

PHA5164L: Professional Skills Laboratory IV

Spring 2021

1 Credit Hour – A-E Grading

This course continues the development of essential skills a pharmacist is expected to perform in daily practice. The skills emphasized during this course include gathering patient data, assessing the information to identify problems, developing an individualized care plan, implementing the care plan and monitoring and evaluating a patient. Additional skills include sterile compounding, collaborating as an interprofessional team member, safe and accurate dispensing of medications and contributing to a culture of safety and improvement. The focus is caring for patients with gastrointestinal, renal, and endocrine diseases with problems that are simple to moderate in complexity. The patient care skills and tasks taught in this course will prepare you to enter into hospital practice settings during your Hospital Introductory Pharmacy Practice Experience (HIPPE) and care for more complex patients in all settings.

Teaching Partnership Leader

Janet Schmittgen, Pharm.D.

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Office: HPNP2335

Phone: 352-273-9547

Office Hours: Please see the Canvas course site for posted office hours.

See Appendix A. for Course Directory of Faculty and Staff Contact Information.

Entrustable Professional Activities

This course will prepare you to perform the following activities which the public entrusts a Pharmacist to perform:

Patient Care Provider Domain

1. Collect information to identify a patient's medication-related problems and health-related needs.
2. Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.
3. Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.
4. Implement a care plan in collaboration with the patient, caregivers, and other health professionals.
5. Write a note that documents the findings, recommendations, and plan from a patient encounter.

Interprofessional Team Member Domain

6. Collaborate as a member of an interprofessional team.

Population Health Promoter Domain

7. Identify patients at risk for prevalent diseases in a population.

8. Minimize adverse drug events and medication errors.
9. Maximize the appropriate use of medications in a population.

Information Master Domain

11. Educate patients and professional colleagues regarding the appropriate use of medications.

Practice Manager Domain

13. Oversee the pharmacy operations for an assigned work shift.
14. Fulfill a medication order.

Course-Level Objectives

Upon completion of this course, the student will be able to:

1. Demonstrate appropriate and safe sterile compounding technique with a variety of sterile compounded medications.
2. Accurately complete calculations related to sterile compounded medications.
3. Accurately calculate the “Beyond Use Date” for sterile compounded medications and verify compounded Sterile Products.
4. Accurately verify orders in an EHR in the inpatient setting.
5. Utilize an electronic health record (EHR) to collect relevant information for a specific patient and disease state to assess appropriateness of drug therapy.
6. Perform discharge counseling.
7. Present a succinct oral patient summary and therapeutic plan recommendations to another healthcare provider.
8. Communicate with other healthcare professionals verbally and in the EHR.
9. Document patient care recommendations and interventions in the EHR.
10. Formulate a therapeutic plan, including nonpharmacological options, for patients with changing kidney function, diabetes, or who is pregnant or breastfeeding.
11. Defend a therapeutic plan in writing and verbally using guidelines and primary literature for patients at risk for or with the following disease states:
 - a. Acute kidney injury
 - b. Diabetes
 - c. Diabetic Ketoacidosis
 - d. Pregnancy/Breastfeeding
 - e. Prevention of Pregnancy
12. Counsel a patient on a therapeutic plan.
13. Apply cost-benefit, formulary, and/or epidemiology principles to medication-related decisions.
14. Follow an evidence based disease management protocol.
15. Interpret laboratory test results.
16. Find and interpret clinical evidence in the literature for using medication during pregnancy and lactation
17. Compare and contrast contraceptive options and pregnancy testing devices, including emergency contraception and contraception post-partum.
18. Critically evaluate a primary literature article and apply finding to patient cases.
19. Demonstrate attributes that promote a professional therapeutic relationship (e.g. empathy, cultural competency) when communicating with a patient and/or their family.
20. During all skills laboratory simulations and activities:
 - a. Demonstrate altruism, integrity, trustworthiness, flexibility, and respect in all interactions.
 - b. Display preparation, initiative, and accountability consistent with a commitment to excellence.
 - c. Deliver patient-centered care in a manner that is legal, ethical, and compassionate.
 - d. Recognize that one’s professionalism is constantly evaluated by others.

Course Pre-requisites

Completion of coursework in the first three semesters of the Doctor of Pharmacy program

Course Co-requisites

PHAR 5933: Sterile Compounding

PHAR 5784: Patient Care 4- GI/Renal

PHAR 5785: Patient Care 5 – Endocrine/Women’s Health/Men’s Health

Course Outline

Please routinely check your campus calendar and the Canvas course site for any messages about changes in the schedule including meeting dates/times, deadlines, and room changes.

