focus of this CPA must be one that the student has learned about during a prior WPPD course. The disease/disorder that is the focus of this CPA must be different than that used for CPA 23.

Note: If this CPA is performed in the acute inpatient setting, the student may follow patients over a shorter period of time. However, in this setting the student must document care for 2-3 patients rather than a single patient.

Prerequisite:

1. Completion of the Foundations in Pharmaceutical Care modules on “Monitoring for Endpoints” and “Patient Care Process.”

Steps in Performing Task:

1. **Prepare for the Task.** Identify core references and resources that will enable you to independently complete the task. Review the Performance Criteria and initiate completion of the task (e.g., patient interview) when you feel you can accomplish what is outlined.
2. **Identify Site Patients/Settings for Completing the Clinical Practice Activity.** This may be conducted in either a community or institutional site. If the community site does not have access to patient data, the student may have the patient sign a release form that allows the student to request the information from the patient’s physician.
3. **Use the Best Evidence for Initiating and Completing the Clinical Practice Activity.** You should retrieve evidence-based resources that will enable you to complete the task. Students are expected to independently identify and retrieve literature and drug information resources for use in completing a CPA.
4. **Complete the Clinical Practice Activity.** Select a patient from the practice site and monitor the patient “longitudinally” or over 2-3 months. At the end of the monitoring period, develop a plan if the patient has not yet achieved the therapeutic goal.
5. **Practice Until You Demonstrate Competency.** You will be expected to work up additional cases, as needed, in order for you to demonstrate competency.
6. **Document Completion of the Clinical Practice Activity.** Prepare a progress note that summarizes the patient’s longitudinal data by assessing whether therapeutic endpoints have been achieved. Include an accurate and concise plan for the patient at the end of the monitoring period.

Preceptor Responsibilities: The preceptor should have first-hand knowledge about the patient that the student monitors over several months. The student may independently evaluate a patient and develop a longitudinal care plan before meeting with the preceptor. When the student meets with the preceptor to discuss the patient, the student is expected to provide a summary of patient data and review his/her monitoring form. This monitoring form should list, the therapeutic goals/endpoints, appropriate parameters for efficacy and toxicity, and the values of these parameters. In an initial meeting with the student, the preceptor should assess: 1) whether the student’s therapeutic goals are appropriate for the patient’s problems, 2) whether the student selects the most appropriate monitoring parameters to measure achievement of these goals, and 3) whether the student understands how to monitor longitudinally. The preceptor should then meet with the student several times to determine: 1) whether the student can accurately determine whether the therapeutic endpoints are achieved after several months, 2) whether the student is making an intervention if the parameters are a danger to patient health, and 3) the accuracy of the student’s final plan for managing the patient in the future. During these sessions, the preceptor should assess whether student is using established guidelines (evidence-based literature) to guide longitudinal monitoring. The preceptor should provide guidance during the two- to three-month interval so that the student can successfully monitor the patient longitudinally. If

this guidance requires constant intervention by the preceptor in order to assure quality patient care, the student should monitor a second patient and the preceptor should again supervise the student. The preceptor should continue this supervision until the student clearly achieves an overall rating of Competency or Mastery. The student must successfully manage a minimum of one (1) patient longitudinally.

Site Responsibilities: When completed locally, the site may be in an institutional or community/ambulatory setting (acute or chronic care). The student must be able to encounter patients who have a common disease or disorder that is the focus of this CPA. (A patient chart review is not sufficient for this CPA.) If the site does not maintain some patient data that is needed to monitor the patient (e.g., a community pharmacy that does not have laboratory data available), the student may have the patient sign a release form that allows the student to access the information from the patient's physician.

Typical Student Practice Experience: The student must first perform a baseline work up and select and interpret the monitoring parameters that measure achievement of the therapeutic goal. Over a period of several months, the student is expected to track changes in these parameters to determine whether the student is achieving therapeutic endpoints. If the patient exhibited the need for intervention because the monitoring parameters are a risk to the patient, the student is expected to make an intervention with the assistance of the preceptor. At the end of the semester, the student is expected to make a final assessment and determine endpoints have been achieved and recommend follow up management.

To demonstrate competency, most students require encountering at least 1-2 patients. The student should be able to access the patient and patient data at least 2-3 times over several months. At each point where the student performs a patient assessment or obtains patient data, the student should be scheduled to be in the patient care setting for 1-2 hours. If the student has no prior experience in clinical practice, it is recommended that the site schedule the student in the setting for at least 4 hours since the student will likely require additional time to perform as depicted in the performance criteria.

This CPA may be completed in the acute inpatient setting where patients are followed more frequently but for a shorter duration. In this setting, the student must follow 2-3 patients to document competency.

It is important to remember that this is an example of an average student and that the student must continue monitoring additional patients until he/she is able to meet the performance criteria outlined in the Competency Assessment Form.

Performance Criteria: The "Competency Assessment Form" in the following section outlines criteria that describe the knowledge, skills, and attitudes that must be applied in order to accurately and effectively complete the task. The student is encouraged to use these criteria to assess his/her readiness to meet with the preceptor for the final competency evaluation.

Competency Assessment Form

Monitor for Endpoints

CPA 24

Required Preceptor Credentials

Pharmacist

- One or more of following credentials:
 - Pharm.D degree
 - Residency and/or Fellowship
 - Board certification
 - Other as approved by Admin Team
- Has experience in reviewing monitoring patients longitudinally.

Practice Setting/Site Criteria

- Community or institutional site may be used
- Must be done in a setting where patient care is provided and not just ability to access medical records.
- Must have the disease state/disorder that is the focus of this CPA.

Required for Completion

- Evidence 1
- Evidence 2
- Evidence 3

Directions: For each row, initial the statement that most appropriately describes student performance

Competency 6 Monitor for Endpoints	Mastery	Competency	Deficiency
Identifies and suggests appropriate therapeutic endpoints for patient (cure, maintenance, or prophylaxis of disease).	<input type="checkbox"/> Independently Identifies/suggests all appropriate therapeutic endpoints for patient (cure, maintenance, or prophylaxis of disease) Identifies appropriate monitoring parameters for each identified endpoint (labs, drug regimen adherence, etc.).	<input type="checkbox"/> Identifies/suggests most critical therapeutic endpoints for patient (cure, maintenance, or prophylaxis of disease) Identifies appropriate monitoring parameters for each identified endpoint (labs, drug regimen adherence, etc.) Requires some assistance for a more comprehensive analysis.	<input type="checkbox"/> Fails to identify and/or suggest most critical therapeutic endpoints for patient (cure, maintenance, or prophylaxis of disease). Or does not Identify appropriate monitoring parameters for most critical identified endpoint (labs, drug regimen adherence, etc.) Assistance required to prevent errors.
Develops monitoring plan appropriate for patient specific physiologic differences.	<input type="checkbox"/> Independently develops monitoring plan appropriate for patient specific physiologic differences that are available and seeks those that are not (age, genetic history and markers, weight, other diseases etc).	<input type="checkbox"/> Develops monitoring plan appropriate for the patient specific physiologic differences that are available (age, weight, other diseases etc). Requires some assistance for a more comprehensive plan.	<input type="checkbox"/> Develops monitoring plan that does not consider patient specific physiologic differences that are available or interprets the needs of such differences in error. Assistance required to prevent errors.
Provides rationale for monitoring plan with documentation from reliable sources.	<input type="checkbox"/> Independently provides rationale for each portion of monitoring plan with documentation from reliable sources at hand if asked. Understands the limitations of the chosen monitoring parameters.	<input type="checkbox"/> Provides rationale for most critical portions of monitoring plan with documentation from reliable sources that can be found if necessary. Understands the limitations of the most critical monitoring parameters. Requires some assistance for a	<input type="checkbox"/> Does not produce rationale for monitoring plan and or documentation is from unreliable or unavailable sources. Fails to understand the limitations of the chosen monitoring parameters. Assistance required to prevent errors.

		more comprehensive rationale and documentation.	
Evaluates and alters monitoring plan when necessary as the patient's needs change.	<input type="checkbox"/> Independently evaluates and alters monitoring plan when at the most efficient and appropriate time intervals to assess the patient's changing needs.	<input type="checkbox"/> Evaluates and alters monitoring plan as needed to assess the patient's changing needs. May not choose the most efficient time intervals. Requires some assistance for a more comprehensive evaluation and updated plan.	<input type="checkbox"/> Either does not evaluate and alter the monitoring plan when needed to assess the patient's changing needs or chooses a whole inappropriate time schedule. Assistance required to prevent errors.
Identifies monitoring results, which would require emergency medical attention.	<input type="checkbox"/> Independently identifies monitoring results, which would require emergency medical attention and can activate the appropriate emergency procedures when necessary.	<input type="checkbox"/> Identifies monitoring results which would require emergency medical attention and is capable of contacting someone who can activate the necessary emergency procedures. Requires some prompting in obscure situations.	<input type="checkbox"/> Does not identify monitoring results, which would require emergency medical attention or is incapable of contacting someone who can activate the necessary emergency procedures. Assistance required to prevent errors.
Suggests drug therapy changes based on progress towards endpoints or identified drug-related problems.	<input type="checkbox"/> Independently suggests drug therapy changes based on progress towards endpoints or identified drug-related problems. Identifies specific drug-related problems that will necessitate a drug therapy change (ADR, drug interaction, treatment failure, etc.).	<input type="checkbox"/> Suggests the most critical drug therapy changes based on progress towards endpoints or identified drug-related problems. Identifies the most critical specific drug-related problems that will necessitate a drug therapy change (ADR, drug interaction, treatment failure, etc.) Requires some assistance for a more detailed plan.	<input type="checkbox"/> Does not suggest drug therapy changes based on progress towards endpoints or identified drug-related problems. Does not identify drug-related problems that will necessitate a drug therapy change (ADR, drug interaction, treatment failure, etc.) . Assistance required to prevent errors.

Evaluation (please initial appropriate box):

Mastery	Competency	Deficiency
Student demonstrates mastery on all items.	Student demonstrates competence or higher on both items; but not mastery on both.	Student demonstrates deficiency on any items.

Student Name:

UFL ID#

Note: The following questions must be answered

Outline at least 1 strength demonstrated when performing physical assessments:

Outline at least 1 area for improvement identified during this CPA:

CPA 24

PRECEPTOR AFFIDAVIT OF CPA COMPLETION:

I certify that I have the preceptor credentials indicated on this form and that the site/setting where the CPA was accomplished is consistent with the Practice Setting/Site Criteria.

I have compared the student's performance to the cited criteria and certify that the student has achieved the level of either competency, or mastery.

Preceptor Signature

Date

Print Name

Initials

Name of Affiliated Site where CPA was completed

CPA 24

FACILITATOR CERTIFICATION OF CPA COMPLETION:

This CPA has been successfully completed according to the criteria outlined in the Competency Assessment Form. The preceptor is approved by UFL and WPPD Program and the practice site has a signed affiliation agreement. The required Evidence documents have been submitted to TurnItIn and I have deemed them to be the work of this student.

Facilitator Signature

Date

Print Name

Initials

Directions Submitting CPA documentation to facilitator and Turnitin:

Establish endpoints (therapeutic goals) for a patient and then collect patient data (monitoring parameters) at several different time points. At the end of the monitoring period, determine whether the endpoints have been achieved. (When this CPA is done locally, Monitor a patient “longitudinally” (during a semester) and document monitoring parameters throughout the semester. At the end of the semester, assess whether endpoints have been achieved and recommend follow up management.)

1. Submit Evidence 1, Evidence 2, and Evidence 3 to your facilitator.
2. Submit Evidence 1b to Turnitin.

Evidence 1:**1a. Submit CPA 24 Competency Assessment Form**

1b. Submit a progress note for a patient. This progress note must include a table that denotes the longitudinal monitoring data. Submit this file to Turnitin. If this is done in an acute inpatient setting 2-3 notes should be submitted.

1c. Submit a file containing literature references used in preparing for this CPA and in managing the patients. Please note WPPD students are expected to use primary literature/evidence-based literature in managing patients/completing CPAs. This file will be reviewed and approved by the facilitator. **Do not submit this file to Turnitin.**

Evidence 2: Reflect on how well your longitudinal monitoring of this patient followed established guidelines for managing patients who have the disease/disorder exhibited by this patient or an article from an expert that cites how to monitor patients. Cite the guidelines that you used in managing this patient and explain how your monitoring was consistent with these guidelines.

Evidence 3: Review the performance criteria for this CPA to that accomplished in CPA 6 and CPA 23. Outline one criterion in which you believe you have improved the most by completing this CPA.

CPA 25

Perform Pharmacokinetic Monitoring

Competency: Use pharmacokinetics in development and monitoring of a patient's drug therapy.

Expectation/Task: Select a type of dosing problem from the list below and evaluate at least 2 patients that need individualized dosing. Perform a "Pharmacokinetic Work Up" as outlined in the Foundations Course for each patient. The drugs or pharmacokinetic dosing that is emphasized during this CPA must be one that the student has learned through prior WPPD coursework. The student must demonstrate competency for a minimum of two (2) patients which must exemplify one of the following problems:

1. Circulatory Disorders
 - a. Hypertension – dosage adjustment of a patient in hypertensive crisis
2. Cardiac Disorders
 - a. Digoxin, antiarrhythmics
3. Renal Disorders
 - a. Adjustment of drugs that have a narrow therapeutic range and are renally eliminated (e.g., aminoglycosides, digoxin).
4. Endocrine, Hematologic, and Women's Disorders
 - a. Adjustment of a patient receiving a drug with a narrow therapeutic range and who has diabetes or a hematologic disorder (caution – watch renal and hepatic function).
 - b. Adjustment of a drug for a patient who is pregnant or post-partum.
5. Respiratory Disorders
 - a. Theophylline
6. Gastrointestinal Disorders
 - a. Adjustment of a patient receiving a drug with a narrow therapeutic range and who has a GI disorder – esp. hepatic failure (caution – watch renal and hepatic function).
7. Protective and Structural System Disorders
 - a. Rheumatoid or Osteoarthritis – adjustment of methotrexate or aspirin
8. Neurological and Psychiatric Disorders
 - a. Adjustment of antiepileptic drugs
 - b. Lithium, depakene, carbamazepine, and similar medications used for manic-depressive disorders
9. Others as approved by the Regional Director

Note: Unlike CPA 7, the drug that is individualized does not have to be monitored by serum drug levels. Drugs such as warfarin are assessed by determining markers of therapeutic response.

Prerequisite:

1. Completion of the Foundations in Pharmaceutical Care module on "Pharmacokinetics."
2. Review primary literature, published guidelines, and institution specific protocols that describe how to perform dosage individualization of the problems/drugs that are the focus of this CPA.
3. Practice in performing pharmacokinetic workups in daily practice.

Steps in Performing Task:

1. **Prepare for the Task.** Identify core references and resources that will enable you to independently complete the task. Review the Performance Criteria and initiate completion of the task (e.g., perform a pharmacokinetic work up) when you feel you can accomplish what is outlined.
2. **Identify Site Patients/Settings for Completing the Practice Activity.** Identify patients at the practice site who are receiving a drug with a narrow therapeutic range and then, perform pharmacokinetic work ups.
3. **Use the Best-Evidence to Initiate and Complete the Practice Activity.** You should retrieve evidence-based resources that will enable you to provide accurate, evidence-based dosing recommendations for the patient cases. Students are expected to independently identify and retrieve literature and drug information resources for use in completing a CPA.
4. **Complete the Clinical Practice Activity.** Perform a pharmacokinetic work up as you learned in the Foundations Course. For each patient, provide a pharmacokinetic workup that includes:

- a. Patient demographic data appropriate for the given drug (e.g., height, weight, disease states)
 - b. Population parameters (pharmacokinetics parameters for the patient that are derived from literature data and used as initial estimates of dosing requirements).
 - c. Patient-specific parameters (when available, calculate all possible patient-specific parameters from serum drug levels that have been drawn from the patient)
 - d. Comparison of population and patient-specific parameters (when this process is appropriate for the drug being evaluated)
 - e. Design of a new dosage (based on patient response, comparison of population and patient-specific parameters, and other pertinent data).
5. **Practice Until You Demonstrate Competency.** You will be expected to work up additional cases, as needed, in order for you to demonstrate competency.
6. **Document Completion of the Clinical Practice Activity.** For each patient, prepare a chart note (using SOAP or FARM format) based on your pharmacokinetic work up.

Preceptor Responsibilities: The preceptor should have first-hand knowledge about the patients managed by the student. The student is expected to independently perform a pharmacokinetic work up for 2 patients. This workup may require the student to interview the patient, interview other health professionals, and perform patient assessments in addition to reviewing the medical record. Once the work up is prepared, the preceptor should have a face-to-face meeting with the student and assess the following: 1) accuracy of the calculated population parameters (if monitored by serum drug levels), 2) accuracy of the calculated patient-specific parameters (if monitored by serum drug levels), 3) the accuracy of the student's comparison of the population and patient-specific data (if monitored by serum drug levels), 4) the student's ability to recognize when a dosage change is warranted, and 5) interpretation of response markers, and 6) if needed, the accuracy of a new recommended dosage. The student is expected to refer to primary literature reference when explaining what population parameters were used and discussing how to best manage the patient's pharmacokinetic dosing problem. The preceptor should continue this supervision until the student clearly achieves an overall rating of Competency or Mastery. The student must successfully manage a minimum of two (2) patients.

Site Responsibilities: The site may be in an institutional or community/ambulatory setting. The student must be able to encounter patients who are receiving a drug with a narrow therapeutic range (e.g., coumadin, aspirin, methotrexate, aminoglycosides, vancomycin, digoxin, theophylline, Phenobarbital, phenytoin). (A retrospective chart review is not sufficient for this CPA.) Therefore, the student must have access to the patient and patient data including serum drug levels and other laboratory data. Students in a community setting may access serum level and other laboratory data by having the patient sign an affidavit that the student has permission to review these data. This affidavit may then be submitted to the patient's care-provider. Although the chronic disease of the patients may be any type, it is recommended that the patients have a common acute illness or basic chronic disease such as hypertension, congestive heart failure, community-acquired pneumonia, or asthma since the student is just starting the program and may not have yet taken pharmacotherapy coursework.

