



Introductory Pharmacy Practice Experience-S Manual

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**University of Southern Nevada
College of Pharmacy**

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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.

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I. INTRODUCTION

The University of Southern Nevada College of Pharmacy has developed a unique way of approaching introductory pharmacy practice experiences (IPPE). The IPPE consists of 20 site visits during each of the P1 and P2 years. A 6-week core pharmacy practice experience, the IPPE-Summer rotation, occurs during the summer between the first and second academic years. Advanced 6 week institutional experiences are completed during the third year. The information contained in this Manual pertains to the IPPE-S rotation.

Similar to the P1 Introductory Pharmacy Practice Experience (IPPE-1), IPPE-S is designed to help students make the successful transition from the classroom to the practice environment via practical application of materials learned. 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. IPPE-S 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.

II. ROTATION POLICIES AND PROCEDURES

The information contained in this Manual is complementary to that in the *Student Handbook*, which is provided to all students, upon request. Questions and/or clarifications pertaining to policies and procedures or other issues should be directed to the Introductory Experience 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.

B. Attendance

Students are expected to be present at the practice site at least 40 hours per week, and may complete no more than 10 hours per day. Students will be scheduled at their site for all six weeks of the rotation's duration. **Students are required to advise the Experiential Office of their scheduled rotation days and hours via e-mail by the 3rd day of the rotation.** Additional hours beyond those scheduled may be required in order to complete assignments or other rotation activities.

If a student is ill or has a personal emergency, the Preceptor must be contacted as soon as possible on or before the day in question. Documentation from a physician or relevant third party may be requested for these types of absences. The Introductory Experience Coordinator must be contacted for any absences more than two days. Any absences must be made up at the discretion of the Preceptor.

Requests for time off for any reason other than a personal emergency or illness must be approved in advance by both the Introductory Experience Coordinator and Preceptor. The College expects students to modify all other schedules to allow full attendance during the rotation. Any absence that is not approved by **both** the Introductory Experience Coordinator and Preceptor will result in an unexcused absence, which will be required to be made up at the convenience of the Preceptor and may result in an additional rotation time and/or assignment.

Similarly, students are encouraged to participate in College-sponsored events which may be scheduled during rotation hours. The Introductory Experience Coordinator will notify Students/Preceptors of College-sponsored events in advance so that rotation schedules can be adjusted accordingly. Involvement in College-sponsored events is considered an excused absence and students will be required to make up these hours. Verification of attendance or a written summary of activities may be required by the Introductory Experience Coordinator and/or Preceptor.

Absences will be made up at the convenience of the Preceptor. An incomplete (I) will be assigned until a final outcome for the rotation has been determined. Rotation outcomes not achieved due to absences may result in a “No Pass” if the number of days required for achievement exceeds those feasible to the site and/or rotation schedule.

C. Student Requirements for Participation

Prior to beginning IPPE-S, each student must have completed Health Insurance Portability and Accountability Act (HIPAA) training, and American Heart Association Basic Life Support (BCLS) training. Students are required to check their school E-mail at least once every day during the IPPE-S rotation.

D. Transportation

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

E. 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 University of Southern Nevada 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 / Facility 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 (page 7).

Students must respect practice site property. Inappropriate use or 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.

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 Visible piercing (tongue, nose, and navel) Artificial nails (acrylic and other compounds) Visible tattoos	

The College recommends while on rotation students be conservative with respect to hair coloring. Pierced earrings may be acceptable; students should, however, 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-S rotation provides 240 intern hours that may be counted towards licensure. Each state differs 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>. Students are responsible for obtaining a current intern license, as required, for the state where the IPPE-S is being completed, and a copy of the license must be provided to the Introductory Experience Coordinator, prior to starting the rotation.

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 and 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 rotation.

