



**INTRODUCTORY PHARMACY PRACTICE EXPERIENCES
(IPPE-IV- INTRODUCTION TO ADVANCED ROTATIONS)
PHAR 5219**

12/19/2016 – 5/5/2017

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St. John Fisher College Wegmans School of Pharmacy IPPE IV (Introduction to Advanced Rotations)

This Introductory Pharmacy Practice Experience (IPPE) rotation is the fourth and final introductory rotation offered at the Wegmans School of Pharmacy. The focus of this rotation will be to introduce the student to the activities required of an APPE rotation performed during the student's P4 year. The student's preceptor will be on the WSoP faculty and the student may also have the opportunity to work with and learn from a WSoP Advanced Pharmacy Practice Experience (APPE) student. At minimum, this is a 30 hour rotation. As professionals, the student will be responsible for the content of this course manual.

Accessory

The student will upload completed assignments to Coursework in E*Value. The portfolio should also include site requirement forms, resume/CV, intern permit, HIPAA training forms, and immunization documentation. The goal is to give the instructor/preceptor a snap shot of the student's work from an experiential standpoint so the instructor/preceptor can gauge the student's level of experience. The student will also utilize TurnItIn to generate Originality Reports for the Drug Information Questions. **The class ID for TurnItIn is 14243158 and the password is "turnitin", without the quotes.**

Confidentiality

Patient information is private. We are entrusted with the patients' trust to look into their private lives. The patients trust us as being health care professionals. Therefore, confidentiality is the foundation for the establishment of trust between patients and health care providers. The students are expected to not discuss any patient information that they have encountered at their rotation sites outside of their learning environment. Any infraction will result in immediate dismissal from the site and a failing grade will be given for the rotation. The student will be reported to the Student Progress Committee.

Expectations of Faculty Preceptor:

1. Introduce student to site/staff and review rotation schedule.
2. Explain your expectations to student: start times, procedure for turning in homework, procedure for completing tasks, assignment of presentation topic, and assessment procedure.
3. Explain process for the formative assessments and final assessment (end of semester).
4. Coach and mentor student regarding tasks and assignments – give practical examples to reinforce learning. Identify and resolve student difficulties as early as possible in the rotation.
 - a. For serious issues such as repetitive tardiness or unexcused absences **document the issue** and notify the Office of Experiential Education as soon as possible.
 - b. If an issue occurs, preceptors should complete a “Concern about a Student” Evaluation from the “ad hoc” section on E-Value. This will send our office a message regarding any student issues you would like us to be aware of.
5. Discuss career options with the student.

WSOP Practice Faculty and Practice Site:

<u>Preceptor</u>	<u>Practice Site</u>	<u>Office Phone</u>	<u>Email</u>
Ahmed-Sarwar, Nabila	Highland Family Med	899-3884	nahmed-sarwar@sjfc.edu
Avery, Lisa M	St. Joes – Inf. Disease	899-3733	lavery@sjfc.edu
Cipriano, Gabriela	Jordan – Holland St.	385-7203	gcipriano@sjfc.edu
Connor, Kathryn	URMC – SICU	899-3789	kaconnor@sjfc.edu
DeLucenay, Alex	RGH – Outpatient	385-8373	adelucenay@sjfc.edu
Fellows, Shawn	Jordan – Brown Sq.	385-3904	sfellows@sjfc.edu
Hutchinson, David J	URMC – Gen. PEDS	899-3831	dhutchinson@sjfc.edu
Juba, Kate	URMC – Palliative Care	899-3705	kjuba@sjfc.edu
Nagel, Angela	Culver Med. Group	899-3820	anagel@sjfc.edu
Nathan, Kobi	MCH	385-8033	knathan@sjfc.edu
Noel, Christopher	URMC – Psychiatry	385-7378	cnoel@sjfc.edu
Phillips, Lisa	Upstate: UHC Clinics	899-3890	ephillips@sjfc.edu
Pierce, Deirdre	FF Thompson – IM	385-7380	dpierce@sjfc.edu
Schweighardt, Anne	URMC – IM	385-8355	aschweighardt@sjfc.edu
Sligh, Judianne	Highland - IM	385-7377	jsligh@sjfc.edu
Sutton-Burke, Beth	Wegmans	385-8074	esutton@sjfc.edu
Symoniak, Melanie	RGH – IM	385-8390	msymoniak@sjfc.edu