Typical Student Practice Experience: To demonstrate competency, students require evaluating least 2 patients. The student should initially be scheduled to be at the clinical site for a minimum of 4-5 hours. Students who have no prior experience in retrieving and interpreting patient data should initially be scheduled for a minimum of 1 day to be at the site. The student may come to the site and obtain relevant patient data for a minimum of 2 patients and then leave the site to perform the patient work ups. However, the student must return and have a face-to-face meeting with the preceptor so that an assessment of the student's work up can be conducted. Ideally, the patient data should be available when the student and preceptor meet so that it can be accessed during the discussion. If the student demonstrates "Deficiency" in working up this first patient, the preceptor should assign additional patients for work up. This process should be continued until the student achieved mastery or competency

Performance Criteria: The "Competency Assessment Form" in the following section outlines criteria that describe the knowledge, skills, and attitudes that must be applied in order to accurately and effectively complete the task. The student is encouraged to use these criteria to assess his/her readiness to meet with the preceptor for the final competency evaluation.

Competency Assessment Form Perform Pharmacokinetic Monitoring

CPA 25

Required Preceptor Credentials

- Pharmacist
- One or more of following credentials:
 - Pharm.D degree
 - Residency and/or Fellowship
 - Board certification
 - Other as approved by Admin Team
 - Has experience in performing pharmacokinetic consultations.

Practice Setting/Site Criteria

- Community or institutional settings may be used. (student may use a release for to access patient data if in community setting)
- Must be done in a setting where patient care is provided and not just ability to access medical records.
- Must have access to patient data including serum drug levels and other laboratory data.
- Patients may be any age but must have the dosing problem that is the focus of this CPA.

Required for Completion

- Evidence 1
- Evidence 2
- Evidence 3

Directions: Initially assess the student’s workup of 2 patients who are receiving a drug that is monitoring using serum drug levels. You should have the student work up additional patients if he/she is having difficulty with performing a pharmacokinetic work up.

Performance Criteria:

- Appropriate demographic data are collected to evaluate the drug regimen/dosage needs: body weight, disease states, drugs.
- Population parameters are accurately calculated
- Patient-specific parameters and accurately calculated if serum drug levels are available
- Patient-specific parameters and population parameters are compared when applicable.
- If indicated, a new dosage regimen is calculated.
- A therapeutic drug monitoring plan is established.
- A consultation note outlining the assessment and plan is accurately prepared.
- The pharmacokinetic recommendations are verbally communicated using clear and practical terminology

Directions: that most appropriately describes the student performance

Competency 7 Perform Pharmacokinetic Monitoring	Mastery	Competency	Deficiency
Designs and Evaluates Dosage Regimens	<input type="checkbox"/> Independently designs and evaluates treatment regimens for optimal outcomes using pharmacokinetic data and drug formulation data	<input type="checkbox"/> Designs and evaluates the most critical treatment regimens for optimal outcomes using pharmacokinetic data and drug formulation data. Requires some assistance for a more detailed evaluation.	<input type="checkbox"/> Does not design or evaluate regimens for optimal outcomes using pharmacokinetic data and drug formulation data. Assistance required to prevent errors.

Note: The following questions must be answered
Outline at least 1 strength demonstrated during this CPA:

Outline at least 1 area for improvement when performing pharmacokinetics:

Student Name:

UFL ID#

CPA 25

PRECEPTOR AFFIDAVIT OF CPA COMPLETION:

I certify that I have the preceptor credentials indicated on this form and that the site/setting where the CPA was accomplished is consistent with the Practice Setting/Site Criteria.

I have compared the student's performance to the cited criteria and certify that the student has achieved the level of either competency, or mastery.

Preceptor Signature

Date

Print Name

Initials

Name of Affiliated Site where CPA was completed

CPA 25

FACILITATOR CERTIFICATION OF CPA COMPLETION:

This CPA has been successfully completed according to the criteria outlined in the Competency Assessment Form. The preceptor is approved by UFL and WPPD Program and the practice site has a signed affiliation agreement. The required Evidence documents have been submitted to TurnItIn and I have deemed them to be the work of this student.

Facilitator Signature

Date

Print Name

Initials

Directions Submitting CPA documentation to facilitator and Turnitin:

Evaluate at least 2 patients receiving a medication that exhibits a narrow therapeutic range and perform a "Pharmacokinetic Work Up" as outlined in the Foundations Course.

1. Submit Evidence 1, Evidence 2, and Evidence 3 to your facilitator.
2. Submit Evidence 1b to Turnitin.

Evidence 1:

1a. Submit CPA 25 Competency Assessment Form.

1b. Submit the calculations and progress notes for 2 patients. The calculations section must outline: 1) demographic data and population parameters, 2) patient specific data (either levels or surrogate measures that infer response/toxicity), 3) your comparison of population and patient specific data (if serum drug levels are measured), 4) your assessment of whether a dosage change is warranted, and 5) calculations or recommendations for a new dosage (if a dosage change is needed). Please combine the work of both patients into a single Word file. De-indentify all submissions. **This file must be submitted to Turnitin.**

1c. Submit a file containing literature references used during this CPA. List the literature you read in preparing for this CPA and also include literature citations that you used as "best evidence" for working up each patient. These references should support your recommendations for patient dosing.

Evidence 2: Select a patient that you managed with excellence during this CPA. Explain how your care for this patient exemplifies excellence and could be a "best-practice" for other practitioners.

Evidence 3: Review the performance criteria for this CPA and your performance during CPA 7. Then, outline one criterion in which you believe you have improved the most during completion of this CPA.

CPA 26

Perform Pharmacokinetic Monitoring

Competency: Use pharmacokinetics in development and monitoring of a patient's drug therapy.

Expectation/Task: Select a type of dosing problem from the list below and evaluate at least 2 patients that need individualized dosing. Perform a "Pharmacokinetic Work Up" as outlined in the Foundations Course for each patient. The drugs or pharmacokinetic dosing that is emphasized during this CPA must be one that the student has learned through prior WPPD coursework. The drugs or pharmacokinetic dosing problem that is emphasized during this CPA must be different than the focus of CPA 25. The student must demonstrate competency for a minimum of two (2) patients which must exemplify one of the following problems:

1. Circulatory Disorders
 - a. Hypertension – dosage adjustment of a patient in hypertensive crisis
2. Cardiac Disorders
 - a. Digoxin, antiarrhythmics
3. Renal Disorders
 - a. Adjustment of drugs that have a narrow therapeutic range and are renally eliminated (e.g., aminoglycosides, digoxin).
4. Endocrine, Hematologic, and Women's Disorders
 - a. Adjustment of a patient receiving a drug with a narrow therapeutic range and who has diabetes or a hematologic disorder (caution – watch renal and hepatic function).
 - b. Adjustment of a drug for a patient who is pregnant or post-partum.
5. Respiratory Disorders
 - a. Theophylline
6. Gastrointestinal Disorders
 - a. Adjustment of a patient receiving a drug with a narrow therapeutic range and who has a GI disorder – esp. hepatic failure (caution – watch renal and hepatic function).
7. Protective and Structural System Disorders
 - a. Rheumatoid or Osteoarthritis – adjustment of methotrexate or aspirin
8. Neurological and Psychiatric Disorders
 - a. Adjustment of antiepileptic drugs
 - b. Lithium, depakene, carbamazepine, and similar medications used for manic-depressive disorders
9. Others as approved by the Regional Director

Note: Unlike CPA 7, the drug that is individualized does not have to be monitored by serum drug levels. Drugs such as warfarin are assessed by determining markers of therapeutic response.

Prerequisite:

1. Completion of the Foundations in Pharmaceutical Care module on "Pharmacokinetics."
2. Review primary literature, published guidelines, and institution specific protocols that describe how to perform dosage individualization of the problems/drugs that are the focus of this CPA.
3. Practice in performing pharmacokinetic workups in daily practice.

Steps in Performing Task:

7. **Prepare for the Task.** Identify core references and resources that will enable you to independently complete the task. Review the Performance Criteria and initiate completion of the task (e.g., perform a pharmacokinetic work up) when you feel you can accomplish what is outlined.
8. **Identify Site Patients/Settings for Completing the Practice Activity.** Identify patients at the practice site who are receiving a drug with a narrow therapeutic range and then, perform pharmacokinetic work ups.
9. **Use the Best-Evidence to Initiate and Complete the Practice Activity.** You should retrieve evidence-based resources that will enable you to provide accurate, evidence-based dosing recommendations for the patient cases. Students are expected to independently identify and retrieve literature and drug information resources for use in completing a CPA.

10. **Complete the Clinical Practice Activity.** Perform a pharmacokinetic work up as you learned in the Foundations Course. For each patient, provide a pharmacokinetic workup that includes:
 - f. Patient demographic data appropriate for the given drug (e.g., height, weight, disease states)
 - g. Population parameters (pharmacokinetics parameters for the patient that are derived from literature data and used as initial estimates of dosing requirements).
 - h. Patient-specific parameters (when available, calculate all possible patient-specific parameters from serum drug levels that have been drawn from the patient)
 - i. Comparison of population and patient-specific parameters (when this process is appropriate for the drug being evaluated)
 - j. Design of a new dosage (based on patient response, comparison of population and patient-specific parameters, and other pertinent data).
11. **Practice Until You Demonstrate Competency.** You will be expected to work up additional cases, as needed, in order for you to demonstrate competency.
12. **Document Completion of the Clinical Practice Activity.** For each patient, prepare a chart note (using SOAP or FARM format) based on your pharmacokinetic work up.

Preceptor Responsibilities: The preceptor should have first-hand knowledge about the patients managed by the student. The student is expected to independently perform a pharmacokinetic work up for 2 patients. This workup may require the student to interview the patient, interview other health professionals, and perform patient assessments in addition to reviewing the medical record. Once the work up is prepared, the preceptor should have a face-to-face meeting with the student and assess the following: 1) accuracy of the calculated population parameters (if monitored by serum drug levels), 2) accuracy of the calculated patient-specific parameters (if monitored by serum drug levels), 3) the accuracy of the student's comparison of the population and patient-specific data (if monitored by serum drug levels), 4) the student's ability to recognize when a dosage change is warranted, and 5) interpretation of response markers, and 6) if needed, the accuracy of a new recommended dosage. The student is expected to refer to primary literature reference when explaining what population parameters were used and discussing how to best manage the patient's pharmacokinetic dosing problem. The preceptor should continue this supervision until the student clearly achieves an overall rating of Competency or Mastery. The student must successfully manage a minimum of two (2) patients.

Site Responsibilities: The site may be in an institutional or community/ambulatory setting. The student must be able to encounter patients who are receiving a drug with a narrow therapeutic range (e.g., coumadin, aspirin, methotrexate, aminoglycosides, vancomycin, digoxin, theophylline, phenobarbital, phenytoin). (A retrospective chart review is not sufficient for this CPA.) Therefore, the student must have access to the patient and patient data including serum drug levels and other laboratory data. Students in a community setting may access serum level and other laboratory data by having the patient sign an affidavit that the student has permission to review these data. This affidavit may then be submitted to the patient's care-provider. Although the chronic disease of the patients may be any type, it is recommended that the patients have a common acute illness or basic chronic disease such as hypertension, congestive heart failure, community-acquired pneumonia, or asthma since the student is just starting the program and may not have yet taken pharmacotherapy coursework.

Typical Student Practice Experience: To demonstrate competency, students require evaluating least 2 patients. The student should initially be scheduled to be at the clinical site for a minimum of 4-5 hours. Students who have no prior experience in retrieving and interpreting patient data should initially be scheduled for a minimum of 1 day to be at the site. The student may come to the site and obtain relevant patient data for a minimum of 2 patients and then leave the site to perform the patient work ups. However, the student must return and have a face-to-face meeting with the preceptor so that an assessment of the student's work up can be conducted. Ideally, the patient data should be available when the student and preceptor meet so that it can be accessed during the discussion. If the student demonstrates "Deficiency" in working up this first patient, the preceptor should assign additional patients for work up. This process should be continued until the student achieved mastery or competency

Performance Criteria: The "Competency Assessment Form" in the following section outlines criteria that describe the knowledge, skills, and attitudes that must be applied in order to accurately and effectively

complete the task. The student is encouraged to use these criteria to assess his/her readiness to meet with the preceptor for the final competency evaluation.

Competency Assessment Form Perform Pharmacokinetic Monitoring CPA 26

Required Preceptor Credentials

- Pharmacist
- One or more of following credentials:
 - Pharm.D degree
 - Residency and/or Fellowship
 - Board certification
 - Other as approved by Admin Team
 - Has experience in performing pharmacokinetic consultations.

Practice Setting/Site Criteria

- Community or institutional settings may be used. (student may use a release for to access patient data if in community setting)
- Must be done in a setting where patient care is provided and not just ability to access medical records.
- Must have access to patient data including serum drug levels and other laboratory data.
- Patients may be any age but must have the dosing problem that is the focus of this CPA.

Required for Completion

- Evidence 1
- Evidence 2
- Evidence 3

Directions: Initially assess the student's workup of 2 patients who are receiving a drug that is monitoring using serum drug levels. You should have the student work up additional patients if he/she is having difficulty with performing a pharmacokinetic work up.

Performance Criteria:

- Appropriate demographic data are collected to evaluate the drug regimen/dosage needs: body weight, disease states, drugs.
- Population parameters are accurately calculated
- Patient-specific parameters and accurately calculated if serum drug levels are available
- Patient-specific parameters and population parameters are compared when applicable.
- If indicated, a new dosage regimen is calculated.
- A therapeutic drug monitoring plan is established.
- A consultation note outlining the assessment and plan is accurately prepared.
- The pharmacokinetic recommendations are verbally communicated using clear and practical terminology

Directions for preceptor: initial statement most appropriately describes the student performance

Competency 7 Perform Pharmacokinetic Monitoring	Mastery	Competency	Deficiency
Designs and Evaluates Dosage Regimens	<input type="checkbox"/> Independently designs and evaluates treatment regimens for optimal outcomes using pharmacokinetic data and drug formulation data	<input type="checkbox"/> Designs and evaluates the most critical treatment regimens for optimal outcomes using pharmacokinetic data and drug formulation data. Requires some assistance for a more detailed evaluation.	<input type="checkbox"/> Does not design or evaluate regimens for optimal outcomes using pharmacokinetic data and drug formulation data. Assistance required to prevent errors.

Student Name:

UFL ID#

Note: The following questions must be answered

Outline at least 1 strength demonstrated during this CPA:

Outline at least 1 area for improvement when performing pharmacokinetics:

CPA 26

PRECEPTOR AFFIDAVIT OF CPA COMPLETION:

I certify that I have the preceptor credentials indicated on this form and that the site/setting where the CPA was accomplished is consistent with the Practice Setting/Site Criteria.

I have compared the student's performance to the cited criteria and certify that the student has achieved the level of either competency, or mastery.

Preceptor Signature

Date

Print Name

Initials

Name of Affiliated Site where CPA was completed

CPA 26

FACILITATOR CERTIFICATION OF CPA COMPLETION:

This CPA has been successfully completed according to the criteria outlined in the Competency Assessment Form. The preceptor is approved by UFL and WPPD Program and the practice site has a signed affiliation agreement. The required Evidence documents have been submitted to TurnItIn and I have deemed them to be the work of this student.

Facilitator Signature

Date

Print Name

Initials

Directions Submitting CPA documentation to facilitator and Turnitin:

Evaluate at least 2 patients receiving a medication that exhibits a narrow therapeutic range and perform a "Pharmacokinetic Work Up" as outlined in the Foundations Course.

1. Submit Evidence 1, Evidence 2, and Evidence 3 to your facilitator.
2. Submit Evidence 1b to Turnitin.

Evidence 1:

1a. Submit CPA 26 Competency Assessment Form.

1b. Submit the calculations and progress notes for 2 patients. The calculations section must outline: 1) demographic data and population parameters, 2) patient specific data (either levels or surrogate measures that infer response/toxicity), 3) your comparison of population and patient specific data (if serum drug levels are measured), 4) your assessment of whether a dosage change is warranted, and 5) calculations or recommendations for a new dosage (if a dosage change is needed). Please combine the work of both patients into a single Word file. De-indentify all submissions. **This file must be submitted to Turnitin.**

1c. Submit a file containing literature references used during this CPA. List the literature you read in preparing for this CPA and also include literature citations that you used as "best evidence" for working up each patient. These references should support your recommendations for patient dosing.

Evidence 2: Select a patient that you managed with excellence during this CPA. Explain how your care for this patient exemplifies excellence and could be a "best-practice" for other practitioners.

Evidence 3: Review the performance criteria for this CPA and your performance during CPA 7 and CPA 25. Then, outline one criterion in which you believe you have improved the most during completion of this CPA or across all 3 CPAs.

CPA 27

Provide Patient Education and Counseling

Competency: Effective communication in verbal and or/written form, in a concise and organized fashion, for pharmaceutical evaluation of a patient and other drug-related issues.

Task to be Performed: The student will demonstrate ability to counsel patients professionally, logically and with credibility regarding medications used in the treatment of a specific disease or disorder. The student is expected to become skilled in counseling a group of patients who have a disease or disorder that requires understanding of the patient's daily living activities, the complexity of the drug treatment regimen, patient cognition, and other disease-specific factors.

Prerequisite:

1. Completion of the Foundations in Pharmaceutical Care modules on "Communication with Patients."
2. Before counseling a patient, prepare a form that you can use to guide yourself during the counseling session. This form should include a strategy for verifying accuracy of patient understanding about what you have communicated.
3. Before going to the practice site where this CPA is completed, practice counseling patients at your own practice site or your preceptor's site.
4. Read Literature that addresses communication issues of patients who have the disorder/disease that is the focus of this CPA or that describe effective communication approaches for these patients.

