**COURSE DESCRIPTION:**
A required course offered in the PS 2 year, Introductory Pharmacy Practice Experience Longitudinal (IPPE-L) allows the student to participate in the longitudinal care of four patients over the 4 quarter sequence. Emphasis will be placed on the changing needs of the patients and insuring continuity of care. The student will learn to effectively communicate with the patient and other health care providers while collecting relevant health care information about the patient. The student focus will include development of the affective components necessary to become a caring professional.

**CLASS SCHEDULE:**

<table>
<thead>
<tr>
<th>Course Orientation</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Thursday</td>
<td>10:10pm to 12pm</td>
<td>Centennial East</td>
</tr>
<tr>
<td></td>
<td>December 4, 2014</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mid-quarter meeting</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Thursday</td>
<td>10:10pm to 12pm</td>
<td>New Auditorium</td>
</tr>
<tr>
<td></td>
<td>January 22, 2015</td>
<td></td>
<td>A,B and D (closed)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preceptor meetings</th>
<th>See Assignment Table. (last page of this syllabus)</th>
<th>To be determined by the preceptor and student</th>
<th>To be determined by the preceptor and student</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Patient meetings</th>
<th>See Assignment Table. (last page of this syllabus)</th>
<th>To be determined by the patient and student</th>
<th>To be determined by the patient and student</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Final Exam</th>
<th>Wednesday</th>
<th>1:00pm to 3:00pm</th>
<th>Testing Center</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>February 25, 2015</td>
<td></td>
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</tbody>
</table>

**Disclaimer:**
This syllabus is published for the convenience of students at Midwestern University. It is intended to be effective as of December 2, 2013. Midwestern University reserves the right to make changes in any or all specifications contained herein and to apply to such revision to registered and accepted students as well as to new admissions. No contractual rights between Midwestern University and any student are intended and none may be deemed to be created by issuance of this syllabus. Midwestern University provides equality of opportunity in its educational programs for all persons, maintains nondiscriminatory admission policies, and considers for admission all qualified students regardless of race, color, sex, sexual orientation, religion, national or ethnic origin, disability, status as a veteran, ages, or marital status. Midwestern University is not responsible for loss of or damage to a student’s personal property on premises owned or operated by the University, regardless of cause.

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**Course Director:**
Susan Cornell, PharmD, CDE, FAPhA, FAADE
Assistant Director of Experience Education
Assistant Professor of Pharmacy Practice
Phone (630) 515-6191
Fax: (630) 515-6103
E-mail: scorne@midwestern.edu
Office: Alumni Hall Room 350
Office hours: By appointment.
Please email Karen Bridges (kbridges@midwestern.edu) to schedule an appointment.

*Please note that email is the best way to contact me. I am not in the office every day.*

**Role of the Course Director:**
The role of the course director is to handle and organize exam questions, course grading, medical absences, overall format of the class and other related administrative issues.

**Administrative Teaching Assistant:**
Ms. Roseann Huddleston
Administrative Teaching Assistant
E-mail: rhuddl@midwestern.edu
Phone: (630) 515-6280 May leave message on voice mail; though email is preferred
Office: Alumni Hall Room 201 (please email to schedule an appointment).

**Role of Administrative Teaching Assistant:**
The administrative teaching assistant will be in charge of scheduling times for students to review their exams, checking attendance and student IDs at orientation, workshop and examinations, management of Blackboard™ documents for this course, and other organizational tasks.

**Instructors:**
Several different instructors teach in this course. Students are encouraged to speak directly with the instructors for clarification of lecture material. Please keep in mind that your instructors have numerous obligations during the quarter in addition to teaching courses. While everyone will do their best to respond to your questions in a timely manner, please understand that there may be times when it may take up to 1-3 days to respond to your question (particularly if you ask on an evening or weekend).

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Office #/Phone #</th>
<th>E-Mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Lullo</td>
<td>Rm 350 AH/ 515-6043</td>
<td><a href="mailto:alullo@midwestern.edu">alullo@midwestern.edu</a></td>
</tr>
<tr>
<td>Professor Gould</td>
<td>Rm 350 AH/ 515-6477</td>
<td><a href="mailto:kgoold@midwestern.edu">kgoold@midwestern.edu</a></td>
</tr>
<tr>
<td>Professor Kwasiborski</td>
<td>Rm 350 AH/ 515-6477</td>
<td><a href="mailto:kkwasi@midwestern.edu">kkwasi@midwestern.edu</a></td>
</tr>
</tbody>
</table>

**Please use your MWU email when contacting faculty/staff. Faculty/staff WILL NOT reply to personal email accounts.**
**REQUIRED WORKBOOK:**
Introductory Pharmacy Practice Experience – Longitudinal. 5th Edition
(Available at bookstore – should have been purchased in Spring Quarter 2014)

**REQUIRED READINGS:**
Required readings will be assigned throughout the course. These readings will enhance material presented during lecture and should be read prior to topic discussion. Booklet(s) and articles required for IPPE-L3, will be posted on Blackboard.

