



Introductory Pharmacy Practice Experiences (IPPEs) Preceptor Guide

As a Northeast Ohio Medical University (NEOMED) College of Pharmacy Preceptor, you are providing a unique opportunity to assist in the development and training of our students. The primary goal of the Introductory Pharmacy Practice Experiences (IPPEs) rotations are to provide exposure in multiple pharmacy practice settings and to develop the students' skills as they progress throughout the curriculum. Each year of the experiential program has its own goals and objectives, which aim to support student progression and APPE readiness.

As a preceptor, you will be assisting students in acquiring the basic skills in pharmacy practice and professionalism. Engaging students within the Pharmacist Patient Care Process through direct instruction, modeling, and coaching of skills and behaviors is your challenge. Please utilize this manual as a guide in this endeavor. You are providing an invaluable service to NEOMED by assisting us to prepare students to be transformative leaders and providers within our community.

Please do not hesitate to contact the college if you have any questions; we are happy to assist you.

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Contents

Precepting	3
College of Pharmacy Curriculum Themes	3
First Year (P1) IPPE Training Goals and Objectives.....	4
Second Year (P2) IPPE Training Goals and Objectives.....	6
Third Year (P3) IPPE Training Goals and Objectives.....	8
CORE ELMS.....	11
Student Standards.....	11
APPENDIX A.....	17
P1 Introductory Pharmacy Practice Experiences	17
Site Profile Questionnaire	17
APPENDIX B.....	19
ELMS Instruction Guide for College Preceptors.....	19
APPENDIX C.....	32
Introductory Pharmacy Practice Experiences for P1 Students.....	32
Preceptor Evaluation of Student	33
Preceptor Evaluation of P2 IPPE Student.....	34
Preceptor Evaluation of P3 IPPE Student.....	36
APPENDIX D.....	39
Introductory Pharmacy Practice Experiences	39
Student Evaluation of Preceptor/Site and Reflection.....	39
APPENDIX E.....	40

Precepting

Precepting pharmacy students is a unique combination of being a teacher and mentor. As a preceptor, you are positioned to teach students the skills they will need to practice, while also serving as a guiding source of feedback to inform their development. You may find yourself providing advice, support, and encouragement to your students in addition to exposing them to pharmacy practice skills. You may never have imagined yourself as a teacher when you were in pharmacy school, but as a preceptor, you are first and foremost a teacher. Experiential instruction is much different from didactics and the university does not expect you to be intimately familiar with instructional theories or methods. You will develop learners by sharing your knowledge base, exhibiting enthusiasm for the profession, providing objective and constructive feedback, challenging students, and advancing student development. Key competencies of effective clinical faculty include engaging students with an orientation to start the rotation by outlining preceptor/student goals and expectations; providing consistent feedback to inform student development; and linking these components cohesively into timely midpoint and final evaluations.

Precepting is often individualized; what works well for one site, for one preceptor, or for one student, may not work universally across sites, preceptors, or students. Professionalism, engagement, and respect are core expectations for all NEOMED students and clinical faculty preceptors. Roughly one third of the curriculum involves experiential learning making each rotation vital components of development. To balance the needs of students with day-to-day job responsibilities a clear plan focused on orientation, feedback, support, and timely evaluation is expected for all rotations.

College of Pharmacy Curriculum Themes

Each year of the NEOMED four-year professional pharmacy curriculum is guided by a theme. Year one is Profession Ready, year two is Team Ready, year three is APPE Ready, and year four is Practice Ready.

- Profession Ready: able to understand the roles/responsibilities of all members of the patient care team.
- Team Ready: able to integrate within teams to achieve desired outcomes.
- APPE Ready: able to continue development while demonstrating the appropriate baseline knowledge, skills, and behaviors of near professionals.
- Practice Ready: able to demonstrate the Pharmacist Patient Care Process across a variety of practice settings.

Although we want students to appreciate the full scope of pharmacy practice at your site, their activities should primarily be limited to those in the goals and objectives below. As a preceptor you are free to add additional activities which you may identify consistent with these goals and the themes. Experiences in years 1, 2 and 3 will build upon one another and are more meaningful as they correlate with their classroom learning. Ultimately these experiences culminate in students ready to move on to advanced experiences (APPEs) in their final year.

First Year (P1) IPPE Training Goals and Objectives

THEME: Profession Ready

Goal #1: Identify the scope of pharmacy services provided

Description: One of the primary goals of the first year IPPE site visits is for the student to gain exposure to a variety of practice settings and to begin the process of professional orientation to attitudes, values and behaviors expected in pharmacy practice.

Objective(s)

1. The student will complete a site profile questionnaire (**see Appendix A**) with guidance from the preceptor or the preceptor's designee which describes the nature of pharmacy practice at the site and services provided. This activity should not exceed a total of 60 minutes of on-site time. (**Note: The student should bring the questionnaire on the first day of the rotation to complete**)

Goal #2: Identify pharmaceuticals commonly utilized/dispensed at the site

Description: This activity is designed to reinforce the students' knowledge of the most commonly prescribed drugs they've been learning in the classroom. The student should be able to identify the pharmaceutical products frequently utilized at the site, with the ultimate ability to compare this to other pharmacy practice environments.

Objective(s)

1. The student will identify the top ten utilized pharmaceuticals (by volume, cost, or both) in stock at this site. The student will determine which of these products are in common with the most widely prescribed drug list assigned in the classroom.
2. The student will observe, assist, or perform the task of correctly placing medications into appropriate storage locations.

Goal #3: Describe the pharmaceutical packaging needs and requirements at the site, and how the product is prepared for dispensing.

Description: This goal is intended to expose the student to the many facets of pharmaceutical packaging (manufacturer and repackaging) including labeling, expiration dating, storage conditions, lot numbering, handling, container selection, stability vs. sterility, etc. This goal is also intended to allow the student to participate in as much pharmaceutical compounding (i.e. suspensions, creams, mouthwashes, sterile IV preparation, ophthalmic, etc.) as appropriate for the specific practice site.

Objective(s)

The student is to perform as many of the following activities as possible and appropriate for the practice site:

1. Inventory the pharmaceuticals for expiration status, and remove/identify expired or soon-to-expire products according to the direction of the preceptor. ***This activity should not exceed a total of 2 hours of on-site time.***
2. Confirm that the storage conditions are appropriate for ten pharmaceutical products representing 10 different dosage forms.
3. Identify and review the presence of bar-coding on drug packaging (manufacturer and/or repackaged) and all uses for this bar-coding at the practice site.

4. Participate in the repackaging of drug products (including calculations and documentation) as typically performed at the site and at the discretion of the preceptor.
5. Document the expiration dating policy for repackaged items at the site.
6. Participate in the compounding of pharmaceuticals in preparation for dispensing.

Goal #4: Assess the availability of various dosage forms and their purpose

Description: This goal is in keeping with the curriculum P1 theme “Dosage Forms.” Through an understanding of the many available drug product dosage forms, students will ultimately be able to associate these dosage forms with indication and therapeutic goals. Types of activities may include: measuring/selecting the correct dose/volume, evaluating benefits of different dosage forms of the same pharmaceutical, compounding of alternative dosage forms (i.e., suspensions, solutions), etc.

Objective(s)

1. Identify the pharmaceutical product at the site which is available in the greatest number of available dosage forms. Review each dosage form and suggest under which circumstances it would be the preferred therapeutic choice.

Goal #5: Observe and participate in the pharmaceutical distribution process of the site

Description: The purpose of this goal is to provide the student with an understanding of the various dispensing/distribution methods (i.e., automation, centralized, decentralized, automated dispensing devices, etc.) and their purpose. These include the processes used within the pharmacy for preparation of the dispensable product and design of the end-product itself (e.g., prescription vial, multiple day blister packaging, unit-dose, etc.)

Objective(s)

1. Observe and participate (at preceptor discretion) in the preparation of pharmaceuticals for dispensing (e.g., selecting and counting tablets, filling of automated/robotic devices, filling of automated dispensing cabinets, etc.)
2. Observe and participate in the selection, preparation and/or organization of drug products for verification/checking by a pharmacist.

Goal #6: Participate in pharmaceutical inventory management of the site

Description: The purpose of this goal is to provide the student with an understanding of the process of procurement of pharmaceuticals. This is to include: source, ordering (method and frequency), receiving, invoicing, returns, handling of expired products, recalls, etc.

Objective(s)

1. Observe and participate in the medication ordering process utilized at the site.
2. Observe and participate in the order receipt and stocking process utilized at the site.

Second Year (P2) IPPE Training Goals and Objectives

THEME: Team Ready

Goal #1: Describe the method(s) and process of dispensing medication to patients

Objectives:

The student should be able to:

1. Describe the medication distribution/dispensing process utilized at the site. This should include but not limited to receiving the medication order, processing the order, filling the order, checking the order, and dispensing to the patient.
2. Describe and utilize the various technology (computer systems, automated dispensing devices, bar-coding, robotics) used in the medication distribution process.
3. Identify the federal, state, accrediting body, and site-specific regulations and standards for the dispensing of medications to a patient.
4. Describe programs, methods, and technology utilized within the pharmacy to detect and minimize the occurrence of medication errors.