3. Students are responsible for informing the College of any changes to address and telephone number within 7 days of the change taking effect. Communication from the College will be primarily via USN email system. Students must check their USN email account daily for updates and other information.
4. All expenses, fees and/or fares incurred during the experience are the responsibility of the student.
5. Students are expected to be present at the practice site at least 40 hours per week during each week of the rotation. Actual rotation hour requirements will vary depending on practice site.
6. Students are responsible for adhering to the rotation schedule and deadlines for assignments. Students are responsible for reporting all of their activities (including the completion of an assignment) to the Preceptor.
7. Students are expected to behave professionally at all times when on rotation. Students should be respectful and courteous at all times.
8. Each student should be proactive with their experiential education, which necessitates active participation and communication.
9. Students are encouraged to acknowledge if they do not know something, and seek help when necessary.
10. 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 Experiential Coordinator.
11. Students should take the initiative in communicating with physicians, patients, and other healthcare professionals but only under the direct supervision of their Preceptor.
12. Each student is responsible for registering as a Pharmacy Intern with the State Board of Pharmacy for the State in which they will be interning **and** maintaining their intern license for the state where attending school (NV or UT). Each student is responsible for providing a copy of their Pharmacy Intern License to the to the Experiential Coordinator and practice site.
13. Students must abide by the laws and regulations that govern pharmacy practice and seek clarification from the Preceptor when necessary.
14. Evidence of a student at their site under the influence of an illicit substance or alcohol is reason for immediate sanction and possible termination from the program. Please see the *Student Handbook* for College policies and procedures regarding use of illicit substances or alcohol.
15. Students are required to submit assessment forms by the due date (7 days after the midpoint review and final completion of rotation).

M. Rotation Orientation

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. Rotation-specific outcomes
 - d. Scheduled meetings, conferences and other activities
 - e. Daily responsibilities (Students and Preceptors)
 - f. Assessment procedure and timeline
2. Orientation to the practice site: dress code, hours of operation, acceptable / prohibited electronic devices, physical plant, staff introductions, etc.
3. Pharmacy department policies and procedures including pharmacist responsibilities: patient note format, answering questions, documenting interventions, taking verbal prescriptions, patient counseling, etc.
4. Pharmacy staff assignments: shift assignments, reporting structure, decision making process, etc.
5. Available clinical resources: drug information references, clinical specialists, etc.
6. Orientation to site forms: adverse drug reaction, prescription notes, etc.
7. Use of site resources: photocopier, computers, internet access, telephones, etc.
8. Use of pharmacy department equipment and safety requirements: refrigerators, counting machines, balances, etc.

N. Student Assessment

1. Assessment Terminology

The following definitions should be used when assessing 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.

A copy of the assessment forms to be used by Preceptors and students are available in the next section of this Manual. Preceptors are to assess students twice, 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.

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 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 20). 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 no later than seven (7) days after the completion of the rotation. Final student rotation outcomes will not be recorded until all assessment forms have been received by the College.

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

2. IPPE-S Assessment Process

The IPPE-S assessment form is divided into three sections: Learning Outcomes, Professionalism Outcomes, and Discussion Points. Each section differs slightly in regard to the assessment process. Learning Outcomes are assessed based on successful achievement of the described outcome. These outcomes have the option of being "Not Yet Addressed" 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. Lastly, recording of the "Date Completed" is all that is required to suffice assessment requirements for the discussions between Preceptors and Students.

Preceptors and students are encouraged to contact the Experiential Coordinator and/or Associate Dean for Clinical Programs if further clarification is required for any Outcome.

a. Learning Outcomes

Upon completion of the rotation each student will be able to perform the following outcomes with competency in a community setting:

1. Accurately read a written prescription.
2. Analyze prescriptions for completeness.
3. Determine the legality of a prescription.
4. Interpret commonly used abbreviations that appear on prescriptions.
5. Explain the record keeping requirements for prescription hard copies.
6. Explain the meaning of product name prefixes and suffixes (numbers or letters).
7. Identify medications that require distribution of a patient package insert.
8. Select the appropriate packaging for drug products.
9. Select the appropriate storage conditions for drug products.
10. Accurately label a prescription for a non-controlled substance medication.
11. Identify the schedule under which a controlled substance medication is classified (CII-CV).
12. Demonstrate appropriate record keeping requirements for controlled substance medications.
13. Accurately label a prescription for a controlled substance medication.
14. Reconcile the records of a CII perpetual inventory when there is a conflict.
15. Explain the record keeping requirements when disposing of a controlled substance.
16. Identify whether a practitioner is legally prescribing within his/her scope of practice.
17. Explain the record keeping requirements when supplying a prescription medication to a licensed practitioner for office use.
18. Explain the record keeping requirements when transferring a controlled substance to another registered practitioner.
19. Determine the appropriateness and legality of a faxed prescription.
20. List the individuals who are legally authorized to access the pharmacy department.
21. Explain the laws for securing the pharmacy after hours.
22. Describe the legal requirements when dispensing an emergency supply of medication.
23. Describe the record keeping requirements when dispensing an emergency supply of medication.
24. Demonstrate good communication skills when calling physician offices for clarification or verification of a prescription.
25. Use the appropriate reference when selecting a generic medication.
26. Determine when a generic medication substitution is not appropriate.
27. Use appropriate resources to identify an unknown medication.
28. Accurately compound an extemporaneous dosage form.
29. Complete an adverse drug reaction form.
30. Utilize the appropriate resources to answer drug information questions.
31. Communicate effectively with a patient, for the purpose of obtaining information, or conveying drug information.
32. Discuss (and apply as applicable) formulary compliance, medication use, drug policy development, drug policy implementation or drug policy analysis.
33. Explain the process by which medication errors are prevented in a community pharmacy setting.

For assessment purposes, students must meet at least the “Satisfactory” outcome for each and every learning outcome. Preceptors should clearly document each “Not Achieved”, and explain in the Additional Comments section of the assessment form, or a separate document.

b. 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 and meetings introductory 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 that 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.

3. 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. DOCUMENTS AND FORMS

Order as per Table of Contents:

- A. Experiential Policies and Procedures Acknowledgement Form
- B. IPPE-S Assessment Forms
 1. Preceptor Assessment Form 2011
 2. Student Self-Assessment Form 2011
- C. Site and Preceptor Assessment Form 2011

**Acknowledgment of University of Southern Nevada
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-S*

_____ I authorize the College to provide verification and/or a copy of required documents to 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 Introductory Pharmacy Practice Experience-S Manual.*

_____ ***I acknowledge that I have received a copy of the Introductory Pharmacy Practice Experience-S 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

**INTRODUCTORY PHARMACY PRACTICE EXPERIENCE-S
PRECEPTOR ASSESSMENT FORM 2011**

**Complete online in Apollo <https://www.usn.edu/usn/> or
Henderson Students: Fax to (702) 947-5060
South Jordan Students: Fax to (801) 302-0768**

Student Name: _____ Rotation Dates: _____

Rotation Site: _____ Completed by Preceptor: _____

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.

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.

Learning Outcomes	Midpoint Assessment	Final Assessment
1. Accurately read 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. Analyze prescriptions for completeness.	<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. Determine the legality 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
4. 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

5. Explain the record keeping requirements for prescription hard copies.	<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. Identify medications that require distribution of a patient package insert.	<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. Select the appropriate packaging for drug 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
8. Select the appropriate storage conditions for drug 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
9. Accurately label 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
10. Identify the schedule under which a controlled substance medication is classified (CII-CV).	<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. Demonstrate appropriate record keeping requirements for controlled substance 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
12. Reconcile the records of a CII perpetual inventory when there is a conflict.	<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. Explain the record keeping requirements when disposing of a controlled substance.	<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. Identify whether a practitioner is legally prescribing within his/her scope of practice.	<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. Explain the record keeping requirements when supplying a prescription medication to a licensed practitioner for office use.	<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. Explain the record keeping requirements when transferring a controlled substance to another registered practitioner.	<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 to perform prescription transfers.	<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. Determine the appropriateness and legality of a faxed and electronically transmitted 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
19. List the individuals who are legally authorized to access the pharmacy department.	<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. Explain the laws for securing the pharmacy after hours.	<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. Describe the legal requirements/record keeping when dispensing an emergency supply of medication.	<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. Describe the requirements when dispensing a partial supply of medication.	<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 good communication skills when calling physician offices for clarification or verification 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
24. Use the appropriate reference when selecting a generic medication.	<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. Determine when a generic medication substitution is not appropriate.	<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. Use appropriate resources to identify an unknown medication.	<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. Be familiar with a Medwatch adverse drug reaction 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
28. Utilize the appropriate resources to answer drug information questions.	<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. Communicate effectively with a patient, for the purpose of obtaining information, or conveying 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
30. Discuss (and apply as applicable) formulary compliance, medication use, drug policy development, drug policy implementation or drug policy analysis.	<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. 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
32. Be familiar with the procedures used when a medication error occurs.	<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>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
34. Student behaves in an ethical manner , <i>i.e.</i> , acts in patients' best interests; acts in accordance 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>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
36. Student is punctual , <i>i.e.</i> , arrives at practice site and meetings introductory 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>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
38. 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
39. 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