IPPE-IV Overview

At minimum, students must complete a Verbal Patient Presentation, as well as one of either #2 or #3 AND one of either #4 or #5 for satisfactory completion of the course. Assignments will not be considered complete until the student uploads the assignment and the preceptor verifies its appropriateness in E*Value. **Preceptors will determine which assignments should be completed. Preceptors may require additional assignments if desired.**

1. VERBAL PATIENT PRESENTATION: One of the main objectives of this course is to introduce the student to the activities they will perform during their APPE rotations. Every day, clinical pharmacists need to find, evaluate and convey information about patients to providers, nurses, and other pharmacists in a finite amount of time. This exercise is designed to evaluate how well the student can perform a patient profile review and give a verbal presentation about the patient's history, disease states, medications and pharmaceutical plan to their preceptor. This exercise is MANDATORY; the student must achieve at least an 80% (21/26) on the grading rubric to be considered passing. The student may be assigned multiple patients to attempt to pass this exercise at the discretion of the faculty preceptor and/or the course coordinator.
2. CLINICAL CONSULT NOTES: Students must complete EITHER a Clinical Pharmacotherapy Consult note or a Formal Presentation. Patients will be assigned at the discretion of the preceptor and the patient data that is available to the student will depend on the practice site. If possible, the patient(s) assigned to the IPPE student should also be followed by an APPE student so that the APPE student can give guidance to the IPPE student. The student will present each patient to the preceptor and, if possible, the student should observe at least one case presented by the APPE student. The student will upload one consult note into their E*Value for preceptor review and verification of satisfactory completion. If not acceptable, the instructor will give the student specific feedback and ask the student to repeat the assignment. **As a reminder, students must remove all patient identifiers from any written homework/consult notes before submitting them for review or including them in E*Value!**
3. FORMAL PRESENTATIONS: Students must complete EITHER a CPC note or Formal Presentation. Students will give a formal presentation which will include focus on a specific topic. Formal presentations will be assigned based on preceptor guidance. The length of the presentation is up to the discretion of the preceptor. The student will upload their presentation into E*Value for preceptor review and verification of satisfactory completion. If not acceptable, the instructor will give the student specific feedback and ask the student to repeat the assignment. An APPE student should be present, if possible, and the student should be invited to the APPE student's presentations.
4. JOURNAL CLUB: The student must complete EITHER a journal club OR a DI Paper. Participation will include reading and analyzing the article that will be discussed, as well as leading the discussion of said article. The journal club meeting may be a formal journal club meeting on site or a meeting convened by the preceptor specifically for the instruction of

their APPE and IPPE IV students. If completed, the student will upload their journal club assignment into E*Value for preceptor review and verification of satisfactory completion. If not acceptable, the instructor will give the student specific feedback and ask the student to repeat the assignment.

5. DRUG INFORMATION (DI) PAPER: The student must complete EITHER a journal club or DI Paper. The DI paper will utilize the drug information request form and drug information criteria. DI papers may be worked on offsite such as the DI center at WSoP, but preparation time off site is not counted towards the 30 on site hours. In preparation for APPE, the format of the DI documents will mirror that of APPE. If completed, the student MUST upload the paper to TurnItIn and print of the originality report. <https://turnitin.com> **The class ID is 14243158 and the password is turnitin.** The student will then upload their DI Paper into E*Value for preceptor review and verification of satisfactory completion. If not acceptable, the instructor will give the student specific feedback and ask the student to repeat the assignment. Students will also be required to give a short presentation of the DI assignment to the preceptor and, if possible, any APPE students who are currently on rotation.
6. JOURNAL REFLECTION: The student will document the knowledge learned and opinions formed from their rotation. Journal reflection should be completed once at the end of the rotation. The student will upload their journal entry into E*Value. The preceptor will verify completion in E*Value and provide feedback if necessary.
7. CLASS/ATTENDANCE: Attendance in class is considered mandatory and may be taken by the course coordinator for their own personal use. Class time will consist mainly of lecture that may be performed by faculty, APPE students, or guest lecturers. Topics will center around skills, tools, and facts to help students thrive on APPE rotations and beyond. Reef Polling will be utilized on occasion for participation in questions during the lectures.
8. MID-ROTATION FORMATIVE ASSESSMENT: Student and preceptor should complete forms independently on-line at the midpoint of the rotation. Student and preceptor should compare the student's self-assessment with the preceptor's assessment and discuss the differences and similarities. A strategy for enhancing the student's learning for the remainder of the rotation should be discussed. **For students at risk for failure during a formative assessment, a written plan of action for improvement should be composed by the preceptor and student, signed by the student and preceptor and uploaded into E*Value.. The preceptor will find the action plan under "Ad Hoc" Evaluations.**
9. FINAL PRECEPTOR and STUDENT ASSESSMENT FORMS: These forms must be completed and submitted online by Thursday of week 14. Students must complete their final self-assessment and final assessment of preceptor and site by week 14. Preceptors should complete their final assessment of the student by week 14. Preceptors should discuss their final assessment of the student with the student and make any final suggestions and/or comments to the student by week 15. Preceptors should complete the Preceptor Summary Grading Sheet by week 15.