Goal #2: Observe and participate in the prescription filling and dispensing process

Objectives:

The student should be able to:

1. Recognize the legal types of prescription orders (written, verbal, faxed, electronic, physician order entry).
2. Obtain important background information on the patient (allergies, medical history, and medication history, insurance information) in order to process a prescription.
3. Participate in the data entry process for filling a prescription. This should include but not limited to entry of patient information, patient profile management, reading the prescription, clarification of the order with the prescriber when incomplete or erroneous information is detected, and billing of a third-party payer.
4. Observe and participate in the proper selection/compounding of the medication, dosage form, and amount to fill the prescription order.
5. Accurately perform any necessary pharmaceutical calculations to properly fill or dispense a prescription.
6. Participate in the proper labeling of a prescription, including selection and utilization of any appropriate auxiliary labeling.
7. Observe the procedure(s) utilized in checking a medication (oral, injectable, chemotherapy, floor stock, emergency supplies, etc.) prior to dispensing.
8. Observe and participate (at the preceptor discretion) in the education and counseling of patients on medications. This may include demonstrating to the patient how to use various dosage forms (inhalers, injectables, eye drops/ointments, nasal sprays, and topical preparations), medical devices, and home-monitoring instruments (glucometer, blood pressure, etc.).
9. Observe and participate in the proper administration of medications to a patient. This may include the administration of routine immunizations.

Goal #3: Demonstrate the ability to counsel patients on the selection and use of OTC products

Objectives:

The student should be able to:

1. Observe and participate in the counseling of patients on the appropriate selection and use of OTC products. This should include assessing the source and severity of the patient's symptoms, medical history, and determination if an OTC product will alleviate the symptoms.
2. Educate and advise the patient to seek medical attention when an OTC product is not indicated.
3. Instruct the patient on the expected outcomes of using an OTC product and what to do if improvement does not occur.

Goal #4: Describe the challenges and opportunities to providing medications to the underserved patient

Objectives:

The student should be able to:

1. Recognize the various programs to assist a patient in obtaining a needed medication. This may include but not limited to Medicare/Medicaid programs, prescription assistance programs, generic pharmacy formularies, and sample programs.
2. Assist a patient in applying for a specific prescription assistance program.
3. Participate in resolving third party disputes concerning prescription reimbursement.

Goal #5: Recognize the role of various health care practitioners in the acquisition, distribution and administration of medications

Objectives:

The student should be able to:

1. Recognize those individuals based on federal, state, or site-specific regulations that can order and prescribe medications.
2. Describe the role of various personnel within a pharmacy or pharmacy department have in the medication distribution process. This may include but not limited to the pharmacist, pharmacy technician, director/manager, clinical pharmacist, buyer, etc.
3. Recognize the role that other health care practitioners (nurses, respiratory therapists, emergency technicians, etc.) have in the distribution and administration of medications.
4. Recognize the roles and responsibilities of pharmacists and other healthcare professionals as part of an interprofessional team providing care to patients.

Third Year (P3) IPPE Training Goals and Objectives

THEME: APPE Ready

Goal #1: The student will demonstrate the ability to counsel patients on medications utilizing effective education techniques to include appropriate time and style for counseling, use of patient education materials, assessment of patient understanding, and documentation of educational activity.

Objectives:

The student should be able to:

1. Counsel patients on use, administration, potential side-effects, monitoring, and special storage requirements of a medication.
2. Counsel patients on the proper technique for administering various dosage forms to include inhalers, injectables, eye drops/ointments, topical patches, nasal sprays, topical creams/ointments/lotions, suppositories, and any others that are pertinent to the practice site.
3. Counsel patients on the correct use of medical devices and home-monitoring instruments.
4. Identify modifiable risk factors (diet, lifestyle, etc.) and provide necessary information and education to reinforce adherence to non-pharmacologic treatments in addition to medications.
5. Distribute and explain patient MedGuides to patients when appropriate.
6. Research and provide answers to drug information questions that come from patients.

Goal #2: The student will participate in the process and procedures utilized by the site in monitoring medication safety.

Objectives:

The student should be able to:

1. Identify, report, track, analyze adverse drug reactions, medication errors, and drug recalls.
2. Evaluate medication error reports to identify trends and opportunities to enhance patient safety.
3. Clarify prescription orders with a prescriber when incomplete or erroneous information is detected.
4. Identify the approved abbreviations and high alert medications utilized at the site.
5. Identify and utilize technology (i.e., bar-coding, computerized physician order entry, electronic medication record, smart pumps) which enhances patient safety.
6. Participate in the medication reconciliation process utilized by the site.
7. Recognize and apply accreditation standards to ensure patient safety (i.e., The Joint Commission Patient Safety Goals, NCQA).
8. Explain strategies used by the site to analyze and prevent future system failures (i.e., FMEA - failure mode effects analysis).

Goal #3: The student will participate in the performance improvement of the medication use system to include prescribing, transcription, dispensing, administration, and monitoring.

Objectives:

The student should be able to:

1. Critique the necessary steps in processing a prescription for patient use.
2. Recognize errors in data entry, misinterpretation of orders and the distribution of wrong drugs,

- doses, or dosage forms.
3. Identify look-alike and sound-alike drugs available at the site.
 4. Evaluate production processes to ensure pharmaceutically safe and elegant medications are prepared for patients.
 5. Review quality assurance records to ensure proper storage, handling, and maintenance of medications and devices.
 6. Monitor compliance of sterile product preparation policies and procedures.
 7. Review the process used in the provision of investigational drug services within a hospital pharmacy.

Goal #4: The student will identify the appropriate monitoring parameters for drug therapy.

Objectives:

The student should be able to:

1. Identify the components of a patient medical record or chart and gain an understanding of the value of each section.
2. Review patient's medical record to identify disease states, social history, allergies, medication history, and other pertinent health and patient information.
3. Utilize patient history, physical assessment techniques, laboratory data and medication history to identify appropriate monitoring parameters for a patient's drug therapy.
4. Utilize resources to monitor for medication adherence, assessing potential drug interactions, interpreting laboratory tests, and assessing medication side-effects.
5. Utilize the appropriate methods to assess patient's response to drug therapy such as laboratory data, blood pressure readings, heart rate, extremity swelling/edema, skin changes, clinical signs and symptoms, etc.
6. Determine the most effective and safest dose and route of administration of a medication for a patient.
7. Demonstrate the ability to engage with prescribers and other members of an interprofessional health-care team in shared therapeutic decision -making.

Goal #5: The student will participate in the process to ensure pharmacy compliance with legal, regulatory, safety, and accreditation requirements.

Objectives:

The student should be able to:

1. Review the policies and procedures utilized by a pharmacy to maintain compliance with the legal, regulatory, safety, and accreditation requirements.
2. Review the federal and state pharmacy laws.
3. Review the prescribing guidelines for various health care practitioners (i.e., Physician Assistants, Nurse practitioners, Optometrists, etc.)
4. Participate in controlled substance record keeping including utilization of the Ohio Automated Rx Reporting System (OARRS), detecting drug diversion, and reporting theft.
5. Review policies and procedures regarding medications with special prescribing and dispensing requirements (i.e., pseudoephedrine, clozapine, isotretinoin, buprenorphine, tikosyn, REMS etc.).
6. Review the utilization and regulations associated with the electronic prescribing (E-prescribing) of medications.
7. Review the appropriate accreditation standards for the site (i.e., Joint Commission Accreditation Standards for Healthcare Organizations, NCQA, others).

8. Review the certification, competency, and training standards for personnel within the pharmacy.

Goal #6: The student will prepare and deliver a presentation (i.e. patient case, journal club, drug information question) using the format described to the student in the didactic PCE course, to personnel at the practice site.

Objectives:

The student should be able to: Identify and prepare a pharmacy related topic or patient case presentation for the preceptor or other suitable audience.

1. Encourage the audience to ask questions and provide feedback on the presentation.

Goal #7: The student will participate in a project that involves an area of the medication use system or addresses patient safety.

Objectives:

The student should be able to:

1. Develop and complete a project related to medication safety, patient education, quality assessment, medication review. The project should involve the analysis of collected data with summary of findings and possible recommendations.
2. The student will prepare a summary of the project which they participated in or completed.

Note examples of suitable projects can include but ***not limited to:***

- Categorize and track of medications errors, adverse drug reactions, or drug recalls.
- Conduct a failure mode effects analysis (FMEA) to determine potential cause of medication errors.
- Implement a measure to reduce medication errors associated with a high-alert medication.
- Conduct a medication utilization evaluation.
- Assessment of a medication reconciliation process.
- Identify and recommend an improvement to a certain aspect of the medication use system utilized by the pharmacy.
- Monitor and track compliance with a pharmacy policy, procedure, or accreditation standard(s).
- Develop a unique patient education material for a medication or device
- Evaluate medication adherence among a select group of patients.
- Monitor and track storage requirements or expiration dating for medications stored in electronic dispensing device.
- Monitor and track controlled substance record keeping or the detection of possible drug diversion.
- Develop a tool or procedure to improve the monitoring of patient drug therapy
- Assess of a medication monitoring program
- Any other suitable project which would focus on some aspect of the medication use system or patient safety.

