

**PHA5761 Inpatient Adult Patient Care
Advanced Pharmacy Practice Experience (APPE)
Spring, Summer, and Fall Semesters
6 Credit Hours – A-E Grading**

The purpose of the Inpatient Adult Patient Care Advanced Pharmacy Practice Experience is to provide opportunities for students to build on knowledge and skills acquired through didactic education and introductory pharmacy practice experiences and apply them in direct patient care activities in the inpatient adult patient care setting. This course takes place in a general medicine unit where patients are managed using a team-based approach. Members of the healthcare team may include pharmacists, physicians, nurses, and other providers. Students will utilize the pharmacist’s patient care process in the care of patients. They may participate in rounds with a healthcare team, obtain medication histories, identify medication-related problems, resolve drug therapy problems, consult with prescribers, monitor patient outcomes, and provide educational sessions for the professional staff.

Course Prerequisites:

1. Successful completion of Year 1, 2, and 3 PharmD program coursework, including milestones.
2. Preceptors may require additional pre-requisites.

Course Co-requisites: There are no co-requisites for this course.

Pre-Rotation Requirements for Student: Students are responsible for completing annual compliance requirements set forth by the University of Florida, College of Pharmacy which can be found in the APPE Canvas Course Site, Module 4: Site Onboarding. Certain sites may have additional requirements. Students are responsible for contacting preceptors in advance of the start of their rotation to inquire about additional requirements. A grade deduction of 5% will apply for late or missing requirements.

Course Faculty and Staff	
Clinical Partnership Leader	Regional Coordinator and Office Staff
Stacey Curtis, PharmD, CPh HPNP 3302 352-273-6088 scurtis@cop.ufl.edu	See Online Course Directory: https://oep.pharmacy.ufl.edu/program-information/faculty-staff-2/

Office Hours: By appointment only with your Regional Coordinator.

Course Resources and Fees
Course Outline
Please see Appendix A for a sample calendar of activities on this rotation.
Required Textbooks/Readings
Use UF VPN to access UF Libraries Resources when off-campus. The UF HSC library staff can assist you with questions or issues related to accessing online library materials. For assistance contact your College of Pharmacy librarian or visit the HSC Library Website at this URL: http://www.library.health.ufl.edu/
Suggested Textbooks/Readings
See Canvas course site
Other Required Learning Resources
None
Materials & Supplies Fees
None

Course Objectives	Educational Outcomes	Entrustable Professional Activities (EPAs)
<p>1. Apply elements of the Pharmacist’s Patient Care Process in patient care activities, including the following:</p> <ul style="list-style-type: none"> a. Collect: Collection of necessary subjective and objective information about the patient to understand the relevant medication and medical history, overall health status, and other pertinent factors. Information may be gathered and verified from multiple sources (e.g. the patient, caregiver, observations, existing patient records, and other health care professionals). b. Assess: Assess the collected information to identify and prioritize patient needs to inform the establishment of a care plan. c. Plan: Develop a person-centered, evidence-based, cost-conscious care plan in partnership with the patient and/or caregiver, and in coordination with other care team members. d. Implement: Implement a prioritized care plan in partnership with the patient and/or caregiver and in coordination with other care team members. e. Follow-up: Monitor and evaluate the implementation of the care plan and the patient’s overall health in collaboration with the patient, caregiver, and other care team members, as needed. 	<p>Provider Communicator Collaborator</p>	<p>EPAs 1-10</p>
<p>2. Formulate a concise and evidence-based patient-centered care plan in collaboration with other health care professionals, patients, and/or their caregivers, which considers the patient's health literacy, culture, and psychosocial factors.</p>	<p>Communicator Ally Provider Collaborator</p>	<p>EPA 2, 3, 6</p>
<p>3. Collaborate as a member of the interprofessional team.</p>	<p>Communicator Collaborator</p>	<p>EPA 3, 4, 6, 13</p>
<p>4. Ensure continuity of high-quality care as a patient transitions between healthcare settings.</p>	<p>Communicator Collaborator</p>	<p>EPA 1-6, 9</p>
<p>5. Prepare an accurate, concise, and organized written pharmacist patient care plan.</p>	<p>Communicator Provider</p>	<p>EPA 2, 3, 6</p>
<p>6. Identify, report, and analyze medication errors and adverse drug reactions to identify preventable causes and remedial preventive actions.</p>	<p>Problem-solver Steward</p>	<p>EPA 9, 10</p>
<p>7. Communicate with patients, families, and other health professionals in a responsive and responsible manner that supports a team approach to health care.</p>	<p>Communicator Collaborator Provider</p>	<p>EPA 3, 4, 6, 8</p>
<p>8. Communicate verbally with another health care professional about the appropriateness of a patient's pharmacotherapy in a succinct, organized, and accurate manner.</p>	<p>Communicator Provider Collaborator Professional</p>	<p>EPA 4, 5, 6</p>
<p>9. Deliver a formal oral presentation to a group of peers and/or other healthcare professionals, e.g., in-service, journal club, formal case presentation.</p>	<p>Communicator</p>	<p>EPA 11</p>
<p>10. Demonstrate the ability to assimilate and apply basic, clinical, and</p>	<p>Learner</p>	<p>EPA 3, 4, 5, 6, 8, 9, 12</p>

