



Introductory Pharmacy Practice Experience (IPPE) Manual

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The College of Pharmacy Student Handbook and Manuals are hereby incorporated as a part of this catalog. The catalog is also hereby incorporated as a part of the Student Handbook and Manuals. The Catalog, Student Handbook and Manuals are available in the College of Pharmacy administrative offices and/or website.

TABLE OF CONTENTS

I.	INTRODUCTION	3
A.	Introductory Pharmacy Practice Experiences	3
II.	ROTATION POLICIES AND PROCEDURES	4
A.	Compensation	4
B.	Schedule and Attendance	4
C.	Student Requirements for Participation	5
D.	Transportation	5
E.	Medical Insurance/Medical Care	5
F.	Health Status	5
G.	Confidentiality Policy	6
H.	Compliance with Site Policies and Procedures	6
I.	Dress Code	6
J.	Recording of Student Intern Hours	7
K.	Preceptor Responsibilities	7
L.	Student Responsibilities	8
M.	Orientation	8
N.	Student Assessment Process	9
	Bi-Weekly IPPE Assessment	10
	Annual IPPE Assessment	11
	Site/Preceptor Assessment	11
	Assessment Form Submission	11
O.	IPPE Assignments	12
P.	Overdue IPPE Assessments and/or Assignments	12
Q.	Annual Learning Outcomes	13
	P1 Learning Outcomes	13
	P2 Learning Outcomes	14
	Professionalism Outcomes	15
R.	Student Appeal of Experiential Outcomes	16
III.	SCHEDULES	17
A.	Site Visits, Assessments and Assignments	17
B.	Annual Assessment Educational Outcomes	17
IV.	DOCUMENTS AND FORMS	18
	Acknowledgment of ROSEMAN-COP Experiential Policies and Procedures	19
	Absence Request Form	20
	P1 Community IPPE Bi-weekly Assessment Form-Completed by Preceptor	21
	P2 Community IPPE Bi-weekly Assessment Form-Completed by Preceptor	22
	IPPE Community Bi-weekly Assessment Form-Completed by Student	23
	P1 Annual Community Assessment Form-Completed by Preceptor	24
	P2 Annual Community Assessment Form-Completed by Preceptor	28
	P1 Annual Self-Assessment Form-Completed by Student	32
	P2 Annual Self-Assessment Form-Completed by Student	36
	IPPE Community Site/Preceptor Assessment Form-Completed by Student	40
	IPPE Institutional Assessment Form-Completed by Preceptor	43
	IPPE Institutional Assessment Form-Completed by Student	44

I. INTRODUCTION

With the design of the College's experiential program, it was recognized that many employers were concerned that today's graduates appear less familiar with the realities and demands of current pharmacy practice. Similar observations have been documented in the literature; graduates who are not sufficiently exposed to pharmacy practice prior to beginning their first position require more intensive orientation/training. Furthermore, these individuals often became disillusioned because of an observed disconnect between what they were taught and workplace realities. Moreover, the Accreditation Council for Pharmacy Education (ACPE) Standards advocates introductory experiential education beyond the typical "shadowing" experiences that were commonplace in the past. Students should treat each site visit as each one was a job interview.

As a result, the College of Pharmacy has developed a unique way of approaching the introductory pharmacy practice experiential training (IPPE) of pharmacy students. IPPEs encompass training in both Community and Institutional practice settings. The primary goal of IPPE is to help students assimilate and apply didactic materials in a practice environment. IPPE reviews the basic technical and distributive functions of pharmaceutical care, while providing students the opportunity to expand their knowledge base, practice their skills, and develop professional attitudes in an actual pharmacy setting as well as direct patient interactions in both Community and Institutional settings. The integration of classroom knowledge and experiential training serves as the cornerstone of the student's education, instilling professionalism, and ensuring competency in the provision of Pharmaceutical Care and Medication Therapy Management.

The introductory pharmacy practice experiences may use various formats, including but not limited to:

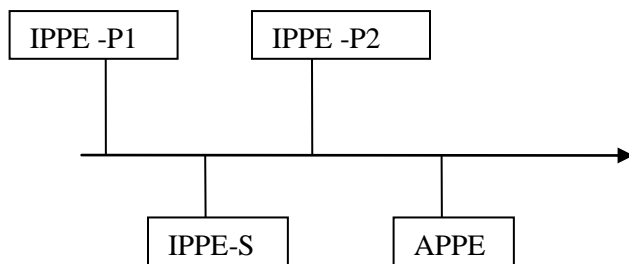
- Shadowing of practitioners or Advanced Pharmacy Practice students
- Interviews of real patients
- Simulations
- Service learning
- Real practice experiences in community, institutional, long term care pharmacies etc...

Students participate in up to twenty (20) IPPE sessions per academic calendar year during each of the first two years of the curriculum. Each IPPE session is eight (8) hours in duration (not inclusive of a meal break). Between the P1 and P2 years, students will complete a Pharmacy Practice Experience (IPPE-S) as a community based block. A limited number of IPPE visits (less than 20%) will consist of simulations in accordance to the ACPE guidelines. While at the practice site, students will be expected to complete required assignments. The assignment is to be typed and submitted at the IPPE seminar or as instructed by the professor. Successful completion of all assignments is required to pass the IPPE. In addition, each student is required to master a core set of annual learning & professionalism outcomes associated with daily pharmacy practice. As time permits, Preceptors may assign additional tasks, including but not limited to: learning the computer system, entering prescription and patient data, performing distributive functions, and/or counseling patients. Preceptors are required to direct and/or supervise all activities undertaken by students. **Included in the IPPE site visits, each student will complete a balance of visits between various practice sites.**

The usual scheduled day for IPPE is Friday for P1 students and Tuesday for P2 students. Following each IPPE session, students convene as a group (i.e. IPPE seminar) to discuss the assignment and share experiences. During the IPPE seminar faculty may schedule group work or other active learning exercises to reinforce on-site experiences and learning outcomes.

The IPPE schedule has been designed so that all students can successfully achieve all educational outcomes designated for the specified academic level. The material covered during IPPE complements and prepares students for the Advanced Pharmacy Practice Experiences (APPE). The complete experiential timeline is outlined on the next page.

Included in the P2 year will be a 4 hour BLS recertification which will be held on one of the last 3 IPPE days on a rotational basis.



As a Preceptor, you are an integral part of the student's learning. You will be there to guide the student through the educational outcomes and will supervise the pharmacy-related tasks they perform during the day. Additionally, you will be asked to assess student performance following each experience. Your contribution in this manner is meaningful and is an important component of the College's mission to graduate competent pharmacists prepared to deal with the demands and rewards of contemporary pharmacy practice.

As a Student, remember that your primary goal while at the practice site is to learn all aspects of pharmacy practice. All pharmacy practice experiences are intended to help you integrate classroom training with actual pharmacy practice and may provide you with networking opportunities for future employment. Although the preceptor's first duty is to their patients, the student should remember that they are also available to provide guidance, assessment, and assistance.

II. ROTATION POLICIES AND PROCEDURES

The information contained in this Manual is complementary to that in the *Student Handbook*. Questions and/or clarifications pertaining to policies and procedures or other issues should be directed to the Introductory Experiential Coordinator.

A. Compensation

Students may not receive or request compensation from sites or Preceptors for hours, activities, projects or assignments related to any experiential rotation. Any student found to have received financial compensation for hours where academic credit is earned will receive a No-Pass and be required to remediate the IPPE.

B. Schedule and Attendance

Attendance is mandatory for all IPPE visits on the scheduled IPPE day. Students are expected to be present at the practice site **at least** 8 hours per session (not inclusive of a meal break). Additional hours beyond those scheduled may be required in order to complete assignments or other activities.

Institutional site visits will be staggered over the course of the academic year. It will be the responsibility of each student to know when they are to complete their Institutional rotations and make certain their Community preceptor is advised.

If a student has a personal emergency or is ill, the Introductory Experiential Coordinator and Preceptor must be contacted as early as possible on or before the day in question. In addition, the student must also complete the absence form online http://secure.roseman.edu/arc2/html/epppe_absence_request.phtml, as soon as possible. Documentation from a physician or relevant third party may be requested for these types of absences. Attendance is required on the scheduled day, unless **prior** arrangements have been made and **approved** by both the preceptor and the Introductory Experiential Coordinator. Absence requests submitted after the scheduled IPPE will count as an unexcused absence.

Requests for time off for any reason other than a personal emergency or illness must be approved at least two weeks in advance by both the Introductory Experiential Coordinator and Preceptor (see form on p. 20). Verification of attendance or a written summary of activities may be required by the Introductory Experiential Coordinator and/or the Preceptor. The College expects students to modify all other schedules to allow full attendance for each IPPE session. Split shifts and early completion of site visits are not permitted. Any non-attendance on a day requested for absence that was denied will be considered an unexcused absence. Any IPPE attendance other than the scheduled dates and times not approved by BOTH preceptor and the Experiential Coordinator will count as an unexcused absence. Any unexcused absence will be made up at the convenience of the preceptor and additional site visits may be required and assigned by the experiential coordinator. In addition, failure to make up any absence in a timely manner may require completion of additional site visits as determined by the experiential coordinator.

An incomplete (I) will be assigned until all IPPE requirements have been completed. Successful completion of all IPPE assessments, assignments and annual outcomes is required for student promotion to the next academic level (i.e. P1 to P2 or P2 to P3).

Students who have more than one unexcused absence will receive a No Pass for IPPE and be placed on probation.

C. Student Requirements for Participation

Prior to beginning IPPE, each student must have completed the following requirements:

1. Health Insurance Portability and Accountability Act (HIPAA) training.
2. Background Check
3. Urine Drug Screen
4. Required Immunizations

The college will release this information to the practice site upon request. Students must sign the Acknowledgement of the Roseman University of Health Sciences College of Pharmacy Experiential Policies and Procedures (page 18) in order to release this information to affiliated institutions and be able to participate in IPPE. Failure to complete immunization requirements in a timely manner as outlined by the IPPE coordinator may jeopardize the student's ability to participate in site visits; the student may be required to complete additional site visits.

D. Transportation

Students are responsible for the provision of their own reliable means of transportation to travel to and from their rotation sites.