NOTE: Documents will be assessed by the preceptor in E*Value Coursework. The student is responsible to ensure that all assignments are complete and that the preceptor completes all required verifications and evaluations.

Grading

Students will receive a Satisfactory, Unsatisfactory or Incomplete grade based on acceptable completion of all required assignments and course requirements listed on the summary grading sheet which can be found later in this manual.

Clerkship/Rotation Policies & Regulations

The student is responsible for reading the content of the clerkship manual and is expected to follow the policies and regulations as stated. Any infringements may lead to automatic dismissal from the site and failure of the rotation.

I. Pre-requisite

The student must successfully complete all other required courses in their first, second, and fall semester of their third professional years at the Wegmans School of Pharmacy, and possess a valid intern permit.

II. Health records

Students should have all site required health records up to date (e.g., physical examination, immunization, PPD or CXR) before starting rotation. These requirements will vary by site. Students should be prepared to produce copies of these records to deliver directly to the site. Failure of the student to adhere to this policy may result in the delay of completing the rotation.

III. Professional insurance

St. John Fisher College arranges liability insurance for students each year. Students must be registered for the course to be covered.

IV. Site Selection

1. Preceptor/Site selection will take place via an optimization ranking process.
2. Student is responsible for ALL expenses associated with attending site.
3. Students may NOT have a first degree relative as a preceptor.
4. Students may not receive academic credit for working at a site where they are currently employed.
5. Students will NOT accept any remuneration from the site while on rotation.

6. The Director of Experiential Education or assigned preceptor can refuse a student assignment if she/he feels there may be a conflict of interest.
7. Students who feel that they may not meet the above guidelines should contact the Director of Experiential Education and the prospective preceptor before ranking the site.
8. Once preceptors/rotations have been assigned, it is the responsibility of the student to contact their faculty preceptor within 2 weeks of the assignment. The student should inquire about specific requirements such as proof of HIPAA training, immunizations (Human Resources), OSHA, CPR, etc...

V. Grading

Grading will be Satisfactory (Pass) or Unsatisfactory (Fail). Failure will mandate repeating the entire course.

VI. Evaluations

The faculty preceptor will evaluate the student throughout the rotation; formal and informal feedback is encouraged. Preceptor evaluation of the student (Professionalism and Learning Outcomes) should be used to encourage student improvement in specific areas where the student is not performing well. The student must evaluate the instructor/preceptor and the site. Failure to adhere to this policy may result in an incomplete grade or failure. Failure may result if required documents are not completed by their due date.

VII. Weather conditions

All students should follow the weather advisory from SJFC regarding cancellation or delay of classes on campus. However, students who cannot travel to their sites due to hazardous weather conditions should immediately notify their faculty preceptor and the Experiential Education Coordinator, Ms. Andrea DiGiorgio, via e-mail. Attendance policy still applies regarding make up days and missing days.

VIII. Dismissal from sites

All students are representing Wegmans School of Pharmacy and the Pharmacy profession during their presence at the rotation site. Therefore, professionalism and the highest standards are expected from students during their training at their sites. The Department of Pharmacy Practice and the site reserve the right to dismiss any student who does not uphold a professional attitude during their clerkship time. Any student caught under the influence of any substance of abuse/addiction, or caught stealing from the site will be dismissed automatically and fail the rotation. The student will then be reported to the Student Progress Committee.

IX. Academic Honesty & Plagiarism

St. John Fisher College has a firm policy concerning academic dishonesty that includes, but is not limited to, cheating, plagiarism, or any other action that misrepresents academic work as being one's own. Students are expected to demonstrate academic honesty in all coursework, whether completed in-class or not, individually, or as part of

a group project. Violations of academic honesty include, but are not limited to, cheating and plagiarism. All students are expected to be familiar with the details of the Policy on Academic Honesty, which are found in the current Student Handbook.