**COURSE OBJECTIVES:**
Upon completion of this course the student will be able to:

1. **Communicate to their patients the roles of pharmacists in the health care system**
   - **Curricular Outcome I-A.** Practice patient-centered care
     - I-A. Establish relationships with patients and others necessary to involve patients in their own plan of care with informed shared decision-making.
   - **Curricular Outcome IV-A-D: Participate effectively in interdisciplinary healthcare teams**
     - IV-A. Identify the pharmacist’s role for a given health care setting;
     - IV-B. Identify the roles and utility of other health care professionals;
     - IV-C. Evaluate the pharmacist’s contributions to the health care team;
     - IV-D. Demonstrate contribution to group situations and systems.
   - **Curricular Outcome VII-A-C: Act in a professionally responsible manner and promote such action in others**
     - VII-A. Make and defend rational, ethical decisions within the context of professional values
     - VII-B. Maintain professional responsibility in self and promote such action in others;
     - VII-C. Represent and advance the profession of pharmacy.

2. **Utilize communication skills and interact with patients**
   - **Curricular Outcome I-A.** Practice patient-centered care.
     - I-A. Establish relationships with patients and others necessary to involve patients in their own plan of care with informed shared decision-making.
   - **Curricular Outcome V-A-D. Communicate effectively**
     - V-A. Communicate responsibly, willingly, and purposefully;
     - V-B. Choose strategies and media that are appropriate to the purpose of the interaction and to the expectations and background of the audience to achieve a given goal;
     - V-C. Demonstrate competence in the use and a variety of communication strategies and media;
     - V-D. Evaluate the effectiveness of any communication encounter, modifying as necessary.

3. **Collect patient data via patient interview**
   - **Curricular Outcome I-A,B,D.** Practice patient-centered care.
     - I-A. Establish relationships with patients and others necessary to involve patients in their own plan of care with informed shared decision-making;
     - I-B. Design a patient care-plan;
     - I-D. Practice patient-centered care Document all patient-care related activities.
   - **Curricular Outcome II-A, Practice evidence-based clinical decision making.**
     - 2A. Retrieve and evaluate drug information and literature.

4. **State their professional relationship with the patient**
   - **Curricular Outcome V-A-D. Communicate effectively.**
     - V-A. Communicate responsibly, willingly, and purposefully;
o V-B. Choose strategies and media that are appropriate to the purpose of the interaction and to the expectations and background of the audience to achieve a given goal;

o V-C. Demonstrate competence in the use and a variety of communication strategies and media;

o V-D. Evaluate the effectiveness of any communication encounter, modifying as necessary.

- **Curricular Outcome VII-A-C:** Act in a professionally responsible manner and promote such action in others.
  
  o VII-A. Make and defend rational, ethical decisions within the context of professional values
  
  o VII-B. Maintain professional responsibility in self and promote such action in others;
  
  o VII-C. Represent and advance the profession of pharmacy.

5. **Describe their professional relationship with their preceptor**

- **Curricular Outcome V-A-D:** Communicate effectively
  
  o V-A. Communicate responsibly, willingly, and purposefully;
  
  o V-B. Choose strategies and media that are appropriate to the purpose of the interaction and to the expectations and background of the audience to achieve a given goal;
  
  o V-C. Demonstrate competence in the use and a variety of communication strategies and media;
  
  o V-D. Evaluate the effectiveness of any communication encounter, modifying as necessary.

- **Curricular Outcome VII-A-C:** Act in a professionally responsible manner and promote such action in others.
  
  o VII-A. Make and defend rational, ethical decisions within the context of professional values
  
  o VII-B. Maintain professional responsibility in self and promote such action in others;
  
  o VII-C. Represent and advance the profession of pharmacy.