E. Medical Insurance/Medical Care

All students are required to maintain medical insurance for the duration of the academic year. Each student is responsible for their medical care and/or treatment in case of illness or injury while on rotation, if necessary, including transportation. In the event that a student no longer has medical insurance they are ineligible to continue their experiential training.

F. Health Status

Each student must provide certification that they have no health-related condition that would render the student unfit to participate in the clinical experience.

G. Confidentiality Policy

All students are required to adhere and sign to the following Confidentiality Policy:

I acknowledge and agree to comply with the *Health Insurance Portability and Accountability Act of 1996 (HIPAA)* and any current and future regulations promulgated hereunder including without limitation the federal privacy regulations, federal security standards and the federal standards for electronic transactions. Confidential Information specifically includes, but is not limited to, employee information, patient information, computer or access password(s) issued to me, financial information, business activity information, details about the computer systems and software, displayed and printed information, and proprietary vendor information.

I will:

1. Use Confidential Information strictly in connection with, and for the sole purpose of, performing my assigned educational and patient care responsibilities;
2. Not disclose or communicate any Confidential Information to any person or entity whatsoever, except in performance of assigned educational and patient care responsibilities at the site or in the classroom;
3. Not disclose to any other person or entity, password(s) issued to me;
4. Always clear Confidential Information from my terminal screen and sign off the system when my tasks are completed;
5. Report immediately to my Preceptor any unauthorized use, duplication, disclosure, or dissemination of Confidential Information by any person, including other students;
6. When presenting Confidential Information orally or in writing, as part of my assigned educational and/or patient care duties mask the identity of the patient or employee, and site.

My failure to fulfill any of the obligations set forth in this confidentiality agreement or my violation of any of the terms of this agreement may result in:

1. Disciplinary action by the Roseman University of Health Sciences College of Pharmacy, including but not limited to, action taken under the College's Standards of Professional Conduct,
2. Disciplinary action by the site, according to the site's policies and procedures, including removal from the site;
3. Appropriate legal action (state and/or federal), including, but not limited to, civil or criminal prosecution.

H. Compliance with Site Policies and Procedures

Students must comply with all policies and procedures of the practice site. Preceptors must advise students of site policies during the orientation process (pg. 8-9).

Students must respect practice site property. Damage to practice site property may result in disciplinary action by either the site or the college, or both. Students must return all property to the site upon completion of the rotation. Fines assigned by the site for past due items are the responsibility of the student. Site phones and computers are to be used for official business only. Failure to comply may result in disciplinary action by the site or college, according to the site's policies and procedures, including removal from the site.

I. Dress Code

All students are expected to practice good personal hygiene (clean and well groomed) and wear professional attire while attending rotations. Students are to adhere to site-specific dress codes. A short white lab jacket should be worn at all times unless instructed otherwise by the Preceptor. Students *are required to* wear their College identification badge and/or site identification at all times as instructed by the Preceptor.

Appropriate Appearance for Women	Appropriate Appearance for Men
Business casual or dress pants Skirt or dress (minimum: knee length) Blouse or sweater Closed toe dress shoes Socks or hosiery	Business casual or dress pants Clean and pressed shirt Tie (site-dependent) Jacket or sweater Closed toe dress shoes Socks or hosiery
Inappropriate Appearance (women or men)	
Jeans, camouflage pants (fatigues), low-rise pants, scrubs or sweat/athletic pants Spandex Shorts Low-cut / mini-skirts (above the knee) Low cut or backless shirts and blouses (including halter and tank tops) T-shirts and sweat shirts Open midriff Open-toe shoes Athletic footwear High heels Bare legs and feet	

The College recommends while on rotation students be conservative with respect to hair coloring. Piercings may be acceptable, however, students should confirm this with the Preceptor (i.e. site-specific restriction). Preceptors reserve the right to require students to comply with the dress code in order to continue the rotation.

J. Recording of Student Intern Hours

The IPPE sessions provide intern hours annually that may be counted towards licensure, once students have obtained their license. States may differ regarding the number of experiential education hours that may be counted towards the total required for licensure eligibility. Students should contact individual State Boards of Pharmacy for specific details. A listing of State Boards of Pharmacy can be found on the National Associations of State Boards of Pharmacy web site: <http://www.nabp.net>.

K. Preceptor Responsibilities

1. Preceptors must be licensed pharmacists and in good standing.
2. Preceptors should be knowledgeable of and compliant with the material contained in this Manual.
3. Preceptors are expected to instill and demonstrate principles of professionalism and ethics, practicing ethically and demonstrating compassion for patients.
4. Preceptors shall accept personal responsibility for patient outcomes.
5. Preceptors shall have received professional training, experience, and demonstrate competence commensurate with their position.
6. Preceptors shall possess an aptitude to facilitate learning.
7. Preceptors shall utilize clinical and scientific publications in clinical decision making and evidence-based practice.
8. Preceptors are expected to be respectful of fellow practitioners and allied health professions, inasmuch as the Preceptor is a role model to the student, and serve as a member of a team.
9. Preceptors are responsible for communicating student expectations regarding performance, appearance, attitude and method of practice.
10. Preceptors are responsible for scheduling an orientation session with their student(s).
11. Preceptors are responsible for identifying an acceptable replacement to supervise students during absences.

12. Preceptors are responsible for fostering an environment of mutual learning and possess a desire to educate others.
13. Preceptors should not assume student competency but determine it by reviewing the student's performance through discussions and observation.
14. Preceptors are responsible for reviewing student progress at regular intervals during the experience and sharing their observations with the students.
15. Preceptors are expected to document and assess student performance as well as provide constructive criticism that is conveyed in private and in an appropriate manner.
16. Preceptors should inform students of any areas requiring improvement as early as possible.
17. Preceptors are responsible for submitting a midpoint and final assessment by the prescribed due date.
18. Preceptors are responsible for verifying the intern hours completed by each student to the College.
19. Preceptors are responsible for verifying student attainment of required rotation outcomes.
20. Preceptors shall have a systematic, self-directed approach to their own continuing professional development.
21. Preceptors shall be committed to their organization, professional associations, and their community.

L. Student Responsibilities

1. Students should be knowledgeable of and compliant with the material contained in this Manual.
2. Students are responsible for contacting the Preceptor one week prior to the start of the IPPE.
3. All expenses, fees and/or fares incurred during the experience are the responsibility of the student.
4. Students are expected to be present at the practice site a minimum of 8 hours per visit.
5. Students are responsible for adhering to the IPPE schedule and deadlines for assignments.
6. Students are expected to behave professionally at all times. Students should be respectful and courteous at all times.
7. Each student should be proactive with their experiential education, which necessitates active participation and communication.
8. Students are encouraged to acknowledge they do not know something, and seek help when necessary.
9. Advice or direction from a Preceptor should be viewed as a learning experience. Students should never publicly question the advice or directions of a Preceptor; rather these issues should be discussed in private. Students and Preceptors are encouraged to discuss differences or conflicts with the Introductory Experiential Coordinator.
10. Students should take an active role in communicating with physicians, patients, and other healthcare professionals but only under the direct supervision and authorization of their Preceptor.
11. Each student is responsible for registering as a Pharmacy Intern with the applicable state board of pharmacy. Each student is responsible for providing a copy of their Pharmacy Intern License to the Introductory Experiential Coordinator and practice site.
12. Students must abide by the laws and regulations that govern pharmacy practice and seek clarification from the Preceptor when necessary.
13. Evidence of a student at their site under the influence of illicit substances or alcohol is reason for immediate sanction and possible termination from the program. Please see the *Student Handbook* for College policies and procedures regarding abuse of substances or alcohol.
14. Students are required to submit assessment forms by the due date.

M. Orientation/Training

Preceptors shall be offered the following:

1. Orientation to the Roseman University of Health Sciences missions, goals, and values.
2. A review of the College of Pharmacy curriculum and teaching methodology.
3. An understanding of the objectives of the Experiential programs.
4. Instruction regarding the assessment of student performance based on their prior knowledge and level in the program.

Students are to contact the preceptor prior to the first IPPE visit to confirm arrangements. Students must provide both the preceptor and Experiential Coordinator with a copy of their respective Pharmacy Intern License once available (No later than October 31, 2011). Prior to obtaining licenses, shadowing activities are permitted.

Suggested Orientation Outline and Content:

1. Review of rotation outcomes and manual
 - a. Preceptor expectations and contact information
 - b. Student expectations and contact information
 - c. Daily responsibilities (Students and Preceptors)
 - d. Assessment procedure and timeline
2. Orientation to the practice site: hours of operation, acceptable / prohibited electronic devices (cell phones), staff introductions and roles, etc.
3. Pharmacy department policies and procedures.
4. Available resources: drug information references, clinical specialists, etc.
5. Use of site resources: photocopier, computers, telephones, etc.
6. Use of pharmacy department equipment and safety requirements: refrigerators, counting machines, balances, etc.

N. Student Assessment Process

1. Assessment Terminology

Taking into account the student’s academic progress, the following definitions should be used when assessing learning outcomes for students:

Achieved	Satisfactory	Not Achieved
The student is able to complete the assigned outcome.	Student’s progress towards achieving this outcome is acceptable however student still needs continued development in this area.	Student is unable to complete the assigned outcome.

The following definitions should be used when assessing professionalism outcomes for students:

Achieved	Not Achieved
The student is able to meet the desired outcome.	Student consistently does not meet the desired outcome.

A copy of the assessment forms to be used by Preceptors and students are available in the next section of this Manual. **For each IPPE visit, the preceptor and student must complete a bi-weekly IPPE Assessment Form, which is due within 3 days of the site visit. The pharmacist on duty, if not the listed preceptor, may complete the assessment form, in the absence of the listed preceptor.** In addition, the midpoint and final assessments should include active discussion between the Preceptor and student. Concurrent review of the student self-assessment and Preceptor assessment is encouraged.

Preceptors must contact the Experiential Coordinator if a student is performing unsatisfactorily (e.g. multiple “Not Achieved”) upon completion of the rotation midpoint assessment. Progress updates may be requested bi-weekly thereafter until the end of the rotation.

A “No Pass” must be assigned if a single “Not Achieved” is given on the Final Assessment. Preceptors are required to provide documentation for each “Not Achieved”. Thorough documentation of student progress is recommended.