CORE ELMS

CORE ELMS is a management software system used by NEOMED to track all experiential training rotations and associated information. Every student and preceptor will be able to use the system, via the Internet, to view schedule of student assignments, maintain personal addresses, complete student evaluation forms, review portfolios, and communicate with students. Detailed instructions for using this system can be found in **Appendix B**

Student Standards

The following are standards which all students must meet before participating in IPPE site visits:

- Be in good academic standing at NEOMED
- Have completed all health requirements (immunizations, etc.)
- Passed a criminal background check
- Be a licensed pharmacy intern in Ohio
- Have completed Basic Life Support or CPR
- Have completed HIPAA and Blood Borne Pathogens Training
- Not have a family member, employer or previous supervisor as a preceptor or site without express approval
- Completed APhA's Immunization Provider Training

Students are required to contact the preceptor at least **2 weeks** prior to the start of the rotation. Generally, the student will make this contact via sending you an email. If you prefer you can contact the student yourself before the rotation begins. At this time, you will want to decide on the schedule for the students, any site-specific on-boarding requirements for the student to complete, and where the student should meet you on the first day of the rotation.

The following are student responsibilities while on site visits. The student shall:

1. Be **professional** in both appearance and conduct.
2. Work to quickly master assigned activities so that time is used efficiently to gain the broadest experience possible.
3. Recognize that learning requires **mutual respect and courtesy**, and an open line of communication between preceptor and student is maintained.
4. Not divulge any information of a **confidential** nature.
5. Not make professional decisions without preceptor supervision and approval.
6. **Adhere to a specified schedule** predetermined with the preceptor.
7. Be **punctual** and will notify preceptor of lateness or absence.
8. Comply with all applicable **pharmacy laws and regulations**.
9. Adhere to all **policies and procedures** of the training sites.
10. Be responsible for **completion of all assignments** from the preceptor.
11. Be responsible for completing an **evaluation** of the preceptor and the rotation.

Preceptor Checklist: Before the Student Arrives

The following are several items which you will want to do before the rotation begins. You may also wish to provide this information to your student when he or she contacts you two weeks prior to the start of the rotation.

1. Complete the NEOMED on-line IPPE Training Program
 - <http://web.neomed.edu/web/cme/PharmacyPreceptor/index.html>
2. Design and share a student schedule.
 - P1 students will work with you to schedule what days they will be on site for their rotation week during the assigned week that they are scheduled to be there. The student rotation equals a total of 16 hours and is most often conducted over two days. Student rotations will be taking place during the Maymester.
 - In consideration of the above the preceptor has the final determination on the student schedule. You are under no obligation to accommodate a student's specific request for a desired schedule. If you experience any problems with the schedule, please notify the college.
 - **P2 students** will complete two, 40 hour, one-week rotations twice a semester at differing community sites and one, 80-hour, two-week rotation once a year at an institutional site. The weeks will be determined by the curricular schedule with the weeks identified during the solicitation for availability process (see note below).
 - **P3 students** will complete two, 40 hour, one-week rotations twice a semester at differing community sites and one, 80-hour, two-week rotation once a year at an institutional site. The weeks will be determined by the curricular schedule with the weeks identified during the solicitation for availability process (see note below).
 - Ideally the preceptor should be present at the site during a student's rotation. Although we recognize work schedules, vacations, meetings, etc. may cause one to not be present while the student is on rotation. In these situations, student can be supervised by another pharmacist or scheduled on an alternative day. If for some reason you are unable to be present when the student is at your site, please contact the college. In some cases, another pharmacist at the site may be assigned as the preceptor of record.
 - *Note: Schedule is dependent on preceptor/site schedule, may include extended 8-hour days and weekend hours if applicable. Unique experiences and opportunities can occur during these extended and weekend hours.*
3. Review the rotation objectives, available resources, and evaluation forms printed in this manual. Feel free to share this with any of your staff who will be involved in training the student.
4. Prepare a list or schedule of student tasks/activities/assignments in accordance with goals and objectives. Determine how you would assess student performance for each objective. Feel free to include additional activities that may not be listed in the objectives that you feel may benefit the student. Activities can include for example: *reviewing a new drug, preparing*

educational materials for patients, reviewing a journal article, maintaining a log of drugs one encounters, performing a controlled substance audit, scavenger hunt, role-playing patient counseling, conducting an in-service for staff, solving dosing calculations, MTM services, answering drug information questions, shadowing another health-care professional. The college can assist you or provide suggestions for additional student activities.

5. Inquire about any specific on-boarding requirements of your site the student needs to complete.
6. Have information available for the student regarding parking-location, permits, fees, etc.
7. Remind staff of arrival of student, what the student's roles and responsibilities will be and what role staff members will have regarding the rotation. Staff should know what activities the student should be doing in case you are not present for the rotation.
8. If needed identify a workspace for the student.
9. Prepare a list of your facility's contact names and numbers for student use in case of emergency, absence, etc.
10. Prepare an orientation of the site for when your student arrives.
11. Create a written list of expectations for your student and discuss during the orientation. Include expectations regarding professionalism, tardiness, absences, dress-code, use of cell phones, reporting during inclement weather.

Preceptor Checklist: While the Student is with You

1. Introduce the student to staff and colleagues
2. Give the student a tour of the pharmacy or hospital
3. Review with the student the activities he/she will perform while on the rotation
4. Indicate if other site personnel will be involved in the student's training
5. Make the student feel welcomed and important
6. Treat the student as part of the team
7. Make sure the student understands his or her responsibilities and what's expected by you
8. Provide consistent and specific feedback to the student throughout the rotation
9. Exhibit patience with your student, while having high expectations of him or her
10. Contact NEOMED if you have questions or concerns regarding student scheduling, conduct, or performance

Evaluation and Assessment of the Student

There are two components of assessing your student while on rotation. The first is a **formative** evaluation which consists of providing the student ongoing feedback throughout the experience. It is vital to provide feedback which helps shape the student's day to day behaviors and learning.

Students expect their preceptors to provide them feedback.

Suggestions for providing effective feedback include:

- Timeliness: feedback is most effective when given immediately following observations

- Psychological Safety: constructive feedback is free of emotion or judgement and delivered privately
- Tailored to individuals: prompt student self-reflection prior to supporting/refuting with preceptor feedback
- Objective: focus on behaviors rather than personality
- Specific: feedback relates to distinct steps/actions/components rather than vague overall statements of “you did well”
- 3:1 rule: Human nature dwells on negatives, try to provide several positive components before and after critical feedback
- Translational: feedback should lead to specific steps/actions that will lead to development
- Bidirectional: feedback is vital for both student and preceptor development

The second component to the assessment of a student is providing the **summative** or **final written evaluation**. This is used to assess the student’s overall performance and provide the grade for the experience. The IPPE’s are graded on a “**Pass**”/ “**Fail**” basis only. The grade is based on the student’s ability to accomplish the goals and objectives of the rotation including important aspects such as professionalism and communication. You will be documenting the level to which a student accomplishes each objective (unsatisfactory, needs improvement, or satisfactory) using the **Preceptor Evaluation of Student form (Appendix C) which will be sent to you via email approximately five days prior to the last day of the rotation. A reminder will be sent the Monday after the rotation ends.**

The evaluation forms are completed electronically via CORE ELMS. Written comments are required for areas of poor performance as well as areas where students exceed expectations. Written comments help the student to identify what specific areas need to be improved upon for future rotations. If you believe a student should **Fail** an experience it is highly encouraged that you contact the college for guidance. The final evaluations should be reviewed with the student on the last day of the rotation. This provides an opportunity to engage students in the evaluation process, prompt self-reflection of performance, and identify areas for future growth.

The final evaluation should be submitted to the college (via CORE ELMS) in a timely manner (**by Wednesday of the following week after the last day of the rotation**) for the posting of grades.

Student Not Meeting Expectations

If you believe your student is underperforming or not meeting your expectations for the experience it is important that the situation be addressed as soon as possible and not linger until the final evaluation. **Suggestions for handling this type of scenario include:**

- Reinforce the expectations you set with the student at the beginning of the rotation
- Inform the student of specific performance issues/behaviors when they occur
- Consider the student’s level and amount of experience in practice at the present time in relationship to performance of a given activity
- Encourage student to provide their own self-assessment of performance
- Ask the student if there are personal, health, or school related issues which might be affecting performance
- Treat the student with respect (assume the best of them)
- Implement strategies and activities you have discussed with the student to improve performance

- Document performance issues and any plan for improvement
- Contact the college for assistance in handling any difficult situation with a student

Student Feedback

Students are required to complete an evaluation (**Appendix D**) following each IPPE rotation. They are encouraged to share their evaluation with each preceptor. This feedback is helpful in identifying the strengths and possible areas for improvement. Preceptors will be able to view student evaluations in the CORE ELMS system after review by the college. Preceptors are encouraged to use this information to help develop the rotation experience for future students. Feel free to discuss the evaluation with the college at any time.