Steps in Performing Task:

1. **Prepare for the Task.** Identify core references and resources that will enable you to independently complete the task. Review the Performance Criteria and initiate completion of the task (e.g., patient counseling) when you feel you can accomplish what is outlined.
2. **Identify Site Patients/Settings for Completing the Clinical Practice Activity.** Students who complete this CPA locally may use patient encountered at a community or institutional practice site.
3. **Use the Best Evidence for Initiating and Completing the Clinical Practice Activity.** You should retrieve evidence-based resources that will enable you to complete the task. Students are expected to independently identify and retrieve literature and drug information resources for use in completing a CPA.
4. **Complete the Clinical Practice Activity.** Counsel the assigned patient. The interview should begin with an assessment of what the physician has told the patient. During the session, you should demonstrate the skills and techniques learned in the "Communication with Patient's module."
5. **Practice Until You Demonstrate Competency.** You will be expected to work up additional cases, as needed, in order for you to demonstrate competency.
6. **Document Completion of the Clinical Practice Activity.** Provide the preceptor the Competency Assessment Form for the CPA. The student does not have to complete any written documentation unless directed by preceptor.

Preceptor Responsibilities: The preceptor must directly observe the student counseling patients. (It is not sufficient to have the student report back on findings from patient counseling sessions). The preceptor should observe the student counseling a patient and rate the student using the performance criteria listed in the Competency Assessment form for CPA 27. The preceptor should repeat observing the student as a second patient is counseled. The preceptor should continue observing counseling sessions and providing the student with feedback until the student clearly achieves an overall rating of Competency or Mastery. The student must counsel a minimum of 3 patients.

Site Responsibilities: When completed locally, the site may be in an institutional or community/ambulatory setting. The student must be able to counsel patients in face-to-face sessions with the patient or a caregiver

Typical Student Practice Experience: To demonstrate competency, most students require encountering at least 3-6 patients and the student should be scheduled to participate in clinic/patient care activities for a minimum of 5-8 hours. It is important to remember that this is an example of an average student and that the

student must continue counseling patients until he/she is able to meet the performance criteria outlined in the Competency Assessment Form.

Performance Criteria: The “Competency Assessment Form” in the following section outlines criteria that describe the knowledge, skills, and attitudes that must be applied in order to accurately and effectively complete the task. The student is encouraged to use these criteria to assess his/her readiness to meet with the preceptor for the final competency evaluation.

Competency Assessment Form

Provide Patient Education and Counseling

CPA 27

Required Preceptor Credentials

- Pharmacist
 - One or more of following credentials:
 - Pharm.D degree
 - Residency and/or Fellowship
 - Board certification
 - Other as approved by Admin Team
 - Has experience in performing patient counseling.

Practice Setting/Site Criteria

- Institutional or community or ambulatory setting may be used.
- Must be done in a setting where patients can be counseled face-to-face.
- Patients may be any age but must have the disease/disorder that is the focus of this CPA.

Required for Completion

- Evidence 1
- Evidence 2
- Evidence 3

Directions: For each row initial the statement that most appropriately describes student performance

Competency 8 Provide Patient Education & Counseling	Mastery	Competency	Deficiency
Speaks clearly using proper enunciation, volume, and rate.	<input type="checkbox"/> During education and counseling speaks clearly at the correct rate and loud enough for all to hear and understand. Ensures patient understanding by asking for questions.	<input type="checkbox"/> During education and counseling speaks clearly and at the correct speed and in a voice sufficient for all to hear. May sometimes go too fast for patient.	<input type="checkbox"/> During education, may mumble, or speak too softly or too quickly for audience.
Uses terminology specific to the understanding of the patient.	<input type="checkbox"/> Independently always provides information using the terminology that the patient understands. Checks understanding with questions to patient.	<input type="checkbox"/> Most always provides information using lay language, may occasionally speak over the patients ability to understand and need to reiterate with a new explanation.	<input type="checkbox"/> Speaks over the patient's ability to understand by using medical terminology.
Uses appropriate non-verbal communication.	<input type="checkbox"/> Acts in a manner that opens the education and counseling and encourages patient interaction.	<input type="checkbox"/> Acts in a manner that opens the education and counseling up for questions by patient.	<input type="checkbox"/> Acts in a manner that reduces the patients learning, or offends.

Competency 8 Provide Patient Education & Counseling	Mastery	Competency	Deficiency
Provides accurate and pertinent information in appropriate detail.	<input type="checkbox"/> Provides accurate and needed information to patient. Allows time for questions to assure that patient understands and has received enough detail.	<input type="checkbox"/> Provides accurate and needed information to patient during counseling.	<input type="checkbox"/> Provides old, inaccurate, not enough or too much information during counseling.
Includes information required for the patient's social and financial needs.	<input type="checkbox"/> Provides detailed information for patient regarding social and financial considerations of the drug and disease state as they are available to the pharmacist.	<input type="checkbox"/> Provides the minimal information to patient regarding social and financial considerations of the drug or disease state.	<input type="checkbox"/> Misses important information that the patient will require.
Provides feedback to patient questions/concerns.	<input type="checkbox"/> Provides the correct response to the patient and during the course of feedback controls the direction of the conversation.	<input type="checkbox"/> Provides the correct minimal response to the patient and but does not control the direction of the conversation.	<input type="checkbox"/> Does not respond, or responds with inaccurate or inappropriate information to patient.
Determines patient level of understanding by asking questions.	<input type="checkbox"/> Asks multiple questions to determine understanding, changes approach with each patient response until patient clearly understands the information provided.	<input type="checkbox"/> Asks multiple questions to determine understanding, has patient repeat information. Does not always alter approach if patient does not understand.	<input type="checkbox"/> Asks the patient if they understand, but if they do not, does not alter approach.
Demonstrates empathy.	<input type="checkbox"/> Responds in a manner that patient believes pharmacist understands and can put himself or herself in the patients place.	<input type="checkbox"/> Responds in a manner that patient believes pharmacist can understand their situation.	<input type="checkbox"/> Does not respond at all or displays disinterest when patient displays need for understanding.

Evaluation (please initial appropriate box):

Mastery	Competency	Deficiency
Student demonstrates mastery on all items.	Student demonstrates competence or higher on both items; but not mastery on both.	Student demonstrates deficiency on any items.

Note: The following questions must be answered

Outline at least 1 strength demonstrated during patient counseling:

Outline at least 1 area for improvement when counseling future patients:

Student Name:

UFL ID#

CPA 27

PRECEPTOR AFFIDAVIT OF CPA COMPLETION:

I certify that I have the preceptor credentials indicated on this form and that the site/setting where the CPA was accomplished is consistent with the Practice Setting/Site Criteria.

I have compared the student's performance to the cited criteria and certify that the student has achieved the level of either competency, or mastery.

Preceptor Signature

Date

Print Name

Initials

Name of Affiliated Site where CPA was completed

CPA 27

FACILITATOR CERTIFICATION OF CPA COMPLETION:

This CPA has been successfully completed according to the criteria outlined in the Competency Assessment Form. The preceptor is approved by UFL and WPPD Program and the practice site has a signed affiliation agreement. The required Evidence documents have been submitted to TurnItIn and I have deemed them to be the work of this student.

Facilitator Signature

Date

Print Name

Initials

Directions Submitting CPA documentation to facilitator and Turnitin:

The student will demonstrate ability to counsel patients professionally, logically and with credibility regarding medications used in the treatment of a specific disease or disorder. The student is expected to become skilled in counseling a group of patients who have a disease or disorder that requires understanding of the patient's daily living activities, the complexity of the drug treatment regimen, patient cognition, and other disease-specific factors.

1. Submit Evidence 1, Evidence 2, and Evidence 3 to your facilitator.
2. Submit nothing to Turnitin.

Evidence 1:**1a. Submit CPA 27 Competency Assessment Form**

1b. Submit any Additional Documents Required by Preceptor. If preceptor/site requires practitioners to document the counseling session or provide patient education materials, include this documentation.

1c. Submit list of literature references that you read to gain a better understanding of how to communicate with patients who have this disease/disorder. This reference list must be reviewed by the facilitator but does not have to be submitted through Turnitin.

Evidence 2: Reflect on 3 of the patients that you counseled and describe the major challenge that you encountered with each. For example, you may want to describe any of the following: 1) difficulty in communicating since English is the second language for this patient, 2) patient who cannot read, cannot see, has a memory problem, or has a low education level, 3) patient who may be nonadherent with the medicine, 4) patient who appears poorly motivated, 5) patient who is not interested in participating in the counseling session, 6) talkative patient who makes it difficult to focus on the items being discussed, or 7) other. Summarize the challenges you had with a patient and which of the performance criteria listed among the rating scales/rubrics helped you successfully manage these patients. Describe this in a 6-12 sentence paragraph.

Evidence 3: Describe the unique counseling strategies that you learned which are important when counseling patients who have the disease/disorder that is the focus of this CPA. (e.g., if patients have altered mental status, what strategies do you use to provide counseling? What unique points need to be taught about the drug therapy or disease? How do you help a patient with this disease be adherent?).

CPA 28

Provide Patient Education and Counseling

Competency: Effective communication in verbal and or/written form, in a concise and organized fashion, for pharmaceutical evaluation of a patient and other drug-related issues.

Task to be Performed: The student will demonstrate ability to counsel patients professionally, logically and with credibility regarding medications used in the treatment of a specific disease or disorder. The student is expected to become skilled in counseling a group of patients who have a disease or disorder that requires understanding of the patient's daily living activities, the complexity of the drug treatment regimen, patient cognition, and other disease-specific factors. The disease state/disorder that is the focus of this CPA must be different than that emphasized in CPA 27.

Prerequisite:

1. Completion of the Foundations in Pharmaceutical Care modules on "Communication with Patients."
2. Before counseling a patient, prepare a form that you can use to guide yourself during the counseling session. This form should include a strategy for verifying accuracy of patient understanding about what you have communicated.
3. Before going to the practice site where this CPA is completed, practice counseling patients at your own practice site or your preceptor's site.
4. Read Literature that addresses communication issues of patients who have the disorder/disease that is the focus of this CPA or that describe effective communication approaches for these patients.

Steps in Performing Task:

1. **Prepare for the Task.** Identify core references and resources that will enable you to independently complete the task. Review the Performance Criteria and initiate completion of the task (e.g., patient counseling) when you feel you can accomplish what is outlined.
2. **Identify Site Patients/Settings for Completing the Clinical Practice Activity.** Students who complete this CPA locally may use patient encountered at a community or institutional practice site.
3. **Use the Best Evidence for Initiating and Completing the Clinical Practice Activity.** You should retrieve evidence-based resources that will enable you to complete the task. Students are expected to independently identify and retrieve literature and drug information resources for use in completing a CPA.
4. **Complete the Clinical Practice Activity.** Counsel the assigned patient. The interview should begin with an assessment of what the physician has told the patient. During the session, you should demonstrate the skills and techniques learned in the "Communication with Patient's module."
5. **Practice Until You Demonstrate Competency.** You will be expected to work up additional cases, as needed, in order for you to demonstrate competency.
6. **Document Completion of the Clinical Practice Activity.** Provide the preceptor the Competency Assessment Form for the CPA. The student does not have to complete any written documentation unless directed by preceptor.

Preceptor Responsibilities: The preceptor must directly observe the student counseling patients. (It is not sufficient to have the student report back on findings from patient counseling sessions). The preceptor should observe the student counseling a patient and rate the student using the performance criteria listed in the Competency Assessment form for CPA 27. The preceptor should repeat observing the student as a second patient is counseled. The preceptor should continue observing counseling sessions and providing the student with feedback until the student clearly achieves an overall rating of Competency or Mastery. The student must counsel a minimum of 3 patients.

Site Responsibilities: When completed locally, the site may be in an institutional or community/ambulatory setting. The student must be able to counsel patients in face-to-face sessions with the patient or a caregiver

Typical Student Practice Experience: To demonstrate competency, most students require encountering at least 3-6 patients and the student should be scheduled to participate in clinic/patient care activities for a minimum of 5-8 hours. It is important to remember that this is an example of an average student and that the

student must continue counseling patients until he/she is able to meet the performance criteria outlined in the Competency Assessment Form.

Performance Criteria: The “Competency Assessment Form” in the following section outlines criteria that describe the knowledge, skills, and attitudes that must be applied in order to accurately and effectively complete the task. The student is encouraged to use these criteria to assess his/her readiness to meet with the preceptor for the final competency evaluation.

Competency Assessment Form

Provide Patient Education and Counseling

CPA 28

Required Preceptor Credentials

- Pharmacist
- One or more of following credentials:
 - Pharm.D degree
 - Residency and/or Fellowship
 - Board certification
 - Other as approved by Admin Team
 - Has experience in performing patient counseling.

Practice Setting/Site Criteria

- Institutional or community or ambulatory setting may be used.
- Must be done in a setting where patients can be counseled face-to-face.
- Patients may be any age but must have the disease/disorder that is the focus of this CPA.

Required for Completion

- Evidence 1
- Evidence 2
- Evidence 3

Directions: For each row initial the statement that most appropriately describes student performance

Competency 8 Provide Patient Education & Counseling	Mastery	Competency	Deficiency
Speaks clearly using proper enunciation, volume, and rate.	<input type="checkbox"/> During education and counseling speaks clearly at the correct rate and loud enough for all to hear and understand. Ensures patient understanding by asking for questions.	<input type="checkbox"/> During education and counseling speaks clearly and at the correct speed and in a voice sufficient for all to hear. May sometimes go to fast for patient.	<input type="checkbox"/> During education, may mumble, or speak too softly or too quickly for audience.
Uses terminology specific to the understanding of the patient.	<input type="checkbox"/> Independently always provides information using the terminology that the patient understands. Checks understanding with questions to patient.	<input type="checkbox"/> Most always provides information using lay language, may occasionally speak over the patients ability to understand and need to reiterate with a new explanation.	<input type="checkbox"/> Speaks over the patient's ability to understand by using medical terminology.
Uses appropriate non-verbal communication.	<input type="checkbox"/> Acts in a manner that opens the education and counseling and encourages patient interaction.	<input type="checkbox"/> Acts in a manner that opens the education and counseling up for questions by patient.	<input type="checkbox"/> Acts in a manner that reduces the patients learning, or offends.
Provides accurate and pertinent information in	<input type="checkbox"/> Provides accurate and needed information to	<input type="checkbox"/> Provides accurate and needed information to	<input type="checkbox"/> Provides old, inaccurate, not

Competency 8 Provide Patient Education & Counseling	Mastery	Competency	Deficiency
appropriate detail.	patient. Allows time for questions to assure that patient understands and has received enough detail.	patient during counseling.	enough or too much information during counseling.
Includes information required for the patient's social and financial needs.	<input type="checkbox"/> Provides detailed information for patient regarding social and financial considerations of the drug and disease state as they are available to the pharmacist.	<input type="checkbox"/> Provides the minimal information to patient regarding social and financial considerations of the drug or disease state.	<input type="checkbox"/> Misses important information that the patient will require.
Provides feedback to patient questions/concerns.	<input type="checkbox"/> Provides the correct response to the patient and during the course of feedback controls the direction of the conversation.	<input type="checkbox"/> Provides the correct minimal response to the patient and but does not control the direction of the conversation.	<input type="checkbox"/> Does not respond, or responds with inaccurate or inappropriate information to patient.
Determines patient level of understanding by asking questions.	<input type="checkbox"/> Asks multiple questions to determine understanding, changes approach with each patient response until patient clearly understands the information provided.	<input type="checkbox"/> Asks multiple questions to determine understanding, has patient repeat information. Does not always alter approach if patient does not understand.	<input type="checkbox"/> Asks the patient if they understand, but if they do not, does not alter approach.
Demonstrates empathy.	<input type="checkbox"/> Responds in a manner that patient believes pharmacist understands and can put himself or herself in the patients place.	<input type="checkbox"/> Responds in a manner that patient believes pharmacist can understand their situation.	<input type="checkbox"/> Does not respond at all or displays disinterest when patient displays need for understanding.

Evaluation (please initial appropriate box):

Mastery	Competency	Deficiency
Student demonstrates mastery on all items.	Student demonstrates competence or higher on both items; but not mastery on both.	Student demonstrates deficiency on any items.

Note: The following questions must be answered

Outline at least 1 strength demonstrated during patient counseling:

Outline at least 1 area for improvement when counseling future patients:

Student Name:

UFL ID#

CPA 28

PRECEPTOR AFFIDAVIT OF CPA COMPLETION:

I certify that I have the preceptor credentials indicated on this form and that the site/setting where the CPA was accomplished is consistent with the Practice Setting/Site Criteria.

I have compared the student's performance to the cited criteria and certify that the student has achieved the level of either competency, or mastery.

Preceptor Signature

Date

Print Name

Initials

Name of Affiliated Site where CPA was completed

CPA 28

FACILITATOR CERTIFICATION OF CPA COMPLETION:

This CPA has been successfully completed according to the criteria outlined in the Competency Assessment Form. The preceptor is approved by UFL and WPPD Program and the practice site has a signed affiliation agreement. The required Evidence documents have been submitted to TurnItIn and I have deemed them to be the work of this student.

Facilitator Signature

Date

Print Name

Initials

Directions Submitting CPA documentation to facilitator and Turnitin:

The student will demonstrate ability to counsel patients professionally, logically and with credibility regarding medications used in the treatment of a specific disease or disorder. The student is expected to become skilled in counseling a group of patients who have a disease or disorder that requires understanding of the patient's daily living activities, the complexity of the drug treatment regimen, patient cognition, and other disease-specific factors.

1. Submit Evidence 1, Evidence 2, and Evidence 3 to your facilitator.
2. Submit nothing to Turnitin.

Evidence 1:**1a. Submit CPA 28 Competency Assessment Form**

1b. Submit any Additional Documents Required by Preceptor. If preceptor/site requires practitioners to document the counseling session or provide patient education materials, include this documentation.