For locations and times of lab sessions, view Appendix B Lab Location & Sessions.

Date Recommended Dates for Independent Study	Mod #	Unit Topic	Contact Hours [hr.]^a	Faculty Author	Learning Objectives Covered
<i>Week 1</i>	1	Module 1: Sterile Compounding I: Garbing and Aseptic Technique	1.0hr	Schmittgen/ Vandervoort	1,2
1/11/21	1.1	Watch: Garbing technique: Aseptic Technique Verification System Part 3 of Video (Part 3 ONLY)			
1/11/21	1.2	Watch: Aseptic technique: Aseptic Technique Verification System Part 4 Video (Part 4 ONLY)			
1/11/21		Watch: Mini-Bags: You Tube video found at: https://www.youtube.com/watch?v=OLvpKYkT_24 (Mini-Bag 3:46)			
1/11/21		Watch: Add-vantage: You Tube video found at: https://www.youtube.com/watch?v=aFoHldOybZ8 (Add-vantage 0:41)			
1/11/21		Read: Add-Vantage and Mini Bag Instructions handout			

Date Recommended Dates for Independent Study	Mod #	Unit Topic	Contact Hours [hr.] ^a	Faculty Author	Learning Objectives Covered
1/12/21	1	Skills Lab Session 1: Garbing and Aseptic Technique <ul style="list-style-type: none"> • Pre-lab quiz • Practice Garbing • Practice Sterile Compounding with Powders, Vials and Ampules • Practi-math • IV Fluid Naming 	2.0hr	Schmittgen/Vandervoort /Cook	
Week 2	2	Module 2: Sterile Compounding II: Calculations	1.0hr	Schmittgen/Vandervoort	1, 2, 3
1/18/21		Review: Calculations material from sterile compounding course			
1/18/21		Watch: Sterile Product Calculations and IV product labeling reading	0.5		
1/19/21	2	Skills Lab Session 2: <i>Sterile Compounding II: Calculations</i> <ul style="list-style-type: none"> • Pre-lab Quiz • <i>Assessment Garbing-Individual-Faciliator assessment</i> • Practice Calculations • Practice Sterile Compounding with Powders, Vials and Ampules 	2.0hr	Schmittgen/Vandervoort /Cook	1, 2, 3
Week 3	3	Module 3: Sterile Compounding III: Beyond Use Dating and Verification	1.0hr	Schmittgen/Vandervoort	1, 2, 3
1/25/21	3.1	Watch: Beyond Use Dating	0.5		
1/25/21	3.2	Review: Verification Lecture from Sterile Compounding Course			
1/25/21		Review materials from Mod 1-3 and sterile compounding course			
1/25/21		Read: Engel J, Lazar N. Guidelines for the Establishment of Appropriate Beyond Use Dating of Sterile Compounded Admixtures. Hosp Pharm. 2016 sep;51(8): 654-655. (Links to an external site.) Links to an external site.			

Date Recommended Dates for Independent Study	Mod #	Unit Topic	Contact Hours [hr.] ^a	Faculty Author	Learning Objectives Covered
1/25/21		Read: FDA and ISMP Lists of Look-Alike Drug Names with Recommended Tall Man Letters (Links to an external site.) Links to an external site.			
1/25/21		Read: ISMP Guidelines for Safe Preparation of Compounded Sterile Preparations (Links to an external site.) Links to an external site.			
1/25/21		Read: Facts about the Official "Do Not Use" List of Abbreviations (Links to an external site.) Links to an external site.			
1/26/21	3	Skills Lab Session 3: <i>Sterile Compounding III: Beyond Use Dating and Verification</i> <ul style="list-style-type: none"> • Pre-lab Quiz • <i>Calculations Assessment-Canvas Quiz</i> • Practice BUD/Verification 	2.0hr	Schmittgen/ Vandervoort /Cook	1, 2, 3
1/29/20 9:00am- 11:00am		Make-Up Lab or Remediation for Calculations, Open lab for Sterile Products Practice <i>Will be required for students who miss ANY of Modules 1-3 or who do not achieve a passing grade for any of these module assessments</i>		Schmittgen/ Vandervoort /Cook	1,2,3
Week 4	4	Module 4: Sterile Compounding IV: Individual Assessment of IV Technique	1.0hr	Schmittgen/ Vandervoort	1, 2, 3
2/01/21		Review materials from Mod 1-3 and sterile compounding course	1.0hr		
2/02/21	4	Skills Lab Module 4: <i>Sterile Compounding IV: Individual Assessment of IV Technique</i> <i>See Canvas site for assigned assessment time</i> <i>Assessment: Sterile Compounding with Powders, Vials, and Ampules-Faciliator Assessment</i> <i>Assessment: Verification/BUD-Canvas Quiz</i>	2.0hr	Schmittgen/ Vandervoort /Cook	1, 2, 3
Week 5	5	• Module 5: EHR Go: Order Verification	1.0hr	Khoury	4, 5
2/08/21	5.1	Watch: Order Verification	0.5		

