MWU CHICAGO COLLEGE OF PHARMACY
Clinical Specialty APPE (PPRA 1890) Final Evaluation by Preceptor

Student Name__________________________________________________________ Date __________________

Preceptor Name________________________________________________________

Site Name ______________________________________________________________

DIRECTIONS:
For each item listed below, please select the value which best describes the student’s typical performance.
Please note: The 4, 3, 2, 1 on the rubric do not correspond to a final grade of A, B, C or F. The student’s final rotation grade is based on points earned out of a total 400 possible points.

Section I: Professionalism Assessment

PLEASE USE THIS 4-POINT SCALE TO ASSESS THE FOLLOWING:
**ONLY WHOLE NUMBERS MAY BE USED; NO FRACTIONS OR DECIMALS**

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 = Student was exceptional in professional behavior leading only to a rare intervention. Student exhibits professional &amp; social behaviors well above minimum competency.</td>
<td>3 = Student was above average in professional behavior leading to occasional intervention. Student exhibits professional &amp; social behaviors above minimum competency.</td>
<td>2 = Student was average in professional behavior leading to consistent intervention. Student exhibits professional &amp; social behaviors at minimum competency.</td>
<td>1 = Student was below average in professional behavior leading to extensive intervention. Student exhibits professional &amp; social behaviors below minimum competency.</td>
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Please Note: A final score of 1 in any item numbered 1 – 6 will result in failure of the rotation

1. Student is punctual: arrives at practice site, meetings, activities & rounds on or before the designated time; completes all assignments, tasks & responsibilities on time as required by the preceptor. 4 3 2 1

2. Student is ethical: maintains confidentiality of patient and/or site specific data and documents; strictly follows HIPAA guidelines; adheres to the practice site regulations, rules, code of ethics and patient’s bill of rights. 4 3 2 1

3. Student does not plagiarize: avoids plagiarism (copying another person’s idea or written work and claiming it as their own); clearly and correctly acknowledges other’s ideas or words 4 3 2 1

4. Student is diplomatic: interacts with preceptor, patients, other health care professionals, administrators & colleagues professionally; communicates in a respectful, diplomatic, nonjudgmental style using appropriate body language; avoids inappropriate comments & gestures. 4 3 2 1

5. Student is respectful of site guidelines: strictly follows guidelines for the use of electronic devices as established by the site & preceptor; adheres to guidelines for use of any site materials, equipment or devices. 4 3 2 1

6. Student is self-directed, reliable & accountable: for all tasks, duties, & responsibilities; responds maturely to feedback and constructive criticism. 4 3 2 1
**Section II: Patient Care and Practice Management Competency Assessment**

**USE THE FOLLOWING 4-POINT SCALE TO ANSWER THE FOLLOWING QUESTIONS.**

**ONLY WHOLE NUMBERS MAY BE USED; NO FRACTIONS OR DECIMALS**

<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>4</strong></td>
<td>Student was outstanding in effectiveness and consistency leading only to rare interventions. Student exhibits knowledge and/or skills well above minimum competency.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Student was above average in effectiveness and consistency leading to occasional intervention. Student exhibits knowledge and/or skills above minimum competency.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Student was usually effective and consistent leading to consistent intervention. Student exhibits knowledge and/or skills at minimum competency.</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>Student was ineffective and inconsistent leading to extensive intervention. Student exhibits knowledge and/or skills below minimum competency.</td>
</tr>
</tbody>
</table>

Please Note: A final score of 1 in any item numbered 1 – 10 will result in failure of the rotation.

1. **Communication Skills (Verbal):** Effectively communicates and articulates relevant information through oral communications.  
   4 3 2 1

2. **Communication Skills (Written):** Effectively communicates and documents professional knowledge to patients and health care providers. Documents patient care activities and outcomes appropriately.  
   4 3 2 1

3. **Critical Thinking:** In problem solving: identifies, retrieves, analyzes, and evaluates information needed to make informed, rational and ethical decisions appropriate for a given patient or situation.  
   4 3 2 1

4. **Patient Care Skills:** Establishes relationships with patients, care-givers, and other health care professionals as necessary to provide pharmaceutical care.  
   4 3 2 1

5. **Patient Assessment:** Obtains patient histories, reviews patient records and/or conducts physical assessments appropriately.  
   4 3 2 1

6. **Patient Care Plans:** Demonstrates the ability to propose reasonable, practical, and sensible solutions to patient problems and develops appropriate patient care plans.  
   4 3 2 1

7. **Drug Therapy Assessment:** Demonstrates the ability to assess the appropriateness of the patient’s drug therapy in relation to evidence-based practice standards.  
   4 3 2 1