1c. Submit list of literature references that you read to gain a better understanding of how to communicate with patients who have this disease/disorder. This reference list must be reviewed by the facilitator but does not have to be submitted through Turnitin.

Evidence 2: Reflect on 3 of the patients that you counseled and describe the major challenge that you encountered with each. For example, you may want to describe any of the following: 1) difficulty in communicating since English is the second language for this patient, 2) patient who cannot read, cannot see, has a memory problem, or has a low education level, 3) patient who may be nonadherent with the medicine, 4) patient who appears poorly motivated, 5) patient who is not interested in participating in the counseling session, 6) talkative patient who makes it difficult to focus on the items being discussed, or 7) other. Summarize the challenges you had with a patient and which of the performance criteria listed among the rating scales/rubrics helped you successfully manage these patients. Describe this in a 6-12 sentence paragraph.

Evidence 3: Reflect on your counseling skills before starting the WPPD program. How have your skills improved as you have completed your CPAs?

CPA 29

Use Systems Management to Improve Therapeutic Outcomes

Competency: Manage and use resources of the health care system to assure medication safety and to improve therapeutic outcomes of medication use.

Task to be Performed: Evaluate a medication error that occurred at a practice site. The medication error may be an incident that resulted in the patient receiving the wrong drug/dose or an adverse drug reaction. If the error involved administration of the wrong drug/dose or oversight of drug administration, use the QI approach to identify the root cause(s) and then develop a quality improvement plan. If the error involved the patient developing an adverse drug reaction, develop a care plan for managing the patient based on primary literature data.

Prerequisite:

1. Completion of the Foundations in Pharmaceutical Care module on “Drug Information 101” which covers quality assurance, medication safety, and adverse drug reactions.
2. Review the QI steps recommended for identifying the root cause(s) of a medication-related problem and how to identify a strategy to solve it.
 - a. Find – an opportunity for improvement
 - b. Organize - a team.
 - c. Clarify - the current process.
 - d. Understand – the sources of the problem and the process of variation.
 - e. Select - the improvement (a change).
3. Perform a literature search and identify literature relevant to the medication error that is the focus of this CPA. Read the relevant articles that you identify.

Steps in Performing Task:

1. **Prepare for the Task.** Complete the prerequisite learning as described above.
2. **Identify Site Patients/Settings for Completing the Task.** Identify a site where you can evaluate a medication error.
3. **Use Best Evidence during initiation and completion of the CPA.** You should retrieve evidence-based resources that will enable you to complete the task. Students are expected to independently identify and retrieve literature and drug information resources for use in completing a CPA.
4. **Complete the Practice Activity.** Perform the QI steps in analyzing the medication error and identifying a solution for preventing future errors like this.
5. **Practice Until You Demonstrate Competency.** You will be expected to evaluate additional medication errors until competency is achieved.
6. **Document Completion of the Practice Activity.** The team should prepare a written summary that outlines: 1) The Current Process (e.g., the steps involved from the time the order is received in the pharmacy to the point the medication is administered by a nurse), 2) Problem Sources, and 3) Recommendations for Improvement. (Each team member is responsible for writing up one of the two cases.)

Preceptor Responsibilities: The preceptor must be able to directly evaluate the situation in which the medication error occurred. The student is expected to independently evaluate an incident in which a medication error has occurred. Once the student has developed a quality improvement plan, the preceptor should have a face-to-face meeting with the student and assess the following: 1) the student’s ability to accurately describe the medication error that occurred and what transpired in the practice setting where the error occurred, 2) the student’s ability to identify the sources of the error, 3) the student’s recommendations for preventing such medication errors in the practice setting in the future. The student is expected to refer to primary literature references when explaining the incident and recommending how to prevent future errors. If the medication error was an adverse drug reaction, the preceptor should have a face-to-face meeting with the student and review the following: 1) the patient’s symptoms/signs upon presentation to the site for care, 2) the patient’s history of presentation and how consistent this presentation is with other cases described in the primary literature, and 3) the student’s recommendations for managing the patient. Discussions must include

Student Name:

UFL ID#

critiques of primary literature data and how well the patient's presentation matches prior cases. The preceptor should continue this supervision until the student clearly achieves an overall rating of Competency or Mastery. The student must successfully evaluate and recommend a quality improvement plan for one (1) medication error.

Site Responsibilities: When completed locally, the site may be in an institutional or community/ambulatory setting. The student must be able to access the practice site and gather information from one or more of the following: 1) other health care practitioners, 2) patient records, 3) direct observation of workflow, 4) interviews with patients, and 5) other as deemed appropriate.

Typical Student Practice Experience: To demonstrate competency, most students require evaluating and solving at least 1-2 medication errors or 1-2 patients who present with adverse drug reactions. The student should initially be scheduled to be at the clinical site for a minimum of 5-8 hours in order to investigate the incident and collect observational data. Students who have no prior experience in retrieving and interpreting patient data should initially be scheduled for a minimum of several days to be at the site so that they can sufficiently understand workflow activities. The student may come to the site and obtain relevant information and then leave the site to prepare a written summary of recommendations. However, the student must return and have a face-to-face meeting with the preceptor so that an assessment of the student's quality improvement plan or patient care plan can be conducted. If the student demonstrates "Deficiency" in solving this medication error, the preceptor should assign an additional incident for the student to work up. This process should be continued until the student achieved mastery or competency.

Performance Criteria: The "Competency Assessment Form" in the following section outlines criteria that describe the knowledge, skills, and attitudes that must be applied in order to accurately and effectively complete the task. The student is encouraged to use these criteria to assess his/her readiness to meet with the preceptor for the final competency evaluation.

Competency Assessment Form

Use Systems Management to Improve Therapeutic Outcomes CPA 29

Required Preceptor Credentials

Pharmacist

- One or more of following credentials:
 - Pharm.D degree
 - Residency and/or Fellowship
 - Board certification
 - Other as approved by Admin Team
- Has experience in investigating and preventing medication errors (medication is not received, wrong medicine is given, and adverse drug reaction are all examples of medication errors).

Practice Setting/Site Criteria

- Any general practice setting may be used.
- Student must be able to access patient records available at the site, patients, other health professionals, and any other information needed to evaluate a medication error.
- Patients may be any age and have other diseases.

Required for Completion

- Evidence 1
- Evidence 2
- Evidence 3

Directions for Preceptor: For each item, initial the statement that best describes the student performance.

Competency 9 Use Systems Management to Improve Therapeutic Outcomes	Mastery	Competency	Deficiency
Identify, report, and prevent medication errors	<input type="checkbox"/> The student is usually able to independently identify and report medication errors and adverse drug reactions to appropriate individuals and organizations (i.e., hospital ADR committee, MedWatch, USP). <input type="checkbox"/> Usually able to evaluate information obtained from adverse drug reaction and medication error reporting systems to ascertain whether it is caused by the medication. Usually able to identify preventable causes and recommend actions to minimize the occurrence of adverse drug reactions and medication errors.	<input type="checkbox"/> The student is sometimes independently able to identify and report medication errors and adverse drug reactions to appropriate individuals and organizations (i.e., hospital ADR committee, MedWatch, USP). <input type="checkbox"/> With the assistance of the preceptor, the student is sometimes able to evaluate information obtained from adverse drug reaction and medication error reporting systems to ascertain whether it is caused by the medication.	<input type="checkbox"/> The student is unable to identify and report medication errors and adverse drug reactions to appropriate individuals and organizations (i.e., hospital ADR committee, MedWatch, USP). <input type="checkbox"/> The student is unable to evaluate information obtained from adverse drug reaction and medication error reporting systems to ascertain whether it is caused by the medication. Unable to identify preventable causes and recommend actions to minimize the occurrence of adverse drug reactions and medication errors.

Student Name:

UFL ID#

Competency 9 Use Systems Management to Improve Therapeutic Outcomes	Mastery	Competency	Deficiency
	<input type="checkbox"/> Usually able to manage the incidence of medication errors and adverse drug reactions.	<input type="checkbox"/> Sometimes able to identify preventable causes and recommend actions to minimize the occurrence of adverse drug reactions and medication errors. Sometimes able to manage the incidence of medication errors and adverse drug reactions with the assistance of the preceptor.	<input type="checkbox"/> Unable to manage the incidence of medication errors and adverse drug reactions
Document patient outcomes	<input type="checkbox"/> The student is innovative in documenting and reporting the outcomes of patients. Results are more innovative than use of standardized questionnaires and reporting procedures	<input type="checkbox"/> The student is able to document and report on the outcomes of patients using standardized questionnaires and established reporting procedures.	<input type="checkbox"/> The student is unable to document and report on the outcomes of a cohort of patients.

Overall Evaluation (please initial appropriate box):

Mastery	Competency	Deficiency
Student demonstrates mastery on all items.	Student demonstrates competence or higher on both items; but not mastery on both.	Student demonstrates deficiency on any items.

Note: The following questions must be answered

Outline at least 1 strength demonstrated in preventing medication errors:

Outline at least 1 area for improvement:

Student Name:

UFL ID#

CPA 29

PRECEPTOR AFFIDAVIT OF CPA COMPLETION:

I certify that I have the preceptor credentials indicated on this form and that the site/setting where the CPA was accomplished is consistent with the Practice Setting/Site Criteria.

I have compared the student's performance to the cited criteria and certify that the student has achieved the level of either competency, or mastery.

Preceptor Signature

Date

Print Name

Initials

Name of Affiliated Site where CPA was completed

CPA 29

FACILITATOR CERTIFICATION OF CPA COMPLETION:

This CPA has been successfully completed according to the criteria outlined in the Competency Assessment Form. The preceptor is approved by UFL and WPPD Program and the practice site has a signed affiliation agreement. The required Evidence documents have been submitted to TurnItIn and I have deemed them to be the work of this student.

Facilitator Signature

Date

Print Name

Initials

Directions for Submitting CPA documentation to facilitator and Turnitin:

Evaluate a medication error that occurred at a practice site. The medication error may be an incident that resulted in the patient needing a medication but not getting it, receiving the wrong drug/dose or an adverse drug reaction. If the error involved administration of the wrong drug/dose or oversight of drug administration, use the QI approach to identify the root cause(s) and then develop a quality improvement plan. If the error involved the patient developing an adverse drug reaction, develop a care plan for managing the patient based on primary literature data.

1. Submit Evidence 1, Evidence 2, and Evidence 3 to your facilitator.
2. Submit Evidence 1b to Turnitin.

Evidence 1:**1a. Submit CPA 29 Competency Assessment Form..**

1b. Submit a Summary of the Medication Error (need for medicine, administration of wrong medicine, or ADR). If the medication error involved drug administration, use the QI approach in preparing your summary. If the medication error involved an adverse drug reaction, outline the following: 1) the patient's clinical presentation, 2) an assessment of how this presentation compares to prior cases described in the primary literature, and 3) recommendations from the primary literature (these recommendations must be evidence-based). This must be submitted to Turnitin

1c. Literature Reference list: A reference list about outcomes assessment/questionnaires/literature pertaining to the ADR must also be submitted to facilitator.

Evidence 2: Reflect on the medication error that you have managed. How did your management of this error exemplify excellence?

Evidence 3: What new insights do you have about how pharmacists can promote medication safety as a result of solving a medication error during this CPA?

CPA 30

Use Systems Management to Improve Therapeutic Outcomes

Competency: Manage and use resources of the health care system to assure medication safety and to improve therapeutic outcomes of medication use.

Task to be Performed: Select a group of patients who have a common disease/disorder. Then, measure their achievement of therapeutic outcomes/quality of life.

Note:

1. Questionnaires are available that you can use to measure outcomes/quality of life. These are available in the literature. You are expected to perform a literature review and identify questionnaires that are relevant to the patients that are the focus of this CPA.
2. This CPA must focus on assessing quality of life/outcomes for patients who have a specific disease/disorder.
3. The student must have completed prior WPPD coursework that covered the disease/disorder emphasized in this CPA.

Prerequisite:

1. Review primary literature describing quality of life assessment in the patients that are the focus of this CPA. Also review literature that describes issues related to quality of life for the disease/disorder that is the focus of this CPA.

Steps in Performing Task:

1. **Prepare for the Task.** Review literature related to quality of life for the disease/disorder that is the focus of this CPA.
2. **Identify Site Patients/Settings for Completing the Task.** Identify a site that has patients with the disease/disorder that is the focus of this CPA.
3. **Use Best Evidence during initiation and completion of the CPA.** You should retrieve evidence-based resources that will enable you to complete the task. Students are expected to independently identify and retrieve literature and drug information resources for use in completing a CPA.
4. **Complete the Practice Activity.** Select a questionnaire or other data that will allow you to measure quality of life for patients who have the disease/disorder emphasized in the CPA. Then, have a cohort of patients complete the questionnaire and then summarize the findings.
5. **Practice Until You Demonstrate Competency.** You will be expected to repeat this process until competency is achieved
6. **Document Completion of the Practice Activity.** Prepare a written summary that outlines: 1) the questionnaire you used (reference it), 2) the group (cohort) of patients you evaluated (de-identified demographics), 3) summary of questionnaire data (de-identify patient specific data), and 4) reflections on your findings (what can you personally do as a pharmacist to improve outcomes in these patients).

Preceptor Responsibilities: The student should initially meet with you to review a quality of life questionnaire that he/she proposes to use in assessing patient outcomes. This questionnaire should be applicable to the patients/disorder that is the focus of this CPA. The preceptor is expected to assess the appropriateness of this questionnaire for measuring quality of life of the patients/disease/disorder. After the student collects the questionnaire results from a cohort of patients, the preceptor should meet with the student to review the results. The preceptor must assess the quality and approve the student's 1 – 1.5 page summary of the quality of life assessment.

Site Responsibilities: When completed locally, the site may be in an institutional or community/ambulatory setting. The site must provide a source of patients who are willing to complete the questionnaire. The student must be able to access the practice site and gather information from patients.

Student Name:

UFL ID#

Typical Student Practice Experience: To demonstrate competency, most students can independently identify the questionnaire and be prepared to discuss it with the preceptor during an initial meeting. The preceptor and student should agree on an appropriate number of patients that the student have complete the questionnaire. In most instances, 10 – 25 patients is appropriate. Once all the questionnaires have been completed by patients, the student is expected to summarize the results and prepare a 1 – 1.5 page written report. During a face-to-face meeting, the student and preceptor must review this final report and discuss the findings. Note: Students are expected to maintain confidentiality and use de-identified data. These results are also not publishable since there no Institutional Board Approval was obtained.

Performance Criteria: The “Competency Assessment Form” in the following section outlines criteria that describe the knowledge, skills, and attitudes that must be applied in order to accurately and effectively complete the task. The student is encouraged to use these criteria to assess his/her readiness to meet with the preceptor for the final competency evaluation.

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Competency Assessment Form

Use Systems Management to Improve Therapeutic Outcomes CPA 30

Required Preceptor Credentials

- Pharmacist
- One or more of following credentials:
 - Pharm.D degree
 - Residency and/or Fellowship
 - Board certification
 - Other as approved by Admin Team
 - Has experience in measuring patient outcomes.

Practice Site Criteria

- Community, institutional or ambulatory setting may be used.
- Patients must have the disease/disorder that is the focus of this CPA.
- Site must provide patients who are willing to complete the survey. Access to patient data is not needed.

Required for Completion

- Evidence 1
- Evidence 2
- Evidence 3

Directions: Evaluate the student’s information about the medication error and a quality improvement plan using the following criteria:

Performance Criteria:

The Outcomes Assessment

- Quality of life assessment includes an Introduction { with description of questionnaire (referenced literature)}, Results {de-identified patient demographics and a summary of patient findings}, and a Reflection {Reflect on what a pharmacist could do to improve this cohort of patients’ outcomes}. Remember: The Goal of Pharmaceutical Care is to Improve Patient Outcomes

Written summary is professionally done

- The written summary is accurate.
- The written summary is organized and logical to the reader.
- There are no spelling or grammar errors.
- Document is referenced/cited appropriately.

Directions for Preceptor: Initial the statement that best describes the student’s performance

Competency 9 Use Systems Management to Improve Therapeutic Outcomes	Mastery	Competency	Deficiency
Document patient outcomes	<input type="checkbox"/> The student is innovative in documenting and reporting the outcomes of patients. Results are more innovative than use of standardized questionnaires and reporting procedures.	<input type="checkbox"/> The student is able to document and report on the outcomes of patients using standardized questionnaires and established reporting procedures.	<input type="checkbox"/> The student is unable to document and report on the outcomes of a cohort of patients.

Note: The following questions must be answered
Outline at least 1 strength demonstrated during the CPA:

Outline at least 1 area for improvement:

Student Name:

UFL ID#

CPA 30

PRECEPTOR AFFIDAVIT OF CPA COMPLETION:

I certify that I have the preceptor credentials indicated on this form and that the site/setting where the CPA was accomplished is consistent with the Practice Setting/Site Criteria.

I have compared the student's performance to the cited criteria and certify that the student has achieved the level of either competency, or mastery.

Preceptor Signature

Date

Print Name

Initials

Name of Affiliated Site where CPA was completed

CPA 30

FACILITATOR CERTIFICATION OF CPA COMPLETION:

This CPA has been successfully completed according to the criteria outlined in the Competency Assessment Form. The preceptor is approved by UFL and WPPD Program and the practice site has a signed affiliation agreement. The required Evidence documents have been submitted to TurnItIn and I have deemed them to be the work of this student.

Facilitator Signature

Date

Print Name

Initials

Directions for submitting CPA documentation to facilitator and Turnitin:

Select a group of patients who have a common disease/disorder. Then, measure their achievement of therapeutic outcomes/quality of life.

1. Submit Evidence 1, Evidence 2, and Evidence 3 to your facilitator.
2. Submit Evidence 1b to Turnitin.

Evidence 1: 1a. Submit CPA 30 Competency Assessment Form as Evidence #1. The Competency Assessment Form for CPA 30 serves as evidence that you have met this expectation.