X. Professionalism

As consistent with the expectations of a professional and practice environment, professional behavior and attitudes are expected for all students enrolled in this course. Examples of professional behavior include, but are not limited to, appropriate demeanor, grooming, punctuality, and civility.

XI. Personal Appearance

As a representative of the School of Pharmacy, a student's personal appearance is an extension of the School and will, to some degree, determine how customers, patients, and colleagues view the student, the program, and the profession of pharmacy. Conservatism and discretion are key determinants of professional attire. Business casual is the minimum requirement for appropriate attire for students during the three didactic years of the Pharmacy program. The WSoP Dress Code shall be in effect from 8:00 AM until 5:00 PM Monday through Friday and covers the WSoP building and atrium. Students are also expected to adhere to the code when serving as a representative of the program while on rotation.

Please refer to the WSoP Student Handbook for dress code specifics.

XII. Confidentiality & HIPAA

Patient information is private. We are entrusted with the patients' trust to look into their private lives. The patients trust us as being a health care professional. Therefore, confidentiality is a foundation for the establishment of trust between patients and health care providers. The students are expected not to discuss any patient information that they have learned from their rotation sites outside of their learning environment. Students should have completed HIPAA training and have their certificate available as part of their portfolio. The student will also complete and abide by any site specific HIPAA requirements. Any infraction will result in immediate dismissal from the site and a failing grade will be given for the rotation.

XIII. Sexual Harassment

Sexual harassment by preceptor or student is strictly prohibited. Below is the legal definition of sexual harassment. Any allegation of sexual harassment by preceptor or student MUST be reported immediately to the Director of Experiential Education and the Director of Human resources. Sexual harassment, by law, is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when 1) submission to such conduct is made an explicit or implicit term or condition of employment; 2) submission to or rejection of such conduct is used as a basis for employment decisions; or 3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance, educational experience, or creates an intimidating, hostile, or abusive work or educational environment. Sexually harassing conduct may include, but is not limited to, sexually charged or sexually suggestive comments or jokes, sexual advances, requests for sexual favors, sexually suggestive pictures, drawings or emails, or similar conduct of a sexual nature.

XIV. Student Complaint Process

If the student feels they are being asked to perform an activity that is considered unprofessional conduct, puts patients or the student at risk for harm, or is contrary to the law, policies and/or regulations of the institution, site or college, the student should immediately discuss the concern with their preceptor. If the student is not satisfied with their preceptor's response the student should immediately contact Ms. DiGiorgio at (585) 385-7249 or Ms. Huether at (585) 899-3821. The Director or Assistant Director of Experiential Education will then talk with the student and preceptor to discuss possible options.

FORMS

Instructor required to complete:	<u>Page</u>
Assignment Grading Rubrics:	
1. Formative/Final instructor assessment of student (Professionalism and Learning Outcomes)	11-17
2. Summary grading sheet.....	18

Student required to complete:	
1. Student self-assessments	11-16
2. Final student evaluation of preceptor.....	19
3. Final student evaluation of site.....	20

Other forms

1. Experiential Education Absence Request Form.....	21
2. Sample action plan (For Instructor Use)	22

IPPE IV Classroom Schedule - SUBJECT TO CHANGE/UPDATE!!!!

Date	Classroom Topic
Week 1 (1/15)	Dr. Zak - Intro/Assignment Overview
Week 2 (1/22)	APPE Student Panel
Week 3 (1/29)	Dr. Zak - Lab Data Interpretation
Week 4 (2/5)	Dave Webster - Etiology of Errors
Week 5 (2/12)	Karl Williams - Law Update
Week 6 (2/19)	
Week 7 (2/26)	
Week 8 (3/4)	Patty Keane - UR Medicine HIPAA Privacy Officer
Week 9 (3/11)	Dr. Jack Brown - Biostats Review part 1
Week 10 (3/18)	Dr. Jack Brown - Biostats Review part 2
Week 11	**Off for Spring Break**
Week 12 (4/1)	Amy Bishop - Reviewing Profiles in a Community Setting
Week 13 (4/8)	
Week 14 (4/15)	Dr. Keith Delmonte/OEE - APPEs and Longitudinals
Week 15 (4/22)	Dr. Mona Ghandi - Intro to Access Pharmacy
Week 16 (4/29)	Dr. Zak - Review/reflection