Other Important Information

- Please contact the college if your position, contact information, site, or your ability to precept students should change as soon as possible so alternative rotation arrangements can be made.
- Per accreditation, the college may send a representative (Assistant Director of Experiential Education, or a designee) to visit your pharmacy and students. This is an opportunity to check with both you and your student on the progress of the rotation and discuss any issues that might be occurring. Generally, you will be contacted ahead of time for a visit.
- The college sends out an electronic preceptor newsletter (**e-Blast**) 4 times a year. In between each e-blast will be short bulletins to provide key updates. This provides helpful information on what the students are learning currently in class, preceptor development information, and important events. If you are not receiving the e-Blast or the bulletins, please contact Sarah Kwon at (skwon1@neomed.edu)

Helpful References & Websites

NEOMED Preceptor Website

This is the college's website dedicated to preceptors. Information regarding the experiential program, **access to required training**, and helpful resources are available at this site.

<http://www.neomed.edu/pharmacy/academics/preceptor/>

Professional Development Conference

NEOMED provides an annual Preceptor Development Conference to assist you in your precepting and also provides law and medication safety CEUs. Best Part it is FREE! NEOMED provides an annual Preceptor Development Conference to assist you in your precepting and also provides law and medication safety CEUs. Best Part it is FREE! NEOMED provides an annual Preceptor Development Conference to assist you in your precepting and also provides law and medication safety CEUs. Best Part it is FREE!

American Society of Health-Systems Pharmacists (ASHP) Preceptor Information

Page <https://www.ashp.org/Pharmacy-Practice/Resource-Centers/Preceptor-Toolkit>

APPENDIX A

P1 Introductory Pharmacy Practice Experiences

Site Profile Questionnaire

Please complete this document during your experience at the site. This document will be reviewed with and completed to the satisfaction of your preceptor in compliance with Goal #1 for the site visits. Student should retain a copy for their own records.

Pharmacy name: _____

Responsible pharmacist: _____

Who serves as the preceptor of record for the experiential rotations? _____

How many pharmacists work at this site? _____ Technicians? _____ Other support staff? _____

What are the hours of operation of the pharmacy?

If the pharmacy has a website what type of information does it provide?

Describe the practice setting (community chain, community independent, teaching hospital, community hospital, managed care pharmacy, etc.)

Is the pharmacy accredited by an organization? _____ Which one(s)? _____

What is the average volume of prescriptions or medication orders per day? _____

What percent are new vs. refill? New _____ Refill _____

Describe forms of technology utilized in the pharmacy by the pharmacy staff (i.e. Dispensing system used, Baker cells, Robotics, Faxes, CPOE, Automated Dispensing Cabinets, etc.).

Does the pharmacy compound prescriptions and or IV Solutions? _____ Describe the type of products compounded: _____

What are the basic demographics of the patient population(s) served?

What patient care related/clinical services are performed at the site? (i.e. MTM, pharmacist administered immunizations, DME, discharge counseling, patient rounding, drug information, etc.)

Is the preceptor familiar with and utilize the preceptor resources provided by the College of Pharmacy?

NEOMED website _____ eBlast _____

APPENDIX B

ELMS Instruction Guide for College Preceptors

ELMS INSTRUCTION GUIDE FOR COLLEGE OF PHARMACY PRECEPTORS

- You will receive an e-mail with your login and password information. ELMS website address is <https://www.corehighered.com/login-elms.php>
- Using the information in the e-mail, log into ELMS.



ELMS 

Please sign in

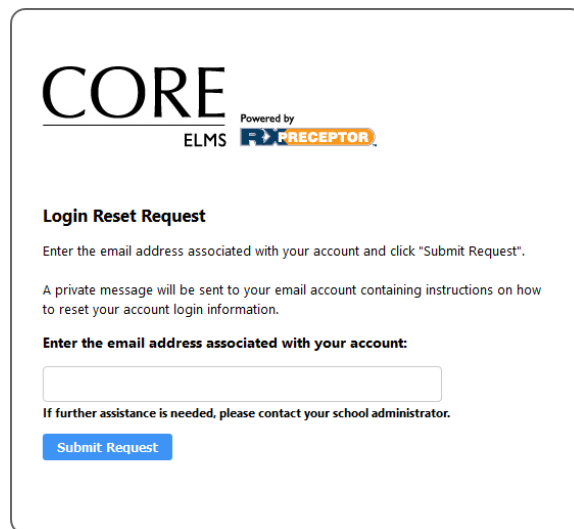
Username (Case Sensitive)


Password (Case Sensitive)

SIGN IN

[Forgot Your Password?](#)

- If you have **forgotten your password**, click on the 'Forgot Your Password' link and follow the directions to have your password e-mailed to you.



CORE Powered by
ELMS 

Login Reset Request

Enter the email address associated with your account and click "Submit Request".

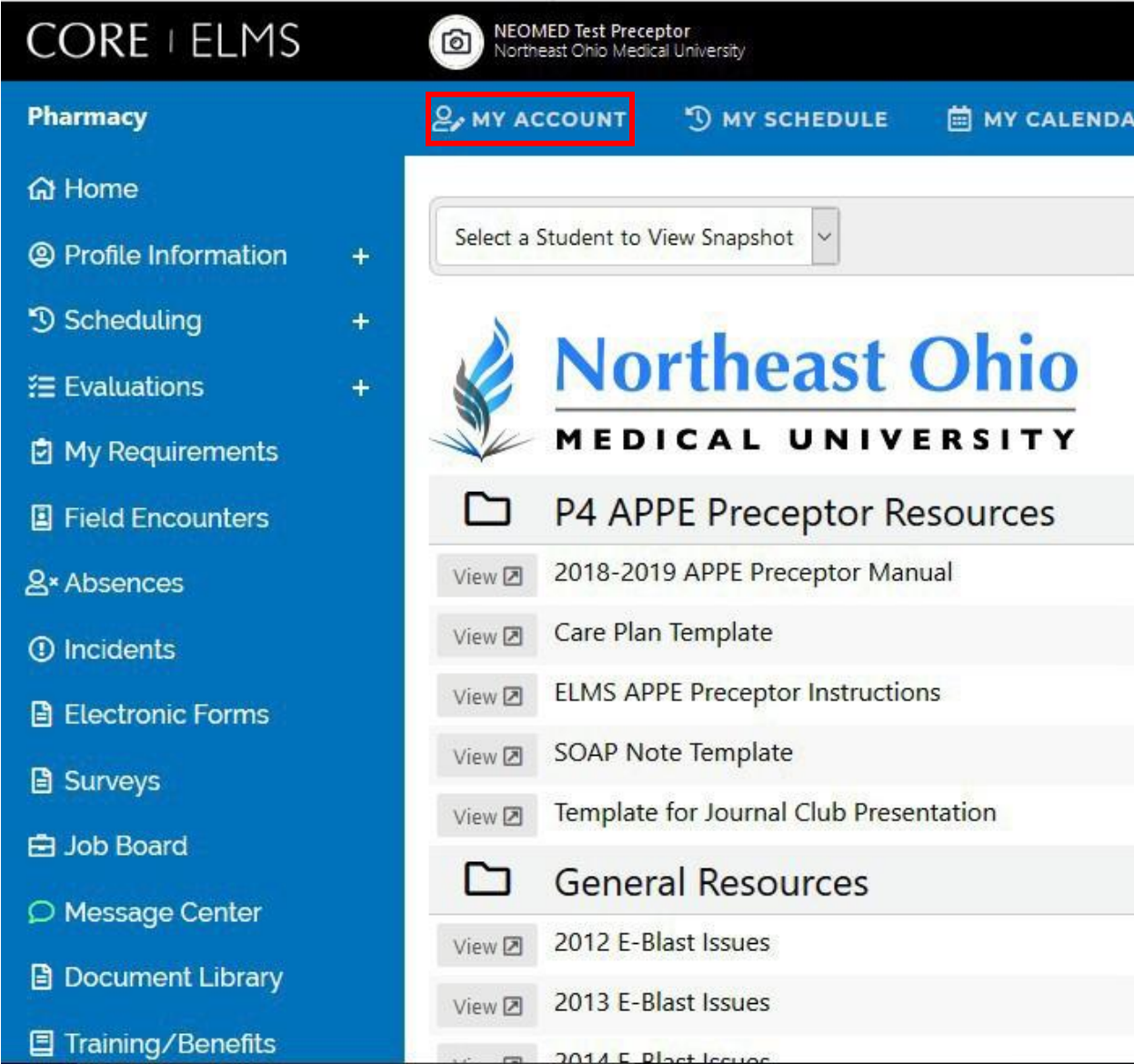
A private message will be sent to your email account containing instructions on how to reset your account login information.

Enter the email address associated with your account:

If further assistance is needed, please contact your school administrator.

Submit Request

Once you are logged in, you will see the welcome page.



- To **change your password and/or your login**, click the 'My Account' Icon, a new window will open. Scroll down to the bottom of the page. Here you can change your login name and password. When finished click submit.