Date Recommended Dates for Independent Study	Mod #	Unit Topic	Contact Hours [hr.]^a	Faculty Author	Learning Objectives Covered
2/09/21	5	Skills Lab Session 5: <i>Order Verification</i> <ul style="list-style-type: none"> • Pre-lab Quiz • Verifying Orders Activity <i>Assessment: Individual Clinical decision making during order verification Canvas Quiz</i>	2.0hr	Khoury/Schmittgen/Vandervoort/Cook	4, 5
<i>Week 6</i>	6	• Module 6: Discharge Counseling	1.0	Khoury	6, 9
<i>2/15/21</i>	6.1	Watch: Discharge Counseling	0.5	Khoury	
2/16/21	6	Skills Lab Session 6: Discharge Counseling <ul style="list-style-type: none"> • Pre-lab Quiz • PPCP with a patient chart in EHR Go <i>Assessment: Individual Discharge Counseling with a Patient-Faciliator Assessment</i>	2.0hr	Khoury/Schmittgen/Vandervoort/Cook	6, 9
<i>Week 7</i>	7	• Module 7: Patient Case Presentations	1.0	Shoulders	4, 7
<i>2/22/21</i>	7.1	Review: Dr. Shoulder's presentation from Skills Lab III on Succinct Patient Case Presentations	1.0		
2/23/21	7	Skills Lab Session 7: Patient Case presentations <ul style="list-style-type: none"> • Individually research a patient case <i>Assessment: Individual Patient Case Presentation-Faciliator Assessment</i>	2.0hr	Shoulders/Schmittgen/Vandervoort/Cook	4, 7
<i>Week 8</i>	8	• Module 8: Adjusting Medication for Changing Renal Function in the Hospital	1.0hr	DeRemer	4, 7, 8, 9, 10, 11
<i>3/01/21</i>	8.1	Watch: "Renal Function Monitoring the Hospital"	1.0		
		Review: Content from Patient Care courses			

Date Recommended Dates for Independent Study	Mod #	Unit Topic	Contact Hours [hr.]^a	Faculty Author	Learning Objectives Covered
3/02/21	8	Skills Lab Session 8: Adjusting Medication for Changing Renal Function in the Hospital <ul style="list-style-type: none"> • Pre-lab Quiz • Cases for adjusting medication as renal function changes <i>Assessment: Individual Acute Renal Failure Case-Canvas Quiz</i>	2.0hr	DeRemer/ Schmittgen/ Vandervoort /Cook	4, 7, 8, 9, 10, 11
<i>Week 9</i>	9	• Module 9: Insulin and other injectables	1.0hr	DeRemer	4, 7,8, 9, 10, 11, 12
3/08/21	9.1	Read: Slides from PC 5	0.5hr		
3/08/21		Read: Assigned Portions of the ADA Guidelines	0.5hr		
3/09/21	9	Skills Lab Session 9: Insulin and other injectables <ul style="list-style-type: none"> • Pre-lab Quiz • Insulin Adjustment Cases • Hands on with Injectables • Introduction to Carb Counting <i>Assessment: Individual Canvas Quiz</i>	2.0hr	DeRemer/ Schmittgen/ Vandervoort /Cook	4, 7, 8, 9, 10, 11, 12
		HOMEWORK: Maintain Insulin Diary for 5 days (food, exercise, "BG", insulin doses)			
<i>Week 10</i>	10	• Module 10: Complications of Chronic Diabetes	1.0 hr	DeRemer	4, 7, 8, 9, 10, 11, 12
3/15/21	10.1	Review: Material from PC5	0.5hr		
3/15/21		Read: Assigned Portions of the ADA Guidelines	0.5hr		
3/16/21	10	Skills Lab Session 10: Diabetes Clinic 2 <ul style="list-style-type: none"> • Pre-lab Quiz • Debrief on Insulin Diary Assignmnet • CMR of diabetes patient focusing on nephropathy, neuropathy and retinopathy • A1C tests <i>Assessment: Individual-Facilitator Assessment</i>	2.0hr	DeRemer/ Schmittgen/ Vandervoort /Cook	4, 7, 8, 9, 10, 11, 12