1b. Submit a Summary of the Quality of Life Assessment. Write a 1 – 1.5 page summary that outlines: 1) Introduction - the questionnaire you used (what the literature says about this instrument with the patients; make sure you reference this section), 2) Results - the group of patients you evaluated (de-identified demographics) and summary of questionnaire results (de-identify patient specific data), and 3) Reflection - reflect on your findings (what can you personally do as a pharmacist to improve outcomes in these patients). This document must be submitted to Turnitin.

1c. Submit a list of literature references used to complete this CPA. This list does not have to be submitted to Turnitin. It must be reviewed and approved by the facilitator.

Evidence 2: Describe the attributes of your written quality of life assessment summary that make it an example for “best practice.”

Evidence 3: What new insights do you have about the quality of life of patients?

CPA 31 Promote Public Health

Competency: The student must demonstrate the ability to *work collaboratively with the health care system to: prevent disease, prolong life, and promote health and efficiency through organized community efforts.*

Task to be Performed: Identify an intervention that will promote public health in your community and participate as a volunteer in a public health initiative in your community or identify a screening or wellness program that you can offer in your practice and offer the program for a day.

Prerequisite: Retrieve and read resources related to the public health issue that you elect to focus on.

Steps in Performing Task:

1. **Prepare for the Task.** Individually develop an understanding about the public health problem by reviewing relevant literature/resources.
2. **Identify Site Patients/Settings for Completing the Task.** Identify a clinic or program in your community where health professionals can volunteer their services. Alternatively, you may identify a wellness program that can be offered at your pharmacy and offer these services for a day.
3. **Use Best Evidence during initiation and completion of the CPA.** You should retrieve evidence-based resources that will enable you to complete the task.
4. **Complete the Practice Activity.** Volunteer your services at a community clinic or offer a wellness program at your own practice.
5. **Practice Until You Demonstrate Competency.** You must continue offering your services until you achieve competency.
6. **Document Completion of the Practice Activity.** Prepare a summary describing your services.

Typical Student Practice Experience: Students are expected to promote public health by accomplishing an activity such as the following: 1) assisting with flu immunizations, 2) assisting with screenings (hypertension, diabetes, osteoporosis, cancer, others diseases), 3) conducting brown-bag sessions, 4) participating in medical mission trips, 5) assisting at medical care clinics which are staffed with other health professionals who volunteer their time, or 6) giving presentations to groups of citizens in your community about a disease or how to prevent disease. To identify such opportunities for helping to promote health, the student is expected to contact the local Red Cross, United Way, pharmacy professional organizations, or the Health System in the community. The student may also identify patient care facilities/sites that would benefit from pharmacist involvement/volunteers. Once the student has established a plan for helping to promote public health in his/her community, the student is expected to devote an appropriate amount of time that is needed in order to experience a situation where public health was improved. The amount of time will vary depending on the intervention. Most organizations have minimum requirements for volunteers and the student must meet those expectations. The student is expected to complete pre-requisite learning and preparation in a self-directed manner prior to presenting at the site and then spend enough time participating in the experience such that the student can experience how public health is improved.

Alternatively, the student may identify programs that can offered at one's community or institutional practice site and after developing appropriate resource/educational materials, initially offer these services for a day. For example, during Poison Prevention week, the student can provide information about how to poison proof the home. During Depression Awareness week, the pharmacist can provide information about depression and a questionnaire that will allow the patient to self-identify signs of depression. The student may visit/join the American Pharmacists Association or the American Society of Health-System Pharmacist's website to learn of other patient awareness programs that can be offered. The student is expected to identify or develop resource materials that may be disseminated to patients. This program may be offered for as short as 1 day. However, students are encouraged to make these resources available to their patients on an ongoing basis.

Preceptor Responsibilities: The preceptor should evaluate the student as he/she is promoting public health or as a wellness program is offered, the preceptor should review the resources developed prior to their use and at the end of the program evaluate the student's summary of the experience and pictures/videos the

Student Name:

UFL ID#

student took of the activities. The preceptor should meet with the student at the beginning of the public health experience to explain the student's responsibilities. When the student volunteers to provide care/wellness services, the preceptor is encouraged to observe the student and provide feedback about the quality of the student's contributions. The preceptor should continue this supervision until the student clearly achieves an overall rating of Competency or Mastery.

Site Responsibilities: The site may be in an institutional or community/ambulatory setting. The site must be willing to let the student actively participate in the public health activities that are appropriate for a pharmacist. Alternatively, if a wellness program is offered at the student's practice site, the site must be willing to let the student set up displays and distribution patient wellness information materials. When a wellness program is offered, the student may have to come to the site when they are not staffing the pharmacy in order to set up and initially conduct the program.

Performance Criteria: The "Competency Assessment Form" in the following section outlines criteria that describe the knowledge, skills, and attitudes that must be applied in order to accurately and effectively complete the task. The student is encouraged to use these criteria to assess his/her readiness to meet with the preceptor for the final competency evaluation.

Competency Assessment Form

Promote Public Health

CPA 31

Required Preceptor Credentials

- Pharmacist
- One or more of following credentials:
 - Pharm.D degree
 - Residency and/or Fellowship
 - Board certification
 - Other as approved by Admin Team

Physician

- Responsible for patient care provided at a volunteer clinic or mission.

Practice Site Criteria

- Any general practice setting may be used.
- Must be done in a setting where citizens can be encountered who need assistance in improving their health.
- Patients may be any age and have other diseases.

Required for Completion

- Evidence 1
- Evidence #2
- Evidence #3

Other individuals who are involved in public health/wellness services will be considered and must be pre-approved.

Directions: Evaluate the student’s public health activities using the following criteria.

Evaluation Criteria:

- The student completes prerequisite learning and preparation so that he/she can actively participate in the public health activities.
- The student actively participates in promoting public health.
- The student participates in the public health initiative for an amount of time sufficient to understand how to promote public health.
- The student’s written summary of the experience accurately depicts the learning experience.

Directions: Initial next to the statement that most appropriately describes student performance.

Competency 10 Promote Public Health	Mastery	Competency	Deficiency
Participate or implement an initiative that promotes the health of the public.	<input type="checkbox"/> The student assumes a leadership role in implementing a public health initiative and documents that the initiative has a positive impact on many of the citizens.	<input type="checkbox"/> The student actively participates in an initiative the promotes public health or increases public awareness about wellness/disease prevention.	<input type="checkbox"/> The student is a passive observer during an initiative that promotes public health or increases public awareness about wellness/disease prevention.

Note: The following questions must be answered
Outline at least 1 strength demonstrated during the CPA:

Outline at least 1 area for improvement:

Student Name:

UFL ID#

CPA 31

PRECEPTOR AFFIDAVIT OF CPA COMPLETION:

I certify that I have the preceptor credentials indicated on this form and that the site/setting where the CPA was accomplished is consistent with the Practice Setting/Site Criteria.

I have compared the student's performance to the cited criteria and certify that the student has achieved the level of either competency or mastery.

Preceptor Signature

Date

Print Name

Initials

Name of Affiliated Site where CPA was completed

CPA 31

FACILITATOR CERTIFICATION OF CPA COMPLETION:

This CPA has been successfully completed according to the criteria outlined in the Competency Assessment Form. The preceptor is approved by UFL and WPPD Program and the practice site has a signed affiliation agreement. The required Evidence documents have been submitted to TurnItIn and I have deemed them to be the work of this student.

Facilitator Signature

Date

Print Name

Initials

Directions Submitting CPA documentation to facilitator and Turnitin:

Identify an intervention that will promote public health in your community and participate as a volunteer in a public health initiative in your community or Identify a screening or wellness program that you can offer in your practice and offer the program for a day.

1. Submit Evidence 1, Evidence 2, and Evidence 3 to your facilitator.
2. Submit Evidence 1b to Turnitin.

Evidence 1:**1a. Submit CPA 31 Competency Assessment Form.**

1b. Submit a Summary of the Public Health Initiative. Write a 1-page description of your activities that delineates the following: 1) the public health initiative that you identified in your community, 2) a description of what you accomplished in order to prepare yourself for active participation in the initiative (listing of citations should be in a separate document and you may refer to this reference list in your description but do not include citations in this summary), and 3) your roles and responsibilities as a pharmacist in the public health initiative. This document must be submitted to Turnitin.

1c. List of Primary Literature Citations: A list of primary literature citations that were read must be submitted to the facilitator

Evidence 2: Describe a patient or caregiver that you encountered for which you believe your activities either resulted in better health or will likely improve the patient's health.

Evidence 3: Reflect on your experiences in this CPA. How has your understanding about public health grown during this experience?

CPA 32

Promote Public Health

Competency: The student must demonstrate the ability to *work collaboratively with the health care system to: prevent disease, prolong life, and promote health and efficiency through organized community efforts.*

Task to be Performed: Identify an intervention that will promote public health in your community and participate as a volunteer in a public health initiative in your community or identify a screening or wellness program that you can offer in your practice and offer the program for a day.

Prerequisite: Retrieve and read resources related to the public health issue that you elect to focus on.

Note: If you volunteer for a public health initiative in your community, you may use the same site/clinic that was used for CPA 31. However, if you conducted a screening or wellness program for CPA 31, the focus of CPA 32 must be different (e.g., type of screening, wellness program offered).

Steps in Performing Task:

1. **Prepare for the Task.** Individually develop an understanding about the public health problem by reviewing relevant literature/resources.
2. **Identify Site Patients/Settings for Completing the Task.** Identify a clinic or program in your community where health professionals can volunteer their services. Alternatively, you may identify a wellness program that can be offered at your pharmacy and offer these services for a day.
3. **Use Best Evidence during initiation and completion of the CPA.** You should retrieve evidence-based resources that will enable you to complete the task.
4. **Complete the Practice Activity.** Volunteer your services at a community clinic or offer a wellness program at your own practice.
5. **Practice Until You Demonstrate Competency.** You must continue offering your services until you achieve competency.
6. **Document Completion of the Practice Activity.** Prepare a summary describing your services.

Typical Student Practice Experience: Students are expected to promote public health by accomplishing an activity such as the following: 1) assisting with flu immunizations, 2) assisting with screenings (hypertension, diabetes, osteoporosis, cancer, others diseases), 3) conducting brown-bag sessions, 4) participating in medical mission trips, 5) assisting at medical care clinics which are staffed with other health professionals who volunteer their time, or 6) giving presentations to groups of citizens in your community about a disease or how to prevent disease. To identify such opportunities for helping to promote health, the student is expected to contact the local Red Cross, United Way, pharmacy professional organizations, or the Health System in the community. The student may also identify patient care facilities/sites that would benefit from pharmacist involvement/volunteers. Once the student has established a plan for helping to promote public health in his/her community, the student is expected to devote an appropriate amount of time that is needed in order to experience a situation where public health was improved. The amount of time will vary depending on the intervention. Most organizations have minimum requirements for volunteers and the student must meet those expectations. The student is expected to complete pre-requisite learning and preparation in a self-directed manner prior to presenting at the site and then spend enough time participating in the experience such that the student can experience how public health is improved.

Alternatively, the student may identify programs that can offered at one's community or institutional practice site and after developing appropriate resource/educational materials, initially offer these services for a day. For example, during Poison Prevention week, the student can provide information about how to poison proof the home. During Depression Awareness week, the pharmacist can provide information about depression and a questionnaire that will allow the patient to self-identify signs of depression. The student may visit/join the American Pharmacists Association or the American Society of Health-System Pharmacist's website to learn of other patient awareness programs that can be offered. The student is expected to identify or develop resource materials that may be disseminated to patients. This program may be offered for as short as 1 day. However, students are encouraged to make these resources available to their patients on an ongoing basis.

Student Name:

UFL ID#

Preceptor Responsibilities: The preceptor should evaluate the student as he/she is promoting public health or as a wellness program is offered, the preceptor should review the resources developed prior to their use and at the end of the program evaluate the student's summary of the experience and pictures/videos the student took of the activities. The preceptor should meet with the student at the beginning of the public health experience to explain the student's responsibilities. When the student volunteers to provide care/wellness services, the preceptor is encouraged to observe the student and provide feedback about the quality of the student's contributions. The preceptor should continue this supervision until the student clearly achieves an overall rating of Competency or Mastery.

Site Responsibilities: The site may be in an institutional or community/ambulatory setting. The site must be willing to let the student actively participate in the public health activities that are appropriate for a pharmacist. Alternatively, if a wellness program is offered at the student's practice site, the site must be willing to let the student set up displays and distribution patient wellness information materials. When a wellness program is offered, the student may have to come to the site when they are not staffing the pharmacy in order to set up and initially conduct the program.

Performance Criteria: The "Competency Assessment Form" in the following section outlines criteria that describe the knowledge, skills, and attitudes that must be applied in order to accurately and effectively complete the task. The student is encouraged to use these criteria to assess his/her readiness to meet with the preceptor for the final competency evaluation.

Competency Assessment Form

Promote Public Health

CPA 32

Required Preceptor Credentials

Pharmacist

- One or more of following credentials:
 - Pharm.D degree
 - Residency and/or Fellowship
 - Board certification
 - Other as approved by Admin Team

Physician

- Responsible for patient care provided at a volunteer clinic or mission.

Practice Site Criteria

- Any general practice setting may be used.
- Must be done in a setting where citizens can be encountered who need assistance in improving their health.
- Patients may be any age and have other diseases.

Required for Completion

- Evidence 1
- Evidence 2
- Evidence 3

Other individuals who are involved in public health/wellness services will be considered and must be pre-approved.

Directions: Evaluate the student’s public health activities using the following criteria.

Evaluation Criteria:

- The student completes prerequisite learning and preparation so that he/she can actively participate in the public health activities.
- The student actively participates in promoting public health.
- The student participates in the public health initiative for an amount of time sufficient to understand how to promote public health.
- The student’s written summary of the experience accurately depicts the learning experience.

Directions: Initial next to the statement that most appropriately describes student performance.

Competency 10 Promote Public Health	Mastery	Competency	Deficiency
Participate or implement an initiative that promotes the health of the public.	<input type="checkbox"/> The student assumes a leadership role in implementing a public health initiative and documents that the initiative has a positive impact on many of the citizens.	<input type="checkbox"/> The student actively participates in an initiative the promotes public health or increases public awareness about wellness/disease prevention.	<input type="checkbox"/> The student is a passive observer during an initiative that promotes public health or increases public awareness about wellness/disease prevention.

Note: The following questions must be answered
Outline at least 1 strength demonstrated during the CPA:

Outline at least 1 area for improvement:

Student Name:

UFL ID#

CPA 32

PRECEPTOR AFFIDAVIT OF CPA COMPLETION:

I certify that I have the preceptor credentials indicated on this form and that the site/setting where the CPA was accomplished is consistent with the Practice Setting/Site Criteria.

I have compared the student's performance to the cited criteria and certify that the student has achieved the level of either competency or mastery.

Preceptor Signature

Date

Print Name

Initials

Name of Affiliated Site where CPA was completed

CPA 32

FACILITATOR CERTIFICATION OF CPA COMPLETION:

This CPA has been successfully completed according to the criteria outlined in the Competency Assessment Form. The preceptor is approved by UFL and WPPD Program and the practice site has a signed affiliation agreement. The required Evidence documents have been submitted to TurnItIn and I have deemed them to be the work of this student.

Facilitator Signature

Date

Print Name

Initials

Directions Submitting CPA documentation to facilitator and Turnitin:

Identify an intervention that will promote public health in your community and participate as a volunteer in a public health initiative in your community or Identify a screening or wellness program that you can offer in your practice and offer the program for a day.

1. Submit Evidence 1, Evidence 2, and Evidence 3 to your facilitator.
2. Submit Evidence 1b to Turnitin.

Evidence #1:**1a. Submit CPA 32 Competency Assessment Form.**

1b. Submit a Summary of the Public Health Initiative. Write a 1-page description of your activities that delineates the following: 1) the public health initiative that you identified in your community, 2) a description of what you accomplished in order to prepare yourself for active participation in the initiative (listing of citations should be in a separate document and you may refer to this reference list in your description but do not include citations in this summary), and 3) your roles and responsibilities as a pharmacist in the public health initiative. This document must be submitted to Turnitin.

1c. List of Primary Literature Citations: A list of primary literature citations that were read must be submitted to the facilitator

Evidence 2: Describe a patient or caregiver that you encountered for which you believe your activities either resulted in better health or will likely improve the patient's health.

Evidence 3: Reflect on your experiences in CPA 10, CPA 31, and CPA 32. How have these experiences impacted either: 1) your knowledge and skills related to promoting public health, 2) your attitudes about the pharmacist's role in providing public health, or 3) your career plans.

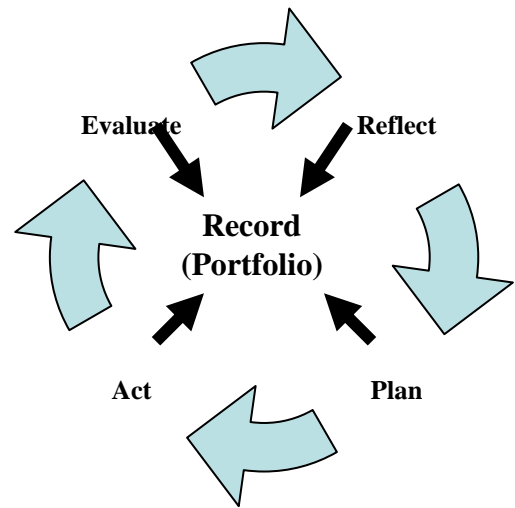
CPA 33 Continuous Professional Development (CPD)

Competency: Student Will Design a Learning Experience That Relates to One of the 10 Core WPPD Competencies and enables the student to enhance his/her professional development by completing an activity that will improve one's personal practice.