social science knowledge in the care of patients and resolution of practice problems.	Problem Solver	
11. Apply critical thinking and clinical reasoning when solving patient-specific problems and general practice problems.	Problem Solver	EPA 2, 3, 4, 5
12. Provide evidence-based patient care through the retrieval, evaluation and application of findings from scientific and clinical literature.	Learner Problem Solver Provider	EPA 3, 4, 5, 11
13. Demonstrate professional behaviors and attitudes expected of a pharmacist.	Self-Aware Professional	N/A
14. Demonstrate cultural sensitivity during interactions with patients, families, providers, and staff.	Ally Professional	N/A
15. Demonstrate ethical behaviors that are essential to the practice of pharmacy.	Self-Aware Professional	N/A
16. Adhere to legal requirements in pharmacy practice.	Leader Professional	EPA 13
17. Additional objectives may be required by site and/or preceptor.		

***EPA = Entrustable Professional Activity. See table below for description of each EPA.**

Entrustable Professional Activities (EPA) and the Pharmacists' Patient Care Process (PPCP)

This course will prepare you to perform the following activities, which the public entrusts a pharmacist to perform. Where applicable, each EPA has been mapped to a step of the Pharmacist Patient Care Process.

EPA	Linked PPCP Step
1. Collect information necessary to identify a patient's medication-related problems and health-related needs.	Collect
2. Assess collected information to determine a patient's medication-related problems and health-related needs.	Assess
3. Create a care plan in collaboration with the patient, others trusted by the patient, and other health professionals to optimize pharmacologic and nonpharmacologic treatment.	Plan
4. Contribute patient specific medication-related expertise as part of an interprofessional care team.	
5. Answer medication related questions using scientific literature.	Implement
6. Implement a care plan in collaboration with the patient, others trusted by the patient, and other health professionals.	
7. Fulfill a medication order.	
8. Educate the patient and others trusted by the patient regarding the appropriate use of a medication, device to administer a medication, or self-monitoring test.	Follow-up: Monitor and Evaluate
9. Monitor and evaluate the safety and effectiveness of a care plan.	
10. Report adverse drug events and/or medication errors in accordance with site specific procedures.	
11. Deliver medication or health-related education to health professionals or the public.	
12. Identify populations at risk for prevalent diseases and preventable adverse medication outcomes.	
13. Perform the technical, administrative, and supporting operations of a pharmacy practice site.	

***This is a comprehensive list of EPAs. Not all EPAs are evaluated on every rotation.**

Interprofessional Experiences

Students will participate in meaningful interprofessional activities within a team.

Interprofessional experience opportunities allow students to:

1. Engage in collaborative decision making with members of an interprofessional team with an emphasis on face-to-face interactions but also incorporating other communication options.
2. Work face-to-face as a member of a collaborative, interprofessional team.
3. Identify, evaluate, and communicate recommendations to team members.

Required Course Activities

To achieve the learning objectives, students completing the Inpatient Adult Patient Care Advanced Pharmacy Practice Experience must complete the following activities/assignments:

Course Activity	Correlating Course Objective(s)
1. Participate in patient care or interprofessional care team rounds.	1-5, 7, 8, 11-16
2. Prepare one formal SOAP note/progress note each week.	1-3, 5, 10-12
3. Present at least one formal patient case presentation, including analysis and interpretation of the primary medical literature as it applies to the patient case.	9-12
4. Discuss with the preceptor the treatment, monitoring, and outcomes of the majority of the following common general medicine conditions, with discussions based on actual or simulated patient cases and/or drug therapy problems. <ol style="list-style-type: none"> a. Anticoagulation and venous thromboembolism b. Chronic obstructive pulmonary disease/asthma c. Community-acquired and healthcare-associated pneumonia d. Congestive heart failure e. Coronary artery disease f. Diabetes g. Hepatic Disorders h. HIV/Oppportunistic Infections i. Hypertension, including hypertensive emergency/urgency j. Myocardial infarction k. Renal Failure/End Stage Renal Disease l. Skin and Soft Tissue Infections m. Stroke/transient ischemic attack 	1, 10, 11
5. Participate in therapeutic drug monitoring activities, including: <ol style="list-style-type: none"> a. Application of pharmacokinetic dosing principles to drugs in the following classes, as applicable to the institution: antibiotics, anticonvulsants, and/or immunosuppressants for organ transplant rejection; and b. Recommendation of dosing adjustments for renal and hepatic impairment 	1-3, 5, 7, 8, 10
6. Conduct or present at least one literature evaluation, including analysis and interpretation of the primary medical literature. Examples include journal club, P&T monograph, review of primary literature of a drug or disease treatment.	9, 12
7. Complete at least two written drug information responses using appropriate institutional documentation or the Clinically Answerable Question Intake/Tracking Form.	10-12
8. Present one in-service to pharmacy, nursing, or medical staff.	9
9. Discuss briefly the Pharmacists' Patient Care Process (PPCP) with your preceptor to learn how they	1

implement PPCP in their practice.	
10. Review your Curriculum Vitae (CV) with your preceptor and request feedback.	13
11. Discuss briefly career planning with your preceptor to learn about preceptor's professional progression and seek guidance on achieving your professional goals.	13
12. Preceptors may require additional activities or assignments.	

Evaluation and Grading

Student Evaluation & Grading

This course is an A-E Grading. Students will be evaluated on a set of 13 core competencies using the CORE system. The overall mean value of the graded competencies is used to calculate the final grade for the course (see Table 1). In addition, professionalism is an essential element. The student must have a positive assessment of overall professionalism in order to pass the rotation. A score of "No – Unacceptable, does not meet standards" on overall professionalism will lead to failing the rotation, regardless of the overall score of 13 competencies. Preceptors are encouraged to provide students with written copies of their Midpoint and Final Evaluations and to review and discuss each of these with the student. The student will have the opportunity to co-sign the Midpoint and Final Evaluations within CORE.

***See Appendix B**

Table 1. Grading Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
100 - 92.50 %	92.49 - 89.50 %	89.49 - 86.50 %	86.49 - 82.50 %	82.49 - 79.50 %	79.49 - 76.50 %	76.49 - 72.50 %	72.49 - 69.50 %	69.49 - 66.50 %	66.49 - 62.50 %	62.49 - 59.50 %	59.49 - 0 %

Rounding of grades:

Final grades will be rounded to the 2nd decimal place. If the decimal is X.495 or higher, the grade will be rounded 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."

Incomplete Grade Policy

If a student is unable to complete the required APPE activities and/or experience hours due to extenuating circumstances (i.e., prolonged illness, unexpected medical procedure required, family emergencies, etc.), then an incomplete grade will be assigned with the approval of the course coordinator. The hours and activities must be completed by the student, and the incomplete grade must be resolved by the preceptor within 150 days from the last day of the experience. See the [University Policy](#) for additional information.

Course-Related Policies

PharmD Course Policies

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

Attendance Policy

Students must complete at least 240 hours to receive credit. Therefore, all time missed (e.g., absences, arriving late, leaving early) must be made up. Review the Experiential Rotation Manual carefully for details: <https://oep.pharmacy.ufl.edu/student-resources/experiential-policies-and-procedures/>

Rotation Demeanor

Please refer to the Experiential Rotation Manual found <https://oep.pharmacy.ufl.edu/student-resources/experiential-policies-and-procedures/>

University of Florida Honor Pledge

UF students are bound by The Honor Pledge, which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies several behaviors that are in violation of this code and possible sanctions. See the [UF Conduct Code website](#) for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Educational Technology Use

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

1. CORE™
2. Canvas™ Learning Management System

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

UF Policy on Religious Holidays

The University policy on attendance and religious holidays can be viewed at [UF Attendance Policies \(Religious Observances\)](#). Please refer to the Experiential Rotation Manual found <https://oep.pharmacy.ufl.edu/student-resources/experiential-policies-and-procedures/>

Artificial Intelligence Use

The use of generative AI in assessments is prohibited, unless explicitly allowed by the course instructor. Assessments include any submitted work, graded or ungraded, that will be evaluated. These include, but are not limited to, quizzes, exams, assignments, writing projects, etc. If a student is uncertain about the use of AI technology, it is the student's responsibility to ask the instructor prior to beginning the assignment or assessment.