Date Recommended Dates for Independent Study	Mod #	Unit Topic	Contact Hours [hr.]^a	Faculty Author	Learning Objectives Covered
Week 12	11	Module 11: DKA and Diabetes in the Hospital Setting	1.0 hr	Feild	4, 7, 8, 9, 10, 11, 12
3/22/21	11.1	<ul style="list-style-type: none"> Review: PC 5 material 	0.5hr		
3/22/21		Read: Assigned Portions of the ADA Guidelines	0.5hr		
3/23/21	11	Skills Lab Session 11: DKA and Diabetes in the Hospital Setting <ul style="list-style-type: none"> Pre-lab Quiz DKA cases <i>Assessment: Individual Canvas Quiz</i>	2.0hr	Field/Schmittgen/Vandervoort/Cook	4, 7, 8, 9, 10, 11, 12
Week 11 3/29/21		MILESTONE WEEK- no skills lab meeting Dental/Pharmacy Capstone 3/31/21 on Zoom Discharge Counseling Assessment 3/30/21			
Friday, 4/2/20 8:30am-10:30am		<ul style="list-style-type: none"> Top 200 Drug Exam 	2.0hr	Schmittgen	
Week 13	12	Module 12: Women's Health		Whalen	10, 11, 12, 13, 14
4/06/21	12	Skills Lab Session 12: Women's Health <ul style="list-style-type: none"> Pre-lab Quiz Triaging common women's health issues-Role play scenario-Facilitator <i>Assessment: Individual Drug Information Questions on Pregnancy and Lactation-Facilitator Graded</i>	2.0hr	Whalen/Schmittgen/Vandervoort/Cook	10, 11, 12, 13, 14
Week 14	13	Module 13: Journal Club Presentations	1.0	Patel	15
4/12/21		<ul style="list-style-type: none"> Review: Patient Care 5 material 			
4/13/21	13	Skills Lab Session 13: Journal Club Presentations <i>Assessment: Individual Journal Club-Facilitator Assessment</i>	2.0hr	Patel/Schmittgen/Vandervoort/Cook	15
		Total Contact Hours in Course:	28hr		
		Preparation	13hr		

Date Recommended Dates for Independent Study	Mod #	Unit Topic	Contact Hours [hr.]^a	Faculty Author	Learning Objectives Covered

Required Textbooks/Readings

There are no required textbooks for this course.

Suggested Textbooks/Readings

There are no suggested textbooks for this course.

Other Required Learning Resources

Top 300 Drugs Flashcards

- The flashcards are available for free through Access Pharmacy: <http://accesspharmacy.mhmedical.com/qa.aspx#tab5>

EHR Go

- EHR Go is an educational EHR used throughout the PharmD curriculum, including in skills lab, patient care courses and capstones. Students will be expected to purchase a subscription to this program.
- Create your EHR Go account by going to: <http://ehrgo.com>. Select **Subscribe** in the upper, right corner and enter the following Pharmacy Student Program Key: **S96Y29**
- Follow the on-screen instructions to create your account and apply your subscription. Refer to Canvas for more detailed information
 - 2PDs are encouraged to purchase a 2 year Student Subscription
 - 3PDs are encouraged to purchase an Academic Year Student Subscription

Materials & Supplies Fees

\$49.50 per student

Percentage Range	Letter Grade
92.50-100%	A
89.50-92.49%	A-
86.50-89.49%	B+
82.50-86.49%	B

Student Evaluation & Grading

Evaluation Methods and How Grades are calculated.