Students are to provide constructive feedback on the Site and Preceptor Assessment Form (page 39). The information on this form will be shared with the Preceptor at the end of each rotation year.

Students are responsible for the completion and submission of all assessment forms. All assessment forms must be received by the College on the assigned due date listed on page 17 of the manual.

Students who receive a “No Pass” for an experiential rotation should consult the *Student Handbook* for information regarding their subsequent academic standing.

Bi-Weekly IPPE Community Assessment Forms

Preceptors are to assess students at the completion of each IPPE regarding their performance for the day using the IPPE Assessment Forms (pg. 21 for P1 students, pg. 22 for P2 students). The Preceptor’s IPPE Assessment Form contains four (4) sections: professionalism, achievement of assignment learning outcomes, pharmacy-related work experience and verification of hours. For each item listed on the form, Preceptors are to select either “Yes” or “No”. For all “No” responses, preceptors must provide comments specifically addressing the deficiency (e.g., Sally arrived in blue jeans and flip flops) and methods for improvement and/or remediation as applicable. Lastly, Preceptors must confirm student attendance, which is a minimum of eight (8) hours per IPPE.

Students are to assess their experience for the day using the IPPE Assessment Form (pg. 23). The Student’s IPPE Assessment Form contains four (4) sections: preceptor/site, learning outcomes, assignment and additional comments. For each item listed on the form, Students are to select either “Yes” or “No”. For all “No” responses, students need to provide clarification or explanation.

IPPE Institutional Assessment Forms

Preceptors are to assess students at the completion of each IPPE regarding their performance for the day using the IPPE Assessment Forms (pg. 43). The Preceptor’s IPPE Institutional Assessment Form contains four (4) sections: professionalism, achievement of assignment learning outcomes, pharmacy-related work experience and verification of hours. For each item listed on the form, Preceptors are to select either “Yes” or “No”. For all “No” responses, preceptors must provide comments specifically addressing the deficiency (e.g., Sally arrived in blue jeans and flip flops) and methods for improvement and/or remediation as applicable. Lastly, Preceptors must confirm student attendance, which is a minimum of eight (8) hours per IPPE and the date of attendance.

Students are to assess their experience for the day using the IPPE Institutional Assessment Form (pg. 44). The Student’s IPPE Institutional Assessment Form contains four (4) sections: preceptor/site, learning outcomes,

assignment and additional comments. For each item listed on the form, Students are to select either “Yes” or “No”. For all “No” responses, students need to provide clarification or explanation.

Annual IPPE Assessment

Bi-annually, at the midpoint and end of the academic calendar, Preceptors will be asked to assess student attainment of annual learning outcomes and professional behaviors. The due dates for these are in the syllabus and it is to be noted that the annual Assessment is due before the end of the year. The IPPE Annual Assessment Form is divided into two sections: Learning Outcomes and Professionalism Outcomes. Each section differs slightly in regard to the assessment process. Learning Outcomes are assessed based on successful completion of the described task. These outcomes may be in progress during the midpoint assessment. The assessment process for Professionalism Outcomes is more distinct in that student behavior is either acceptable or not during both the midpoint and final assessment. The Preceptor’s P1 IPPE Annual Assessment form is on pages 24-27 and the Preceptor’s P2 IPPE Annual Assessment form is on pages 28-31. Students must also complete IPPE Annual Self-Assessment forms. The P1 IPPE Annual Self-Assessment form is on pages 32-35 and the P2 Annual Self-Assessment form is on pages 36-39. Concurrent review of the Preceptor and Student Self-Assessment forms is encouraged.

Students are required to demonstrate (i.e., show, explain, do) each outcome as indicated. Comments specifically addressing the deficiency and/or methods for improvement must be provided if “Needs Improvement” is selected during the midpoint. Similarly, comments must also be provided if “Not Achieved” is selected at the final assessment.

Preceptors must contact the Introductory Experiential Coordinator if a student is performing unsatisfactorily (e.g. multiple “Needs Improvement”) upon completion of the rotation midpoint assessment.

A “No Pass” must be assigned if a single “Not Achieved” is given on the Final Assessment. Preceptors are required to provide documentation for each “Not Achieved”. Thorough documentation of student progress is recommended. Students can refer to the *Student Handbook* for additional information pertaining to student academic standing after receipt of a “No Pass”.

Site/Preceptor Assessment

Students are required to complete the IPPE Site/Preceptor Assessment Form at the completion of all IPPE visits. The Site/Preceptor Assessment is broken down into two (2) sections, opinion survey (p. 40-41) and open-ended questions (p. 42). The opinion survey utilizes a five-point scale, the description for which is at the top of the form. The open-ended question section affords students the opportunity to provide details regarding their experiences throughout the academic calendar. Students are to provide constructive feedback and criticism on the Introductory Experience Assessment Form. After review by the College the information on this form may be shared with the Preceptor.

Students are responsible for the completion and submission of all student and preceptor assessment forms. Students will receive an incomplete (I) until all assessment forms have been received. In addition, student progression to the next academic level may be prohibited until verification is confirmed.

Assessment Form Submission

All student assessment forms must be submitted electronically on the ARC (Academic Resource Center) no later than the dates noted in Section III., Schedule (pg. 17) of this Manual. Electronic submission of assessments is available at: <http://roseman.edu/apollo>. Preceptors and student will be provided with a user ID and password in order to access the assessment forms. Although electronic submission is preferred, Preceptors without internet access may fax assessment forms to 702-947-5060 (Nevada students) or 801-302-0768 (Utah students).

Preceptors and students are encouraged to contact the Introductory Experiential Coordinator if clarification is required regarding the assessment process or a particular learning outcome.

O. IPPE Assignments

At each IPPE visit, the student will **individually** complete a written assignment, including simulation IPPE days. The assignment is to be submitted as directed by the day on which the IPPE Seminar is held or 3 days after the site visit is completed-whichever comes first. Assignments will be assessed for completeness and correctness and will be given a Pass or No Pass. Assignments must **cite any references used**, and any form of plagiarism will be handled in accordance with the student handbook. Those assignments receiving a No Pass will be returned to the student for correction and resubmission. Resubmitted assignments must be received within 2 weeks of the initial assignment being returned to the student or as specified by the instructor. A no-pass on a resubmitted assignment will require the student to meet face to face with the faculty writer to discuss the concepts on the assignment. Following this the faculty writer can issue another assignment or determine the student grasps the concepts and pass them on the revised assignment by e-mailing the experiential coordinator who can add the note on Turnitin. Failure to complete assignments in a timely manner as instructed by the faculty member may require the completion of extra site visits to complete the assignment successfully.

Those students who are completing an Institutional site visit will be required to complete and submit the regular didactic IPPE assignment in addition to the Institutional assignment.

P. Overdue IPPE Assessment Forms and/or Assignments

Each IPPE assessment form must be submitted electronically on the ARC by the student by the assigned due date listed on page 17 of the manual. If an assessment form is not submitted by the due date, it will be considered “overdue”. Each IPPE assignment must be submitted prior to or at the beginning of the IPPE Seminar as directed by the instructor. If the assignment is not submitted on time, it will be considered “overdue”.

Once the student has accumulated any total combination of 3 “overdue” assessment forms and/or “overdue” assignments, they will be required to attend IPPE summer remediation. **For each “overdue” assessment form and/or assignment, the student will be required to make up an additional 8 hour site visit.**

Remediation will be required for any student who accumulates a total of three or more overdue student assessments and/or assignments.

Final determination as to whether a student receives a “Pass” for IPPE will not be made until all assessment forms and assignments have been accepted.

Each IPPE assignment must be submitted on Turnitin prior to the beginning of the IPPE Seminar. If the assignment is not submitted on time, it will be considered “overdue”. If a student accumulates a total of 3 assignments and /or assessments that are “overdue”, the student will be required to attend IPPE remediation as outlined above. For each “overdue” assignment and/or assessment the student will be required to complete remediation.

Remediation will be required for any student who accumulates a total of three or more overdue student assessments and/or assignments.

Final determination as to whether a student receives a “Pass” for IPPE will not be made until all assessment forms and assignments have been accepted.

Q. Annual Learning Outcomes

P1 Community Learning Outcomes

Upon completion of the academic calendar year each student will be able to:

1. Accurately read a written prescription interpreting commonly used abbreviations that appear on prescriptions.
2. Effectively interact with pharmacy technicians.
3. Accurately process a written prescription.
4. Demonstrate basic computer entry knowledge.
5. Obtain demographic information, medication, allergy and medical history from a new patient.
6. Add a new patient into the computer system, creating a patient profile
7. Select the appropriate medication when filling a prescription.
8. Accurately prepare a medication that requires reconstitution.
9. Perform calculations needed to safely compound, dispense, or administer medications.
10. Accurately label and dispense a new/refill prescription.
11. Obtain refill authorization for an existing prescription by calling or faxing the physician's office.
12. Add a third party plan into the computer system.
13. Accurately bill a third party prescription on-line and remedy any encountered problems.
14. Describe the process used to split bill a claim.
15. Accurately calculate the total day supply when processing a prescription and billing a third party plan.
16. Obtain a prior authorization from the physician on a new prescription when requested.
17. Effectively communicate (explain) to patients the policies for third party non-covered medications and the process for prior authorization.
18. Effectively communicate (explain) to patients the difference between a third party formulary and non-formulary medications.
19. List the steps involved in billing a prescription to Workman's Compensation.
20. Identify and describe the duties/responsibilities for each of the following pharmacy team members: pharmacist-in charge, staff pharmacist, pharmacy intern, pharmacy technician and pharmacy clerk.
21. Describe the appropriate action(s) to take when presented with an illegal request for a drug or drug accessories.
22. Describe the pharmacy's policies and procedures for handling medication errors.
23. Demonstrate familiarity of brand and generic medication names.
24. Demonstrate familiarity of dosage forms and routes of administration for commonly prescribed drugs.
25. Refill a prescription when requested by the patient and/or physicians.
26. Demonstrate the steps used when filling the fill on arrivals (partial fills) or IOUs.
27. Demonstrate the legal and ethical practices for protecting patient confidentiality, i.e., protected health information (PHI).
28. Explain the process by which medication errors are prevented in a community pharmacy setting.
29. Discuss a method used to report adverse drug events (e.g. MedWatch).
30. Counsel a patient and determine appropriateness of an OTC product in the presence of a preceptor.
31. Describe the inventory control measures used by the pharmacy.
32. Explain the "I Pledge" program.
33. Participate in educational offerings designed to benefit the general public.
34. Accurately assess a patient's degree of health literacy and ability to adhere to their regimen.

