This is a confidential document released in association with the transcript to highlight the student’s performance in the UCSF PharmD program. Detailed information about the curriculum and the competency-based assessment standards is provided on the reverse.

Note: The APPE requirement for students graduating in 2021 was modified from 8 APPEs to 6 APPEs as a result of the COVID-19 pandemic. The number of APPEs taken through November 2020 will vary as a result; a student may have a maximum of 4 APPEs and a minimum of 2 APPEs. All students take 4 required APPEs and 2 elective APPEs, and fully meet the requirements set forth by the Accreditation Council for Pharmacy Education. Assignments to APPEs were made by the UCSF School of Pharmacy based on the availability of rotation sites and were beyond the students’ control.

Distinguishing Aspects of APPE Performance
The following are comments provided directly by APPE preceptors regarding what differentiates this student from other APPE students; APPEs are listed in chronological order.

<table>
<thead>
<tr>
<th>APPE Category</th>
<th>Preceptor Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPE Direct Patient Care Elective</td>
<td>STUDENT is one of the most motivated students that I have interacted with over the years. This block was one of the busiest blocks with high patient loads, yet she welcomed all scheduled and new learning activities/tasks during this rotation. In addition, she seeks constructive feedback and adopts them promptly. Most of all, she seems to possess resilience and tenacity that will likely help her to advance further in her career. She is an outstanding student.</td>
</tr>
<tr>
<td>APPE Hospital Systems/Practice</td>
<td>Most evident was STUDENT’s overall familiarity with the electronic medical record. She was very savvy and efficient with gathering patient information and completing documentation. It is not uncommon necessarily that students begin rotation with previous work in the electronic medication record; STUDENT however was able to participate and complete tasks at a level that was beyond what a typical student would be expected.</td>
</tr>
<tr>
<td>APPE Acute Care Medicine</td>
<td>STUDENT is very independent and so organized. She required absolutely no reminding at all. She would bring up drug info questions that other preceptors had assigned her and reminded me to go through them with her. She is enthusiastic and engaged. Any question I asked her she thoroughly answered and wanted to know more. She asked questions in a way that I knew she understood concepts and she wanted me to fill in the gaps.</td>
</tr>
<tr>
<td>APPE Amb Care Clinic</td>
<td>STUDENT has a keen awareness that all patients should be treated as individuals. She strives to do this in her everyday practice and therefore is one of the most patient-centered student practitioners with whom I have worked.</td>
</tr>
</tbody>
</table>

Research: PharmD Discovery Project
Feedback provided by the student’s research preceptor regarding performance on the research project.

<table>
<thead>
<tr>
<th>Project Name:</th>
<th>Effectiveness of Peer Assisted Learning within the UCSF School of Pharmacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguishing Aspects of Student Performance 400 characters</td>
<td>STUDENT participated actively in the study design, implementation, and analysis. STUDENT also turned in all deliverables on time and responded well to feedback. STUDENT’s scientific writing is appropriate for their level. STUDENT is very independent and organized.</td>
</tr>
</tbody>
</table>

Provided by the UCSF School of Pharmacy Dean’s Office. Questions? Contact: Office of Student & Curricular Affairs (415) 476-2732. Date: 12/2/2020
UCSF PharmD Pharmacy Student Performance Evaluation: Curriculum & Assessment Overview

Curriculum Overview
The UCSF PharmD curriculum is designed to produce a distinguished, professionally skilled, and compassionate PharmD graduate, with an unmatched scientific mindset to bring creative approaches to serve patients and meet challenges across health care. Beginning with the cohort of students entering in 2018, the UCSF School of Pharmacy implemented a transformed PharmD curriculum with an entirely new curricular architecture and delivery model. The curriculum is a 3-year, 12 quarter, year-round integrated program, cumulative and continually reinforced. The curriculum:

- Integrates content within physiological system and disease-based course blocks of varying lengths, called integrated themes.
- Provides learners with rigorous opportunities to apply science-based thinking to patient care.
- Focuses on the application of curricular content in real-world practice.
- Emphasizes rigorous scientific and critical thinking and problem solving focused on patient care.
- Includes longitudinal, increasingly complex, real-life clinical experience in diverse patient populations.
- Promotes knowledge organization and connectivity, self-awareness/mindfulness, learner motivation/responsibility, professionalism through regular integrative activities to synthesize information and build readiness for practice.