Assessment Item	Grade Percentage
Weekly Pre-Lab Quizzes (n=10)	20% (2% for each quiz)
Weekly Skill Assessments (n=13)	65% (5% each week)
Top 200 Drug Exam	15%
Total	100%

79.50-82.49%	B-
76.50-79.49%	C+
72.50-76.49%	C
69.50-72.49%	C-
66.50-69.49%	D+
62.50-66.49%	D
59.50-62.49%	D-
< 59.50%	E

Table 1. Grading Scale

Rounding of grades:

Final grades in Canvas will be rounded to the 2nd decimal place. If the decimal is X.495 or higher, Canvas will round the grade to X.50. The above scale depicts this policy and grades are determined accordingly. Grade assignment is made using this policy and NO EXCEPTIONS will be made in situations where a student's grade is "close."

Educational Technology Use

The following technology below will be used during the course and the student must have the appropriate technology and software.

1. ExamSoft™ Testing Platform
2. Canvas™ Learning Management System

For technical support, navigate to [Educational Technology and IT Support Contact Information](http://curriculum.pharmacy.ufl.edu/current-students/technical-help/) at this URL:
<http://curriculum.pharmacy.ufl.edu/current-students/technical-help/>

Pharm.D. Course Policies

The Policies in the following link apply to this course. Review the [Pharm.D. Course Policies](http://curriculum.pharmacy.ufl.edu/current-students/course-policies/) carefully, at this URL:
<http://curriculum.pharmacy.ufl.edu/current-students/course-policies/>

Course-Specific Policies

The Policies in the following link apply to Skills Lab courses. Review the [Skills Lab Policies](http://curriculum.pharmacy.ufl.edu/current-students/course-policies/skills-lab-policies/) carefully at this URL: <http://curriculum.pharmacy.ufl.edu/current-students/course-policies/skills-lab-policies/>

Weekly Pre-Lab Quizzes

Weekly pre-lab quizzes will be administered online through Canvas. Quizzes will consist of knowledge related to that week's module and covered during pre-lab preparatory activities (e.g., videos and readings). Quizzes will consist of multiple choice, true/false, or case-based questions. Weekly pre-lab quizzes will be completed at the start of each lab session. Performance on quizzes is an individual effort and collaboration is not permitted.

If you are tardy for lab, you will not be allowed to take the pre-lab quiz and will receive a zero. If you are ≤ 5 minutes tardy, you will receive a hardcopy of the quiz and have the remaining time left (from the start of quiz time) to complete the quiz.

If you have an excused absence from lab, you will be excused from taking the quiz (EX in the gradebook). No make-up quizzes will be offered

Quiz questions/answers for pre-lab quizzes in skills labs will not be released to students. This is consistent with the patient care courses. Faculty may choose to clarify difficult questions and students are encouraged to come talk to the faculty if they have questions about what they missed on a specific prelab quiz.

Top 200 Drug Exam

We will be using the Top 300 Drug Cards available for free to students and faculty through Access Pharmacy. A list of the drugs students are expected to know each semester will be posted on Canvas.

- Students will be expected to know the following information:
 - § 1PD year: 100 drugs in the fall, 100 drugs in the spring; students will need to know the brand name, generic name, and category/indication provided by faculty for each drug
 - § 2PD year: ~84 drugs in the fall (Cardiovascular (48), Anti-infective (20), Respiratory (16) Gastrointestinal (n=13) and Anti-diabetic (n=11), Men's/Women's Health (n=13); students will be responsible for knowing the class, common FDA label indication, MOA, Pregnancy category ONLY IF D or X (meaning patients shouldn't use it during pregnancy), common adverse reactions (>10%) and key patient counseling points
 - § 3PD year: ~38 drugs in the fall (Pain, miscellaneous), ~40 drugs in the spring (CNS); students will be responsible for knowing the class, common FDA label indication, MOA, Pregnancy category ONLY IF D or X (meaning patients shouldn't use it during pregnancy), common adverse reactions (>10%), and key patient counseling points
- Exam is **ALWAYS** cumulative: any card, any info, any drug that they've been assigned previously is fair game
- Cut scores per course:
 - 1PD: 80%
 - 2PD: 80%
 - 3PD: 80%
- Question make up: each exam will be 75 questions total (50 Questions new material 25 Questions old material)

- Students must obtain an **80% or better on this exam in order to pass the course**. Those who do not achieve this score will retake the exam (maximum of two retakes permitted). **This grade is also tracked within the Personal and Professional Development course**. Please see that course syllabus for minimum performance requirements and how the results are used as milestone assessments. The score earned on the first attempt will be the score which will be used for determining the course grade. Students who fail to obtain a passing score after three attempts will fail the course. Failing to pass this course may result in a student's progression through the curriculum being delayed.

