

## **Pre-APPE Core Performance Domains and Abilities**

**November, 2010**

After release of the “IPPE Competency Task Force Report” in July 2009, AACP established a working group consisting of leaders and members of the sections of Experiential Education and Pharmacy Practice to further evaluate the competency statements in the report with the goal of collapsing the large number of competency statements into a critical core group of domains with ability performance statements and suggested domain-specific competency statements.

The domains and ability performance statements are based on the working group’s analysis of the “IPPE Competency Task Force Report” and represent the working group’s consensus concerning which performances are “must have” abilities. Evidence of student achievement of abilities and competencies within these core domains reflect student readiness to enter Advanced Pharmacy Practice Experiences (APPE’s). Each domain has one or more suggested ability statement(s) (knowledge, skill, attitudes/values/or behavior) that must be achieved and documented prior to entering Advanced Pharmacy Practice Experiences (APPE’s). Each domain also has suggested EXAMPLE competencies (where a competency statement consists of one or more of the three elements of an ability statement) that can be utilized to demonstrate student achievement of the domain ability. There is some overlap in these competency statements which is a reflection of how different colleges/schools and their faculties decide to approach each core domain. Therefore it is not expected that every school will demonstrate student achievement of every performance competency statement in this document or in the initial 2009 “IPPE Competency Task Force Report”, but rather will use the domain-specific ability statements, the example performance competency statements, the “IPPE Competency Task Force Report” competency statements, and other AACP Reports and literature for guidance in determining their own student performance objectives for each of the core domains. It is expected that every college/school will demonstrate their students’ achievement of the core ability(ies) in each domain through the use of multiple performance assessments compatible with their own experiential learning system. Recognizing the need for educational flexibility and creativity, it is anticipated that while many of these abilities can and will be achieved during Introductory Pharmacy Practice Experiences (IPPE’s), colleges/schools will have multiple learning approaches in addition to IPPE’s to achieve learning of and documentation of student performance of the domain abilities. These approaches may include, but are not limited to, simulations, OSCE’s, and practice laboratories. It is also anticipated that each college/school may have additional student performance competencies they desire that their students achieve within each core domain or have additional “non-core” domains they want their students to achieve. These pre-APPE core domains and ability statements also provide a basis for development of core Advanced Pharmacy Practice Experience core domain abilities and competencies.

## **Core Domains:**

### **1. Patient Safety - Accurately Dispense Medications (order fulfillment):**

**Ability Statement: Demonstrate a commitment to and a valuing of patient safety by assuring accurate preparation, labeling, dispensing and distribution of prescriptions and medication orders.**

Maps to 2004 CAPE Outcome I: Provide Pharmaceutical Care to Achieve Optimal Patient Outcomes; and 2007 Pharmacy Practice Supplemental Outcomes II-B: Accurately prepare and dispense medications and/or supervise the preparation of medications and II-C: Accurately compound individual or bulk

#### **EXAMPLE performance competencies:**

- Accurately prepare and dispense medications or supervise the preparation of medications
- Evaluate the acceptability and accuracy of a prescription and verify that the information is correct then correctly prepare the prescription and label for dispensing
- Evaluate appropriateness of medication orders by correlating the order with patient-specific data and drug information.
- Compound parenteral and non-parenteral drug products using accurate calculations, pharmaceutical components, and techniques.
- Dispense medications and devices in accordance with legal requirements.
- Provide safe, accurate and time-sensitive medication distribution
- Appropriately compound, dispense, or administer a medication, pursuant to a new prescription, prescription refill, or drug order.
- Accurately process and dispense medication pursuant to a new prescription, prescription refill, or drug order.
- Accurately evaluate and process a new prescription, prescription refill, and medication order in accordance to the law.
- Determine appropriate storage of compounded medications before and after dispensing.