Student Name: _____

Verbal Patient Presentation: Faculty Rubric

Faculty Preceptor: _____

Date: _____

Total Points ____ / 26 = ____ % **PASS / FAIL** (Must achieve a **minimum of 80%** of the possible score and not provide any inaccurate information to PASS)

Task	Completed	Partially Completed	Did Not Complete	Points	Comments
1) HPI/PMH	Student accurately presented HPI and all aspects of PMH	Student left out one or more pertinent aspects of HPI/PMH (2-3)	Student did not describe any HPI or PMH	4	
2) Allergy Assessment	All allergies and reactions are identified correctly	Only some allergies addressed/reactions not addressed	Student did not discuss allergy information	2	
3) Vitals	Student identified all disease specific and abnormal vital signs	One or more pertinent vital signs was not presented	Student did not address vital signs or gave incorrect information	2	
4) Labs	Student identified all disease specific and abnormal labs	One or more pertinent lab value was not presented	Student did not address labs or gave incorrect information	2	
5) Medications/Medication Reconciliation	All medications were evaluated for proper indication, dose and pertinent interactions; medication reconciliation was performed appropriately	Student did not properly address indications and doses of all meds/student did not reconcile medications or reconciled inappropriately (2-3)	Student did not properly address medications or gave incorrect information	4	
6) Assessment	Student gave an appropriate 1-3 sentence assessment of disease state and medications	Student gave an assessment that left out at least one important detail	Student did not give an assessment or stated incorrect facts	2	
7) Plan	Student gave an accurate pharmaceutical plan, complete with proper recommendations and monitoring parameters (5-6)	Student out important aspect(s) of the pharmaceutical plan (2-4)	Student gave an inappropriate pharmaceutical plan (0-1)	6	
8) Time	Presentation was completed in an appropriate amount of time.	Presentation was marginally too long or too short	Presentation was grossly inappropriate in regards to time and demeanor	2	
9) Non-Verbal Communication	Student presented at an appropriate volume and tone of voice. Used appropriate body language and eye contact	Student spoke a little too soft/loud, stared at a paper/screen too much	Student's non-verbal communication was completely unacceptable	2	
Total points achievable for this case				26	

Formative/Final Preceptor Evaluation of Student and Student Self Assessment – Learning Outcomes

These web based assessments (Professionalism and Learning Outcomes) will help the student to recognize their strengths and also their weaknesses which require changes and improvements. An honest assessment will help the student in their learning endeavor. This assessment must be completed by the preceptor in E*Value at the midway point and by the last day of the rotation. The student must also complete a midpoint and final self - assessment in E*Value. The instructor and student should then discuss and compare the student’s self-assessment and the instructor’s assessment of the student. It is the student’s responsibility to have these evaluations completed by the instructor in a timely manner.

Please complete evaluation in E*Value using the following scale:

1	2	3
Needs Attention	Meets Standards	Exemplary
The student requires significant guidance and reminders to meet basic criteria, may need additional training outside this rotation.	The student requires moderate prompting to meet MOST complex criteria and minimal guidance to meet basic criteria. The student meets all basic criteria.	The student requires limited prompting to meet MOST complex criteria. The student meets ALL basic criteria.

Learning Outcomes
TAKES THE INITIATIVE to learn what she/he does not know.
ADMITS WHAT SHE/HE DOES NOT KNOW never misleads others with incorrect information.
FORMULATES complete, accurate, and thoughtful responses to assigned tasks.
EFFECTIVELY utilizes pharmacy reference materials to find needed information.
RESPECTS patient confidentiality, uses discretion when discussing patients or handling records.
UNDERSTANDS what value-added services a pharmacist may provide at this practice site.
ACCURATELY DESCRIBES the role of their preceptor at their site.
ENSURES that the extraction of patient specific data is accurate and complete.
UNDERSTANDS how a pharmacist appropriately interacts with patients and other members of the health care team
EFFECTIVELY CONDUCTS patient care team interactions under the observation of a preceptor
APPLIES knowledge of pharmacology, kinetics and pathophysiology when assessing and selecting patient specific therapy.
UTILIZES patient information to assess and create a plan to improve patient care. This process includes the following: assess patient’s case history to identify actual and potential drug-related problems; state goals of therapy; create a list of therapeutic alternatives and state advantages/disadvantages; design, recommend, and justify drug and non-drug therapies based on current evidence and patient specific information; develops a plan for communicating therapeutic regimen to patient and health care providers; selects relevant patient information, laboratory and diagnostic tests, and appropriate timing for monitoring and follow-up.