40. 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
41. 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
42. 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
Discussions Between Preceptor and Student		Date Completed
43. Why chose Community Practice as a career option?		
44. What is the meaning of Professionalism?		
45. What are some of the positives and negatives of being a pharmacist and the pharmacy profession?		
Verifications		
46. The student completed a total of _____ hours.	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX
47. Final rotation outcome.	XXXXXXXXXXXXXXXXXX	<input type="checkbox"/> Pass <input type="checkbox"/> No Pass

Additional Comments: This section may be used to document exemplary performance or unsatisfactory marks, or other deficiencies. Alternatively Preceptors may document on a separate piece of paper.

This form has been reviewed and discussed.

Student Signature

Mid-Point Review Date

Preceptor Signature

Mid-Point Review Date

Student Signature

Final Review Date

Preceptor Signature

Final Review Date

**INTRODUCTORY PHARMACY PRACTICE EXPERIENCE-S
STUDENT SELF-ASSESSMENT FORM 2011**

Complete online in Apollo <https://www.usn.edu/usn/>

Student Name: _____

Rotation Dates: _____

Rotation Site: _____

Completed by Preceptor: _____

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.

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.

Learning Outcomes	Midpoint Assessment	Final Assessment
1. Accurately read 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. Analyze prescriptions for completeness.	<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. Determine the legality 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
4. 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
5. Explain the record keeping requirements for prescription hard copies.	<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. Identify medications that require distribution of a patient package insert.	<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. Select the appropriate packaging for drug 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
8. Select the appropriate storage conditions for drug 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
9. Accurately label 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
10. Identify the schedule under which a controlled substance medication is classified (CII-CV).	<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. Demonstrate appropriate record keeping requirements for controlled substance 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
12. Reconcile the records of a CII perpetual inventory when there is a conflict.	<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. Explain the record keeping requirements when disposing of a controlled substance.	<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. Identify whether a practitioner is legally prescribing within his/her scope of practice.	<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. Explain the record keeping requirements when supplying a prescription medication to a licensed practitioner for office use.	<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. Explain the record keeping requirements when transferring a controlled substance to another registered practitioner.	<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 to perform prescription transfers.	<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. Determine the appropriateness and legality of a faxed and electronically transmitted 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
19. List the individuals who are legally authorized to access the pharmacy department.	<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. Explain the laws for securing the pharmacy after hours.	<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. Describe the legal requirements/record keeping when dispensing an emergency supply of medication.	<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. Describe the requirements when dispensing a partial supply of medication.	<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 good communication skills when calling physician offices for clarification or verification 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

24. Use the appropriate reference when selecting a generic medication.	<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. Determine when a generic medication substitution is not appropriate.	<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. Use appropriate resources to identify an unknown medication.	<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. Be familiar with a Medwatch adverse drug reaction 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
28. Utilize the appropriate resources to answer drug information questions.	<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. Communicate effectively with a patient, for the purpose of obtaining information, or conveying 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
30. Discuss (and apply as applicable) formulary compliance, medication use, drug policy development, drug policy implementation or drug policy analysis.	<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. 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
32. Be familiar with the procedures used when a medication error occurs.	<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>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
34. Student behaves in an ethical manner , <i>i.e.</i> , acts in patients' best interests; acts in accordance 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>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
36. Student is punctual , <i>i.e.</i> , arrives at practice site and meetings introductory 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>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
38. 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
39. 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
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
Discussions Between Preceptor and Student		Date Completed
43. Why chose Community Practice as a career option?		XXXXXXXXXXXXXXXXXX
44. What is the meaning of Professionalism?		XXXXXXXXXXXXXXXXXX
45. What are some of the positives and negatives of being a pharmacist and the pharmacy profession?		XXXXXXXXXXXXXXXXXX
Verifications		
46. The student completed a total of _____ hours.	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX
47. Final rotation outcome.	XXXXXXXXXXXXXXXXXX	<input type="checkbox"/> Pass <input type="checkbox"/> No Pass
Learning Outcomes	Midpoint Assessment	Final Assessment