The curriculum consists of five key components:

- **Foundations**: Courses at the beginning of the first and second academic years emphasize key concepts in the biomedical, pharmaceutical, social/administrative, and clinical sciences, as well as necessary skills for professional and academic success.
- **Integrated Themes – Core Science & Inquiry**: Basic, clinical and social science content related to pharmacy practice integrated by physiological system/disease state; coupled with an inquiry thread to expose students to the latest developments and innovations in science and practice.
- **Applied Patient Care Skills**: Hands-on practice and case-based lab course to complement integrated theme; builds knowledge and skills in three patient care domains essential to patient care and practice: hands-on skills, communication, and critical thinking.
- **Experiential**: Introductory and Advanced Pharmacy Practice Experience (IPPEs and APPEs) to apply knowledge and skill in diverse pharmacy settings; learning objectives linked 15 core pharmacy entrustable professional activities (EPAs) to insure competency in practice activities expected for new pharmacy graduates.
- **Discovery Project**: Mentored individual or small group project to develop and answer scientific and clinical questions and apply basic, clinical and social science knowledge to real world questions and develop skills and experience in research.

The UCSF PharmD curriculum outcomes draw from the CAPE 2013 outcomes and interprofessional education outcomes expected for graduates of all UCSF health professions programs. The JCPP Pharmacist Patient Care Process is key to curriculum construction and implementation. The UCSF PharmD program aspires to produce pharmacists who have an understanding of ethical principles underpinning the practice of pharmacy, safety and quality in health care.

Assessment
The UCSF PharmD curriculum develops the professional knowledge, skills, behaviors, and aptitude characteristic of outstanding patient-centered pharmacists. Assessment of student achievement is focused on the attainment of core competency in didactic and experiential coursework, as well as demonstration of the high standards of professional conduct required for the safe, patient-centered and ethical practice of pharmacy. The UCSF PharmD program carefully monitors student progress in the curriculum to ensure students demonstrate the knowledge, skills, and behavioral and ethical characteristics essential for practice.

Assessment focuses on integration across the curriculum and embraces the philosophy of assessment for learning. Integrated coursework and associated assessments encourage students to connect the knowledge and skills they learn in the classroom with the clinical setting. Assessment activities contribute significantly to student learning by providing each student with information to guide them in achieving the required PharmD competencies and milestones.

Assessment Highlights:

**Eighteen core competencies** define expectations for students. The standard of achievement is a passing grade (P) for all coursework. By passing a course, the student demonstrates the requisite knowledge and skills, application of those knowledge and skills, and the competency level established by the faculty.

Faculty use a **variety of tools** to assess student performance in numerous competency domains knowledge, skills and behaviors including written assessments, simulations or oral assessments.

Frequent **formative assessments** guide student learning, promote reflection, and help shape student values about continuous improvement in their practice of pharmacy.

**Summative assessments** to assess overall competency, emphasize critical thinking, problem-solving, skills, and the application of knowledge as opposed to the recall of facts. Students meet competency standards on a summative assessment have two opportunities to demonstrate proficiency through remediation and reassessment.

Comprehensive, integrated assessments at the end of the P1 and P2 year in the form of multi-station **Objective Structured Clinical Exams (OSCEs)** provide an assessment of student’s demonstration of the knowledge, skills and behaviors expected at the end of each year of the didactic curriculum.

Assessment of **performance in the experiential curriculum** utilizes a combination of assessment methods:

- Checklists in the IPPE curriculum document tasks/activities ensure uniformity across experiences and attainment of expected skills/experiences
- Student performance evaluations in IPPEs and APPEs designed around the profession’s entrustable professional activities guide assessment of student performance for the CAPE 2013 standards.

Please visit [pharmacy.ucsf.edu](http://pharmacy.ucsf.edu) for additional information regarding the UCSF PharmD Program, curriculum and courses.