Expectation/Task:

During this CPA, you will accomplish a practice activity that will enable you enhance your personal daily practice. You will accomplish by means of "Continuous Professional Development" or CPD which requires you to accomplish the following in a stepwise manner:

1. **Reflect:** Reflect on your daily practice and identify what you can learn to improve your personal daily practice.
2. **Plan:** Develop a plan for how you will accomplish this learning activity. You should first outline your learning objectives or what you would like to accomplish. Once this is done, you should develop an action plan for accomplishing these objectives. Your action plan may include reading, viewing resources on the web, applying your learning to improve the care of patients, applying your learning to improve your practice or industry/research-related activities, and how you will document that you have achieved your learning needs. *If one of the elective CPAs meets your personal learning needs, you may use it to guide development of your own "Plan" for this CPA.* Once you have developed a plan, you will review it with your preceptor and when it is approved, you are ready for the next step.
3. **Act:** Implement your learning plan.
4. **Evaluate:** Once you have successfully completed your learning plan, you should assess how well you accomplished the personal learning objectives you established, how appropriate your plan was for accomplishing your needs, whether the methods of learning were appropriate, how your practice as changed, and if there were improved patient outcomes describe these results.



Once you have completed the above 4 steps you are ready to continue the cycle to further develop your personal practice by again reflecting your learning needs. During the WPPD program you will have opportunity to use these 4 steps for Continuous Professional Development so that you are better prepared to maintain your competence throughout your pharmacy career.

Prerequisite:

1. Completion of the Module on Continuous Professional Development in the Foundations in Pharmaceutical Care course.

Steps in Performing Practice Activity:

1. **Prepare for the Task.** Complete the "Reflect" Step of the CPA cycle. Identify learning objectives that you want to accomplish to enhance your personal daily practice.
2. **Identify Site Patients/Settings for Completing the Clinical Practice Activity.** Identify a preceptor with expertise in the area that you desire to gain more competence. Review with that preceptor your personal learning objectives and a rough draft of your "Plan."
3. **Use the Best-Evidence in Initiating & Completing the Clinical Practice Activity.** You should retrieve evidence-based resources that will enable you to complete your learning plan.
4. **Complete the Clinical Practice Activity.** Finalize your "Plan" and have your preceptor approve it. Once it is approved, you will complete your plan in a self-directed manner.

Student Name:

UFL ID#

5. **Document Completion of the Clinical Practice Activity.** Document completion of your learning activities according to the methods you outlined in your plan.
6. **Practice Until You Demonstrate Competency.** You will be expected to continue your practice activity until you are able to demonstrate competency to your preceptor.

Preceptor Responsibilities:

The preceptor must approve the student's learning plan before it is initiated. The student's goals should result in the student actually "demonstrating" new knowledge/skills in practice. (This experience can not be just acquisition of new knowledge.) The learning plan should allow the student to achieve his/her personal learning goals. Once the preceptor has approved the learning goals and plan, the preceptor should supervise the student as the learning activities are accomplished. Once the learning activities are completed, the preceptor is expected to meet with the student and evaluate the student's evidence that the learning activities have been completed and the therefore, the learning goals have been achieved.

Site Responsibilities:

The site may be in an institutional or community/ambulatory setting. The site must be willing to let the student actively participate in learning activities outlined in the student's learning plan and if needed, allow the student to access patients.

Examples of Learning Outcomes You May Accomplish as a CPD

The following list outlines, by WPPD Experiential Domain Outcome, examples of Learning Outcomes that you may accomplish as a Continuous Professional Development CPA:

1. Work in Inter-professional healthcare teams
 - a. Help your institution or community establish a new inter-health professional team. (This will entail helping to plan implementation, helping to define what an inter-health professional team does, and participate in the implementation step).
 - b. Participate as an inter-health professional team member during a mission trip.
2. Patient Assessment
 - a. Practice beside a physician, physician's assistant, or nurse practitioner to expand your physical assessment skills in new areas (ear and eye exam, in-depth cardiac or pulmonary exam, etc.). You must be able to demonstrate new skills. This cannot be an observation/shadowing experience.
3. Drug therapy Review
 - a. Develop a drug therapy review for a P & T Committee (your institution or State Medicaid)
4. Develop Pharmaceutical Care Plan
 - a. Develop proficiency in providing pharmaceutical care plans for a disorder that is not covered or emphasized in the WPPD program.
5. Written/Verbal Communication
 - a. Prepare and deliver a verbal presentation at a regional, state, or national professional meeting.
 - b. Write a review article on a pharmacy topic and submit it for publication in a professional journal.
 - c. Prepare a written document summarizing data that you statistically analyzed using statistical software. The data can be that obtained from another individual for the purpose of learning how to use the statistical software.
6. Monitoring for Endpoints
 - a. Develop new skills in establishing and monitoring for Endpoints for a disorder that is not covered or emphasized in the WPPD program.
7. Pharmacokinetic Monitoring
 - a. Evaluate the accuracy of your pharmacokinetic dosing skills in managing a unique cohort patients receiving medications that have a narrow therapeutic range and that you have no prior experience with. Based on the results, identify strategies to improve your dosing skills.
8. Patient Education and Counseling
 - a. Develop manual, audiovisual and/or computerized patient education resources for use at your institution or community pharmacy practice.
9. Systems Management to Improve Therapeutic Outcomes
 - a. Develop drug use evaluation criteria and/or indicators based on analysis of literature.
 - b. Collect data for a drug utilization review and summarize the results.
 - c. Compile and evaluate data that will enable you to review a therapeutic/generic drug class of drugs for formulary consideration.
 - d. Review recent medication errors at your institution/community practice and recommend strategies to avoid future misadventures.
 - e. Develop a clinical pathway, clinical practice guideline, or disease management protocol for use in your practice setting.
10. Public Health
 - a. Conduct a community screening session and summarize the number of patients screened and the number who were referred for medical work up.
 - b. Become certified to administer immunizations and immunize patients
 - c. Volunteer at your local or regional poison control center and summarize the cases you encountered during your experience.
 - d. Participate in a mission trip where you will have opportunity to solve public health problems in underserved parts of the country or world.
 - e. Identify a professional or governmental organization that is working on bioterrorism prevention and assist in an initiative that they are accomplishing.
 - f. Develop and conduct a community educational program for either children, young adults, or elderly citizens that will promote wellness.
11. Others as identified by the student and approved by the Regional Director.

CPA 33 Continuous Professional Development (CPD)

Outline for Your Personal Learning Plan

Reflect: What personal learning needs do you have in order to improve your practice/career? Are there any needs that your organization (e.g., hospital, community pharmacy, drug industry, home health care service) has that you could help accomplish by developing your own personal learning?

Reflect on your daily practice activities....what knowledge, skills, or abilities do you wish you had so you could be a better practitioner? If you work in drug industry, what knowledge, skills or abilities would enable you to achieve the next step in your career goals?

Note: You will be gaining a lot of knowledge about a variety of disorders as you progress across the WPPD curriculum, so the primary focus should be on expanding your abilities in one of the following WPPD Experiential Outcomes:

1. Work in Inter-health professional teams
2. Patient Assessment
3. Drug therapy Review
4. Develop Pharmaceutical Care Plan
5. Written/Verbal Communication
6. Monitoring for Endpoints
7. Pharmacokinetic Monitoring
8. Patient Education and Counseling
9. Systems Management to Improve Therapeutic Outcomes
10. Public Health

The above outcomes are defined in the Introduction section of this manual. Review that section as you are linking your learning needs to an outcome.

Describe in 2-3 sentences, what you would like to accomplish during this CPA to enhance your professional development.

List the WPPD Outcome that your Learning Need Relates to (See list of 10 outcomes above):

Plan: Learning Goals:

Write 3-5 learning goals that you would like to accomplish during this CPA. Remember, these should be written statements that communicate what you would like to accomplish. At least one of your goals must require you to "Show How" or actually "Do" a practice activity show you can perform what you have learned in your daily practice. Such goals will use verbs such as "Demonstrate", "Perform," or "Develop." (See the foundations course materials for assistance in writing goals). **Remember:** Each goal should be a written statement that is **SMART** - **S**pecific, **M**easurable, **A**chievable within a semester, **R**elevant to your learning needs, and **T**ime-based (e.g., defines duration you will give yourself for completing the goal; by week 1 you will accomplish goal 1 and by week 3 goal 4). List your goals in Table I that is on the following page.

Learning Activities: In Table I, list learning activities for accomplishing each objective. These learning activities can include both structured programs (e.g., CE programs) and informal activities such as discussions with colleagues, job shadowing, interest group meetings, peer reviews. You may want to visit ACPE’s PLAN Network to identify learning resources that will give provide you basic knowledge that will prepare you to “Perform” or “Demonstrate”: <http://www.acpe-accredit.org/pharmacists/programs.asp>

The following learning activities are appropriate if your learning objective involves gaining or applying knowledge (e.g., Knows or Knows How):

1. Read references and literature.
2. View video presentations.
3. Attend a seminar or presentation.
4. Complete a computer-based learning module.

The following learning activities are appropriate if your learning objective involves demonstrating or actually performing a practice activity (e.g., Shows How or Does”:

1. Demonstrate performing a patient care activity in the presence of the preceptor.
2. Complete a project that involves applying what you have learned in your daily practice.

ASSESSMENT CRITERIA: For each goal, list assessment criteria that both you and your preceptor can use to certify that you successfully achieve what you intend to learn. You may want to review the Performance Criteria for CPAs 1 – 10 to get ideas for how to write criteria and what criteria you may want to include.

Table I. Learning Activities

GOAL	LEARNING ACTIVITY/ACTIVITIES	ASSESSMENT CRITERIA

STOP: Please make sure that you have your preceptor approve your reflection and plan before implementing your plan!! If you do not get your plan approved, you will not receive credit for completing the CPA.

Preceptor Certification That Plan Was Approved Before Being Implemented

I have reviewed the student’s personal goals and learning plan outlined in this document. At least one personal goal will require the student to demonstrate or perform a new task/activity in practice (e.g., this is not something the student has previously learned and it requires more than just acquisition of knowledge). The learning activities are appropriate for the stated goals. The student had the goals and learning activities approved by me prior to implementing the learning activities.

Preceptor Signature

Date

Print Name

Initials

Student Name:

UFL ID#

ACT: Use the following section to make notes as you implement your Learning Plan. As you complete your learning, make note of new insights that you want to remember as you “demonstrate”, “perform” or “develop” in your daily practice setting!

Evaluate: When you have completed your learning activities and feel you have accomplished your learning goals, use the assessment criteria you wrote above and evaluate your own performance! In the section below, comment on several of the following items:

1. How well did you accomplish the learning goals?
2. How well did the learning activities you planned prepare you? If you could do it over again, what would you change?
3. How has completion of this CPA already impacted your daily practice?
4. If this CPA has improved patient outcomes, describe the impact on patient outcomes.

Competency Assessment Form

CPD

CPA 33

Required Preceptor Credentials

- Pharmacist
 - One or more of following credentials:
 - Pharm.D degree
 - Residency and/or Fellowship
 - Board certification
 - Other as approved by Admin Team
- Other health professionals
 - In specific situations, other health professionals may be approved for this CPA.

Practice Site Criteria

- Any general practice setting may be used.
- Patients may be any age and have other diseases.
- The site and setting must allow the student to achieve a task related to one of the 10 CPA competencies.

Required for Completion

- Evidence 1
- Evidence 2
- Evidence 3

Evaluation Criteria:

Learning Goals

- The student established 3-5 personal learning goals.
- At least one goal required the student to “show how” or “demonstrate” what they learned.

Learning Activities

- The student established learning activities that would help him/her successfully achieve the learning goals.
- The student successfully completed **all** learning activities.
- The student met with the preceptor and had the learning goals and learning activities approved before implementing them.

Evaluation

- The student successfully met **all** evaluation criteria and therefore, accomplished his/her personal learning goals.

Directions for Preceptor: For each item (row) select the statement that best describes the student's performance. **Initial the box with the most appropriate statement.**

Mastery	Competency	Deficiency
The student successfully completes all steps involved in continuous professional development and the student also provides evidence of how the new knowledge/skills have enhanced the student's personal practice.	The student successfully completes all steps involved in continuous professional development.	The student is unable to accomplish one or more of the following steps: 1) reflect on practice needs, 2) plan and implement learning activities to accomplish needs, and 3) document successful achievement of learning activities.

Note: The following questions must be answered

Outline at least 1 strength demonstrated by student during the CPA:

Outline at least 1 area for improvement identified during the CPA:

Student Name:

UFL ID#

CPA 33

PRECEPTOR AFFIDAVIT OF CPA COMPLETION:

I certify that I have the preceptor credentials indicated on this form and that the site/setting where the CPA was accomplished is consistent with the Practice Setting/Site Criteria.

I have compared the student's performance to the cited criteria and certify that the student has achieved the level of either competency or mastery.

Preceptor Signature

Date

Print Name

Initials

Name of Affiliated Site where CPA completed

CPA 33

FACILITATOR CERTIFICATION FOR CPA COMPLETION:

This CPA has been successfully completed according to the criteria outlined in the Competency Assessment Form. The Evidence 1b documents have been submitted to TurnItIn© and I have deemed them to be the work of this student.

Facilitator Signature

Date

Print Name

Initials

Directions Submitting CPA documentation to facilitator and Turnitin:

1. Submit Evidence 1a, 1b, and 1c, Evidence 2, and Evidence 3 to your facilitator.
2. **Submit Evidence 1b to Turnitin.**

Evidence 1:

a. **CPA 33 Competency Assessment Form.** Signed and graded with minimum score of competency by preceptor indicates that CPA was successfully completed..

b. **CPD reflect, plan, act, and evaluate sections that are original work of student. DO NOT include wording from the WPPD CPA document.** Include additional documents that provide evidence of your CPD activities. (Examples include patient cases, written documents, handouts).

c. **List of references/citations used during this CPA.** Prepare a list of references used in preparing to do this CPA and in actually completing it. Submit this list to your facilitator for review and approval.

Evidence 2:

Reflect on the following: *Explain how your evidence demonstrates this expectation.* For this evidence: Describe the step of the CPD cycle (Reflect, Plan, Act or Evaluate) that was most difficult for you to accomplish and delineate what strategies allowed you to successfully achieve this step.

Evidence 3:

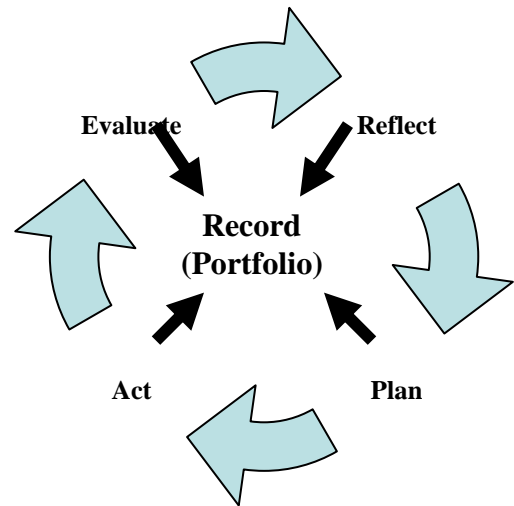
Reflect on the following: *"How have your professional abilities grown as a result of completing this evidence? Please keep your response between 150 and 350 words."* For this evidence: Describe how have you grown professionally as a result of using the CPD steps for gaining new practice skills?

CPA 34 Continuous Professional Development (CPD)

Competency: Student will design a learning experience that relates to one of the 10 Core WPPD Competencies and enables the student to enhance his/her professional development by completing an activity that will improve one's personal practice.

Expectation/Task: During this CPA, you will accomplish a practice activity that will enable you enhance your personal daily practice. You will accomplish by means of CPD which requires you to accomplish the following in a stepwise manner:

1. **Reflect:** Reflect on your daily practice and identify what you can learn to improve your personal daily practice.
2. **Plan:** Develop a plan for how you will accomplish this learning activity. You should first outline your learning objectives or what you would like to accomplish. Once this is done, you should develop an action plan for accomplishing these objectives. Your action plan may include reading, viewing resources on the web, applying your learning to improve the care of patients, applying your learning to improve your practice or industry/research-related activities, and how you will document that you have achieved your learning needs. *If one of the elective CPAs meets your personal learning needs, you may use it to guide development of your own "Plan" for this CPA.* Once you have developed a plan, you will review it with your preceptor and when it is approved, you are ready for the next step.
3. **Act:** Implement your learning plan.
4. **Evaluate:** Once you have successfully completed your learning plan, you should assess how well you accomplished the personal learning objectives you established, how appropriate your plan was for accomplishing your needs, whether the methods of learning were appropriate, how your practice as changed, and if there were improved patient outcomes describe these results.



Once you have completed the above 4 steps you are ready to continue the cycle to further develop your personal practice by again reflecting your learning needs. During the WPPD program you will have opportunity to use these 4 steps for Continuous Professional Development so that you are better prepared to maintain your competence throughout your pharmacy career.

Prerequisite: Completion of the Module on Continuous Professional Development in the Foundations in Pharmaceutical Care course.

Steps in Performing Practice Activity:

1. **Prepare for the Task.** Complete the "Reflect" Step of the CPA cycle. Identify learning objectives that you want to accomplish to enhance your personal daily practice.
2. **Identify Site Patients/Settings for Completing the Clinical Practice Activity.** Identify a preceptor with expertise in the area that you desire to gain more competence. Review with that preceptor your personal learning objectives and a rough draft of your "Plan."
3. **Use the Best-Evidence in Initiating & Completing the Clinical Practice Activity.** You should retrieve evidence-based resources that will enable you to complete your learning plan.
4. **Complete the Clinical Practice Activity.** Finalize your "Plan" and have your preceptor approve it. Once it is approved, you will complete your plan in a self-directed manner.
5. **Document Completion of the Clinical Practice Activity.** Document completion of your learning activities according to the methods you outlined in your plan.

Student Name:

UFL ID#

6. **Practice Until You Demonstrate Competency.** You will be expected to continue your practice activity until you are able to demonstrate competency to your preceptor.