PRECEPTOR RESOURCES (Document Library)

- In the Document Library tab, you will be able to access important documents and tools for APPE and IPPE student rotations (i.e. Preceptor Manuals, Evaluation forms, Assessment tools).

The screenshot shows the CORE | ELMS interface for NEOMED Test Preceptor at Northeast Ohio Medical University. The navigation menu on the left includes: Home, Profile Information, Scheduling, Evaluations, My Requirements, Field Encounters, Absences, Incidents, Electronic Forms, Surveys, Job Board, Message Center, and Document Library (highlighted with a red box). The main content area is titled 'Document Library (Pharmacy)' and contains two sections:

- P4 APPE Preceptor Resources**

View	Title
Open File	2018-2019 APPE Preceptor Manual
Open File	Care Plan Template
Open File	ELMS APPE Preceptor Instructions
Open File	SOAP Note Template
Open File	Template for Journal Club Presentation
- General Resources**

View	Title
Open File	2012 E-Blast Issues
Open File	2013 E-Blast Issues
Open File	2014 E-Blast Issues
Open File	2015 E-Blast Issues
Open File	2016 E-Blast Issues

At the bottom of the page, there is a status message: 'Waiting for s3.amazonaws.com...'

- **Evaluations:** These are here for your reference only! You will receive an email from ELMS with a link to the actual evaluation form you will need to complete for your students.
- **Preceptor Manuals:** These manuals provide helpful information on the experiential programs including important policies and rotation objectives.
- **Assessment Tools:** These are to assist you in assessing a student while on rotation. You are not required to return these to the college unless requested!

STUDENT SCHEDULES

- ELMS will have a schedule of students assigned to you which you will be able to see by clicking the '**Scheduling**' icon. A list of sub options will drop down. Click '**Rotation Schedule**'. This will bring you to a page that shows all your current students and the rotation that they are scheduled to. You have options to filter the schedules if you are precepting students in both IPPE and APPE rotations by dates.

Filter Tab:

Rotation Schedule

Filter by Rotation Date Group ▾

- **The student schedule will look something like this.**

Rotation Schedule (Pharmacy)

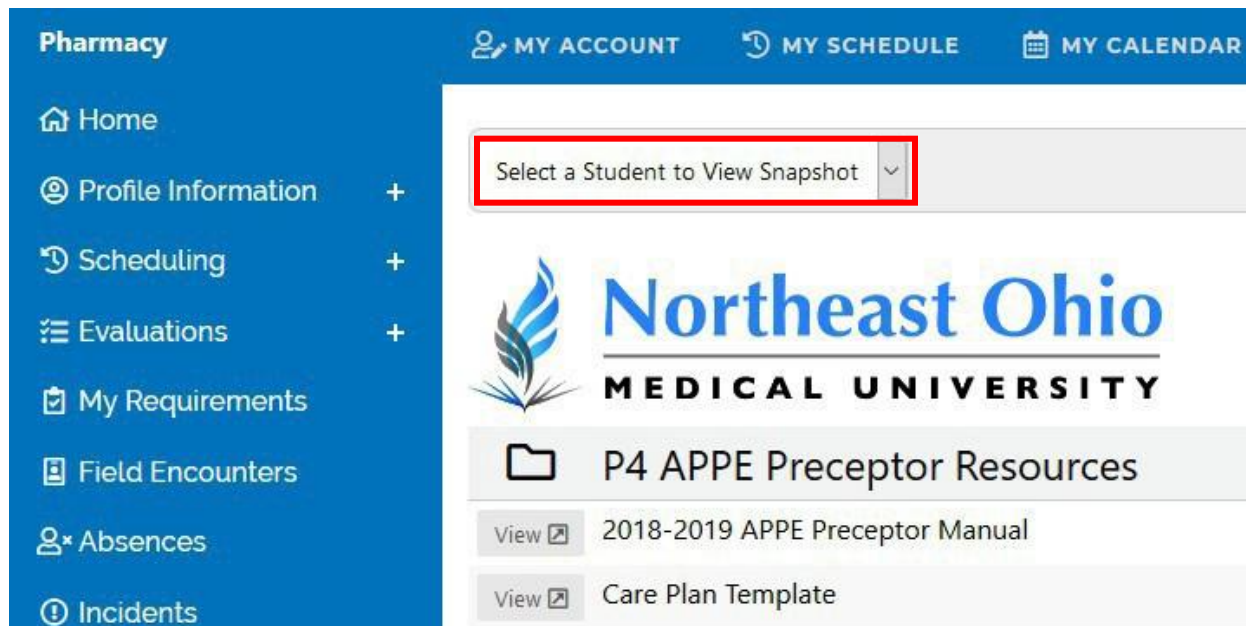
Filter by Rotation Date Group ▾

Students	Year	Rotation Dates	Rotation Types
Test Student	2019	Test 07-02-18 - 07-31-18	APPE Acute Care/Internal Medicine
Test Student	2019	Test 07-02-18 - 07-31-18	Test
NEOMED-P3 TEST STUDENT (P: 000-111-2222)	2019	Test 07-02-18 - 07-31-18	Test

- Clicking on the student's name will bring you to your default email application to send an email to the student.

VIEWING STUDENT INFORMATION

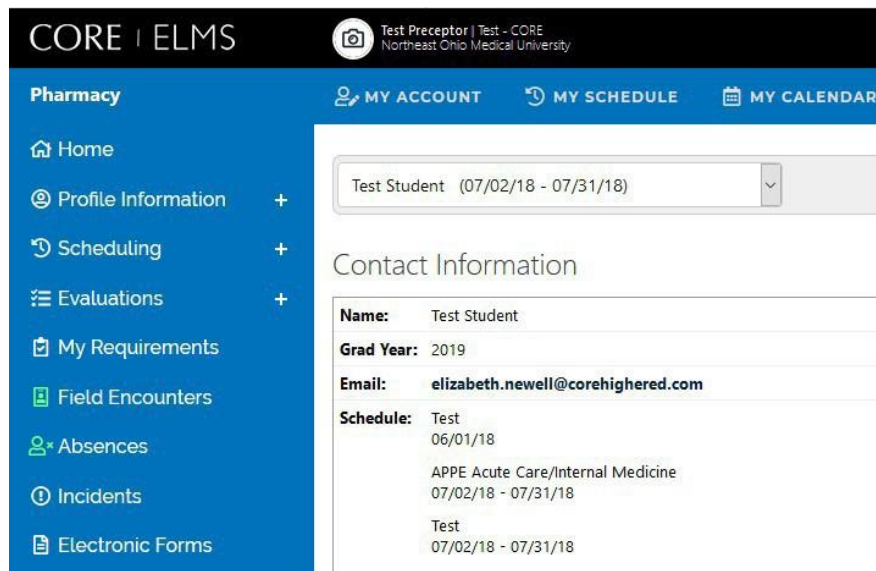
- Student Information is located in the student snapshot. You can access your student's snapshot on the homepage.



The screenshot shows the Pharmacy homepage. On the left is a blue navigation menu with items: Home, Profile Information (+), Scheduling (+), Evaluations (+), My Requirements, Field Encounters, Absences, and Incidents. At the top right are links for MY ACCOUNT, MY SCHEDULE, and MY CALENDAR. A red box highlights a dropdown menu labeled 'Select a Student to View Snapshot'. Below this is the Northeast Ohio Medical University logo and a folder icon for 'P4 APPE Preceptor Resources'. Underneath are two items: '2018-2019 APPE Preceptor Manual' and 'Care Plan Template', each with a 'View' button and a document icon.

- Click the arrow next to the **'Select a Student to View Snapshot'** tab. A list of all scheduled students will appear. Click the name you wish to view.

STUDENT SNAPSHOT EXAMPLE



The screenshot shows a student snapshot for 'Test Student' (07/02/18 - 07/31/18). The page header includes 'CORE | ELMS' and 'Test Preceptor | Test - CORE Northeast Ohio Medical University'. The left navigation menu is similar to the previous screenshot but includes 'Electronic Forms' at the bottom. The main content area is titled 'Contact Information' and displays the following details:

Name:	Test Student
Grad Year:	2019
Email:	elizabeth.newell@corehighered.com
Schedule:	Test 06/01/18 APPE Acute Care/Internal Medicine 07/02/18 - 07/31/18 Test 07/02/18 - 07/31/18

- Also included in the Student Snapshot is a link to any pending evaluations of the students, any site requirements, and important documents about the students.

COMPLETING FINAL STUDENT EVALUATIONS

- When you are scheduled to complete the final **Student Evaluation**, an e-mail will be sent to you (within 1 week prior to the end of the rotation) with a link. Clicking on the link will automatically take you to the evaluation to fill out.
- Evaluations can also be accessed by clicking on the evaluation tab and then clicking 'Evaluation of Student'

Student Evaluations - Incomplete (Pharmacy)

Students	Rotation Dates	Rotation Types	Report	Past Evals	Evaluations
Test Student 2019	07/02/18 - 07/31/18	APPE Acute Care/Internal Medicine			APPE Preceptor Evaluation of Student

- To complete the evaluation, click evaluation name located under the evaluations column.
- You should complete all applicable sections of the evaluation form to include providing comments. Comments are required if the student receives "Unsatisfactory Performance", or "Needs Improvement" grades.
- ELMS will automatically calculate the final rotation grade.