P2 Community Learning Outcomes

1. List References available at site-both hard copy and on-line.
2. Determine the accuracy of a prescription.
3. Determine the validity of a prescription.
4. Review and discuss the appropriate process for accurately completing a DEA 222 order form.
5. Verify the authenticity of a written prescription with the physician's office and document appropriately.
6. Demonstrate the proper procedure for receiving a prescription transfer.
7. Demonstrate the proper procedure for providing a prescription transfer.
8. List all steps required when a medication is recalled by the manufacturer or distributor.
9. Receive a new prescription over the phone from a physician or from a member of his/her staff in the presence of the preceptor.
10. Receive over the phone changes for a new or existing prescription from a physician or a member of his/her staff in the presence of the preceptor.
11. Perform a store to store transfer of an existing prescription following all requirements of respective state law.
12. Select and correctly utilize appropriate references when providing drug information.
13. Counsel a patient on their prescription in the presence of the preceptor, including identification of patient-specific factors that may affect the patient.
14. Counsel a patient on the proper technique for ophthalmic administration of a medication in the presence of the preceptor.
15. Counsel a patient on the proper technique of using an oral inhaler in the presence of the preceptor.
16. Counsel a patient on the proper technique for otic administration of a medication in the presence of the preceptor.
17. Counsel a patient on the proper technique when using a nasal inhaler in the presence of the preceptor.
18. Demonstrate the ability to counsel a patient on the proper technique for rectal administration of a medication in the presence of the preceptor.
19. Demonstrate the ability to counsel a patient on the proper technique for vaginal administration of a medication in the presence of the preceptor.
20. Demonstrate the ability to counsel a patient on the proper technique for dermatological administration (e.g. topical, patches) of a medication in the presence of the preceptor.
21. Demonstrate the ability to counsel a patient on the proper technique for parenteral administration of a medication in the presence of the preceptor.
22. Screen/monitor prescriptions for appropriateness of the medication based on patient factors.
23. Screen/monitor prescriptions for appropriateness of medication dose based on patient factors.
24. Screen/monitor prescriptions for appropriateness of directions for use based on patient factors.
25. Screen/monitor prescriptions for disease- or age-related contraindications.
26. Determine whether a drug-drug interaction is significant and when intervention is necessary.
27. Recommend an alternative medication when a drug/food allergy is present.
28. Demonstrate appropriate initiative when a medication error, contraindication or allergy is identified.
29. Effectively communicate with a health care provider when a problem(s) is/are identified (whether appropriateness of medication, dose, directions and/or contraindications) in the presence of the preceptor.
30. Conduct selected limited physical assessments.
31. Correctly document a prescription when clarification from a physician is required in the presence of the preceptor.
32. Demonstrate the legal and ethical guidelines for protecting patient confidentiality, i.e., protected health information (PHI).

P2 Institutional Learning Outcomes

A. Drug Information and Literature Review

Outcomes:

1. Recognize a drug information resource used to find the answer to a generalized question.
2. Utilize a drug information resource to find the answer to a specific drug information question.

B. Patient Care Skills

Outcomes:

1. Collect drug or medical information from a patient or caregiver.
2. Collect and identify subjective (family history, social history, etc) and objective (vital signs, laboratory test, etc.) from an available resource (i.e. patient chart, electronic medical record, nursing notes, etc)
3. Use a standardized approach to organizing data from available patient information
4. Present a patient to a group and respond to questions.

C. Regulatory Impact and Patient Safety

Outcomes:

1. Describe safety measures utilized in dispensing and administering medications at a given institution.
2. Identify the role of other medical professionals in promoting medication safety.
3. Identify the regulatory agencies that govern a given institution.
4. Describe the purpose and role of regulatory agencies in promoting patient safety (CMS, The Joint Commission, State Board of Pharmacy, etc)
5. Describe the National Patient Safety Goals (NPSG) program at a given institution.
6. Explain the implications of the CMS Core Measures program.

Professionalism Outcomes

Professional socialization is a life-long process that begins before entry into pharmacy school. Monitoring student progress is essential to help ensure continued progression and reduce inconsistent socialization. Professionalism encompasses attitudes, values and behaviors, and of the three areas behaviors are the most measurable. A common belief is that behaviors are a reflection of attitudes and values; therefore, by measuring behaviors you are in essence addressing all areas. The Behavioral Professionalism Assessment Form, Experiential Version (BPAE) is a valid and reliable 25-item assessment tool developed by Dana Purkerson Hammer (University of Washington). Ten items from this survey are included on all assessment forms (with permission).

1. *Student is empathic*, i.e., demonstrates appreciation of others' positions; attempts to identify with others' perspectives; demonstrates consideration towards others.
2. *Student behaves in an ethical manner*, i.e., acts in patients' best interests; acts in accord with the profession's and/or practice site's code of ethics.
3. *Student communicates articulately*, i.e., clearly communicates thoughts; uses appropriate terminology and vocabulary for intended audience.
4. *Student is punctual*, i.e., arrives at practice site early or on time; meets deadlines for completion of tasks and responsibilities.

5. *Student maintains confidentiality*, i.e., engages in discussions or other activities involving patient- and/or site-specific information for purposes of fulfilling professional responsibilities only; maintains confidential nature of patient- and/or site-specific documents.
6. *Student is respectful*, i.e., demonstrates regard for patients, superiors, colleagues, other personnel, and property; acts in a manner that shows recognition that he/she is a guest at the practice site as a professional student.
7. *Student demonstrates accountability*, i.e., holds oneself liable for tasks/duties/responsibilities for which he/she is responsible; does not blame others for mistakes or mishaps, nor avoids responsibilities.
8. *Student accepts and applies constructive criticism*, i.e., responds openly and positively to feedback; modifies behavior if necessary.
9. *Student wears appropriate attire*, i.e., adheres to dress code (written or unwritten); attire is acceptable to practice setting.
10. *Student demonstrates confidence*, i.e., acts and communicates in a self-assured manner, yet with modesty and humility.

R. Student Appeal of Experiential Outcomes

Students wishing to appeal the outcome of an experiential rotation may do so by following the procedures described in the *Student Handbook*.

III. SCHEDULES

A. Site Visits, Assessments and Assignments

Site Visit Date	IPPE P1	Assessment Due Date
9/02/2011	1.1	9/06/2011
9/16/2011	1.2	9/19/2011
9/30/2011	1.3	10/03/2011
10/14/2011	1.4	10/17/2011
10/28/2011	1.5	10/31/2011
11/11/2011	1.6	11/21/2011
12/14/2011	1.7	12/15/2011
1/06/2012	1.8	1/09/2012
1/20/2012	1.9	1/23/2012
2/03/2012	1.10	2/06/2012
2/17/2012	1.11	2/20/2012
3/02/2012	1.12	3/05/2012
3/16/2012	1.13	3/19/2012
3/23/2012	1.14	3/26/2012
4/06/2012	1.15	4/09/2012
4/20/2012	1.16	4/23/2012
5/14/2012	1.17	5/15/2012
5/16/2012	1.18	5/17/2012

Site Visit Date	IPPE P2	Assessment Due Date
9/6/2011	2.1	9/14/2011
9/20/2011	2.2	9/28/2011
10/4/2011	2.3	10/12/2011
10/18/2011	2.4	10/26/2011
11/01/2011	2.5	11/09/2011
11/22/2011	2.6	11/30/2011
12/6 /2011(SJ) 12/14/11 (H)	2.7	12/13/2011 (SJ) 12/15/2011 (H)
1/10/2012	2.8	1/18/2012
1/24/2012	2.9	2/01/2012
2/07/2012	2.10	2/15/2012
2/21/2012	2.11	2/29/2012
3/06/2012	2.12	3/14/2012
3/20/2012	2.13	3/21/2012
3/27/2012	2.14	3/28/2012
4/03/2012	2.15	4/04/2012
4/10/2012	2.16	4/18/2012
4/24/2012	2.17	4/25/2012
5/01/2012	2.18	5/02/2012
5/8/2012	2.19	5/11/2012
5/15/2012	2.20	5/17/2012

B. Annual Assessment Form Due Dates

P1 Due Dates		P2 Due Dates	
Midpoint	12/15/2011	Midpoint	12/13/2011
Final	4/23/2012	Final	5/02/2012

IV. DOCUMENTS AND FORMS

Order as per Table of Contents:

Acknowledgment of Roseman University Experiential Policies and Procedures

Absence Request Form

IPPE Bi-weekly Assessment Form-Completed by Preceptor

IPPE Bi-weekly Assessment Form-Completed by Student

P1 Annual Assessment Form-Completed by Preceptor

P2 Annual Assessment Form-Completed by Preceptor

P1 Annual Self-Assessment Form-Completed by Student

P2 Annual Self-Assessment Form-Completed by Student

IPPE Site/Preceptor Assessment Form-Completed by Student

**Acknowledgment of Roseman University of Health Sciences
College of Pharmacy
Experiential Policies and Procedures**

**Student's
Initials**

Policy

College of Pharmacy Experiential Policies and Procedures

_____ *Compensation*
_____ *Attendance*
_____ *Student Requirements for Participation in IPPE*
_____ I authorize the College to provide verification and/or a copy of required documents to my
practice site upon request
_____ *Medical Insurance/Medical Care*
_____ *Health Status*
_____ I certify that I have no health related conditions that would render me unfit to
participate in any of the professional experience programs
_____ *Confidentiality Policy*
_____ *Compliance with Site/Facility Policies and Procedures*
_____ *Dress Code*
_____ *Recording of Student Intern Hours*
_____ *Student Responsibilities*
_____ *Rotation Orientation*
_____ *Student Assessment*
_____ *Rotation Schedule*

_____ *I acknowledge, understand and accept all of the policies and procedures in the
2011- 2012 Introductory Pharmacy Practice Experience Manual.*

_____ *I acknowledge that I have received a copy of the Introductory Pharmacy Practice Experience
Manual. By signing my experiential policies and procedures form I acknowledge that I have read
the Manual and understand it In the event that a University policy is in conflict with a
College/Program policy, the more strict policy will apply.*

Name (Printed)

Signature

Date

ABSENCE REQUEST FORM
Submit on the APOLLO

I am requesting to be absent on ____ / ____ /20____ for the following reason(s):

I will make arrangements with my preceptor to complete the missed hours at a time outside of scheduled class or assessment. I will also complete the assignment that correlates to that IPPE session within the due date prescribed by the corresponding faculty member.