Preceptor Responsibilities: All CPAs must be completed under the supervision of a preceptor. The preceptor must approve the student's learning plan before the CPA is initiated. The student's goals should result in the student actually "demonstrating" new knowledge/skills in practice. (This experience can not be just acquisition of new knowledge or observation of an activity alone.) The learning plan should allow the student to achieve his/her personal learning goals. Once the preceptor has approved the learning goals and plan, the preceptor should supervise the student as the learning activities are accomplished. Once the learning activities are completed, the preceptor is expected to meet with the student and evaluate the student's evidence that the learning activities have been completed and the therefore, the learning goals have been achieved.

Site Responsibilities: The site may be in an institutional or community/ambulatory setting. The site must be willing to let the student actively participate in learning activities outlined in the student's learning plan and if needed, allow the student to access patients.

For a list by WPPD Experiential Domain Outcome of examples of Learning Outcomes that you may accomplish as a Continuous Professional Development CPA see CPA 33.

CPA 34 Continuous Professional Development

Outline for Your Personal Learning Plan

Reflect: What personal learning needs do you have in order to improve your practice/career? Are there any needs that your organization (e.g., hospital, community pharmacy, drug industry, home health care service) has that you could help accomplish by developing your own personal learning?

Reflect on your daily practice activities...what knowledge, skills, or abilities do you wish you had so you could be a better practitioner? If you work in drug industry, what knowledge, skills or abilities would enable you to achieve the next step in your career goals?

Until the WPPD Learning Portfolio is available, document in the section below what knowledge, skills, or abilities you would like to accomplish during this CPA to become a better practitioner.

You will be gaining a lot of knowledge about a variety of disorders as you progress across the WPPD curriculum. The primary focus should be on expanding your abilities in one of the following WPPD Experiential Outcomes (these are defined in the Introduction section of the Practice Experiences Manual):

1. Work in Inter-professional healthcare teams
2. Patient Assessment
3. Drug therapy Review
4. Develop Pharmaceutical Care Plan
5. Written/Verbal Communication
6. Monitoring for Endpoints
7. Pharmacokinetic Monitoring
8. Patient Education and Counseling
9. Systems Management to Improve Therapeutic Outcomes
10. Public Health

Describe in 2-3 sentences what you would like to accomplish during this CPA to enhance your professional development.

List the WPPD Outcome that your Learning Need Relates to (See list of 10 outcomes above):

Plan: Learning Goals: Write 3-5 learning goals that you would like to accomplish during this CPA. Remember, these should be written statements that communicate what you would like to accomplish. At least one of your goals must require you to “Show How” or actually “Do” a practice activity show you can perform what you have learned in your daily practice. Such goals will use verbs such as “Demonstrate”, “Perform,” or “Develop.” (See the foundations course materials for assistance in writing goals). Each goal should be a written statement that is **SMART** - **S**pecific, **M**easurable, **A**chievable within a semester, **R**elevant to your learning needs, and **T**ime-based (e.g., defines duration you will give yourself for completing the goal; by week 1 you will accomplish goal 1 and by week 3 goal 4). List goals in Table I.

Learning Activities: In Table I, list learning activities for accomplishing each objective. These learning activities can include both structured programs (e.g., CE programs) and informal activities such as discussions with colleagues, job shadowing, interest group meetings, peer reviews. You may want to visit ACPE’s PLAN Network to identify learning resources that will give provide you basic knowledge that will prepare you to “Perform” or “Demonstrate”: <http://www.acpe-accredit.org/pharmacists/programs.asp>

The following learning activities are appropriate if your learning objective involves gaining or applying knowledge (e.g., Knows or Knows How):

1. Read references and literature.
2. View video presentations.
3. Attend a seminar or presentation.
4. Complete a computer-based learning module.

The following learning activities are appropriate if your learning objective involves demonstrating or actually performing a practice activity (e.g., Shows How or Does”:

1. Demonstrate performing a patient care activity in the presence of the preceptor.
2. Complete a project that involves applying what you have learned in your daily practice.

ASSESSMENT CRITERIA: For each goal, list assessment criteria that both you and your preceptor can use to certify that you successfully achieve what you intend to learn. You may want to review the Performance Criteria for CPAs 1 – 10 to get ideas for how to write criteria and what criteria you may want to include.

Table I. Learning Activities:

GOAL	LEARNING ACTIVITY/ACTIVITIES	ASSESSMENT CRITERIA

STOP: Preceptor must approve your reflection and plan before beginning the activity. If you do not get your plan approved, you will not receive credit for completing the CPA.

Preceptor Certification That Plan Was Approved Before Being Implemented

I have reviewed the student’s personal goals and learning plan outlined in this document. At least one personal goal will require the student to demonstrate or perform a new task/activity in practice (e.g., a new experience that requires more than just acquisition of knowledge). The learning activities are appropriate for the stated goals. The goals and learning activities were approved by me prior to implementing the learning activities.

Preceptor Signature

Date

Print Name / Degree

Preceptor initials

Student Name:

UFL ID#

Act: Use the following section to make notes as you implement your Learning Plan. As you complete your learning, make note of new insights that you want to remember as you “demonstrate”, “perform” or “develop” in your daily practice setting!

Evaluate: When you have completed your learning activities and feel you have accomplished your learning goals, use the assessment criteria you wrote above and evaluate your own performance! In the section below, comment on several of the following items:

1. How well did you accomplish the learning goals?
2. How well did the learning activities you planned prepare you? If you could do it over again, what would you change?
3. How has completion of this CPA already impacted your daily practice?
4. If this CPA has improved patient outcomes, describe the impact on patient outcomes.

Competency Assessment Form

CPD

CPA 34

Date:

Required Preceptor Credentials

Pharmacist

- One or more of following credentials:
 - Pharm.D degree
 - Residency and/or Fellowship
 - Board certification
 - Other as approved by Admin Team

Other health professionals

- In specific situations, other health professionals may be approved for this CPA. The student must contact the regional director for approval. Submit a description of you proposed learning goal and learning activities with this request.

Practice Site Criteria

- Any general practice setting may be used.
- Patients may be any age and have other diseases.
- The site and setting must allow the student to achieve a task related to one of the 10 CPA competencies.

Required Documentation

- Evidence 1
- Evidence 2
- Evidence 3

Evaluation Criteria: All must be checked for the CPA to be approved.

Learning Goals

- The student established 3-5 personal learning goals.
- At least one goal required the student to “show how” or “demonstrate” what they learned.

Learning Activities

- The student established learning activities that would help him/her successfully achieve the learning goals.
- The student successfully completed **all** learning activities.
- The student met with the preceptor and had the learning goals and learning activities approved before implementing them.

Evaluation

- The student successfully met **all** evaluation criteria and therefore, accomplished his/her personal learning goals.

Directions for Preceptor: For each item (row) select the statement that best describes the student’s performance. **Initial the box with the most appropriate statement.**

Mastery	Competency	Deficiency
The student successfully completes all steps involved in continuous professional development and the student also provides evidence of how the new knowledge/skills have enhanced the student’s personal practice.	The student successfully completes all steps involved in continuous professional development.	The student is unable to accomplish one or more of the following steps: 1) reflect on practice needs, 2) plan and implement learning activities to accomplish needs, and 3) document successful achievement of learning activities.

Note: The following must be answered by the preceptor:

Outline at least 1 strength demonstrated by the student during the CPA:

Outline at least 1 area for improvement identified for the student during this CPA:

Student Name:

UFL ID#

CPA 34

PRECEPTOR AFFIDAVIT OF CPA COMPLETION

I certify that I have the preceptor credentials indicated on this form and that the site/setting where the CPA was accomplished is consistent with the Practice Setting/Site Criteria.

I have previously approved the student's learning plan (personal learning goals and learning activities) and signed the appropriate section of this document.

I have compared the student's performance to the cited criteria and certify that the student has achieved the level of either competency, or mastery.

Approved Preceptor Signature

Date

Print Name/Degree

Preceptor initials

Name of Affiliated Site where CPA completed

CPA 34

FACILITATOR CERTIFICATION OF CPA COMPLETION

This CPA has been successfully completed according to the criteria outlined in the Competency Assessment Form. The preceptor is approved by UFL and WPPD Program and the practice site has a signed affiliation agreement. The Evidence documents with an asterisk have been submitted to TurnItin© and I have deemed them to be the work of this student.

Facilitator Signature

Date

Print name

Facilitator initials

Directions Submitting CPA documentation to facilitator and Turnitin:

1. Submit Evidence 1a, 1b, and 1c, Evidence 2, and Evidence 3 to your facilitator.
2. Submit Evidence 1b to Turnitin.

Evidence 1:

- a. **CPA 34 Competency Assessment Form.** Signed and graded with minimum score of competency by preceptor indicates that CPA was successfully completed.
- b. **CPD reflect, plan, act, and evaluate sections that are original work of student. DO NOT include wording from the WPPD CPA document.** Include additional documents that provide evidence of your CPD activities. (Examples include patient cases, written documents, handouts).
- c. **List of references/citations used during this CPA.** Prepare a list of references used in preparing to do this CPA and in actually completing it. Submit this list to your facilitator for review and approval.

Evidence 2:

Reflect on the following: *Explain how your evidence demonstrates this expectation.* For this evidence: Describe the step of the CPD cycle (Reflect, Plan, Act or Evaluate) that was most difficult for you to accomplish and delineate what strategies allowed you to successfully achieve this step.

Evidence 3:

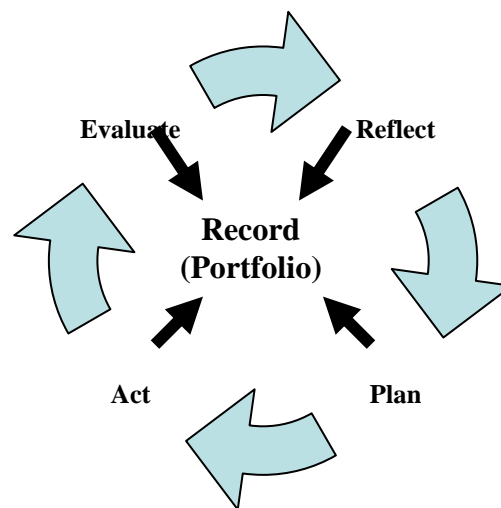
Reflect on the following: *"How have your professional abilities grown as a result of completing this evidence? Please keep your response between 150 and 350 words."* For this evidence: Describe how have you grown professionally as a result of using the CPD steps for gaining new practice skills?

CPA 35 Continuous Professional Development (CPD)

Competency: Student will design a learning experience that relates to one of the 10 Core WPPD Competencies and enables the student to enhance his/her professional development by completing an activity that will improve one's personal practice.

Expectation/Task: During this CPA, you will accomplish a practice activity that will enable you enhance your personal daily practice. You will accomplish by means of CPD which requires you to accomplish the following in a stepwise manner:

1. **Reflect:** Reflect on your daily practice and identify what you can learn to improve your personal daily practice.
2. **Plan:** Develop a plan for how you will accomplish this learning activity. You should first outline your learning objectives or what you would like to accomplish. Once this is done, you should develop an action plan for accomplishing these objectives. Your action plan may include reading, viewing resources on the web, applying your learning to improve the care of patients, applying your learning to improve your practice or industry/research-related activities, and how you will document that you have achieved your learning needs. *If one of the elective CPAs meets your personal learning needs, you may use it to guide development of your own "Plan" for this CPA.* Once you have developed a plan, you will review it with your preceptor and when it is approved, you are ready for the next step.
3. **Act:** Implement your learning plan.
4. **Evaluate:** Once you have successfully completed your learning plan, you should assess how well you accomplished the personal learning objectives you established, how appropriate your plan was for accomplishing your needs, whether the methods of learning were appropriate, how your practice as changed, and if there were improved patient outcomes describe these results.



Once you have completed the above 4 steps you are ready to continue the cycle to further develop your personal practice by again reflecting your learning needs. During the WPPD program you will have opportunity to use these 4 steps for Continuous Professional Development so that you are better prepared to maintain your competence throughout your pharmacy career.

Prerequisite: Completion of the Module on Continuous Professional Development in the Foundations in Pharmaceutical Care course.

Steps in Performing Practice Activity:

1. **Prepare for the Task.** Complete the "Reflect" Step of the CPA cycle. Identify learning objectives that you want to accomplish to enhance your personal daily practice.
2. **Identify Site Patients/Settings for Completing the Clinical Practice Activity.** Identify a preceptor with expertise in the area that you desire to gain more competence. Review with that preceptor your personal learning objectives and a rough draft of your "Plan."
3. **Use the Best-Evidence in Initiating & Completing the Clinical Practice Activity.** You should retrieve evidence-based resources that will enable you to complete your learning plan.
4. **Complete the Clinical Practice Activity.** Finalize your "Plan" and have your preceptor approve it. Once it is approved, you will complete your plan in a self-directed manner.
5. **Document Completion of the Clinical Practice Activity.** Document completion of your learning activities according to the methods you outlined in your plan.

Student Name:

UFL ID#

6. **Practice Until You Demonstrate Competency.** You will be expected to continue your practice activity until you are able to demonstrate competency to your preceptor.

Preceptor Responsibilities: All CPAs must be completed under the supervision of a preceptor. The preceptor must approve the student's learning plan before the CPA is initiated. The student's goals should result in the student actually "demonstrating" new knowledge/skills in practice. (This experience can not be just acquisition of new knowledge or observation of an activity alone.) The learning plan should allow the student to achieve his/her personal learning goals. Once the preceptor has approved the learning goals and plan, the preceptor should supervise the student as the learning activities are accomplished. Once the learning activities are completed, the preceptor is expected to meet with the student and evaluate the student's evidence that the learning activities have been completed and the therefore, the learning goals have been achieved.

Site Responsibilities: The site may be in an institutional or community/ambulatory setting. The site must be willing to let the student actively participate in learning activities outlined in the student's learning plan and if needed, allow the student to access patients.

For a list by WPPD Experiential Domain Outcome of examples of Learning Outcomes that you may accomplish as a Continuous Professional Development CPA see CPA 33.

CPA 35 Continuous Professional Development (CPD)

Outline for Your Personal Learning Plan

Reflect: What personal learning needs do you have in order to improve your practice/career? Are there any needs that your organization (e.g., hospital, community pharmacy, drug industry, home health care service) has that you could help accomplish by developing your own personal learning?

Reflect on your daily practice activities...what knowledge, skills, or abilities do you wish you had so you could be a better practitioner? If you work in drug industry, what knowledge, skills or abilities would enable you to achieve the next step in your career goals?

Until the WPPD Learning Portfolio is available, document in the section below what knowledge, skills, or abilities you would like to accomplish during this CPA to become a better practitioner.

You will be gaining a lot of knowledge about a variety of disorders as you progress across the WPPD curriculum. The primary focus should be on expanding your abilities in one of the following WPPD Experiential Outcomes (these are defined in the Introduction section of the Practice Experiences Manual):

1. Work in Inter-professional healthcare teams
2. Patient Assessment
3. Drug therapy Review
4. Develop Pharmaceutical Care Plan
5. Written/Verbal Communication
6. Monitoring for Endpoints
7. Pharmacokinetic Monitoring
8. Patient Education and Counseling
9. Systems Management to Improve Therapeutic Outcomes
10. Public Health

Describe in 2-3 sentences what you would like to accomplish during this CPA to enhance your professional development.

List the WPPD Outcome that your Learning Need Relates to (See list of 10 outcomes above):

Plan: Learning Goals: Write 3-5 learning goals that you would like to accomplish during this CPA. Remember, these should be written statements that communicate what you would like to accomplish. At least one of your goals must require you to “Show How” or actually “Do” a practice activity show you can perform what you have learned in your daily practice. Such goals will use verbs such as “Demonstrate”, “Perform,” or “Develop.” (See the foundations course materials for assistance in writing goals). Each goal should be a written statement that is **SMART** - **S**pecific, **M**easurable, **A**chievable within a semester, **R**elevant to your learning needs, and **T**ime-based (e.g., defines duration you will give yourself for completing the goal; by week 1 you will accomplish goal 1 and by week 3 goal 4). List goals in Table I.

Learning Activities: In Table I, list learning activities for accomplishing each objective. These learning activities can include both structured programs (e.g., CE programs) and informal activities such as discussions with colleagues, job shadowing, interest group meetings, peer reviews. You may want to visit ACPE’s PLAN Network to identify learning resources that will give provide you basic knowledge that will prepare you to “Perform” or “Demonstrate”: <http://www.acpe-accredit.org/pharmacists/programs.asp>

The following learning activities are appropriate if your learning objective involves gaining or applying knowledge (e.g., Knows or Knows How):

1. Read references and literature.
2. View video presentations.
3. Attend a seminar or presentation.
4. Complete a computer-based learning module.

The following learning activities are appropriate if your learning objective involves demonstrating or actually performing a practice activity (e.g., Shows How or Does”:

1. Demonstrate performing a patient care activity in the presence of the preceptor.
2. Complete a project that involves applying what you have learned in your daily practice.

ASSESSMENT CRITERIA: For each goal, list assessment criteria that both you and your preceptor can use to certify that you successfully achieve what you intend to learn. You may want to review the Performance Criteria for CPAs 1 – 10 to get ideas for how to write criteria and what criteria you may want to include.

Table I. Learning Activities:

GOAL	LEARNING ACTIVITY/ACTIVITIES	ASSESSMENT CRITERIA

STOP: Preceptor must approve your reflection and plan before beginning the activity. If you do not get your plan approved, you will not receive credit for completing the CPA.

Preceptor Certification That Plan Was Approved Before Being Implemented

I have reviewed the student’s personal goals and learning plan outlined in this document. At least one personal goal will require the student to demonstrate or perform a new task/activity in practice (e.g., a new experience that requires more than just acquisition of knowledge). The learning activities are appropriate for the stated goals. The goals and learning activities were approved by me prior to implementing the learning activities.