6. **Know the Top 200 Drugs based on:**

  a. The 50 drugs from this quarter  
  b. The 50 drugs from IPPE-L2 in Fall quarter 2014  
  c. The 50 drugs from IPPE-L1 in Spring quarter 2014  
  d. Assigned readings

- **Curricular Outcome X-A-B:** Demonstrate self-assessment and self-directed learning.
  
  o X-A. Design, implement and evaluate strategies to promote continued professional competence;
  
  o X-B. Incorporate new knowledge into your practice of pharmacy.

**CERTIFICATE OF HIPAA ORIENTATION:**

All students must keep a copy of their HIPAA certificate their rotation binder and the binder must be with you at all site visits.

**Dress Code for Rotations:**

When meeting with preceptors and patients in a professional setting, professional dress is required. Appropriate dress for a man includes dress slacks, shirt and tie, or sweater. For women, skirt or dress (professional length), dress slacks, and a blouse or sweater. Business casual khakis are acceptable for men and women. Inappropriate dress includes: blue jeans, spandex, shorts, tee-shirts, sweat pants, sweat shirts, halter or tank tops, midriffs, back-less tops, short skirts or dresses and fatigues.
Details on the appropriate dress code are at:
http://mwunet.midwestern.edu/StudentHandbook/policy.htm#43.

In addition, CCP requires students on rotation to remove any visible piercing (e.g. tongue, nose) and to discreetly cover any visible tattoos. Pierced earrings are acceptable as long as the site dress code is followed.

**Attendance Policy:**
*Course intro (orientation) and mid-quarter workshop/meeting:* Attendance is mandatory and attendance will be taken. Any material covered on these days may be covered on your exam. In class assignments and/or impromptu quizzes for credit may be given. **Please refer to the official University procedure for obtaining an excused absence:** http://mwnuet.midwestern.edu/administrative//SS/ssSH policy.htm#1.

There will be no make-up assignments/quizzes for unexcused, missed workshops/meetings except for extraordinary situations (including personal illness, personal emergency, personal incapacitation, or critical illness/death in the family), in which case Dr. Cornell must be contacted before the start of the workshop. If after hours, please leave a voice message. Oversleeping, traffic delays, and not thoroughly reading the syllabus are NOT considered valid excuses. Unexcused absences will result in zero points for the activities during workshops/meetings, which may affect the final grade.

**Preceptor and Patient Meetings:**
Since preceptor and patients meetings are to be scheduled at yours and their convenience; it will be the student’s responsibility to reschedule any missed meetings and completed the required hours within the quarter. **All hours MUST be completed within the quarter.**

**Grading Policies:**
Evaluation in this course will come from your IPPE-L preceptor, required course activities, and a final exam.

<table>
<thead>
<tr>
<th>Preceptor evaluation / grade</th>
<th>45%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class assignments, quizzes, IPPE-L documentation, and experience summary</td>
<td>25%</td>
</tr>
<tr>
<td>Final exam</td>
<td>30%</td>
</tr>
</tbody>
</table>

Final Grades will be calculated using the following scale and grades will NOT be rounded. (for example, a score of 89.9% will be a “B”)

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>89-80</td>
<td>79-70</td>
<td>&gt; 70</td>
</tr>
</tbody>
</table>

**Please note:** Passing this course is contingent upon receiving a passing score from your IPPE-L preceptor.

A score of “1” in the professionalism section of the final evaluation will result in failure of the PPRA 1621 course.
### Late assignments

Assignments and IPPE-L documentation (e.g. experience summary, student self-evaluation, time log) is due on the date stated in this syllabus or your workbook. **Assignments or documentation received after the due date and time will be subject to a 10% loss of points for each day that it is late.** As an example, the experience summary assignment is worth 50 points, so each day the assignment is late will result in a loss of 5 points.