- Once the evaluation is completed, you will need to click on **Submit** at the bottom of the evaluation.
- **NOTE:** The final **Student Evaluation** is due on the last day of the rotation. A reminder notice from ELMS will be sent if you have not completed the evaluation.

VIEW STUDENT EVALUATION OF PRECEPTOR AND SITE

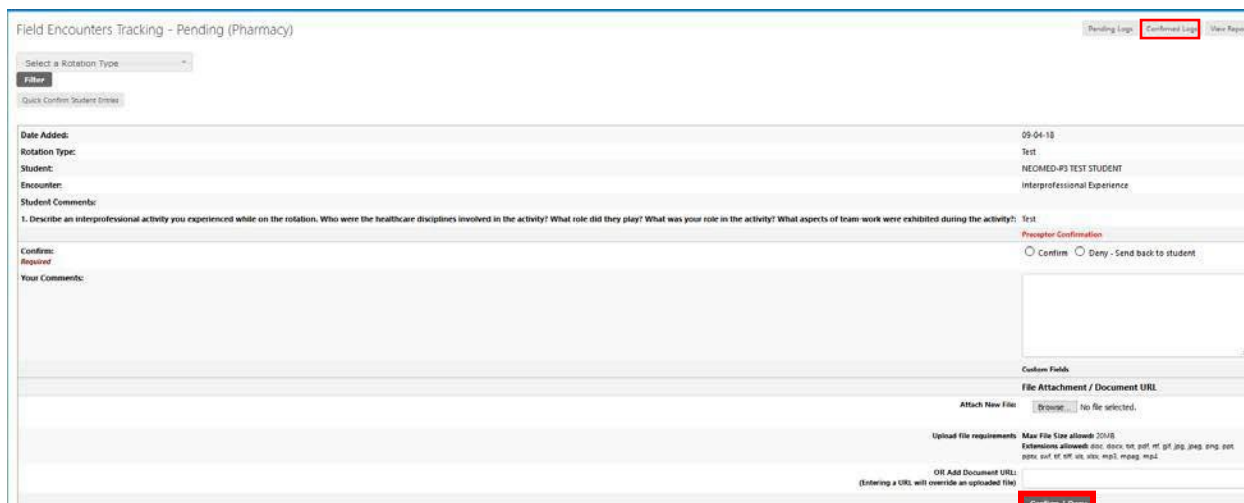
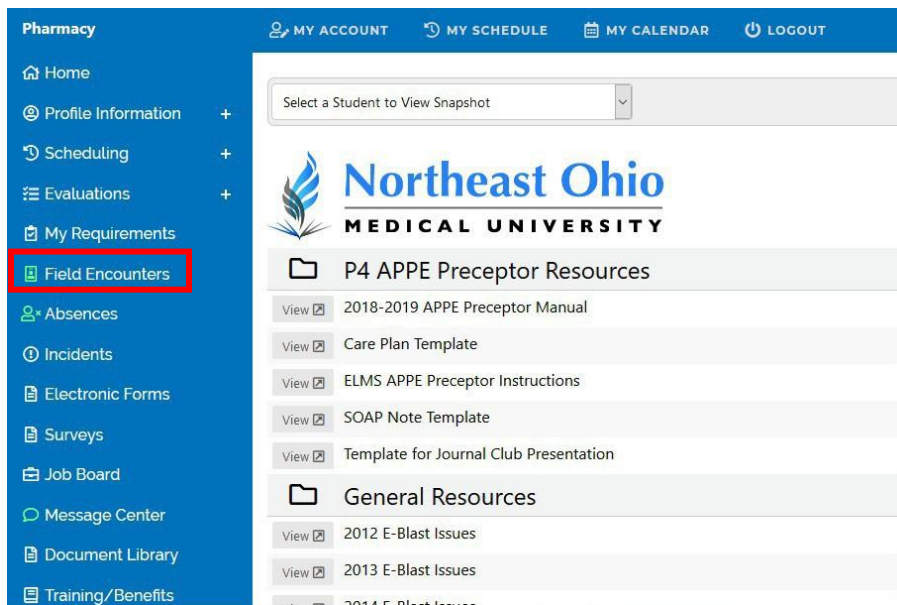
- Students are required to complete an evaluation of the preceptor and site. To view an anonymous evaluation summary, click the **'Evaluations'** button then click **'Evaluation of Preceptor/Site.'** Here is where you will see a list of anonymous completed evaluations about you and your site. Click the one you wish to view, and it will take you to the evaluation that was filled out.

Student Evaluations of Preceptor

Student	Rotation Dates	Evaluations
Anonymous		APPE Preceptor and Site Evaluation F
Anonymous		APPE Preceptor and Site Evaluation F

FIELD ENCOUNTERS

- To access Field Encounters, Click the **'Field Encounter'** button.
- Field Encounters is a module that students use to report on and document any major learning experiences that they experience while on rotation at your site.
- Clicking the **'Field Encounter'** button will take you to the next page.



- You can filter the field encounters by rotation type,
- Confirm or deny the student's submission and attach any documentation to your comments.
- When finished, click the confirm/deny button.
- Past Field Encounters are also available to view by clicking **'Confirmed Logs'** in the top right.

ABSENCES

- Student Absences will be tracked in the ELMS System. To access student absences, you will need to click the '**Absences**' button.

Pharmacy MY ACCOUNT MY SCHEDULE MY CALENDAR LOGOUT

Home Profile Information + Scheduling + Evaluations + My Requirements Field Encounters **Absences** Incidents Electronic Forms Surveys Job Board Message Center Document Library Training/Benefits

Pending Absences (Pharmacy)

Date:	09/01/18
Student:	Test Student
Student Email:	elizabeth.newell@corehighered.com
Description:	Test
Doc:	

Confirm: Confirm / Deny

No Custom Fields for this program

Your Comments:

- This will take you to a new page where you can choose 3 different options. Any pending absences will be located on this page.
- **Add New:** This will allow you to fill out an absence form if a student does not show up to their rotation. You can select which of your currently scheduled students that you are filling this out for. The form requires a date and a description of the absence.
- **Pending Absences:** If a student filled out an absence request you can confirm the absence here.
- **Confirmed Absences:** Shows all absences that you have confirmed over the course of the rotation.

Pending Absences (Pharmacy)

There are currently no pending absences to confirm.

Add New Confirmed Absences Pending Absences

- **Adding Absences:** This is the page you will fill out when filling out student absences.

Add Absence

Absence Details

Date:
Required

Student:
Required

Absence Description

Comments:

Custom Fields

No Custom Fields for this program

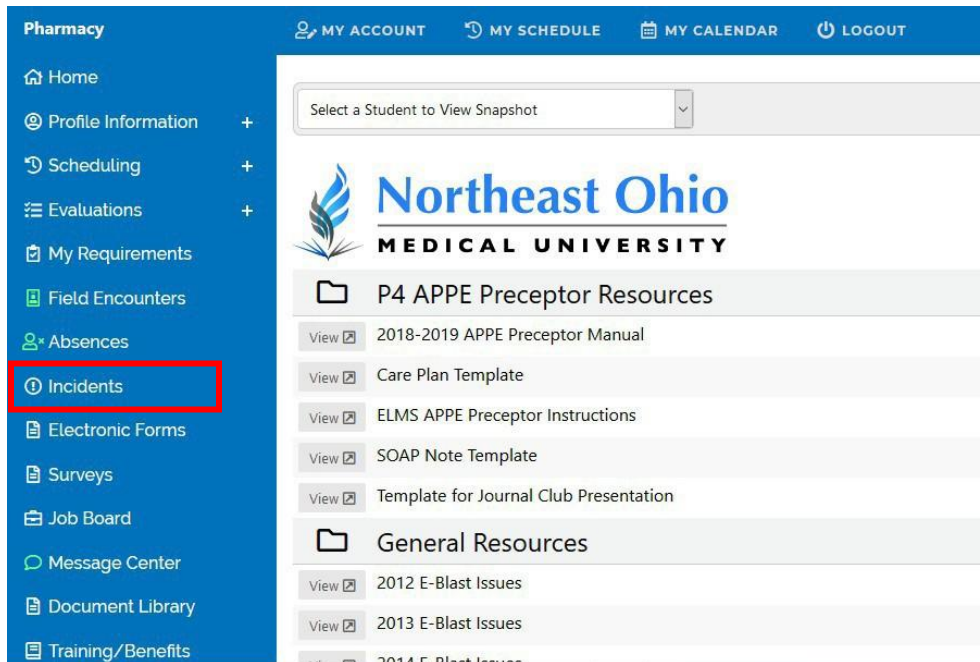
Submit Absence

- Your students will be using the absence module to record their absences. When they record an absence, it must be approved by you and Dr. Everly. If a student has submitted an absence the '**Absence**' button will be colored green.
- After clicking the '**Absence**' button, you will see all pending absences. You can confirm or deny them and provide comments as to why you confirmed or denied. When you have finished confirming or denying the absence, click the '**Update All**' button.

