**MUE Evaluation Form**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assignment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Evaluation: \_\_\_\_\_\_\_\_\_\_\_ Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

MUE Indicators:

1. Student used appropriate resources to determine MUE criteria (appropriate resources include current guidelines/power plans/standards of care/published use criteria, relevant primary literature since guidelines publication date, package insert) EPA 1

1 2 3 4

1. Student included all relevant data collection points (patient identifiers; drug name, dose, frequency; use criteria; information needed to determine appropriate use – varies by drug; prescriber) EPA 2

1 2 3 4

1. Student consistently met deadlines

1 2 3 4

1. Student displayed professionalism in all communications (student consistently used professional and appropriate language, met deadlines and communicated with preceptor prior to deadlines if difficulty meeting them was anticipated, and effort on assignment was obvious)

1 2 3 4

1. Student made appropriate conclusions based on MUE results (Is use appropriate? Why or why not? If not, what can we do to address the problems?) EPA 7, EPA 10, EPA 13, EPA 15

1 2 3 4

Pass Fail

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Clinical Evaluation Scale**

1 – Dependent: Learner lacks confidence and/or requires frequent direction to simplify the task compared to established practice standards (e.g. preceptor takes a piece of the task over that the learner is not yet able to complete)

2 – Assisted: Learner displays some confidence but requires frequent direction in order to perform the entire task compared to established practice standards

3\* – Supervised: Learner portrays an appropriate level of confidence and can complete the entire task compared to established practice standards. Learner can proactively self-identify areas where occasional direction is necessary from the preceptor team

4 – Independent: Learner portrays an appropriate level of confidence and can complete the task compared to established practice standards, similar to a pharmacist who has been licensed for approximately 6 months (PGY 0.5)

*\*Level expected of an advanced immersion student*