**In order to pass this course the student MUST:**

1. Work with a preceptor approved by OEE
2. Work with four patients which meet the criteria and are approved by the preceptor
3. Complete an **accumulative** of three 1-hour visits with each patient and four 1-hour meetings with the preceptor.
4. Verify time spent with the preceptor and patients using a **time log** that is co-signed by the preceptor to verify hours for the College.
   A. This must be submitted to OEE by **Monday, February 16, 2015**. Failure to submit your time log will result in failure of the course.
5. **Receive a passing grade from the preceptor.**
   A. The preceptor is responsible for reviewing and grading assignments/patient progress reports.
   B. The preceptor is responsible for evaluating and submitting a final score at the end of the quarter.
   C. A **final score of > 209.9 points from the preceptor will result in a failure of the PPRA 1623 (IPPE-L3) course.**
6. Attend and participate in course orientation meeting and mid-rotation workshop/meeting
   A. Attendance at each meeting is **MANDATORY!**
   B. Any meeting missed without a prior approved absence given by Dr. Cornell will result in failure of the course.
7. Submit an experience summary on **Monday, February 16, 2015.**
8. Pass a random patient chart audit.
   A. Minor corrections to the chart will be noted and student will be required to complete these and resubmit the chart for review. Major corrections to the chart or failure to submit the chart for the random chart audit will result in the loss of 10% of total course points (66 points deduction).
**Required Assignments for IPPE-L (the course series):**
As part of your IPPE-L course series, you will need to participate in one community service project and attend one professional meeting over the course of all four quarters. The project and meeting must be completed prior to the end of the fourth IPPE-L course (spring of your PS-2 year). The guidelines for these assignments are a separate attachment (the green forms) from the syllabus and will be posted on Blackboard.

**Community Service:**
Each student is required to participate in one community service project over the course of the IPPE-L course series. This must be a health related event and is to be recorded on the Community Service Form. Once the form is completed and signed, please submit to OEE. The completed form can be submitted any time prior to the end of the spring quarter in your PS-2 year.

**Professional Meeting:**
Each student is required to attend one professional meeting over the course of IPPE-L course series. This meeting must be sponsored by a professional pharmacy organization and is to be recorded on the Professional Meeting Form. Once the form is completed and signed, please submit to OEE. The completed form can be submitted anytime prior to the end of the spring quarter in your PS-2 year.

**Algorithm for Handling Course-Related Issues:**
Complaints about content, organization, grading, due dates for assignments and faculty (preceptors) should follow the algorithm listed below. If the issue is not resolved by the preceptor or the course director the student should proceed with successive steps in the algorithm as appropriate.

Student --> Preceptor --> Course Director --> Director of Experiential Education --> Deans Office

**Academic Dishonesty**
Academic dishonesty is defined in the MWU Student Handbook as: 1) Cheating: Unauthorized use of a text, notes, or other aids during an exam, copying the work of another student, or obtaining and using a copy of an examination in advance of its administration. 2) Computer misuse: Disruptive or illegal use of computer resources. 3) Fabrication: Intentionally falsifying or inventing any information or citation in any academic exercise. 4) Facilitating academic dishonesty: Intentionally or knowingly helping or attempting to help another student commit an act of academic dishonesty. 5) Forgery, alteration, or misuse of University documents, records, identification, etc. 6) Knowingly furnishing false information to the University. 7) Intentional obstruction or disruption of teaching, research, or administrative operational procedures. 8) Plagiarism: Presenting as one’s own the work of another without proper acknowledgment; deceitful practice, utilizing a substitute or acting as a substitute in any academic evaluation, of knowingly permitting one’s work to be submitted by another person without the instructor’s authorization. 9) Unauthorized collaboration: Working together on an exam or lab report when expressly prohibited from doing so by an instructor.

Acts of academic dishonesty are absolutely forbidden in this course. Academic dishonesty by students should be discouraged by peers as not being appropriate professional conduct. Every effort is made to prevent occurrences of academic dishonesty. Actions that will be taken in the event that a student is caught in a dishonest act include, but are not limited to: a failing grade for the work involved; suspension from the course which may result in a failing grade for the course; automatic failure in the course; and/or expulsion from the program.
**CLASSROOM/EXAM ETIQUETTE**
In order to maintain an appropriate classroom/exam environment that is most conducive to teaching, learning and performing one’s best on exams, students are expected to behave in a manner that is not disruptive or disrespectful to any person and that does not adversely affect teaching, learning, or examination performance of any person. If cell phones and pagers need to be turned on during classroom time, then they must be set to the vibrate mode. All calls must be made/received outside of the classroom as this type of activity is disruptive to the teaching/learning environment and is disrespectful to others in the classroom. Students who do not abide by this policy may be asked to leave the classroom and continued abuse of this policy will result in disciplinary procedures. Children are not typically allowed in the classroom. Students who have an unforeseen temporary need to bring a child into the classroom must receive prior approval from the lecturer.

Cell phones, pagers and other electronic devices are strictly prohibited from being used during examinations. Students who do not abide by this policy may forfeit their right to sit for an examination.

**CLASSROOM CIVILITY**
There is increasing national attention to the problem of classroom incivilities at the university level on the part of both students and instructors. Many times students do not realize how some of their activities in the classroom can be distracting or interpreted as rude. Instructors, on the other hand, may not realize how some of their own actions can also be interpreted as rude or inconsiderate.