INCIDENT REPORTING

Incident Reporting provides a direct and confidential way for you to contact Dr. Evely regarding any major incidents that may have occurred on site.

- To access incident reporting, Click the **'Incidents'** button.



The screenshot shows the user interface of the Northeast Ohio Medical University website. On the left is a blue navigation menu with the following items: Home, Profile Information, Scheduling, Evaluations, My Requirements, Field Encounters, Absences, **Incidents** (highlighted with a red box), Electronic Forms, Surveys, Job Board, Message Center, Document Library, and Training/Benefits. The main content area features a header with 'MY ACCOUNT', 'MY SCHEDULE', 'MY CALENDAR', and 'LOGOUT'. Below the header is a search bar labeled 'Select a Student to View Snapshot'. The main content area displays the 'Northeast Ohio MEDICAL UNIVERSITY' logo and a list of resources under the heading 'P4 APPE Preceptor Resources'. The resources include: 2018-2019 APPE Preceptor Manual, Care Plan Template, ELMS APPE Preceptor Instructions, SOAP Note Template, and Template for Journal Club Presentation. Below this is a 'General Resources' section with 2012 E-Blast Issues, 2013 E-Blast Issues, and 2014 E-Blast Issues.

- This will take you to a page where you can see any past recorded incidents.
- To record a new incident, click the **'Record New Incident'** button.



The screenshot shows the 'Incident Tracking (Pharmacy)' page. At the top right, there is a red-bordered button labeled 'Record New Incident'. Below the button is a table with the following columns: Date, Student, Description, Doc, Updated, View, and Edit. The table is currently empty, and a message below it states: 'There are currently no incidents recorded.'

- When recording the incident, you can put the time and date, select which student the incident occurred with, place a description, and attach any documentation.
- When finished, click the **'Submit'** button. Dr. Everly will receive the report and will contact you to follow up.

Add Incident

Incident Details

Date: *Required*

Time of Incident: 00

Student: *Required*

Incident Description

Comments:

File Attachment / Document URL

Attach New File: No file selected.

Upload file requirements **Max File Size allowed:** 20MB
Extensions allowed: doc, docx, txt, pdf, rtf, gif, jpg, jpeg, png, ppt, pptx, swf, tif, tiff, xls, xlsx, mp3, mpeg, mp4

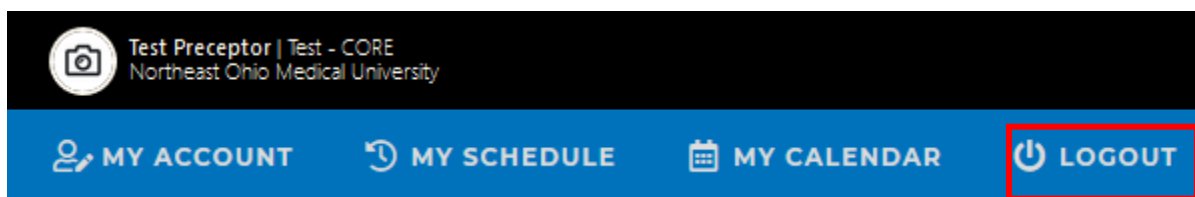
OR Add Document URL:
(Entering a URL will override an uploaded file)

Custom Fields

No Custom Fields for this program

LOGGING OUT OF ELMS

- To logout of ELMS, click the logout button at the top of the home page.



NEED ASSISTANCE

- If you are experiencing any difficulties logging in, navigating, or completing the evaluation forms, please contact:

Lukas Everly Pharm.D.,BCPS Experiential Director Phone:330-325-6387 Email: Leverly@neomed.edu	
Sarah Kwon, PharmD.,CDE, Experiential Assistant Director Phone:330-325-6278 Email: Skwon1@neomed.edu	Kunal Amin, PharmD Assistant Director of Experiential Education Phone: 330-325-6192 Email: kamin@neomed.edu
Katie Battaglia Curriculum Coordinator Phone: 330-325-6339 Email: kbattaglia@neomed.edu	Will Pierce Program Coordinator Phone: 330-325 6575 Email: wpierce1@neomed.edu

APPENDIX C

Introductory Pharmacy Practice Experiences for P1 Students Preceptor Evaluation of Student

Preceptor Name:

Experiential Site:

Student Name:

Please rate the student on his or her performance during site visits for the following areas using the rating scale provided below. Students will earn a “Pass” or “Fail” for site visits. **Students will earn a “Pass” if they receive at least seven “satisfactory” ratings out of the nine categories. An unsatisfactory rating in “Professional and Ethical Conduct” is grounds for course failure.** Check the appropriate box for your rating.

Ratings: S - Satisfactory NI - Needs Improvement U - Unsatisfactory

- | S | NI | U | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Attendance -The student was present and attentive for 16 hours for the rotation. The student adhered to the predetermined schedule, was consistently on time in reporting to the site, and had no unexcused absences. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Professional and Ethical Conduct -The student maintained a professional manner in both appearance and behavior at all times. The student demonstrated courtesy and respect toward others and exhibited self-control in all interactions. The student maintained confidentiality regarding patients and displayed honesty and integrity in all activities. The student also exhibited cultural sensitivity and tolerance and assumed personal responsibility for his or her actions. [A “U” in this category is grounds for failing the rotation overall] |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Student learning - The student was consistently prepared for the day’s activities and completed all assignments or projects within the given timeframe. The student assumed responsibility for his or her learning. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Scope of pharmacy services - The student gained an understanding of the services provided at the site as demonstrated by completing the site profile questionnaire to the satisfaction of the preceptor. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Pharmaceuticals commonly utilized/dispensed at the site - The student reviewed the top ten pharmaceuticals stocked at the site and identified those in common with their previously assigned “top drug” list. The student participated in identifying and stocking prescription and non-prescription medications. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Pharmaceutical packaging needs and requirements; preparation for dispensing - The student reviewed the assigned inventory for expiration status, confirmed storage conditions for 10 products, reviewed use of bar-coding, participated in repackaging and associated documentation, and participated in pharmaceutical compounding (all when applicable at the discretion of the preceptor). |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Availability of dosage forms and their purpose - The student identified the pharmaceutical product stocked at the site available in the greatest number of dosage forms. |

Basic pharmaceutical distribution methods - The student participated in preparation of products for distribution or dispensing. The student demonstrates an understanding of the distribution methods employed by the site.

Pharmaceutical inventory management - The student participated or observed order preparation, receipt and stocking at the site.

Please provide additional comments about the student's performance and/or provide suggestions on how the college can improve the experiential training program. Comments are required if the student is to receive a U or NI in any of the above components.

Preceptor Evaluation of P2 IPPE Student

Please rate the student on his or her performance during P2 site visits for the following areas using the rating scale provided below. Students will earn a “Pass” or “Fail” for the site visit. An unsatisfactory rating in any area is grounds for rotation failure.

Ratings: S – Satisfactory NI - Needs Improvement U – Unsatisfactory NA – Not Applicable

Written comments following each section are encouraged and required if the student is given a *Needs Improvement* or *Unsatisfactory* rating for a particular section.

Please check the () beside each competency the student completed or was exposed to during the rotation.

COMPETENCIES	RATING	COMMENTS
<p>1. PROFESSIONALISM & ATTENDANCE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintained a professional manner in both appearance and behavior at all times. <input type="checkbox"/> Demonstrates courtesy and respect toward others and exhibited self-control in all interactions. <input type="checkbox"/> Maintains confidentiality <input type="checkbox"/> Displays cultural sensitivity and tolerance. <input type="checkbox"/> Present and attentive for 8 clock hours per day at the site for a total of 40 or 80 hours for the rotation. <input type="checkbox"/> Consistently on time in reporting to the site, and had no unexcused absences. <input type="checkbox"/> Consistently prepared for the day’s activities and completed all assignments or projects within the given timeframe. <input type="checkbox"/> Honors and respects the roles of healthcare professionals (e.g. physicians, nurses, social worker, etc.) in the care of patients. 		
<p>2. MEDICATION DISPENSING METHOD & PROCESS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes the medication distribution/dispensing process utilized at the site. <input type="checkbox"/> Exposed to and utilized various forms of technology (computer systems, automated dispensing devices, bar-coding, robotics, etc.) the sites use for dispensing medications. <input type="checkbox"/> Demonstrates knowledge in the federal, state, accrediting body, and/or site-specific regulations and standards for the dispensing of medications. <input type="checkbox"/> Recognizes the programs and procedures utilized by the site to detect and minimize medication errors. 		
<p>3. PRESCRIPTION/MEDICATION ORDER PROCESSING, FILLING, & DISPENSING</p> <ul style="list-style-type: none"> <input type="checkbox"/> Able to obtain important background information (allergies, medical history, medication history, insurance information, etc.) on a patient in order to process a prescription. <input type="checkbox"/> Participated in the data entry process for filling a prescription. <input type="checkbox"/> Able to clarify a prescription when incomplete or erroneous information is detected. <input type="checkbox"/> Able to select proper medication, dosage form, and amount in order to fill a prescription. 		