Skills Lab Attendance Policy

The maximum number of labs a student may make-up is two. Missing more than two labs significantly alters a student's educational experience in lab and the student will fail the course.

Assignment Re-grade Policy

When a student doesn't agree with a resident/APPE student's grade on a WRITTEN assignment, the student may request a regrade

- The student must submit approval in writing to course director within 7 days of receiving the grade
- Students acknowledge that the grade on the assignment could increase or decrease as a result of the regrade
- There will not be a regrade option for verbal assignments. Students should request feedback from their grader at the conclusion of their verbal presentation (for example, patient counseling, case presentation, etc)

Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Appendix A. Course Directory

Teaching Partnership Leader/Course Director:

Janet Schmittgen, Pharm.D.

Email: jschmittgen@cop.ufl.edu

Office: HPNP 2335

Phone: 352-273-9547

Office Hours: Please see Canvas course site for posted office hours.

Questions to Ask:

- Questions about grades
- Concerns about performance
- Guidance when there are performance problems (failing grades)
- General questions about content

Instructional Designer

Name: Julie Thomas

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Phone: (352) 273-6284

Academic Coordinator:

Name: Misti Merrill

Email: mmerrill@cop.ufl.edu

Absent Email: absent2PD@ufl.edu

Office: HPNP 4312

Phone: (352) 273-5617

Office Hours: By appointment ONLY.

Questions to Ask:

- Issues related to course policies (absences, make up exams, missed attendance)
- Absence requests (Only the Academic Coordinator handles absence requests)
- Questions about dates, deadlines, meeting place
- Availability of handouts and other course materials
- Assignment directions
- Questions about grade entries gradebook (missing grades, wrong grade)

- Assistance with ExamSoft® (Distant campus students may contact Education Coordinator for use of SofTest and assistance during exams. The Academic Coordinator is the contact person for issues related to grading and posting of ExamSoft grades.)

Other Teaching Partnership Faculty Members:

Jacksonville Campus Coordinator: (Please see the Canvas course site for posted office hours.)

Kelsey Cook, Pharm.D.

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Orlando Campus Coordinator: (Please see the Canvas course site for posted office hours.)

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Appendix B. Lab Locations & Sessions

Gainesville

- **Location:** Pharmacy Skills Lab
- **Sessions**
 - Session 1: 8:30am-10:25am
 - Session 2: 10:40am-12:35pm
 - Session 3: 1:55pm-3:50pm
 - Session 4: 4:05pm-6:00pm

Jacksonville

- **Location:** COP Lab
- **Sessions**
 - Session 1: 8:30pm-10:25pm
 - Session 10:40am-12:35pm

Orlando

- **Location:** Room 435
- **Sessions**
 - Session 1: 8:30am-10:25am
 - Session 2: 10:40am-12:35pm
 - Session 3: 2:00pm-3:55pm

Appendix C. Weekly Performance Assessment Checklist Example

GATOR Way Patient Counseling Rubric

	Counseling Points	Each item is worth 5 points		
G	Identifies/introduces self as the student pharmacist.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
	Explains the purpose of the counseling session	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
A	Identifies/confirms patient or patient's representative.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
	Makes appropriate use of the patient profile	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
	Assesses patient understanding of the reason for therapy.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
T	Verifies the name of the medication.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
	Provides dosage/regimen for medication.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
	Provides indication for medication.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
	Discusses potential (major) side effects.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
	Discusses potential warning, precautions, and interactions.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
	Describes missed dose instructions.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
	Provides number of refills.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
	Discusses storage recommendations.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
	Addresses any real or anticipated patient concerns.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
O	Uses open-ended questions throughout counseling session.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
	Verifies patient understanding via teach back method.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
	Displays effective nonverbal behaviors (eye contact and body language).	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
R	Summarizes by emphasizing key points of information.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
	Provides closure and opportunity for follow-up.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
WAY	Student presents facts and concepts in a logical order.	Novice <input type="checkbox"/> 1 pt	Competent <input type="checkbox"/> 3 pts	Proficient <input type="checkbox"/> 5 pts
	Student provided accurate information.			
	Student provided understanding and empathetic responses.			
	Student maintained control and direction of the counseling session.			
TOTAL SCORE			<u> </u>	100

G = Greet

A = Acknowledge

T = Teach (using language patient will understand)

O = Observe Patient Understanding

R = Repeat/Review

WAY = Global assessment