Preceptor Signature

Date

Print Name / Degree

Preceptor initials

Student Name:

UFL ID#

Act: Use the following section to make notes as you implement your Learning Plan. As you complete your learning, make note of new insights that you want to remember as you “demonstrate”, “perform” or “develop” in your daily practice setting!

Evaluate: When you have completed your learning activities and feel you have accomplished your learning goals, use the assessment criteria you wrote above and evaluate your own performance! In the section below, comment on several of the following items:

1. How well did you accomplish the learning goals?
2. How well did the learning activities you planned prepare you? If you could do it over again, what would you change?
3. How has completion of this CPA already impacted your daily practice?
4. If this CPA has improved patient outcomes, describe the impact on patient outcomes.

Competency Assessment Form

CPD

CPA 35

Date:

Required Preceptor Credentials

- Pharmacist
 - One or more of following credentials:
 - Pharm.D degree
 - Residency and/or Fellowship
 - Board certification
 - Other as approved by Admin Team
- Other health professionals
 - In specific situations, other health professionals may be approved for this CPA. The student must contact the regional director for approval. Submit a description of you proposed learning goal and learning activities with this request.

Practice Site Criteria

- Any general practice setting may be used.
- Patients may be any age and have other diseases.
- The site and setting must allow the student to achieve a task related to one of the 10 CPA competencies.

Required Documentation

- Evidence 1
- Evidence 2
- Evidence 3

Evaluation Criteria: All must be checked for the CPA to be approved.

Learning Goals

- The student established 3-5 personal learning goals.
- At least one goal required the student to “show how” or “demonstrate” what they learned.

Learning Activities

- The student established learning activities that would help him/her successfully achieve the learning goals.
- The student successfully completed **all** learning activities.
- The student met with the preceptor and had the learning goals and learning activities approved before implementing them.

Evaluation

- The student successfully met **all** evaluation criteria and therefore, accomplished his/her personal learning goals.

Directions for Preceptor: For each item (row) select the statement that best describes the student’s performance. **Initial the box with the most appropriate statement.**

Mastery	Competency	Deficiency
The student successfully completes all steps involved in continuous professional development and the student also provides evidence of how the new knowledge/skills have enhanced the student’s personal practice.	The student successfully completes all steps involved in continuous professional development.	The student is unable to accomplish one or more of the following steps: 1) reflect on practice needs, 2) plan and implement learning activities to accomplish needs, and 3) document successful achievement of learning activities.

Note: The following must be answered by the preceptor:

Outline at least 1 strength demonstrated by the student during the CPA:

Outline at least 1 area for improvement identified for the student during this CPA:

Student Name:

UFL ID#

CPA 35

PRECEPTOR AFFIDAVIT OF CPA COMPLETION

I certify that I have the preceptor credentials indicated on this form and that the site/setting where the CPA was accomplished is consistent with the Practice Setting/Site Criteria.

I have previously approved the student's learning plan (personal learning goals and learning activities) and signed the appropriate section of this document.

I have compared the student's performance to the cited criteria and certify that the student has achieved the level of either competency, or mastery.

Approved Preceptor Signature

Date

Print Name/Degree

Preceptor initials

Name of Affiliated Site where CPA completed

CPA 35

FACILITATOR CERTIFICATION OF CPA COMPLETION

This CPA has been successfully completed according to the criteria outlined in the Competency Assessment Form. The preceptor is approved by UFL and WPPD Program and the practice site has a signed affiliation agreement. The Evidence documents with an asterisk have been submitted to TurnItIn and I have deemed them to be the work of this student.

Facilitator Signature

Date

Print name

Facilitator initials

Directions Submitting CPA documentation to facilitator and Turnitin:

1. Submit Evidence 1a, 1b, and 1c, Evidence 2, and Evidence 3 to your facilitator.
2. Submit Evidence 1b to Turnitin.

Evidence 1:

- a. **CPA 35 Competency Assessment Form.** Signed and graded with minimum score of competency by preceptor indicates that CPA was successfully completed.
- b. **CPD reflect, plan, act, and evaluate sections that are original work of student. DO NOT include wording from the WPPD CPA document.** Include additional documents that provide evidence of your CPD activities. (Examples include patient cases, written documents, handouts).
- c. **List of references/citations used during this CPA.** Prepare a list of references used in preparing to do this CPA and in actually completing it. Submit this list to your facilitator for review and approval.

Evidence 2:

Reflect on the following: *Explain how your evidence demonstrates this expectation.* For this evidence: Describe the step of the CPD cycle (Reflect, Plan, Act or Evaluate) that was most difficult for you to accomplish and delineate what strategies allowed you to successfully achieve this step.

Evidence 3:

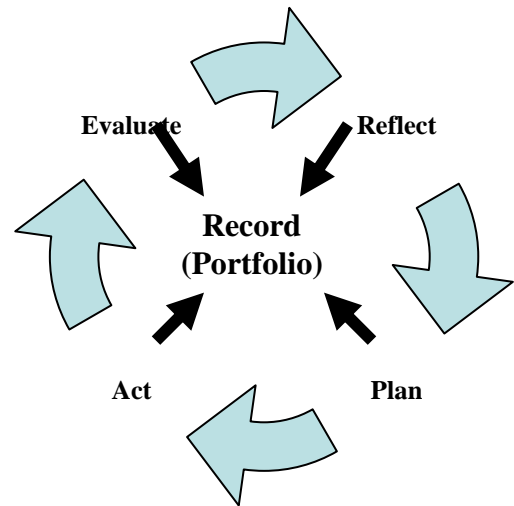
Reflect on the following: *"How have your professional abilities grown as a result of completing this evidence? Please keep your response between 150 and 350 words."* For this evidence: Describe how have you grown professionally as a result of using the CPD steps for gaining new practice skills?

CPA 36 Continuous Professional Development (CPD)

Competency: Student will design a learning experience that relates to one of the 10 Core WPPD Competencies and enables the student to enhance his/her professional development by completing an activity that will improve one's personal practice.

Expectation/Task: During this CPA, you will accomplish a practice activity that will enable you enhance your personal daily practice. You will accomplish by means of CPD which requires you to accomplish the following in a stepwise manner:

1. **Reflect:** Reflect on your daily practice and identify what you can learn to improve your personal daily practice.
2. **Plan:** Develop a plan for how you will accomplish this learning activity. You should first outline your learning objectives or what you would like to accomplish. Once this is done, you should develop an action plan for accomplishing these objectives. Your action plan may include reading, viewing resources on the web, applying your learning to improve the care of patients, applying your learning to improve your practice or industry/research-related activities, and how you will document that you have achieved your learning needs. *If one of the elective CPAs meets your personal learning needs, you may use it to guide development of your own "Plan" for this CPA.* Once you have developed a plan, you will review it with your preceptor and when it is approved, you are ready for the next step.
3. **Act:** Implement your learning plan.
4. **Evaluate:** Once you have successfully completed your learning plan, you should assess how well you accomplished the personal learning objectives you established, how appropriate your plan was for accomplishing your needs, whether the methods of learning were appropriate, how your practice as changed, and if there were improved patient outcomes describe these results.



Once you have completed the above 4 steps you are ready to continue the cycle to further develop your personal practice by again reflecting your learning needs. During the WPPD program you will have opportunity to use these 4 steps for Continuous Professional Development so that you are better prepared to maintain your competence throughout your pharmacy career.

Prerequisite: Completion of the Module on Continuous Professional Development in the Foundations in Pharmaceutical Care course.

Steps in Performing Practice Activity:

1. **Prepare for the Task.** Complete the "Reflect" Step of the CPA cycle. Identify learning objectives that you want to accomplish to enhance your personal daily practice.
2. **Identify Site Patients/Settings for Completing the Clinical Practice Activity.** Identify a preceptor with expertise in the area that you desire to gain more competence. Review with that preceptor your personal learning objectives and a rough draft of your "Plan."
3. **Use the Best-Evidence in Initiating & Completing the Clinical Practice Activity.** You should retrieve evidence-based resources that will enable you to complete your learning plan.
4. **Complete the Clinical Practice Activity.** Finalize your "Plan" and have your preceptor approve it. Once it is approved, you will complete your plan in a self-directed manner.
5. **Document Completion of the Clinical Practice Activity.** Document completion of your learning activities according to the methods you outlined in your plan.

Student Name:

UFL ID#

6. **Practice Until You Demonstrate Competency.** You will be expected to continue your practice activity until you are able to demonstrate competency to your preceptor.

Preceptor Responsibilities: All CPAs must be completed under the supervision of a preceptor. The preceptor must approve the student's learning plan before the CPA is initiated. The student's goals should result in the student actually "demonstrating" new knowledge/skills in practice. (This experience can not be just acquisition of new knowledge or observation of an activity alone.) The learning plan should allow the student to achieve his/her personal learning goals. Once the preceptor has approved the learning goals and plan, the preceptor should supervise the student as the learning activities are accomplished. Once the learning activities are completed, the preceptor is expected to meet with the student and evaluate the student's evidence that the learning activities have been completed and the therefore, the learning goals have been achieved.

Site Responsibilities: The site may be in an institutional or community/ambulatory setting. The site must be willing to let the student actively participate in learning activities outlined in the student's learning plan and if needed, allow the student to access patients.

For a list by WPPD Experiential Domain Outcome of examples of Learning Outcomes that you may accomplish as a Continuous Professional Development CPA see CPA 33.

CPA 36 Continuous Professional Development

Outline for Your Personal Learning Plan

Reflect: What personal learning needs do you have in order to improve your practice/career? Are there any needs that your organization (e.g., hospital, community pharmacy, drug industry, home health care service) has that you could help accomplish by developing your own personal learning?

Reflect on your daily practice activities...what knowledge, skills, or abilities do you wish you had so you could be a better practitioner? If you work in drug industry, what knowledge, skills or abilities would enable you to achieve the next step in your career goals?

Until the WPPD Learning Portfolio is available, document in the section below what knowledge, skills, or abilities you would like to accomplish during this CPA to become a better practitioner.

You will be gaining a lot of knowledge about a variety of disorders as you progress across the WPPD curriculum. The primary focus should be on expanding your abilities in one of the following WPPD Experiential Outcomes (these are defined in the Introduction section of the Practice Experiences Manual):

1. Work in Inter-professional healthcare teams
2. Patient Assessment
3. Drug therapy Review
4. Develop Pharmaceutical Care Plan
5. Written/Verbal Communication
6. Monitoring for Endpoints
7. Pharmacokinetic Monitoring
8. Patient Education and Counseling
9. Systems Management to Improve Therapeutic Outcomes
10. Public Health

Describe in 2-3 sentences what you would like to accomplish during this CPA to enhance your professional development.

List the WPPD Outcome that your Learning Need Relates to (See list of 10 outcomes above):

Plan: Learning Goals: Write 3-5 learning goals that you would like to accomplish during this CPA. Remember, these should be written statements that communicate what you would like to accomplish. At least one of your goals must require you to “Show How” or actually “Do” a practice activity show you can perform what you have learned in your daily practice. Such goals will use verbs such as “Demonstrate”, “Perform,” or “Develop.” (See the foundations course materials for assistance in writing goals). Each goal should be a written statement that is **SMART** - **S**pecific, **M**easurable, **A**chievable within a semester, **R**elevant to your learning needs, and **T**ime-based (e.g., defines duration you will give yourself for completing the goal; by week 1 you will accomplish goal 1 and by week 3 goal 4). List goals in Table I.

Learning Activities: In Table I, list learning activities for accomplishing each objective. These learning activities can include both structured programs (e.g., CE programs) and informal activities such as discussions with colleagues, job shadowing, interest group meetings, peer reviews. You may want to visit ACPE’s PLAN Network to identify learning resources that will give provide you basic knowledge that will prepare you to “Perform” or “Demonstrate”: <http://www.acpe-accredit.org/pharmacists/programs.asp>

The following learning activities are appropriate if your learning objective involves gaining or applying knowledge (e.g., Knows or Knows How):

1. Read references and literature.
2. View video presentations.
3. Attend a seminar or presentation.
4. Complete a computer-based learning module.

The following learning activities are appropriate if your learning objective involves demonstrating or actually performing a practice activity (e.g., Shows How or Does”:

1. Demonstrate performing a patient care activity in the presence of the preceptor.
2. Complete a project that involves applying what you have learned in your daily practice.

ASSESSMENT CRITERIA: For each goal, list assessment criteria that both you and your preceptor can use to certify that you successfully achieve what you intend to learn. You may want to review the Performance Criteria for CPAs 1 – 10 to get ideas for how to write criteria and what criteria you may want to include.

Table I. Learning Activities:

GOAL	LEARNING ACTIVITY/ACTIVITIES	ASSESSMENT CRITERIA

STOP: Preceptor must approve your reflection and plan before beginning the activity. If you do not get your plan approved, you will not receive credit for completing the CPA.

Preceptor Certification That Plan Was Approved Before Being Implemented

I have reviewed the student’s personal goals and learning plan outlined in this document. At least one personal goal will require the student to demonstrate or perform a new task/activity in practice (e.g., a new experience that requires more than just acquisition of knowledge). The learning activities are appropriate for the stated goals. The goals and learning activities were approved by me prior to implementing the learning activities.

Preceptor Signature

Date

Print Name / Degree

Preceptor initials

Student Name:

UFL ID#

Act: Use the following section to make notes as you implement your Learning Plan. As you complete your learning, make note of new insights that you want to remember as you “demonstrate”, “perform” or “develop” in your daily practice setting!

Evaluate: When you have completed your learning activities and feel you have accomplished your learning goals, use the assessment criteria you wrote above and evaluate your own performance! In the section below, comment on several of the following items:

1. How well did you accomplish the learning goals?
2. How well did the learning activities you planned prepare you? If you could do it over again, what would you change?
3. How has completion of this CPA already impacted your daily practice?
4. If this CPA has improved patient outcomes, describe the impact on patient outcomes.

Competency Assessment Form

CPD

CPA 36

Date:

Required Preceptor Credentials

Pharmacist

- One or more of following credentials:
 - Pharm.D degree
 - Residency and/or Fellowship
 - Board certification
 - Other as approved by Admin Team

Other health professionals

- In specific situations, other health professionals may be approved for this CPA. The student must contact the regional director for approval. Submit a description of you proposed learning goal and learning activities with this request.

Practice Site Criteria

- Any general practice setting may be used.
- Patients may be any age and have other diseases.
- The site and setting must allow the student to achieve a task related to one of the 10 CPA competencies.

Required Documentation

- Evidence 1
- Evidence 2
- Evidence 3

Evaluation Criteria: All must be checked for the CPA to be approved.

Learning Goals

- The student established 3-5 personal learning goals.
- At least one goal required the student to “show how” or “demonstrate” what they learned.

Learning Activities

- The student established learning activities that would help him/her successfully achieve the learning goals.
- The student successfully completed **all** learning activities.
- The student met with the preceptor and had the learning goals and learning activities approved before implementing them.

Evaluation

- The student successfully met **all** evaluation criteria and therefore, accomplished his/her personal learning goals.

Directions for Preceptor: For each item (row) select the statement that best describes the student’s performance. **Initial the box with the most appropriate statement.**

Mastery	Competency	Deficiency
The student successfully completes all steps involved in continuous professional development and the student also provides evidence of how the new knowledge/skills have enhanced the student’s personal practice.	The student successfully completes all steps involved in continuous professional development.	The student is unable to accomplish one or more of the following steps: 1) reflect on practice needs, 2) plan and implement learning activities to accomplish needs, and 3) document successful achievement of learning activities.

Note: The following must be answered by the preceptor:

Outline at least 1 strength demonstrated by the student during the CPA:

Outline at least 1 area for improvement identified for the student during this CPA:

Student Name:

UFL ID#

CPA 36

PRECEPTOR AFFIDAVIT OF CPA COMPLETION

I certify that I have the preceptor credentials indicated on this form and that the site/setting where the CPA was accomplished is consistent with the Practice Setting/Site Criteria.

I have previously approved the student's learning plan (personal learning goals and learning activities) and signed the appropriate section of this document.

I have compared the student's performance to the cited criteria and certify that the student has achieved the level of either competency, or mastery.

Approved Preceptor Signature

Date

Print Name/Degree

Preceptor initials

Name of Affiliated Site where CPA completed

CPA 36

FACILITATOR CERTIFICATION OF CPA COMPLETION

This CPA has been successfully completed according to the criteria outlined in the Competency Assessment Form. The preceptor is approved by UFL and WPPD Program and the practice site has a signed affiliation agreement. The Evidence documents with an asterisk have been submitted to Turnitin and I have deemed them to be the work of this student.

Facilitator Signature

Date

Print name

Facilitator initials

Directions Submitting CPA documentation to facilitator and Turnitin:

3. Submit Evidence 1a, 1b, and 1c, Evidence 2, and Evidence 3 to your facilitator.
4. Submit Evidence 1b to Turnitin.

Evidence 1:

- a. **CPA 36 Competency Assessment Form.** Signed and graded with minimum score of competency by preceptor indicates that CPA was successfully completed.
- b. **CPD reflect, plan, act, and evaluate sections that are original work of student. DO NOT include wording from the WPPD CPA document.** Include additional documents that provide evidence of your CPD activities. (Examples include patient cases, written documents, handouts).
- c. **List of references/citations used during this CPA.** Prepare a list of references used in preparing to do this CPA and in actually completing it. Submit this list to your facilitator for review and approval.

Evidence 2:

Reflect on the following: *Explain how your evidence demonstrates this expectation.* For this evidence: Describe the step of the CPD cycle (Reflect, Plan, Act or Evaluate) that was most difficult for you to accomplish and delineate what strategies allowed you to successfully achieve this step.

Evidence 3:

Reflect on the following: *"How have your professional abilities grown as a result of completing this evidence? Please keep your response between 150 and 350 words."* For this evidence: Describe how have you grown professionally as a result of using the CPD steps for gaining new practice skills?