Additional Comments: This section may be used to document exemplary performance or unsatisfactory marks, or other deficiencies. Alternatively Preceptors may document on a separate piece of paper.

This form has been reviewed and discussed.

Student Signature

Mid-Point Review Date

Preceptor Signature

Mid-Point Review Date

Student Signature

Final Review Date

Preceptor Signature

Final Review Date

SITE AND PRECEPTOR ASSESSMENT FORM 2011
Complete online in Apollo <https://www.usn.edu/usn/>

Student Name: _____
 Site / Facility: _____

Rotation Dates: _____
 Preceptor: _____

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 may 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/staff were 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 were 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/STAFF	SA	A	N	D	SD	N/A
16. The Preceptor demonstrated an interest in teaching .	5	4	3	2	1	0
17. The Staff 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 Staff demonstrated an interest in teaching (explained and clarified information.						
27. The Staff demonstrated effective and appropriate interpersonal skills with patients and students.	5	4	3	2	1	0
28. The Staff showed respect towards different points of view.	5	4	3	2	1	0
STUDENT OPINIONS	SA	A	N	D	SD	N/A
29. The College curriculum prepared me for this rotation.	5	4	3	2	1	0
30. I was informed of my performance at the midpoint and end of the rotation experience.	5	4	3	2	1	0
31. I was judged fairly regarding my level of knowledge and skills.	5	4	3	2	1	0
32. The educational experience provided during this rotation was of high quality.	5	4	3	2	1	0
33. The rotation properly balanced service and education.	5	4	3	2	1	0
34. The rotation prepared me for practicing pharmacy after graduation.	5	4	3	2	1	0
35. I would recommend this rotation to others.	5	4	3	2	1	0
ROTATION-SPECIFIC CLINICAL OPPORTUNITIES	SA	A	N	D	SD	N/A
36. The rotation offers opportunities for students to perform patient interviews and/or consultations.	5	4	3	2	1	0
37. The rotation offers opportunities to for students to provide patient education and assess medication compliance.	5	4	3	2	1	0
38. The rotation offers opportunities for students to use physical assessment skills.	5	4	3	2	1	0
39. 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
40. The rotation offers opportunities for students to make therapeutic recommendations to Preceptors and/or other healthcare professionals.	5	4	3	2	1	0
41. The rotation offers opportunities for students to monitor medication safety, tolerance and efficacy.	5	4	3	2	1	0
42. The rotation offers opportunities for students to provide medical information to healthcare professionals.	5	4	3	2	1	0

1. What aspect of the rotation or Preceptor did you find most useful or instructive?

2. How many hours were spent per week at the site? _____ Of this how much was of your own accord / voluntary? _____ How much was required / mandatory? _____

3. How many hours were spent per day _____ and per week _____ with your Preceptor?

4. How many hours were spent per day _____ and per week _____ with a pharmacist or other healthcare provider who offered supervision during your rotation?

5. What percentage of time was spent with patients during the rotation _____ %?

6. List one positive attribute of the rotation experience (site and/or Preceptor) which you feel would be of interest to other students.

7. List one negative attribute of the rotation experience (site and/or Preceptor) which you feel would be of interest to other students.

8. Question 29 asked about your preparedness for this rotation. Based on your response to this statement, what component(s) of the College curriculum affected your preparedness for this rotation?

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

10. 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 site that exceeded or failed your expectations (i.e. those which you marked either “Strongly Agree” or “Strongly Disagree”). Your comments assist the College and Preceptor in identifying strengths and weaknesses. Thank you!

Student Signature

Date

Site