We ask that you, the students in our class, be considerate of us, as your instructors, as well as your fellow students by refraining from the following when we are lecturing/leading a discussion:
- **entering the classroom late or leaving the classroom early.** If you must do this, be as unobtrusive as possible and sit in an area that will not require you to climb over or otherwise disrupt other students. Please do not gather your belongings at the end of class until we have announced that the class is over. We will try to give you a little extra time for this at each class session.
- **talking or whispering to your classmates about issues unrelated to what is being discussed or presented in class**
- **reading newspapers or other non-course materials**
- **eating, drinking or chewing gum in a manner that is distracting to others**
- **sleeping**
- **being unprepared for and/or inattentive to the discussion or lecture**

We do expect you to:
- **be fully attentive during class until the class is declared to be over**
- **be adequately prepared prior to class**
- **schedule visits with us (one-on-one or in groups) to clarify areas of confusion as soon as they occur, rather than waiting until right before an exam or quiz**
- **be timely in appointments that you have scheduled with us; call as far in advance of the appointment as possible if you must cancel**
- **provide constructive, respectful feedback on what is working or not working in the course either personally or through PS2 liaisons, or on the various evaluation forms we will provide during the course**
We will work hard by:
- beginning and ending class on time
- using class time to stimulate learning in ways that cannot be obtained just by reading the handouts or workbook
- giving practical assignments with clear instructions
- preparing exams based on learning objectives
- giving timely, constructive, and respectful feedback
- being “in tune” with the overall level of understanding, and willing to back-track when necessary to improve understanding
- being accessible outside of class and responsive to your questions
- being encouraging, respectful, and fair

Communication
It is the responsibility of the student to check their e-mail and Blackboard™ (http://midwestern.blackboard.com) daily for class announcements. Since students will be working independently for this course, e-mail is often used to communicate information from the course director or teaching assistant to the students in a timely manner. Students are responsible for information contained in these e-mails or on Blackboard™. Not checking your e-mail or Blackboard™ will not be accepted as an excuse for having missed important class information.

Blackboard™
All orientation handouts, assignments, required reading, and experience summary documents will be posted on the site.

E-Mail:
Students missing any documentation required for site visits will be notified via email.

STUDENT EVALUATIONS
Midwestern University recognizes the value of faculty and course evaluations by students. Voluntary and confidential feedback from students regarding courses and faculty provide critical information to faculty for course and self improvement. These data also play an essential role in the annual faculty evaluation process. The ability to provide constructive feedback is an essential skill for professionals. Midwestern University views that one of your responsibilities as a student is to complete faculty and course evaluations and this is a step in your development as a professional. Midwestern University is constantly striving to improve its educational experiences for students. Please complete the faculty and course evaluations as directed.

College Exam and Quiz Policy
1. All personal belongings should be placed in an area designated by the instructor/proctor. Only items allowed by the instructors/proctors should be in sight on the desk.
2. During the exam:
   - Brimmed hats (e.g. baseball hats) should be worn backwards (or not at all). Any other hat or head gear worn should allow for visualization of the ears, unless for religious purposes.
   - No sunglasses or mirrored glasses may be worn.
   - Any electronic devices unless for medical purposes must be left with personal belongings and must be set to operate in a “silent” mode.
   - Only college-approved calculators (without covers) may be used for exams.
3. All students must stop writing and immediately place their writing utensils on the desk when the end of the exam period is announced. Faculty are permitted to assess a grading penalty to students who continue to work, as described in the course syllabus.
4. Students must turn in all exam materials before leaving the exam room. Portions of the exam may be returned at a later time depending on the policy of the instructor.

5. The proctors are obliged to intervene if a student is suspected of professional misconduct during an examination. Examples of misconduct during an examination include, but are not limited to, a student:
   a) appears to be gazing at another student’s work.
   b) appears to be talking or signaling answers.
   c) neglects to protect his/her answer sheet from view of other students.
   d) is sitting near a student who is gazing at their work.

Such interventions are not of a personal nature. To avoid such interventions, every student must keep their eyes on his/her own work, shield his/her work from the view of others, and otherwise avoid any appearance of suspicious behavior.