Formative/Final Preceptor Evaluation of Student and Student Self Assessment – Communication/Professionalism

These web based assessments (Professionalism and Learning Outcomes) will help the student to recognize their strengths and also their weaknesses which require changes and improvements. An honest assessment will help the student in their learning endeavor. This assessment must be completed by the preceptor in E*Value at the midway point and by the last day of the rotation. The student must also complete a midpoint and final self assessment in E*Value. The instructor and student should then discuss and compare the students self assessment and the instructor’s assessment of the student. It is the student’s responsibility to have these evaluations completed by the instructor in a timely manner.

Please complete evaluation in E*Value using the following scale:

Professionalism Evaluation – Wegmans School of Pharmacy

Receipt of a single score of one will result in notification to OEE. Receipt of two scores of one will require referral to OEE with reflection or intervention. Receipt of ≥ 3 scores of one will result in rotation failure.

	1 – Needs Attention	2 – Meets Expectations	3 - Exemplary
Verbal communication – appropriate language and tone	Inappropriate vocabulary used for audience; grammar impedes understanding; inaudible/demanding/disrespectful tone; inappropriate volume for situation; verbal presentations suggest lack of preparation	Vocabulary is appropriate for audience; confident/respectful tone without arrogance; verbal presentations seem well prepared	Vocabulary is always appropriate for audience; style and tone are adjusted for specific situation and/or audience; verbal presentations are smooth and rehearsed
Written communication – appropriate email, assignments, and documentation	Spelling and grammatical errors that impede understanding; “texting-style” phrasing or lack of formality in emails; inappropriate or disrespectful writing; lacking clarity or not concise; illegible; inaccurate or inappropriate documentation	Few spelling and grammatical errors; respectful with appropriate formality and timeliness; usually clear and concise; uses proper citation format most of the time; if applicable needs minimal prompting to complete documentation appropriately	Free from spelling and grammatical errors; timely and respectful; clear and concise; uses proper citation format; if applicable completes documentation without oversight

<p>Non-verbal communication – appropriate body language showing attentiveness</p>	<p>Appears distracted on several occasions; inappropriate distance from conversation and/or situation; struggles comprehending verbal instruction; instructions need to be repeated</p>	<p>Typically shows active engagement in conversation and/or situation with few exceptions; responds to verbal instruction; demonstrates understanding of information heard</p>	<p>Demonstrates active engagement in conversation and/or situation; verifies understanding of information heard; no difficulty following verbal instruction</p>
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Punctuality/ attendance – meets set deadlines, on time for meetings, no unexcused absences	Often late for meetings or with assignments; fails to meet 2 or more set deadlines; 1 or more unexcused absences	Consistently on time for meetings and with assignments; meets most deadlines, < 2 exceptions; no unexcused absences	Always punctual and often early for appointments and with assignments; meets all set deadlines; no unexcused absences
Accountability – follows direction, does not make excuses	Lacks good work ethic; acts irresponsibly or makes excuses; cannot work independently	Good work ethic; acts responsibly and usually does not make excuses; developing independence	Good work ethic; acts responsibly and never makes excuses; able to work independently
Attitude – accepts and acts on feedback	Negative attitude by displaying: cocky, defensive, aggressive, arrogant, or indifferent behavior; does not respond appropriately to feedback; unwilling to help others even when asked	Generally positive with an appropriately confident attitude; accepts feedback; willing to help others if asked	Always positive, projects appropriate confidence; accepts and acts on feedback; proactively helps others
Appearance – as instructed by dress code and preceptor	Fails to follow dress code or appears unprofessional; fails to address issue with appearance after a discussion with preceptor	Requires a reminder from preceptor to follow dress code appropriately; corrects issue after discussion with preceptor	Follows dress code appropriately; appears professional at all times
Legal regulations – abides by federal, state, and local laws, acts ethically	Fails to abide by more than one federal, state, or local laws or fails to follow law intentionally; does not act ethically	Fails to abide by a minor federal, state, or local law unintentionally; corrects error after discussion; acts ethically	Abides by all federal, state, and local laws; acts ethically
Use of technology – appropriate and professional	Inappropriate or unprofessional use of technology; fails to correct use after one discussion with preceptor	Appropriate and professional use of technology most times – corrects behavior after one discussion with preceptor; never jeopardizes HPI	Appropriate and professional use of technology at all times; never jeopardizes HPI