Submitting this form does not guarantee approval of the absence from the IPPE visit. Students should not proceed until approval has been provided by the Introductory Experience Coordinator.

I. Student Information

Last Name First Name Telephone email

II. IPPE Preceptor Information

Site Preceptor

Address Telephone

III. Reason for Absence

- Medical Emergency
- Family Emergency
- Other _____ (NON-emergent request must be submitted 2 weeks prior to scheduled visit)

Briefly describe circumstances: _____

Forward completed form to: Paul Oesterman, Pharm.D: poesterman@roseman.edu (Henderson Campus)
 Andrew Draper, Pharm.D: adraper@roseman.edu (South Jordan Campus)

Department Use Only

Action Taken:
 Request Approved Request Denied

Introductory Experience Coordinator Signature: _____

Date: _____

P1 COMMUNITY IPPE ASSESSMENT FORM-COMPLETED BY PRECEPTOR

Student _____

IPPE # _____

Preceptor _____

Site _____

A. Professionalism

1. The student arrived on time and was appropriately dressed (Name tag/lab coat). Yes No
Comments:

2. The student demonstrated appropriate professional behaviors Yes No
Comments:

3. The student was prepared, followed instructions, and adhered to company policies. Yes No
Comments:

B. Achievement of *Assignment* Learning Outcomes

The student has met all of the weekly assignment learning outcomes. Yes No
Comments:

C. Pharmacy-related work experience

Please list any other pharmacy-related task in addition to the annual learning outcomes that the student performed during this session. For each task, please also indicate if the student has mastered the skill for a P1 student, is progressing appropriately towards mastery of the task for a P1 student, or needs more time/experience to reach a desirable level of competency.

<u>Task</u>	<u>Needs more time</u>	<u>Progressing</u>	<u>Mastered</u>
<u>Computer</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Telephone</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Patient Profile</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Counseling</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Insurance Plans</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Filling</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Miscellaneous (describe)</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. Verification of Hours

The student was on-site for _____ hours (minimum 8 hours) on _____ (reg. scheduled date).
This was a make-up for IPPE site visit # _____ which was scheduled for _____ (date)

Supervising Pharmacist Signature

Printed RPh name if not listed Preceptor

Roseman University Fax Numbers:
Henderson, Nevada Campus: 702-947-5060
South Jordan, Utah Campus: 801-302-0768

P2 COMMUNITY IPPE ASSESSMENT FORM-COMPLETED BY PRECEPTOR

Student _____

IPPE # _____

Preceptor _____

Site _____

A. Professionalism

1. The student arrived on time and was appropriately dressed (Name tag/lab coat). Yes No
Comments:

2. The student demonstrated appropriate professional behaviors Yes No
Comments:

3. The student was prepared, followed instructions, and adhered to company policies. Yes No
Comments:

B. Achievement of Assignment Learning Outcomes

The student has met all of the weekly assignment learning outcomes. Yes No
Comments:

C. Pharmacy-related work experience

Please list any other pharmacy-related task in addition to the annual learning outcomes that the student performed during this session. For each task, please also indicate if the student has mastered the skill for a P2 student, is progressing towards mastery of the task as a P2 student, or needs more time/experience to reach a desirable level of competency.

<u>Task</u>	<u>Needs more time</u>	<u>Progressing</u>	<u>Mastered</u>
<u>Computer</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Telephone (Rx clarification)</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Patient Profile (interactions)</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Counseling (OTC and Rx)</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Filling</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Miscellaneous (describe)</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. Verification of Hours

The student was on-site for _____ hours (minimum 8 hours) on _____ (reg. scheduled date).
This was a make-up for IPPE site visit # _____ which was scheduled for _____ (date)

Supervising Pharmacist Signature

Printed RPh name if not listed Preceptor

Roseman University Fax Numbers:
Henderson, Nevada Campus: 702-947-5060
South Jordan, Utah Campus: 801-302-0768

COMMUNITY IPPE ASSESSMENT FORM-COMPLETED BY STUDENT

Complete on the ACADEMIC RESOURCES CENTER www.roseman.edu

Student _____

IPPE # _____

Preceptor _____

Site _____

A. Preceptor / Site

1. If needed, my pharmacist was available to review the *assignment* learning outcomes with me. Yes No

Comments:

2. I had adequate time and support to achieve the *assignment* learning outcomes. Yes No

Comments:

3. I was given the opportunity to work on *annual* learning outcomes. Yes No

Comments:

4. I was asked to perform pharmacy-related tasks once other outcomes had been met. Yes No

Comments:

B. Assignment

5. The learning outcomes (if present) were clear. Yes No

Comments:

6. The learning outcomes were reasonable in terms of the level of difficulty. Yes No

Comments:

7. The learning outcomes were relevant to the materials covered during class. Yes No

Comments:

8. Assignment completion confirmed attainment of learning outcomes. Yes No

Comments:

9. I was able to complete the assignment within three (3) hours. Yes No

Comments:

10. I worked on the following annual learning outcomes:

Student Signature

Date IPPE Completed

P1 COMMUNITY IPPE ANNUAL ASSESSMENT FORM-COMPLETED BY PRECEPTOR

Student: _____

Preceptor: _____

Site: _____

Instructions: Students are to be formally assessed twice during the rotation, at the midpoint and end of the rotation. The midpoint and final assessment should include active discussion between the Preceptor and student. Concurrent review of the student self-assessment and Preceptor assessment is encouraged. The following definitions may be used as a guide to assist with the assessment process:

Achieved	Satisfactory	Not Achieved
The student is able to complete the assigned outcome.	Student's progress towards achieving this outcome is acceptable however student still needs continued development in this area.	Student is unable to complete the assigned outcome.

The purpose of the midpoint assessment is to assess student progression and/or identify deficiencies. Deficiencies identified during the midpoint assessment should become an area of focus for the remainder of the rotation so the student can successfully achieve the outcome before the final assessment. Preceptors must contact the Introductory Experiential Coordinator if a student is performing unsatisfactorily (e.g. multiple "Needs Improvement") upon completion of the midpoint assessment. Satisfactory progress assigned at the midpoint does not guarantee attainment of achieved on the final assessment.

A "No Pass" must be assigned if a single "Not Achieved" is given on the Final Assessment. Preceptors are required to provide documentation for each "Not Achieved". Thorough documentation of student progress is recommended. Lastly, all assessment forms must be received by the College no later than seven (7) days after the completion of the rotation.

A. Learning Outcomes – Take in / Drop Off	Midpoint Assessment	Final Assessment
1. Accurately read and process a written prescription.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
2. Interpret commonly used abbreviations that appear on prescriptions.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
3. Effectively interact with pharmacy technicians.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
4. Demonstrate the appropriate action(s) to take when presented with an illegal request for a drug or drug accessories.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
B. Learning Outcomes – Patient Demographics / Profile / Data Entry		
5. Demonstrate basic computer entry knowledge by obtaining and entering into the computer the demographic information, medication, allergy and medical history from a new patient.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved

C. Learning Outcomes – Insurance: 3rd party, Workers Compensation / Prior Authorization / Formulary		
6. Add a third party plan into the computer system.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
7. Accurately bill a third party prescription on-line and remedy any encountered problems.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
8. Describe the steps required to split bill a prescription.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
9. Accurately calculate the total day supply when processing a prescription and billing a third party plan.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
10. Obtain a prior authorization from the physician on a new prescription when requested by the third party plan.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
11. Effectively communicate (explain) to patients the policies for third party non-covered medications and the process for prior authorization.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
12. List the steps involved in billing a prescription to Workman’s Compensation.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
D. Learning Outcomes – Filling Process: Product Selection / Labeling / Checking		
13. Select the appropriate medication when filling a prescription.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
14. Refill a prescription when requested by the patient and/or physicians.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
15. Accurately label and dispense a prescription.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
16. Accurately perform calculations needed to safely compound, dispense, or administer medications.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
17. Demonstrate the steps used when filling the fill on arrivals (partial fills) or IOUs.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
E. Learning Outcomes – Inventory Control: Inventory levels / Reordering / CII / Returns		
18. Perform a Controlled Substance inventory.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
19. Demonstrate an understanding of how CII products are ordered.(DEA 222)	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
20. Demonstrate an understanding of inventory control including the procedures and processes used to reorder inventory and handling of outdated products.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
F. Learning Outcomes – Phone/Fax: New Rx / Transfer Rx (in and out) / IVR / Contact MD office		

21. Obtain refill authorization for an existing prescription by calling or faxing the physician's office.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
G. Learning Outcomes – Drug Products: Reconstitution / Dosage Forms / Routes of Administration/ Brand & Generic Names		
22. Accurately prepare a medication that requires reconstitution.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
23. Demonstrate familiarity of brand and generic medication names.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
24. Demonstrate familiarity of dosage forms and routes of administration for commonly prescribed drugs.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
H. Learning Outcomes – OTC: Self-Care Formulary, Therapeutic Classes, Counseling		
25. Given the name of an OTC product used for Self-Care, be able to identify therapeutic class in which it falls.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
26. Demonstrate familiarity with OTC products by counseling patients under preceptor supervision.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
I. Learning Outcomes – POS: Documentation, Register (Observe), Counseling		
27. Effectively communicate (explain) to patients the difference between a third party formulary and non-formulary medications.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
J. Learning Outcomes – General Orientation/References		
28. Identify and describe the duties/responsibilities for each of the following pharmacy team members: pharmacist-in charge, staff pharmacist, pharmacy intern, pharmacy technician and pharmacy clerk.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
29. Demonstrate the legal and ethical practices for protecting patient confidentiality, i.e., protected health information (PHI).	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
30. Explain the process by which medication errors are prevented in a community pharmacy setting.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
31. Describe the pharmacy's policies and procedures for handling medication errors.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
32. Discuss a method used to report adverse drug events (e.g. MedWatch)	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
33. Utilize available references at Community site.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
34. Describe how the Task Force report in Nevada is used. Describe how Controlled Substance use is tracked in Utah.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
K. Patient Centered Care		