<ul style="list-style-type: none"> <input type="checkbox"/> Able to perform with accuracy necessary pharmaceutical calculations required to fill or compound a prescription or medication order <input type="checkbox"/> Able to properly label a prescription including the addition of appropriate auxiliary/warning labels. <input type="checkbox"/> Describe the procedures utilized by the pharmacist to check a filled prescription prior to dispensing to a patient. <input type="checkbox"/> Observed and participated (at the preceptor discretion) the education and counseling of patients on medications. <input type="checkbox"/> Participated in the proper administration of medications including immunizations to patients. 		
<p>4. COUNSELING PATIENTS ON OTC PRODUCTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Able to assist patients in the selection of OTC products. <input type="checkbox"/> Able to base his/her recommendations on patient symptoms, medical, and drug history. <input type="checkbox"/> Able to educate the patient on the proper use and expected outcomes of an OTC product. 		
<p>5. ROLE OF OTHER HEALTHCARE PRACTITIONERS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Indicate those individuals based on federal, state, or site regulations authorized to order and prescribe medications. Describe any limitations or requirements regarding their prescriptive authority. <input type="checkbox"/> Recognizes the role various healthcare practitioners including pharmacy personnel have in the ordering, acquisition, distribution, and administration of medications. <input type="checkbox"/> Recognizes the role and responsibilities of pharmacists and other healthcare professionals as part of an interprofessional team providing care to patients. 		
<p>6. MEDICATION NEEDS FOR THE UNDERSERVED</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exposed to the various programs that can be utilized to assist an underserved patient obtain medications. <input type="checkbox"/> Assisted a patient in applying for a specific prescription assistance program. <input type="checkbox"/> Exposed to resolving third party disputes concerning medication reimbursement. 		

Provide any additional comments regarding student performance, strengths, and areas of needed improvement:

Provide any comments or suggestions regarding the NEOMED Experiential Program:

Final Grade:

Preceptor Evaluation of P3 IPPE Student

Please rate the student on his or her performance during P3 site visits for the following areas using the rating scale provided below. Students will earn a “Pass” or “Fail” for the site visit. An unsatisfactory rating in any area is grounds for rotation failure.

Ratings: S – Satisfactory NI - Needs Improvement U – Unsatisfactory NA – Not Applicable

Written comments following each section are encouraged and required if the student is given a *Needs Improvement* or *Unsatisfactory* rating for a particular section.

Please check the () beside each competency the student completed or was exposed to during the rotation.

COMPETENCIES	RATING	COMMENTS
<p>1. PROFESSIONALISM & ATTENDANCE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintained a professional manner in both appearance and behavior at all times. <input type="checkbox"/> Demonstrates courtesy and respect toward others and exhibited self-control in all interactions. <input type="checkbox"/> Maintains confidentiality <input type="checkbox"/> Displays cultural sensitivity and tolerance. <input type="checkbox"/> Present and attentive for 8 clock hours per day at the site for a total of 40 hours or 80 hours for the rotation. <input type="checkbox"/> Consistently on time in reporting to the site, and had no unexcused absences. <input type="checkbox"/> Consistently prepared for the day’s activities and completed all assignments or projects within the given timeframe <input type="checkbox"/> Honors and respects the roles of healthcare professionals (e.g. physicians, nurses, social worker, etc.) in the care of patients. 		
<p>2. COMMUNICATION & MEDICATION COUNSELING</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates the ability to counsel patients on medications. <input type="checkbox"/> Demonstrates the ability to effectively communicate with other members of the health-care team (e.g. prescribers, nurses, social worker, etc.) in the care of patients. <input type="checkbox"/> Demonstrates active listening skills and empathy. <input type="checkbox"/> Responds to medication related questions from patients and healthcare professionals in a clear and concise manner with supporting evidence or rationale. 		
<p>3. MONITORING OF MEDICATION SAFETY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participated in the procedures utilized by the site in identifying, reporting, tracking, and analyzing medication errors, adverse drug reactions, and drug recalls. <input type="checkbox"/> Exposed to the technology and site-specific policies and procedures which assist in the prevention of medications errors. <input type="checkbox"/> Able to detect errors in data entry, misinterpretation of prescriptions, and dispensing of the wrong drug, dose, or dosage form. <input type="checkbox"/> Demonstrated the ability to clarify prescription orders with a prescriber when incomplete or erroneous information is detected. <input type="checkbox"/> Demonstrates the ability to engage with prescribers and other members of an interprofessional health-care team in shared therapeutic decision-making. 		

4. QUALITY ASSURANCE		
<input type="checkbox"/> Participated in the procedures utilized by the site to monitor and track the quality of the medication dispensing process. <input type="checkbox"/> Reviewed the quality assurance records to ensure the proper storage, handling, and maintenance of medications and devices. <input type="checkbox"/> Monitored the compliance with standards to ensure the proper preparation and safe distribution of sterile or non-sterile compounded medications.		
5. MONITORING DRUG THERAPY <input type="checkbox"/> Demonstrates the ability to recognize and assess the appropriate monitoring parameters of drug <input type="checkbox"/> Demonstrates the ability to recognize potential drug interactions. <input type="checkbox"/> Demonstrates the ability to recognize the potential side-effects of medications. <input type="checkbox"/> Demonstrates the ability to recognize the effective and safe dose of a medication. <input type="checkbox"/> Utilized techniques to monitor patient adherence to a medication regimen.		
6. LEGAL & REGULATORY COMPLIANCE <input type="checkbox"/> Demonstrates competence of federal and state pharmacy laws and regulations. <input type="checkbox"/> Participated in controlled substance record keeping including review of methods for detecting potential drug diversion and the reporting the theft/loss of a controlled substance. <input type="checkbox"/> Demonstrates awareness of prescribing guidelines for various health practitioners (i.e. Physician Assistants, Nurse Practitioners, Optometrists, etc.) <input type="checkbox"/> Reviewed site accreditation standards (i.e. Joint Commission Standards) <input type="checkbox"/> Exposed to the procedures and process for dispensing investigational drug products when applicable. <input type="checkbox"/> Reviewed the certification, competency, and training standards for personnel within the pharmacy.		
7. PRESENTATION & PROJECT <input type="checkbox"/> Presented a patient case, journal club, or some other type of presentation. <input type="checkbox"/> Completed a project involving an area of the medication use system, patient safety, or patient education.		

Briefly describe the presentation and project the student completed:

Provide any additional comments regarding student performance, strengths, and areas of needed improvement:

Provide any comments or suggestions regarding the NEOMED Experiential Program:

Final Grade:

APPENDIX D

Introductory Pharmacy Practice Experiences Student Evaluation of Preceptor/Site and Reflection

Your responses are important to us. Please use the following checklist to evaluate your preceptor/designee and site. Please complete all sections. Written comments are encouraged and required if you give a *Sometimes* or *Never* rating. All comments are to be written in a professional and constructive manner!

Ratings: A – Always U – Usually S – Sometimes N – Never

Check the appropriate box for your rating.

Interest - My preceptor/designee took an active interest in me and my learning experience. My preceptor/designee spent quality time with me throughout the experience and was available for me when I sought help or advice.

Communication - My preceptor/designee openly and honestly communicated with me throughout the experience regarding expectations, policies, procedures and responsibilities. He or she provided me with constructive criticism and did so in a supportive, non-demeaning manner. He or she recognized me for jobs well done.

Enthusiasm - My preceptor/designee demonstrated genuine enthusiasm for the pharmacy profession. He or she was current on new trends and directions for pharmacy. He or she motivated me to do my best and encouraged me in my professional growth.

Professionalism - My preceptor/designee exhibited professionalism in all interactions including those with myself, other colleagues, and patients. He or she practiced within ethical boundaries and demonstrated honesty and integrity in all actions. To the best of my understanding, the site was in compliance with all pharmacy laws and regulations.

Teaching - My preceptor/designee had the knowledge to teach me the necessary skills pertinent to the site. He or she guided me when necessary, but also allowed me to make decisions based upon my level of knowledge. My preceptor/designee instructed me in all aspects of the site as they related to the established goals and objectives. He or she was sufficiently organized and prepared to instruct me and provided me with meaningful activities and/or assignments.

Training and Resources - The site provided adequate space for training as well as resources and reference material. I felt that there was an appropriate level and quantity of training activities, and that the training was consistent with rotation objectives.

Provide thoughtful and constructive comments to ALL of the following questions. Where possible provide specific examples to best illustrate your comments and suggestions.

1. What did you like best about the preceptor, site, and/or experience you had during this rotation?
2. What suggestions would you recommend to improve the experience for future students assigned to this preceptor and/or site?
3. Describe any activity in which you were able to interact or collaborate with other healthcare professionals (e.g. physicians, nurses, etc.) or healthcare students during your rotation in the care of patients.
4. How has this experience helped in preparing you for a career as a pharmacist?
5. List the areas/skills that you believe you need to further develop on future rotations
6. Would you recommend this preceptor/designee/site to another pharmacy student? Why or why not?