### **2. Basic Patient Assessment**

**Ability Statement: Collect, record and assess subjective and objective patient data to define health and medication-related problems. Patient information must be collected in a manner demonstrating knowledge of patient educational level, the unique cultural and socioeconomic situations of patients, and comply with requirements for patient privacy.**

Maps to 2007 Pharmacy Practice Supplemental CAPE Outcome I-A: Provide Pharmaceutical Care to Achieve Optimal Patient Outcomes: Compile Patient-Specific Information

**EXAMPLE performance competencies:**

- Collect patient histories in an organized fashion, appropriate to the situation and inclusive of cultural, social, educational, economic, and other patient-specific factors affecting self-care behaviors, medication use and adherence
- Obtain, record, and interpret a history from a patient to minimally include drug allergies and reactions, drugs (prescription, OTC, and herbal) being taken, doses being used, cultural, social, educational, economic, and other patient-specific factors affecting self-care
- Patient Assessment: Obtain and interpret patient information to determine the presence of a disease, medical condition, or drug-related problem(s), and assess the need for treatment and/or referral.
- Gather and organize accurate and comprehensive patient specific information
- Obtain and interpret patient information, inclusive of cultural, social, educational, economic, and other patient-specific factors affecting self-care behaviors, medication use and adherence to determine the presence of a disease, medical condition, or drug-related problem(s). , including a basic medication history from a patient to include drug allergies, a description of allergic reactions, drugs being taken, doses being used, over the counter medications being taken, and herbal/natural products being used.
- Obtain accurate and comprehensive patient history (include drug allergies, a description of allergic reactions, drugs being taken, doses being used, over the counter medications being taken, herbal/natural products being used, self care behaviors, and adherence)
- Gather information necessary to evaluate patient drug therapy (both patient history and utilization of a chart)
- Record all patient information accurately, legally and succinctly
- Perform a basic review of a patient's medication profile to identify medication allergies, correct doses, duplicate medications, and important drug interactions.
- Obtain and accurately record a patient's health and medication history.
- Gather and accurately record a patient's health and medication information from his/her medical record.
- Evaluate patient information to determine the presence of a disease, medical condition, or drug-related problem(s), and assess the need for treatment and/or referral.
- Evaluate a patient's medication profile to identify medication allergies, appropriate doses and sigs, duplicate medications, and clinical relevant drug interactions.
- Identify and prioritize a patient's drug-related problems

**3. Medication Information**

**Ability Statement: Demonstrate knowledge of and accept responsibility for that knowledge of commonly used medications, formulations and drug products.**

Maps to 2004 CAPE Outcomes II-A-V: Maintain professional competence by identifying and analyzing emerging issues, products, and services that may impact patient-specific therapeutic outcomes and 2007 Pharmacy Practice Supplemental Outcome V: Maintain professional

competency in providing pharmaceutical care by committing oneself to being an independent, self-initiated life-long learner

**EXAMPLE Performance competencies**

- Summarize key information related to the use of common (Top 200) medications
- Identify brand and generic names, dosage forms and usual dosing ranges for common (Top 200) medications
- Describe the mechanism of action of common medications (Top 200 medications) at the molecular, cellular, systems, and whole organism levels
- List and describe the mechanism(s) of common drug interactions.
- Cite the spectrum and common indications for commonly used antibiotics
- Identify target drug concentrations for Narrow Therapeutic index drugs.
- Determine the appropriate storage of compounded medications before and after dispensing

**4. Identification and Assessment of Drug related Problems**

**Ability Statement: Correlate drug related variables and patient related variables to identify and assess drug related problems. Evaluate how the unique characteristics of patients and patient populations impact on manifestations of drug-related problems**

Maps to CAPE Outcome I-A: Provide Pharmaceutical Care to achieve optimal patient outcomes; Provide Patient-centered care and 2007 Pharmacy Practice Supplemental Outcome I-A: Gather and organize accurate and comprehensive patient information to identify ongoing or potential drug therapy problems.