35. Explain the "I Pledge" program	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
Professionalism		
36. Accurately assess a patient's degree of health literacy and ability to adhere to their regimen..	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
37. Student is empathic, i.e., demonstrates appreciation of others' positions; attempts to identify with others' perspectives; demonstrates consideration towards others.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
38. Student behaves in an ethical manner, i.e., acts in patients' best interests; acts in accord with the profession's and/or practice site's code of ethics.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
39. Student communicates articulately, i.e., clearly communicates thoughts; uses appropriate terminology and vocabulary for intended audience.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
40. Student is punctual, i.e., arrives at practice site and meetings early or on time; meets deadlines for completion of tasks and responsibilities.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
41. Student maintains confidentiality, i.e., engages in discussions or other activities involving patient- and/or site-specific information for purposes of fulfilling professional responsibilities <u>only</u> ; maintains confidential nature of patient- and/or site-specific documents.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
42. Student is respectful, i.e., demonstrates regard for patients, superiors, colleagues, other personnel, and property; acts in a manner that shows recognition that he/she is a guest at the practice site as a professional student.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
43. Student demonstrates accountability, i.e., holds oneself liable for tasks/duties/responsibilities that he/she is responsible; does not blame others for mistakes or mishaps, nor avoids responsibilities.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
44. Student accepts and applies constructive criticism, i.e., responds openly and positively to feedback; modifies behavior if necessary.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
45. Student wears appropriate attire, i.e., adheres to dress code (written or unwritten); attire is acceptable to practice setting.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
46. Student demonstrates confidence, i.e., acts and communicates in a self-assured manner, yet with modesty and humility.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved

Additional Comments: This section may be used to document any positive or negative comments. Alternatively preceptors may document on a separate piece of paper.

Areas to focus on for future development:

This form has been reviewed and discussed.

Student Signature

Mid-Point Date/Final Date

Preceptor Signature

Mid-Point Date/Final Date

Roseman University Fax Numbers:

Henderson, Nevada Campus: 702-947-5060

South Jordan, Utah Campus: 801-302-0768

P2 COMMUNITY IPPE ANNUAL ASSESSMENT FORM-COMPLETED BY PRECEPTOR

Student: _____

Preceptor: _____

Site: _____

Instructions: Students are to be formally assessed twice during the rotation, at the midpoint and end of the rotation. The midpoint and final assessment should include active discussion between the Preceptor and student. Concurrent review of the student self-assessment and Preceptor assessment is encouraged. The following definitions may be used as a guide to assist with the assessment process:

Achieved	Satisfactory	Not Achieved
The student is able to complete the assigned outcome.	Student's progress towards achieving this outcome is acceptable however student still needs continued development in this area.	Student is unable to complete the assigned outcome.

The purpose of the midpoint assessment is to assess student progression and/or identify deficiencies. Deficiencies identified during the midpoint assessment should become an area of focus for the remainder of the rotation so the student can successfully achieve the outcome before the final assessment. Preceptors must contact the Experiential Coordinator if a student is performing unsatisfactorily (e.g. multiple "Needs Improvement") upon completion of the midpoint assessment. Satisfactory progress assigned at the midpoint does not guarantee attainment of achieved on the final assessment.

A "No Pass" must be assigned if a single "Not Achieved" is given on the Final Assessment. Preceptors are required to provide documentation for each "Not Achieved". Thorough documentation of student progress is recommended. Lastly, all assessment forms must be received by the College no later than seven (7) days after the completion of the rotation.

A. Learning Outcomes – Prescription Processing	Midpoint Assessment	Final Assessment
1. Determine the accuracy of a prescription.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
2. Determine the validity of a prescription.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
3. Verify the authenticity of a written prescription with the physician's office and document appropriately.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
4. Demonstrate the proper procedure for receiving a prescription transfer.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
5. Demonstrate the proper procedure for providing a prescription transfer.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
6. Take a new prescription over the phone from a physician or from a member of his/her staff in the presence of the preceptor.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved

7. Receive over the phone changes for a new or existing prescription from a physician or a member of his/her staff in the presence of the preceptor.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
8. Perform a store to store transfer of an existing prescription following all legal & regulatory requirements.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
9. Select and correctly utilize appropriate references when providing drug information.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
B. Learning Outcomes -- Counseling		
10. Counsel a patient on their prescription in the presence of the preceptor.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
11. Counsel a patient on the proper technique for ophthalmic administration of a medication in the presence of the preceptor.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
12. Counsel a patient on the proper technique of using an oral inhaler in the presence of the preceptor.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
13. Counsel a patient on the proper technique for otic administration of a medication in the presence of the preceptor.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
14. Counsel a patient on the proper technique when using a nasal inhaler in the presence of the preceptor.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
15. Demonstrate the ability to counsel a patient on the proper technique for rectal administration of a medication in the presence of the preceptor.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
16. Demonstrate the ability to counsel a patient on the proper technique for vaginal administration of a medication in the presence of the preceptor.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
17. Demonstrate the ability to counsel a patient on the proper technique for various dermatological administration (e.g. topical, patches) of a medication in the presence of the preceptor.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
18. Demonstrate the ability to counsel a patient on the proper technique for administration of an injectable medication (insulin, B12...) in the presence of the preceptor.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
C. Learning Outcomes – Drug Use Review		
19. Screen/monitor prescriptions for appropriateness of the medication based on patient factors.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
20. Screen/monitor prescriptions for appropriateness of medication dose based on patient factors.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
21. Screen/monitor prescriptions for appropriateness of directions for use based on patient factors.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
22. Screen/monitor prescriptions for disease- or age-related contraindications.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
23. Determine whether a drug-drug interaction is significant and when intervention is necessary.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved

24. Recommend an alternative medication when a drug/food allergy is present.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
25. Make a recommendation to a physician when a problem is/are identified (whether appropriateness of medication, dose, directions and/or contraindications) in the presence of the preceptor.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
26. Correctly document a prescription when clarification from a physician is required in the presence of the preceptor.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
27. Obtain a drug history from a patient.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
28. Prepare a medication schedule for a patient.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
D. Learning Outcomes – Legal and Regulatory		
29. Demonstrate the legal and ethical guidelines for protecting patient confidentiality, i.e., protected health information (PHI).	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
30. Demonstrate appropriate initiative when a medication error, contraindication or allergy is identified.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
31. Review and discuss the appropriate process for accurately completing a DEA 222 order form.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
32. List all steps required when a medication is recalled by the manufacturer or distributor.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
Professionalism		
33. Student is empathic , i.e., demonstrates appreciation of others' positions; attempts to identify with others' perspectives; demonstrates consideration towards others.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
34. Student behaves in an ethical manner , i.e., acts in patients' best interests; acts in accord with the profession's and/or practice site's code of ethics.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
35. Student communicates articulately , i.e., clearly communicates thoughts; uses appropriate terminology and vocabulary for intended audience.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
36. Student is punctual , i.e., arrives at practice site and meetings early or on time; meets deadlines for completion of tasks and responsibilities.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
37. Student maintains confidentiality , i.e., engages in discussions or other activities involving patient- and/or site-specific information for purposes of fulfilling professional responsibilities <u>only</u> ; maintains confidential nature of patient- and/or site-specific documents.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
38. Student is respectful , i.e., demonstrates regard for patients, superiors, colleagues, other personnel, and property; acts in a manner that shows recognition that he/she is a guest at the practice site as a professional student.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
39. Student demonstrates accountability , i.e., holds oneself liable for tasks/duties/responsibilities that he/she is responsible; does not blame others for mistakes or mishaps, nor avoids responsibilities.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved

40. Student accepts and applies constructive criticism , <i>i.e.</i> , responds openly and positively to feedback; modifies behavior if necessary.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
41. Student wears appropriate attire , <i>i.e.</i> , adheres to dress code (written or unwritten); attire is acceptable to practice setting.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
42. Student demonstrates confidence , <i>i.e.</i> , acts and communicates in a self-assured manner, yet with modesty and humility.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved

Additional Comments: This section may be used to document any positive or negative comments. Alternatively preceptors may document on a separate piece of paper.

Areas to focus on for future development:

This form has been reviewed and discussed.

Student Signature

Mid-Point Date/Final Date

Preceptor Signature

Mid-Point Date/Final Date

Roseman University Fax Numbers:

Henderson, Nevada Campus: 702-947-5060

South Jordan, Utah Campus: 801-302-0768

P1 COMMUNITY IPPE ANNUAL SELF ASSESSMENT FORM-COMPLETED BY STUDENT
 Complete on the ACADEMIC RESOURCES CENTER www.roseman.edu

Student: _____ **Preceptor:** _____

Site: _____

Instructions: Students are to be formally assessed twice during the rotation, at the midpoint and end of the rotation. The midpoint and final assessment should include active discussion between the Preceptor and student. Concurrent review of the student self-assessment and Preceptor assessment is encouraged. The following definitions may be used as a guide to assist with the assessment process:

Achieved	Satisfactory	Not Achieved
The student is able to complete the assigned outcome.	Student's progress towards achieving this outcome is acceptable however student still needs continued development in this area.	Student is unable to complete the assigned outcome.

The purpose of the midpoint assessment is to assess student progression and/or identify deficiencies. Deficiencies identified during the midpoint assessment should become an area of focus for the remainder of the rotation so the student can successfully achieve the outcome before the final assessment. Preceptors must contact the Experiential Coordinator if a student is performing unsatisfactorily (e.g. multiple "Needs Improvement") upon completion of the midpoint assessment. Satisfactory progress assigned at the midpoint does not guarantee attainment of achieved on the final assessment.

A "No Pass" must be assigned if a single "Not Achieved" is given on the Final Assessment. Preceptors are required to provide documentation for each "Not Achieved". Thorough documentation of student progress is recommended. Lastly, all assessment forms must be received by the College no later than seven (7) days after the completion of the rotation.

