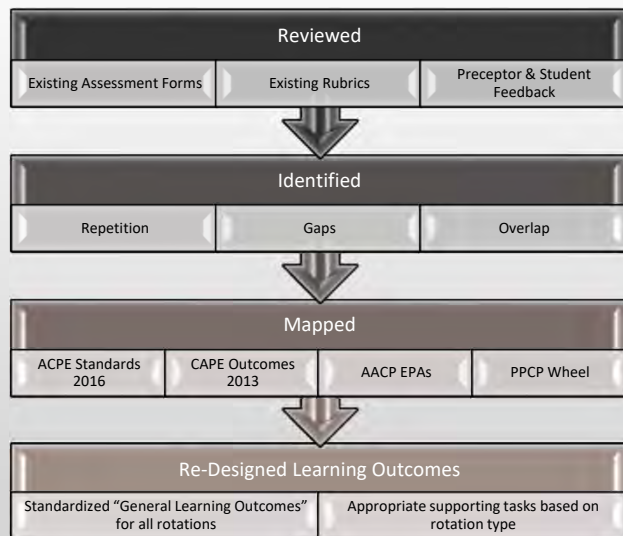
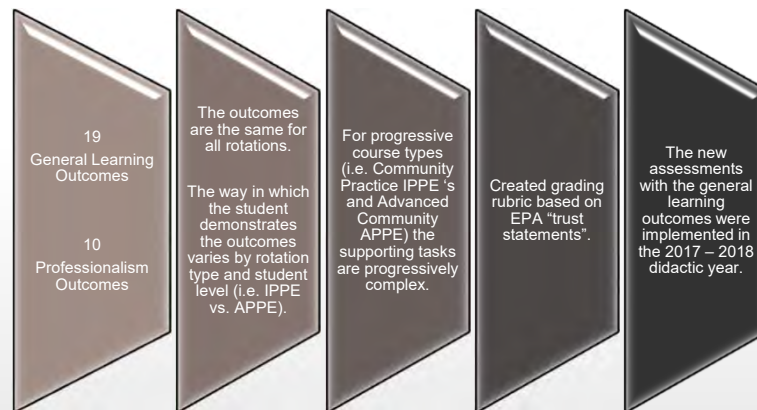


3. To provide specific practice-based examples of micro-level activities to guide preceptors to better assess student achievement of outcomes.

Methods



Results



1. Collect information to identify patients' medication-related problems and health-related needs.

470	570	570	602	<p>Bullet points are examples</p> <ul style="list-style-type: none"> • Collect a patient history • Use QuEST-SOCLAR-AMC to collect patient symptoms and medical considerations, and provide appropriate self-care recommendations • Collect at least two patient histories for patients with at least three comorbidities, and on five or more medications • Provide appropriate triage to providers depending on their presenting signs and symptoms • Collect and analyze patient data from the patient, the caregiver, and the patient profile as needed to provide patient care • Perform disease-specific physical assessment (if applicable)
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General Learning Outcomes Assessment Rubric

GENERAL LEARNING OUTCOMES				
5	4	3	2	1
I trust the student completely as an individual practitioner (competence)	I trust the student completely as an individual practitioner (competence)	I trust the student with limited confidence	I trust the student, with direct supervision and frequent correction	I only trust the student, with specific direction and direct supervision
ANC	ANC	ANC	ANC	ANC
This student is assigned to perform meaningful projects in other lessons for this outcome		The student is self-directed and goes a distance on his/her own	The student is self-directed for performance correction	The student requires significant correction for performance correction
		If corrected on FINAL assessment by PRECEPION, student will receive a 1 on this outcome	If corrected on FINAL assessment by PRECEPION, student will receive a 2 on this outcome	If corrected on FINAL assessment by PRECEPION, student will receive a 3 on this outcome

Implications

General learning outcomes that incorporate EPAs ensure that student learning is focused on the defined skills, abilities, and attitudes that are expected of the student upon graduation.

Providing varying examples of supporting tasks for the EPA-based learning outcomes allows opportunity to differentiate the level (introductory vs. advanced) of student learning on rotations and provides specific examples for students and preceptors to determine what activities meet the learning outcomes in each practice setting.

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Disclosures & Contact Information

The authors have nothing to disclose concerning possible financial or personal relationships with commercial entities that may have a direct or indirect interest in the subject matter of this presentation.

For more information, feel free to contact ejohanson@roseman.edu.