**EXAMPLE Performance competencies:**

- Evaluating medication orders to identify drug related problems
- Assess the urgency and risk associated with identified drug related problems
- Evaluate patient information and medication information that places a patient at risk for developing drug-related problems

**5. Mathematics applied to pharmaceutical calculations, compounded medications, dose calculations, and applications of pharmacokinetic calculations.**

**Ability Statement: Utilize pharmaceutical and pharmacokinetics mathematics to perform accurate medication calculations. Value the importance of total accuracy in performing and applying these calculations.**

Maps to 2004 CAPE Outcome I-A: Provide Patient-Centered Care and 2007 Pharmacy Practice Supplemental Outcomes I-B: Interpret and evaluate patient and drug-related data needed to identify actual or potential drug therapy problems (prescription and non-prescription) I-B-4: Perform any additional patient calculations needed

**EXAMPLE Performance competencies**

- Perform accurate pharmaceutical calculations, especially involved in the preparation of compounded oral, topical, rectal, ophthalmic, or parenteral preparation, and pharmacokinetic calculation of appropriate doses.
- Apply mathematical principles (e.g., accurately perform dose calculations, kinetics) in pharmacy practice

**6. Ethical, Professional, and Legal Behavior:**

**Ability Statement: In all health-care activities, demonstrate knowledge of and sensitivity towards the unique characteristics of each patient. Comply with all federal, state, and local laws related to pharmacy practice. Demonstrate ethical and professional behavior in all practice activities.**

Maps to CAPE Outcome I-B-4: Carry out duties in accordance with legal, ethical, social, economic, and professional guidelines:

**EXAMPLE Performance competencies:**

- Professionalism: Demonstrate caring, ethical, and professional behavior when interacting with peers, professionals, patients, and caregivers.
- Demonstrate sensitivity and responsiveness to culture, race/ethnicity, age, socioeconomic status, gender, sexual orientation, spirituality, disabilities, and other aspects of diversity and identity when interacting with patients, caregivers, and other health care professionals.
- Comply with federal, state and local laws and regulations related to pharmacy practice
- Practice ethically, including maintaining patient confidentiality, responding to errors in care and professional misconduct (including plagiarism)
- Comply with federal, state and local laws and regulations related to pharmacy practice
- Maintain professional and ethical behavior in all practice environments, demonstrating ethical practice, empathy, cultural sensitivity, and professional communications in compliance with all laws, regulations, and professional standards.
- Professionalism: Demonstrate empathy, assertiveness, effective listening skills, and self-awareness.
- Demonstrate professional and ethical behavior in all practice environments
- Apply legal and regulatory principles to medication distribution, use and management systems
- Accept responsibility for patient care
- Make and defend rational, ethical decisions within the context of personal and professional values
- Demonstrate empathy, assertiveness, effective listening skills, and self-awareness.

## 7. General Communication Abilities

**Ability Statement: Demonstrate effective communication abilities in interactions with patients, their families and care givers, and other health care providers. Communication should be consistent with education level, cultural issues, and be empathetic. Elicit feedback validating understanding of communication.**

**Maps to CAPE Outcome I-A-2:** Communicate and collaborate with prescribers, patients, care givers, and other involved health care providers to engender a team approach to patient care; and **II-A-2:** Communicate and collaborate with patients, prescribers, other health care providers, and administrative and supportive personnel to engender a team approach to assure efficient, cost-effective utilization of human, physical, medical, informational, and technological resources in the provision of patient care; and **2007 Pharmacy Practice Supplemental Outcome I-E-3:** Consider social, economic, and cultural factors that influence a patient's perspective on health, illness, and medication use.

EXAMPLE Performance competencies:

- Communicate effectively using appropriate verbal, non-verbal, and written communication at a suitable level) with patients, caregivers, and other health care providers, at a suitable level for the partner in the interaction, to engender a team approach to patient care.
- Demonstrate effective communication skills (verbal, non-verbal, and written) at an appropriate level for patients, caregivers, health care providers, and the general public.