When authorized by the course director/course instructors, students may use AI technologies in the completion of an assessment if they acknowledge all use by naming the technology, describing how it was employed, and adhering to any other requirement stipulated in the assessment's instructions. Failure to acknowledge the use of AI technology or disregarding instructions related to the use of AI for assessments is considered academic misconduct. Students must disclose the use of AI and AI-assisted technologies by following the instructions below.

Application of AI technology must be done with human oversight and control, and students should carefully review and edit the result, as AI can generate outputs that can be incorrect, incomplete, or biased. **Students assume full responsibility for all content, including errors and omissions, if AI is employed.** Additionally, privacy is a concern with AI-generated content. Most commercially available AI systems are not compliant with [HIPAA](#) or FERPA protections, inputting patient or student information is prohibited by federal law.

Instructions to acknowledge the use of AI:

Statement: *During the preparation of this assignment, I/we, [INSERT NAME/S], used [INSERT TOOL / SERVICE] in order to [INSERT REASON OR PURPOSE]. After using this tool/service, I/we reviewed and edited the content as needed and take full responsibility for the content of the submission.*

Penalties for unauthorized use:

Unauthorized use of AI text generators for assessments is considered evidence of academic dishonesty (see [policy on academic dishonesty](#)).

Disability Resource Center

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the [Get Started with the DRC webpage](#) on the Disability Resource Center site. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

Course Evaluation Process

Students are expected to provide feedback on the quality of instruction during this rotation. This evaluation is completed in CORE™ and is made available on the last day of the rotation. A blinded summary of the assessment result is sent to the preceptor after all APPE rotations are completed. Students also have the opportunity to provide optional, confidential feedback on their preceptor in CORE regarding their rotation experience that will only be reviewed by the Office of Experiential Affairs.

Concerns, Appeals, and Complaints

Students who have concerns with their final grade/evaluation of performance are encouraged to review their evaluation in CORE™ and discuss their concerns with the Preceptor. Please contact your Regional Coordinator should you have any unresolved complaints or issues with your rotation experience after speaking with your preceptor and/or site coordinator. Students should submit all grade appeals following the instructions in the Experiential Rotation Manual found at <https://oep.pharmacy.ufl.edu/student-resources/experiential-policies-and-procedures/>. If this decision is still unsatisfactory, the student may appeal to the Ombudsman office. (https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf).

Appendix A Sample Schedule

Sample Course Calendar

The following calendar is a sample of the weekly activity's students might experience. The rotation Preceptor will provide students with a weekly schedule while on rotation.

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Orientation	Patient care activities	Patient care Topic discussion 1	Patient care SOAP note 1 due	Patient care activities
2	Patient care Topic discussion 2	Patient care activities	Patient care Journal Club	Patient care SOAP note 2 due	Patient care activities
3	Patient care activities	Drug info 1 due	Patient care Topic discussion 3	Patient care SOAP note 3 due	Midpoint Evaluation
4	Patient care Topic discussion 4	Patient care activities	Patient care In-service	Patient care SOAP note 4 due	Patient care activities
5	Patient care activities	Drug info 2 due	Patient care Topic discussion 5	Patient care SOAP note 5 due	Patient care activities
6	Patient care Topic discussion 6	Patient care activities	Final Case	Patient care SOAP note 6 due	Final Evaluation

Appendix B

The APPE Assessment Tool can be found by following this URL and entering your Gatorlink credentials:

<https://oep.pharmacy.ufl.edu/rotations/appe-assessment-tool/>

#	Competency
1	<p>Drug Distribution/Distribution Support Skills</p> <p><i>Critical Skills (must fulfill these sub-competencies in order to earn a C or E rating for this competency):</i></p> <ul style="list-style-type: none"> A. Applies state and federal regulations in the dispensing process B. Clarifies, adds and/or corrects prescription order information when necessary C. Correctly labels and performs the final check <p><i>Additional sub-competencies:</i></p> <ul style="list-style-type: none"> D. Determines need and factors for correctly using the medication E. Applies principles of civil law to the practice of pharmacy F. Identifies drug costs to the patient G. Correctly documents adverse drug reactions through the appropriate channels H. Applies ordering, purchasing, and inventory control principles I. Abides by laws on storage and disposal of medication
2	<p>Disease State Knowledge</p> <p><i>Critical Skills (must fulfill these sub-competencies in order to earn a C or E rating for this competency):</i></p> <ul style="list-style-type: none"> A. Synthesizes basic science and clinical information to appropriately identify patient problems B. Uses appropriate critical pathways, clinical practice guidelines, and disease management protocols in the delivery of pharmaceutical care <p><i>Additional sub-competencies:</i></p> <ul style="list-style-type: none"> C. Discusses pathophysiology of disease(s) D. Applies knowledge of the pathophysiology of a specific disease to prevent medication-related problems E. Assesses the needs of the target population relative to disease prevention/detection F. Selects and implements an appropriate strategy to prevent (i.e. immunizations) or detect (i.e. blood cholesterol screening) disease in the target population
3	<p>Drug Therapy Evaluation and Development</p> <p><i>Critical Skills (must fulfill these sub-competencies in order to earn a C or E rating for this competency):</i></p> <ul style="list-style-type: none"> A. Identifies and prioritizes both actual and potential drug related problem stating rationale B. Identifies problems that require emergency medical attention C. Designs and evaluates treatment regimens for optimal outcomes using pharmacokinetic data and drug formulation data D. 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 <p><i>Additional sub-competencies:</i></p> <ul style="list-style-type: none"> E. Synthesizes complete patient history and laboratory and physical exam data to identify problems F. Develops backup plans based on what problems are likely to occur from/with the primary plan G. Provides written documentation of the pharmaceutical care plan that is clear, complete, and concise
4	<p>Monitoring for Endpoints</p> <p><i>Critical Skills (must fulfill these sub-competencies in order to earn a C or E rating for this competency):</i></p>

	<ul style="list-style-type: none"> A. Identifies and suggests appropriate therapeutic endpoints for patient (cure, maintenance, or prophylaxis of disease) B. Develops monitoring plan appropriate for patient specific physiologic differences C. Identifies monitoring results which would require emergency medical attention <p>Additional sub-competencies:</p> <ul style="list-style-type: none"> D. Provides rationale for monitoring plan with documentation from reliable sources E. Evaluates and alters monitoring plan when necessary, as the patient's needs change F. Suggests drug therapy changes based on progress towards endpoints or identified drug-related problems G.
5	<p>Patient Case Presentations</p> <p>Critical Skills (must fulfill these sub-competencies in order to earn a C or E rating for this competency): None</p> <p>Additional sub-competencies:</p> <ul style="list-style-type: none"> A. Patient cases are prepared in a timely manner B. Follows patients and maintains information on number required by preceptor C. Verbally presents data in an organized manner D. Writes a chart note on patient and data are recorded and presented in appropriate format E. Uses appropriate verbal and nonverbal mannerisms during presentation F. Communicates presentation clearly and in a tone and volume that is clearly understood G. Able to answer questions about patients or disease states
6	<p>Patient Interviews</p> <p>Critical Skills (must fulfill these sub-competencies in order to earn a C or E rating for this competency):</p> <ul style="list-style-type: none"> A. Introduces self as student from College of Pharmacy B. Verifies patient name and correct pronunciation, and demographic data C. Employs vocabulary, question structure, question complexity, and invited feedback to ensure patient understanding D. Answers patient questions providing appropriate and correct data <p>Additional sub-competencies:</p> <ul style="list-style-type: none"> E. Optimizes environment for the interview F. Clarifies the purpose and structure of the interview G. Explains how patient will benefit from the interview H. Implements the interview in an organized fashion
7	<p>Patient Education/Counseling</p> <p>Critical Skills (must fulfill these sub-competencies in order to earn a C or E rating for this competency):</p> <ul style="list-style-type: none"> A. Speaks clearly, using correct enunciation, volume, and rate B. Provides accurate and pertinent information in appropriate detail <p>Additional sub-competencies:</p> <ul style="list-style-type: none"> C. Uses terminology specific to the understanding of the patient D. Uses appropriate non-verbal communication E. Includes information required for the patient's social and financial needs F. Provides feedback to patient questions/concerns G. Determines patient level of understanding by asking questions H. Demonstrates empathy I. Shows concern for patient well-being J. Retrieves and evaluates new information for the purpose of responding to patient questions
8	<p>Drug Information</p> <p>Critical Skills (must fulfill these sub-competencies in order to earn a C or E rating for this competency):</p> <ul style="list-style-type: none"> A. Generates correct answers to questions in a timely and systematic manner