A. Learning Outcomes – Take in / Drop Off	Midpoint Assessment	Final Assessment
1. Accurately read and process a written prescription.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
2. Interpret commonly used abbreviations that appear on prescriptions.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
3. Effectively interact with pharmacy technicians.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
4. Demonstrate the appropriate action(s) to take when presented with an illegal request for a drug or drug accessories.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
B. Learning Outcomes – Patient Demographics / Profile / Data Entry		
5. Demonstrate basic computer entry knowledge by obtaining and entering into the computer the demographic information, medication, allergy and medical history from a new patient.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
C. Learning Outcomes – Insurance: 3 rd party, Workers Compensation / Prior Authorization / Formulary		

6. Add a third party plan into the computer system.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
7. Accurately bill a third party prescription on-line and remedy any encountered problems.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
8. Describe the steps required to split bill a prescription.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
9. Accurately calculate the total day supply when processing a prescription and billing a third party plan.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
10. Obtain a prior authorization from the physician on a new prescription when requested by the third party plan.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
11. Effectively communicate (explain) to patients the policies for third party non-covered medications and the process for prior authorization.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
12. List the steps involved in billing a prescription to Workman's Compensation.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
D. Learning Outcomes – Filling Process: Product Selection / Labeling / Checking		
13. Select the appropriate medication when filling a prescription.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
14. Refill a prescription when requested by the patient and/or physicians.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
15. Accurately label and dispense a prescription.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
16. Accurately perform calculations needed to safely compound, dispense, or administer medications.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
17. Demonstrate the steps used when filling the fill on arrivals (partial fills) or IOUs.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
E. Learning Outcomes – Inventory Control: Inventory levels / Reordering / CII / Returns		
18. Perform a Controlled Substance inventory.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
19. Demonstrate an understanding of how CII products are ordered.(DEA 222)	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
20. Demonstrate an understanding of inventory control including the procedures and processes used to reorder inventory and handling of outdated products.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
F. Learning Outcomes – Phone/Fax: New Rx / Transfer Rx (in and out) / IVR / Contact MD office		
21. Obtain refill authorization for an existing prescription by calling or faxing the physician's office.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved

G. Learning Outcomes – Drug Products: Reconstitution / Dosage Forms / Routes of Administration/ Brand & Generic Names		
22. Accurately prepare a medication that requires reconstitution.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
23. Demonstrate familiarity of brand and generic medication names.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
24. Demonstrate familiarity of dosage forms and routes of administration for commonly prescribed drugs.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
H. Learning Outcomes – OTC: Self-Care Formulary, Therapeutic Classes, Counseling		
25. Given the name of an OTC product used for Self-Care, be able to identify therapeutic class in which it falls.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
26. Demonstrate familiarity with OTC products by counseling patients under preceptor supervision.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
I. Learning Outcomes – POS: Documentation, Register (Observe), Counseling		
27. Effectively communicate (explain) to patients the difference between a third party formulary and non-formulary medications.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
J. Learning Outcomes – General Orientation/References		
28. Identify and describe the duties/responsibilities for each of the following pharmacy team members: pharmacist-in charge, staff pharmacist, pharmacy intern, pharmacy technician and pharmacy clerk.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
29. Demonstrate the legal and ethical practices for protecting patient confidentiality, i.e., protected health information (PHI).	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
30. Explain the process by which medication errors are prevented in a community pharmacy setting.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
31. Describe the pharmacy’s policies and procedures for handling medication errors.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
32. Discuss a method used to report adverse drug events (e.g. MedWatch)	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
33. Utilize available references at Community site.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
34. Describe how the Task Force report in Nevada is used. Describe how Controlled Substance use is tracked in Utah.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
K. Patient Centered Care/Institutional Outcomes		
35. Explain the “I Pledge” program	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Yet Addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
Professionalism		

36. Accurately assess a patient's degree of health literacy and ability to adhere to their regimen..	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
37. Student is empathic , <i>i.e.</i> , demonstrates appreciation of others' positions; attempts to identify with others' perspectives; demonstrates consideration towards others.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
38. Student behaves in an ethical manner , <i>i.e.</i> , acts in patients' best interests; acts in accord with the profession's and/or practice site's code of ethics.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
39. Student communicates articulately , <i>i.e.</i> , clearly communicates thoughts; uses appropriate terminology and vocabulary for intended audience.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
40. Student is punctual , <i>i.e.</i> , arrives at practice site and meetings early or on time; meets deadlines for completion of tasks and responsibilities.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
41. Student maintains confidentiality , <i>i.e.</i> , engages in discussions or other activities involving patient- and/or site-specific information for purposes of fulfilling professional responsibilities <u>only</u> ; maintains confidential nature of patient- and/or site-specific documents.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
42. Student is respectful , <i>i.e.</i> , demonstrates regard for patients, superiors, colleagues, other personnel, and property; acts in a manner that shows recognition that he/she is a guest at the practice site as a professional student.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
43. Student demonstrates accountability , <i>i.e.</i> , holds oneself liable for tasks/duties/responsibilities that he/she is responsible; does not blame others for mistakes or mishaps, nor avoids responsibilities.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
44. Student accepts and applies constructive criticism , <i>i.e.</i> , responds openly and positively to feedback; modifies behavior if necessary.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
45. Student wears appropriate attire , <i>i.e.</i> , adheres to dress code (written or unwritten); attire is acceptable to practice setting.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
46. Student demonstrates confidence , <i>i.e.</i> , acts and communicates in a self-assured manner, yet with modesty and humility.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved

Additional Comments/Reflection: This section may be used to document any positive or negative comments.

Areas to focus on for future development:

This form has been reviewed and discussed.

Student Signature

Mid-Point Date/Final Date

Preceptor Signature

Mid-Point Date/Final Date

Roseman University Fax Numbers:

Henderson, Nevada Campus: 702-947-5060

South Jordan, Utah Campus: 801-302-0768

P2 COMMUNITY IPPE ANNUAL SELF ASSESSMENT FORM-COMPLETED BY STUDENT
 Complete on the ACADEMIC RESOURCES CENTER www.roseman.edu

Student: _____ **Preceptor:** _____

Site: _____

Instructions: Students are to be formally assessed twice during the rotation, at the midpoint and end of the rotation. The midpoint and final assessment should include active discussion between the Preceptor and student. Concurrent review of the student self-assessment and Preceptor assessment is encouraged. The following definitions may be used as a guide to assist with the assessment process:

Achieved	Satisfactory	Not Achieved
The student is able to complete the assigned outcome.	Student's progress towards achieving this outcome is acceptable however student still needs continued development in this area.	Student is unable to complete the assigned outcome.

The purpose of the midpoint assessment is to assess student progression and/or identify deficiencies. Deficiencies identified during the midpoint assessment should become an area of focus for the remainder of the rotation so the student can successfully achieve the outcome before the final assessment. Preceptors must contact the Experiential Coordinator if a student is performing unsatisfactorily (e.g. multiple "Needs Improvement") upon completion of the midpoint assessment. Satisfactory progress assigned at the midpoint does not guarantee attainment of achieved on the final assessment.

A "No Pass" must be assigned if a single "Not Achieved" is given on the Final Assessment. Preceptors are required to provide documentation for each "Not Achieved". Thorough documentation of student progress is recommended. Lastly, all assessment forms must be received by the College no later than seven (7) days after the completion of the rotation.

A. Learning Outcomes – Prescription Processing	Midpoint Assessment	Final Assessment
1. Determine the accuracy of a prescription.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
2. Determine the validity of a prescription.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
3. Verify the authenticity of a written prescription with the physician's office and document appropriately.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
4. Demonstrate the proper procedure for receiving a prescription transfer.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
5. Demonstrate the proper procedure for providing a prescription transfer.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
6. Take a new prescription over the phone from a physician or from a member of his/her staff in the presence of the preceptor.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved

7. Receive over the phone changes for a new or existing prescription from a physician or a member of his/her staff in the presence of the preceptor.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
8. Perform a store to store transfer of an existing prescription following all legal & regulatory requirements.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
9. Select and correctly utilize appropriate references when providing drug information.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
B. Learning Outcomes -- Counseling		
10. Counsel a patient on their prescription in the presence of the preceptor.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
11. Counsel a patient on the proper technique for ophthalmic administration of a medication in the presence of the preceptor.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
12. Counsel a patient on the proper technique of using an oral inhaler in the presence of the preceptor.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
13. Counsel a patient on the proper technique for otic administration of a medication in the presence of the preceptor.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
14. Counsel a patient on the proper technique when using a nasal inhaler in the presence of the preceptor.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
15. Demonstrate the ability to counsel a patient on the proper technique for rectal administration of a medication in the presence of the preceptor.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
16. Demonstrate the ability to counsel a patient on the proper technique for vaginal administration of a medication in the presence of the preceptor.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
17. Demonstrate the ability to counsel a patient on the proper technique for various dermatological administration (e.g. topical, patches) of a medication in the presence of the preceptor.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
18. Demonstrate the ability to counsel a patient on the proper technique for administration of an injectable medication (insulin, B12...) in the presence of the preceptor.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
C. Learning Outcomes – Drug Use Review		
19. Screen/monitor prescriptions for appropriateness of the medication based on patient factors.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
20. Screen/monitor prescriptions for appropriateness of medication dose based on patient factors.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
21. Screen/monitor prescriptions for appropriateness of directions for use based on patient factors.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
22. Screen/monitor prescriptions for disease- or age-related contraindications.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
23. Determine whether a drug-drug interaction is significant and when intervention is necessary.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved

24. Recommend an alternative medication when a drug/food allergy is present.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
25. Make a recommendation to a physician when a problem is/are identified (whether appropriateness of medication, dose, directions and/or contraindications) in the presence of the preceptor.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
26. Correctly document a prescription when clarification from a physician is required in the presence of the preceptor.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
27. Obtain a drug history from a patient.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
28. Prepare a medication schedule for a patient.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
D. Learning Outcomes – Legal and Regulatory		
29. Demonstrate the legal and ethical guidelines for protecting patient confidentiality, i.e., protected health information (PHI).	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
30. Demonstrate appropriate initiative when a medication error, contraindication or allergy is identified.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
31. Review and discuss the appropriate process for accurately completing a DEA 222 order form.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
32. List all steps required when a medication is recalled by the manufacturer or distributor.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not yet addressed	<input type="checkbox"/> Achieved <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Achieved
Professionalism		
33. Student is empathic , i.e., demonstrates appreciation of others' positions; attempts to identify with others' perspectives; demonstrates consideration towards others.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
34. Student behaves in an ethical manner , i.e., acts in patients' best interests; acts in accord with the profession's and/or practice site's code of ethics.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
35. Student communicates articulately , i.e., clearly communicates thoughts; uses appropriate terminology and vocabulary for intended audience.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
36. Student is punctual , i.e., arrives at practice site and meetings early or on time; meets deadlines for completion of tasks and responsibilities.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
37. Student maintains confidentiality , i.e., engages in discussions or other activities involving patient- and/or site-specific information for purposes of fulfilling professional responsibilities <u>only</u> ; maintains confidential nature of patient- and/or site-specific documents.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
38. Student is respectful , i.e., demonstrates regard for patients, superiors, colleagues, other personnel, and property; acts in a manner that shows recognition that he/she is a guest at the practice site as a professional student.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
39. Student demonstrates accountability , i.e., holds oneself liable for tasks/duties/responsibilities that he/she is responsible; does not blame others for mistakes or mishaps, nor avoids responsibilities.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved

40. Student accepts and applies constructive criticism , <i>i.e.</i> , responds openly and positively to feedback; modifies behavior if necessary.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
41. Student wears appropriate attire , <i>i.e.</i> , adheres to dress code (written or unwritten); attire is acceptable to practice setting.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
42. Student demonstrates confidence , <i>i.e.</i> , acts and communicates in a self-assured manner, yet with modesty and humility.	<input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved

Additional Comments/Reflection:

Areas to focus on for future development:

This form has been reviewed and discussed.

Student Signature

Mid-Point Date/Final Date

Preceptor Signature

Mid-Point Date/Final Date

Roseman University Fax Numbers:

Henderson, Nevada Campus: 702-947-5060

South Jordan, Utah Campus: 801-302-0768

**IPPE COMMUNITY SITE AND PRECEPTOR ASSESSMENT FORM – Completed by Student
Complete on the ACADEMIC RESOURCES CENTER www.roseman.edu**

Student: _____ **Preceptor:** _____

Site: _____

Instructions: Students are to complete this form along with the Student Self-Assessment at the end of the rotation. This form was developed to provide students with the opportunity to assess the entire rotation experience. Student comments will be shared with the Preceptor after review by the College. All assessment forms must be received by the College no later than seven (7) days after the completion of the rotation.

KEY: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree; 0 = Non Applicable

ROTATION ORGANIZATION AND MANAGEMENT	SA	A	N	D	SD	N/A
1. Orientation to the site was comprehensive.	5	4	3	2	1	0
2. Educational outcomes and expectations were clearly explained.	5	4	3	2	1	0
3. The Preceptor was prepared for the rotation.	5	4	3	2	1	0
4. The rotation was well organized.	5	4	3	2	1	0
5. Student assessment criteria were reviewed.	5	4	3	2	1	0
6. Assessment methods for rotation-specific outcomes were clear and consistent with stated outcomes and expectations described during orientation.	5	4	3	2	1	0
7. Appropriate time was provided for the completion of projects and/or assignments.	5	4	3	2	1	0
8. Sufficient time for questions was provided to ensure rotation outcomes and expectations were clear.	5	4	3	2	1	0
SITE RESOURCES	SA	A	N	D	SD	N/A
9. Access to reference materials was adequate.	5	4	3	2	1	0
10. Opportunities for interactions with other healthcare professionals were provided.	5	4	3	2	1	0
11. The site offered a variety of learning experiences.	5	4	3	2	1	0
12. The staff was receptive and willing to interact with students.	5	4	3	2	1	0
13. The rotation experience provided adequate demonstration of the use of computers in daily practice.	5	4	3	2	1	0
14. Site accommodations were appropriate for student learning (i.e. adequate space for personal belongings, meeting areas, resources, etc.).	5	4	3	2	1	0
15. The setting provided opportunity for applying knowledge gained from classroom learning.	5	4	3	2	1	0
PRECEPTOR	SA	A	N	D	SD	N/A
16. The Preceptor demonstrated an interest in teaching.	5	4	3	2	1	0
17. The Preceptor explained and clarified information.	5	4	3	2	1	0
18. The Preceptor was accessible and willing to help students.	5	4	3	2	1	0
19. The Preceptor spent adequate time with students.	5	4	3	2	1	0

20. The Preceptor encouraged students to make comments and ask questions.	5	4	3	2	1	0
21. The Preceptor was enthusiastic and interested in their practice.	5	4	3	2	1	0
22. The Preceptor was a good role model.	5	4	3	2	1	0
23. The Preceptor provided on-going constructive criticism when appropriate (strengths/proficiency and weakness/deficits).	5	4	3	2	1	0
24. The Preceptor provided adequate supervision.	5	4	3	2	1	0
25. The Preceptor encouraged students to solve problems and make professional decisions with supervision.	5	4	3	2	1	0
26. The Preceptor demonstrated effective and appropriate interpersonal skills with staff, patients, and students.	5	4	3	2	1	0
27. The Preceptor showed respect towards different points of view.	5	4	3	2	1	0
STUDENT OPINIONS	SA	A	N	D	SD	N/A
28. The College curriculum prepared me for this rotation.	5	4	3	2	1	0
29. I was informed of my performance at the midpoint and end of the rotation experience.	5	4	3	2	1	0
30. I was judged fairly regarding my level of knowledge and skills.	5	4	3	2	1	0
31. The educational experience provided during this rotation was of high quality.	5	4	3	2	1	0
32. The rotation properly balanced service and education.	5	4	3	2	1	0
33. The rotation prepared me for practicing pharmacy after graduation.	5	4	3	2	1	0
34. I would recommend this rotation to others.	5	4	3	2	1	0
ROTATION-SPECIFIC CLINICAL OPPORTUNITIES	SA	A	N	D	SD	N/A
35. The rotation offers opportunities for students to perform patient interviews and/or consultations.	5	4	3	2	1	0
36. The rotation offers opportunities to for students to provide patient education and assess medication compliance.	5	4	3	2	1	0
37. The rotation offers opportunities for students to use physical assessment skills.	5	4	3	2	1	0
38. The rotation offers opportunities for students to utilize pharmacokinetic dosing strategies, dosing protocols or other evidence-based medicine treatment algorithms.	5	4	3	2	1	0
39. The rotation offers opportunities for students to make therapeutic recommendations to Preceptors and/or other healthcare professionals.	5	4	3	2	1	0
40. The rotation offers opportunities for students to monitor medication safety, tolerance and efficacy.	5	4	3	2	1	0
41. The rotation offers opportunities for students to provide medical information to healthcare professionals.	5	4	3	2	1	0

1. What aspect of the practice site or preceptor did you find most useful or instructive?

2. On average, how many hours were spent per visit completing IPPE assignments? _____
3. On average, how many hours were spent per visit with your **assigned** preceptor? _____
4. On average, how many hours were spent per visit with a pharmacist or other healthcare provider who offered supervision either in conjunction or in place of your preceptor? _____
5. List one positive attribute of the IPPE site visit experiences (site and/or preceptor) which you feel would be of interest to other students.

6. List one negative attribute of the IPPE site visit experiences (site and/or preceptor) which you feel would be of interest to other students.

7. Did you feel prepared for the IPPE site visits? What aspects of the College curriculum affected your preparedness?

8. Would you recommend this site to other students? Yes No Why or why not?

9. Would you recommend this preceptor for a Preceptor Award? Yes No Why or why not?

Please provide additional comments with particular emphasis on those aspects of the rotation that exceeded or failed your expectations (i.e. those which you marked either SA or SD). Your comments assist the College and Preceptor in identifying strengths and weaknesses. Thank you!

Student Signature

Date

IPPE INSTITUTIONAL ASSESSMENT FORM-COMPLETED BY PRECEPTOR

Student _____

Site Visit Date _____

Preceptor _____

Institution Name _____

A. Professionalism

1. The student arrived at the site on time. Yes No
 Comments:

2. The student was dressed professionally (lab coat and name tag). Yes No
 Comments:

3. The student was prepared, followed instructions, and adhered to company policies. Yes No
 Comments:

4. The student completed the full 8 hours at the site. Yes No
 Comments:

B. Achievement of Assignment Learning Outcomes

The student has met all of the written assignment learning outcomes. Yes No
 Comments:

C. Site-related work experience

Please list any other site based tasks to which the student was exposed. For each task, please also indicate if the student fully understands the task/skill, or needs more time/experience to reach a desirable level of competency.

<u>Task</u>	<u>Needs more time</u>	<u>Mastered</u>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>

Miscellaneous (describe) _____

D. Verification of Hours

The student was on-site for _____ hours (minimum 8 hours) on _____ (date).

 Supervising Preceptor Signature

 Printed name if not listed Preceptor

Roseman University Fax Numbers:
 Henderson, Nevada Campus: 702-947-5060
 South Jordan, Utah Campus: 801-302-0768

IPPE INSTITUTIONAL ASSESSMENT FORM-COMPLETED BY STUDENT

Complete on the ACADEMIC RESOURCES CENTER www.roseman.edu

Student _____

Site Visit Date _____

Preceptor _____

Institution Name _____

A. Preceptor/Site

1. My preceptor introduced me to the staff and showed me around the site. Yes No

Comments:

2. I was shown the necessary resources to complete my assignment. Yes No

Comments:

3. I had the opportunity to observe pharmacy staff interacting with other departments. Yes No

Comments:

B. Learning Outcomes/Assignment

4. The learning outcomes on the assignment were clear. Yes No

Comments:

5. The learning outcomes were reasonable in terms of level of difficulty. Yes No

C. Additional Comments/Reflection

I was on-site for _____ hours (minimum 8 hours) on _____ (date).

Student Signature

Date Institutional Visit Completed

Roseman University Fax Numbers:

Henderson, Nevada Campus: 702-947-5060

South Jordan, Utah Campus: 801-302-0768