

Sign-Off Forms for Skilled-Based Competencies - 1

| Skill Area | Competency Statement | Clerkship Site | Student's Initials | Instructor's Initials | Date | |
|--|---|---------------------------------------|--------------------|-----------------------|------|--|
| Written Communication | Prepare a medication history write-up | | | | | |
| | Prepare a handout for a patient case presentation | | | | | |
| | Prepare an article for a pharmacy newsletter | | | | | |
| | Prepare a patient information sheet | | | | | |
| | Prepare a drug information or poison call response | | | | | |
| | Abstract a selected article for journal club | | | | | |
| | Prepare a pharmacy consult for a pharmacokinetic, nutrition, or therapeutic problem | | | | | |
| | Prepare a progress note | | | | | |
| | Prepare a drug monograph for formulary or DUE review | | | | | |
| | Prepare an FDA adverse drug reaction report | | | | | |
| | Prepare a pharmaceutical care plan | | | | | |
| | Verbal Communication | Present a patient case to an audience | | | | |
| | | Present a patient to the instructor | | | | |
| Present an inservice / educational program | | | | | | |
| Assess a patient medication profile | | | | | | |
| Present a pharmaceutical care plan | | | | | | |
| Present a selected article in journal club | | | | | | |
| | Counsel a patient on medications | | | | | |
| | Take a medication history | | | | | |

Sign-Off Forms for Skilled-Based Competencies - 2

| Skill Area | Competency Statement | Clerkship Site | Student's Initials | Instructor's Initials | Date |
|----------------------------|---|----------------|--------------------|-----------------------|------|
| Audio-Visual | Complete a presentation using an overhead projector | | | | |
| | Complete a presentation using either a slide or LCD projector | | | | |
| | Complete a presentation using a handout | | | | |
| Presentation Dates: | #1: #2: #3: #4: #5: | | | | |
| | | | | | |
| Pharmacokinetics | Calculate a creatinine clearance using a formula | | | | |
| | Calculate a CrCl for a patient with normal renal function | | | | |
| | Calculate a CrCl for a patient with reduced renal function | | | | |
| | Calculate a CrCl for an obese patient | | | | |
| | Calculate body surface area for an adult and child | | | | |
| | Calculate an ideal body weight for an adult | | | | |
| | Calculate the serum half-life of a drug | | | | |
| | Calculate the serum drug clearance of a drug | | | | |
| | Calculate the volume of distribution for a drug | | | | |
| | Calculate a dosage regimen for aminoglycosides | | | | |
| | Calculate a dosage regimen for vancomycin | | | | |
| | Calculate a dosage regimen for theophylline | | | | |
| | Calculate a dosage regimen for phenytoin | | | | |
| | Calculate a dosage regimen for digoxin | | | | |

Sign-Off Forms for Skilled-Based Competencies - 3

| Skill Area | Competency Statement | Clerkship Site | Student's Initials | Instructor's Initials | Date |
|---|--|----------------|--------------------|-----------------------|------|
| Physical Assessment | Take a blood pressure | | | | |
| | Take a pulse | | | | |
| | Take a respiratory rate | | | | |
| | Take a temperature | | | | |
| | Check for peripheral edema | | | | |
| | Perform a home blood glucose check | | | | |
| Patient Teaching | Demonstrate subcutaneous injection technique | | | | |
| | Demonstrate appropriate instruction on use of an inhaler | | | | |
| | Demonstrate appropriate instruction on use of a peak flow meter | | | | |
| | Demonstrate appropriate instruction on use of a blood glucose monitor | | | | |
| Patient Monitoring | Select appropriate patients for monitoring | | | | |
| | Identify and collect appropriate drug-monitoring parameters | | | | |
| | Maintain an adequate patient database | | | | |
| | Identify and prioritize major problems | | | | |
| | Assess the appropriateness of each patient's drug therapy | | | | |
| Nutrition | Complete a nutritional assessment for a patient | | | | |
| | Evaluate the appropriateness and make recommendations regarding a TPN prescription for a patient | | | | |
| Other important accomplishments: | | | | | |
| | | | | | |