	<p>Additional sub-competencies:</p> <ul style="list-style-type: none"> B. Selects the best available resource for answering a drug-related request C. Demonstrates the ability to use other information resources (this includes poison control centers, pharmaceutical companies, and federal agencies) D. Can define primary, secondary, and tertiary references E. Is able to discuss the organization and operation of the Pharmacy and Therapeutics Committee (or its equivalent depending on the site). (Specific responsibilities would include formulary management and drug usage evaluation process). F. Demonstrates the ability to interpret descriptive statistics and inferential statistical tests using assessment tools commonly reported in medical and pharmaceutical literature. G. Critically analyzes the design, methodology, results, and conclusions of a given published study H. Compares and contrasts the approaches to clinical practice guideline (CPG) development and the concept of evidence-based medicine (EBM)
9	<p>Formal Oral Presentations</p> <p>Critical Skills (must fulfill these sub-competencies in order to earn a C or E rating for this competency):</p> <ul style="list-style-type: none"> A. Delivers a content-correct presentation based on the assignment parameters B. Communicates correct information that is understood and useable by the audience <p>Additional sub-competencies:</p> <ul style="list-style-type: none"> C. Provides list of references that support an adequate review of the literature D. Uses appropriate verbal and non-verbal communication skills (including body language) E. Utilizes audiovisual aids and technology that enhance delivery and understanding of the presentation F. Utilizes time allotted for presentation efficiently and effectively G. Generates feedback from the audience by asking questions H. Demonstrates a knowledge base sufficient for the topic of discussion I. Correctly synthesizes enthusiasm, verbal skills, non-verbal skills, and audiovisual aids to produce a presentation, which gains and keeps the audience's attention
10	<p>Formal Written Presentations</p> <p>Critical Skills (must fulfill these sub-competencies in order to earn a C or E rating for this competency):</p> <ul style="list-style-type: none"> A. Facts about the topic are correct B. Written documents contain review of primary literature from reputable sources <p>Additional sub-competencies:</p> <ul style="list-style-type: none"> C. Presentation of the topic is organized D. Presentation format and length adheres to the parameters established by the Preceptor
11	<p>Professional Team Interaction</p> <p>Critical Skills (must fulfill these sub-competencies in order to earn a C or E rating for this competency):</p> <ul style="list-style-type: none"> A. Demonstrates sensitivity for patients and families during team activities B. Provides accurate, organized, and pertinent information relevant to the team's current or future tasks <p>Additional sub-competencies:</p> <ul style="list-style-type: none"> C. Dresses appropriately for the setting D. Demonstrates respect for other healthcare professionals E. Uses interpersonal communication skills to facilitate team interactions F. Actively participates in team activities G. Assists team members in establishing therapeutic and/or diagnostic objectives H. Uses documentation, persuasion, and alternative suggestions to resolve therapeutic disagreements

	<ul style="list-style-type: none"> I. Follows up on questions asked by the team in a timely fashion J. Interactions with the team are conducted with an appropriate level of confidence K. Retrieves and evaluates new information for the purpose of responding to professional questions
12	<p>Professionalism/Motivation</p> <p>Critical Skills (must fulfill these sub-competencies in order to earn a C or E rating for this competency):</p> <ul style="list-style-type: none"> A. Demonstrates knowledge and understanding of the pharmacist "Code of Ethics" B. Demonstrates sensitivity to confidentiality issues C. Attends and participates in all activities according to attendance policies <p>Additional sub-competencies:</p> <ul style="list-style-type: none"> D. Identifies and respects the values of others E. Defends ethical decisions through analysis of ethical principles F. Is punctual for all activities G. Completes assigned responsibilities on time (including patient care responsibilities) H. Accommodates to change in workflow without disruption of work schedule I. Initiates additional learning responsibilities J. Synthesizes new information in order to draw conclusions, hypothesizes, or decides a course of action
13	<p>Cultural Sensitivity</p> <p>Critical Skills (must fulfill these sub-competencies in order to earn a C or E rating for this competency):</p> <p>None</p> <p>Sub-competencies:</p> <ul style="list-style-type: none"> A. Assesses the religious and socio-economic value systems that affect need and adherence B. Possesses the knowledge, skills, and behaviors required to identify communication tools to accommodate a culturally diverse population C. Identifies cultural differences that will potentially affect professional interactions D. Identifies appropriate alternative measures to improve verbal and non-verbal interactions between patient and pharmacist