## 8. Counseling Patients:

**Ability Statement: Provide effective health and medication information to patients and/or care givers and confirm patient and/or care giver understanding of the information being provided.**

Maps to CAPE Outcome I-A: Provide Patient-centered care and Pharmaceutical Care to achieve optimal patient outcomes; and 2007 Pharmacy Practice Supplemental Outcomes IV-G: Educate patients and/or caregivers about drug therapy

EXAMPLE Performance competencies

- Use effective written, visual, verbal, and nonverbal communication skills to provide patient/caregiver self-management education
- Appropriately and accurately provide basic medication counseling to a patient or caregiver receiving a medication.
- Assess and validate the ability of patients and their agents to obtain, process, understand and use health- and medication-related information
- Counsel patients on proper self-care and preventative care

- Use appropriate methods of patient education to review indications, adverse effects, dosage, storage, and administration techniques
- Use effective written, visual, verbal, and nonverbal communication skills to provide education to the patient/caregiver on drug, drug use, self- or preventative care, or other health-related education to health care providers.
- Communicate alternative therapeutic strategies to the prescriber to correct or prevent drug-related problems.
- Assist a patient in correctly selecting an over the counter preparation.
- Develop and provide drug, drug use, or other health-related education to consumers or health providers
- Provide accurate response to drug information requests written and verbally.
- Use effective written, visual, verbal, and nonverbal communication skills to counsel and educate a patient or caregiver regarding appropriate medication use – prescription and self-care.
- Demonstrate and/or describe proper administration technique for various drug delivery systems (e.g., inhalers, eye drops, etc.)

## 9. Drug Information Analysis and Literature Research

**Ability Statement: Assess information needs of patients and health providers and apply knowledge of study design and literature analysis and retrieval to provide accurate, evidence-based drug information.**

Maps to 2004 CAPE Outcome I-A-3: Retrieve, analyze, and interpret the professional, lay, and scientific literature to provide drug information to patients, their families, and other involved health care providers; and 2007 Pharmacy Practice Supplemental Outcome I-D: Retrieve, analyze, and interpret the professional, lay, and scientific literature to make informed, rational, and evidence-based decisions.

### **EXAMPLE Performance competencies**

- Collect accurate and comprehensive drug information from appropriate sources to make informed, evidence-based, patient-specific or population-based decisions. (3)
- Recognize the type of content that is available in general (tertiary), secondary, and primary information sources
- Collect, summarize, analyze and apply information from the biomedical literature to patient-specific or population-based health needs
- Demonstrate utilization of drug information resources
- Describe the type of content in commonly used drug and medical information resources.
- Collect and interpret accurate drug information from appropriate sources to make informed, evidence based decisions.
- Use effective written, visual, verbal, and nonverbal communication skills to accurately respond to drug information questions.

## 10. Health and Wellness – Public Health

**Ability Statement: Know and apply principles of health and wellness in provision of individual and population-based health and wellness information. Integrate unique characteristics of individuals and populations in design of health and wellness information.**

Maps to 2004 CAPE Outcome 3: Promote health improvement, wellness, and disease prevention in cooperation with patients, communities, at-risk populations, and other members of an interprofessional team of health care providers.

### **EXAMPLE Performance competencies:**

- Participate in activities that promote health and wellness and the use of preventive care measures
- Promote to patients the importance of health, wellness, disease prevention (e.g., immunizations, tobacco cessation counseling), and management of their diseases and medication therapies to optimize outcomes.
- Provide preventative health services (e.g., immunizations, tobacco cessation counseling)
- Public Health: Promote to patients the importance of health, wellness, disease prevention, and management of their diseases and medication therapies to optimize outcomes.

## 11. Insurance /Prescription Drug Coverage

**Ability Statement: Utilizing knowledge of a wide array of private and public health insurance options assist patients and care givers to obtain their medications and related para-pharmaceuticals in an affordable manner that meets their health care needs.**

Maps to 2007 Social and Administrative Sciences Outcomes 2-1-A: Identify the key features of private and public payers of health care; and 2-1-B: Describe the objectives of health insurance and managed health care

### **EXAMPLE Performance competency:**

- Assist a patient or caregiver in problems related to prescription medication coverage, health insurance, or government health care programs.