INSTRUCTOR SUMMARY GRADING SHEET
(Complete on-line in E*Value)

1. Student Completed a minimum of 30 rotation hours with no unexcused absences:

Satisfactory = Student Completed Unsatisfactory = Student did NOT complete

2. Student completed all required assignments at a satisfactory level:

Satisfactory = Student Completed Unsatisfactory = Student did NOT complete

3. Student compared their Formative self-assessments with preceptor's Formative assessment of the student midway through the rotation. Student compared their Final self-assessment with the instructor/preceptor's Final assessment of the student at the end of the rotation.

Satisfactory = Student Completed Unsatisfactory = Student did NOT complete

4. Student's average on the Preceptor's final assessment was:

Satisfactory = ≥ 2.0 Unsatisfactory = < 2.0

To pass the ROTATION portion of PHAR 5219 the student MUST receive a Satisfactory from their preceptor for ALL the criteria listed above.

Final Student Evaluation of Preceptor
(Complete online in E*Value by the end of rotation)

Please answer statements with the following key:

5= Strongly Agree

4 = Agree

3 = Neither Agree nor Disagree

2 = Disagree

1 = Strongly Disagree

The evaluation methods and criteria were reviewed with me early in the rotation.	Y N
Criteria	Score
My preceptor exemplifies the characteristics of a professional.	
My preceptor gave me adequate feedback on a regular basis	
My preceptor's feedback helped me improve.	
My preceptor (or designee) was readily available.	
My preceptor asked questions that caused me to explore issues and answer questions.	
My preceptor answered my questions clearly.	
My preceptor prompted me to work independently as needed.	
My preceptor displayed dedication to teaching/education.	
Overall my preceptor is an effective educator, coach or mentor.	

What did the preceptor do that was most effective in supporting your learning needs?

What would you suggest for changes? _____

Additional Comments: (optional)

Final Student Evaluation of Rotation Site
(Complete online in E*Value by the end of rotation)

Exposure to the practice of pharmacy at the site meets your expectations.	Y or N
The site provides an environment conducive to your learning.	Y or N
This site provides opportunities for students to learn <u>from</u> other members of the inter-professional healthcare team.	Y or N
This site provides opportunities for students to learn <u>about</u> other members of the inter-professional healthcare team.	Y or N
This site provides opportunities for students to learn <u>with</u> other members of the inter-professional healthcare team.	Y or N

Strengths of Site?

Weaknesses of Site?

Suggestions for Improvements? (Optional)

EXPERIENTIAL EDUCATION ABSENCE REQUEST FORM

St. John Fisher College
3690 East Avenue
Rochester, NY 14618
Phone: 585-385-7249

- **Please scan and upload the completed document to the MyFolio "Absence Request" folder on E-Value.**

Except for emergency, this form MUST be submitted to E-Value 10 days prior to your requested days.

Student name _____ Date _____

Rotation type and dates _____

Site name and address _____

Instructor name and phone number _____

Dates requested off for current rotation _____ Total days requested off to date _____
(include all IPPE and APPE rotations to date)

Sick, funeral, etc. - days to be made up

Reason for requested days, be specific - any excused/unexcused non-emergency absence NOT documented on this form may result in failure of the rotation:

_____ (continue on back)

Preceptor approved makeup dates and times:

Date	Start Time	End Time	Total Hours
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NOTE: Make up time must be in a minimum of 4 hour blocks.

Instructor/preceptor signature _____ Date _____

OEE Authorizing Name: _____ Date: _____

Sample Action Plan

IPPE-II Action Plan for: STUDENT NAME

Date:

Student X received an overall average of 2.5 for the formative preceptor assessment of student at week 5. Student X and I discussed the problem of repetitively showing up late for rotation (6:30AM instead of 6AM as expected). The student stated that child care was the issue but now realizes the importance of showing up on time and will make alternate child care arrangements. The student has agreed to be on time for the remainder of the rotation. I reminded the student that any future violations of rotation policies and regulations will result in failure of the rotation.

Student Signature _____

Preceptor Signature _____

CC: Director of Experiential Education