8. **Drug Therapy Plans:** Demonstrates the ability to formulate appropriate therapeutic care plans: determining therapeutic endpoints, screening for potential adverse drug events and identifying when patient follow-up is warranted.  
   4 3 2 1

9. **Implementation of Patient Care Activities:** Effectively counsels, communicates, refers, and selects the appropriate medications or care plans for patients.  
   4 3 2 1

10. **Evidence Based Clinical Decision Making:** Effectively retrieves and evaluates medical literature and is able to analyze and apply information in decision-making.  
    4 3 2 1

11. **Public Health and Wellness:** Demonstrates the ability to provide patient education regarding disease prevention and appropriate self-care (including lifestyle modifications and nonprescription therapies).  
    4 3 2 1

12. **Practice Management:** Demonstrates the knowledge and abilities to function in accordance with pharmacy laws and regulations.  
    4 3 2 1

13. **Practice Management:** Demonstrates the knowledge and abilities to manage the resources, personnel, and technology of a practice site. Organizes daily operations to function efficiently in the practice setting.  
    4 3 2 1

14. **Formulary and/or Quality Assurance Programs:** Demonstrates the knowledge and abilities to evaluate aspects of a health-system formulary or quality assurance program to optimize patient care outcomes and medication delivery.  
    4 3 2 1
Section III: Rotation Specific Assignments and Assessment

USE THE FOLLOWING 4-POINT SCALE TO ANSWER THE FOLLOWING QUESTIONS.
**ONLY WHOLE NUMBERS MAY BE USED; NO FRACTIONS OR DECIMALS.

| 4 | Student was outstanding in effectiveness and consistency leading only to rare interventions. Student exhibits knowledge and/or skills well above minimum competency. |
| 3 | Student was above average in effectiveness and consistency leading to occasional intervention. Student exhibits knowledge and/or skills above minimum competency. |
| 2 | Student was usually effective and consistent leading to consistent intervention. Student exhibits knowledge and/or skills at minimum competency. |
| 1 | Student was ineffective and inconsistent leading to extensive intervention. Student exhibits knowledge and/or skills below minimum competency. |

Please Note: A final score of 1 in any item numbered 1 – 3 will result in failure of the rotation

1. **Case Presentation**: transfer score from hard copy Case Presentation evaluation form
   - Patient presentation
   - Knowledge
   - Handout/presentation quality

2. **Journal Club**: transfer score from hard copy Journal Club evaluation form
   - Study design, methodology & results (including abstract & introduction)
   - Critique & clinical relevance
   - Handout/presentation quality

3. **Drug Information Paper or Monograph**: transfer score from hard copy Drug Information evaluation form
   - Literature summary & evaluation
   - Evaluation of DI response and conclusion
   - Quality of paper

4. **Project #1**: transfer score from hard copy Drug Information evaluation form
   - The completed project met intended purpose, criteria of project.
   - The student was familiar with the intended goal of the project.
   - The student did the necessary research for the project.
   - The student demonstrated the ability to follow-through with the project from conception to conclusion and used effective time management in completing the project.
   - The project and supporting materials were of a professional quality. All educational materials were properly referenced.

5. **Project #2**: transfer score from hard copy Drug Information evaluation form
   - The completed project met intended purpose, criteria of project.
   - The student was familiar with the intended goal of the project.
   - The student did the necessary research for the project.
   - The student demonstrated the ability to follow-through with the project from conception to conclusion and used effective time management in completing the project.
   - The project and supporting materials were of a professional quality. All educational materials were properly referenced.

**MANUAL GRADE CALCULATION**

1. Section I Grade Calculation: Total all dimensions from Section I and divide by 6 = _____ , multiply x 0.20 = ______ , multiply by 100 ___________
2. Section II Grade Calculation: Total all dimensions from Section II and divide by 14 = _____ , multiply x 0.40 = ______ , multiply by 100 ___________
3. Section III Grade Calculation: Total all dimensions form Section III and divide by 19 = _____ , multiply x 0.40 = ______ , multiply by 100 ___________
4. Final grade: Sum of sections 1 + 2 + 3 = __________

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>F</th>
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<tbody>
<tr>
<td>400-350</td>
<td>349-310</td>
<td>309-270</td>
<td>≤ 269</td>
</tr>
</tbody>
</table>

Final Letter Grade = __________

The student has completed a minimum of 240 hours on this rotation. □ Yes □ No

*****Proper documentation of student APPE rotation hours is required. These hours are reported to the IL State Board of Pharmacy. Preceptors are required to inform Dean Spunt if a minimum of 240 hours has not been completed by the student.

Preceptor Signature ___________________________ Date ________________

If you are completing a hard copy evaluation form, please fax to OEE at 630/515-6103.