**Exams Policies for IPPE-L3:**

- Students are expected to arrive on time to all exams.
- All personal belongings **MUST** be placed **at the back of the lecture hall or in lockers outside the testing center**.
- Only a pencil and an eraser may be taken to your seat.
- Students arriving late to the exam may stay to take the exam **ONLY** if no student has already completed their exam and left the lecture hall.
- Students arriving late will **NOT** be given any extra time to complete the exam and must hand in their exam at the designated time for the end of the exam.
- The scantron must be filled in completely and accurately. Failure to do so will result in a 5-point deduction for each occurrence.
  - Your name must be on the scantron and the hard copy of the exam.
- You **MUST** return BOTH the scantron and the hard copy of the exam.
- The scantron forms and hard copy of the exam will **not** be returned. Students may make an appointment to view a copy of the exam and scantron with the course teaching assistant, Ms. Roseann Huddleston (by e-mail rhuddl@midwestern.edu) **within two weeks of the date the exam grades are posted**. Students will be notified when grades are posted via Blackboard™. **This is the only time to view the scantron and hard copy of the exam.**
- Based on statistical reports for multiple choice questions as well as other information, Dr. Cornell may drop a question or accept multiple answers. Students who are concerned about certain questions on an exam should therefore **wait until they get their grade and/or review their exam before requesting any re-grading or dropping questions.**
- You **MUST** wear your MWU ID badge for every exam and it must be worn in a conspicuous place above the waist. ID badges will be checked at each exam.

There will be no make-up exams except for extraordinary situations (including personal illness, personal emergency, personal incapacitation, or critical illness/death in the family), in which case Dr. Cornell must be contacted before the exam or assignment is due. Oversleeping, traffic delays, and not thoroughly reading the syllabus are **NOT** considered valid excuses.

Please note that make-up exams may consist of a different format than the original exam; such as “fill-in the blank” responses in which correct spelling and grammar will be required.
Required Assignments for IPPE-L3 Winter 2014-15

Please note:
Total time spent in preceptor meetings should equal 4 hours or more
Total time spent with each patient should equal 3 hours or more

Complete your meetings with your preceptor and patients between 12-4-14 and 2-16-15

<table>
<thead>
<tr>
<th>Class</th>
<th>Date/Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Introduction</td>
<td>Thursday 12-4-14</td>
<td>Orientation to IPPE-L3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ATTENDANCE IS MANDATORY!</td>
</tr>
<tr>
<td>Mid-quarter meeting</td>
<td>Thursday 1-22-15</td>
<td>Review/Q&amp;A/Grand rounds – patient discussions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ATTENDANCE IS MANDATORY!</td>
</tr>
</tbody>
</table>

### Assignment/ Approx time needed

<table>
<thead>
<tr>
<th>Meeting one with preceptor</th>
<th>Suggested Schedule</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approx 30 minutes</td>
<td>Week of 12-1-14</td>
<td>Review course assignments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Set dates for meetings 2, 3 and 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have time log signed</td>
</tr>
<tr>
<td></td>
<td>Week of 12-8-14 &amp;/or Week of 12-15-14</td>
<td>Make any updates to the patient chart</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete a progress note for each patient</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete the direct to consumer advertising assignment with each patient. Submit this assignment to your preceptor at the next meeting. This must be typed.</td>
</tr>
<tr>
<td></td>
<td>Week of 1-5-15</td>
<td>Review any new patient data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review the direct to consumer advertising assignment with your preceptor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review your progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have time log signed</td>
</tr>
<tr>
<td></td>
<td>Week of 1-12-15</td>
<td>Make any updates to the patient chart</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete a progress note for each patient</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete the health belief assignment with each patient. Submit this assignment to your preceptor at the next meeting. This must be typed.</td>
</tr>
<tr>
<td></td>
<td>Week of 1-19-15</td>
<td>Review any new patient data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review the health belief assignment with your preceptor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review your progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have time log signed</td>
</tr>
<tr>
<td></td>
<td>Week of 1-26-15</td>
<td>Make any updates to the patient chart</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete a progress note for each patient</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete the health literacy assignment with each patient. Submit this assignment to your preceptor at the next meeting. Let your patients know you will meet with them again in December.</td>
</tr>
<tr>
<td></td>
<td>Week of 2-2-15</td>
<td>Review any new patient data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review the health literacy assignment with your preceptor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review your progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have time log signed</td>
</tr>
</tbody>
</table>

### Assignment

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time log</td>
<td>2-16-15</td>
<td>Student to submit to OEE</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Paper copy</strong></td>
</tr>
<tr>
<td>Experience summary TO BE DONE BY STUDENT</td>
<td>2-16-15</td>
<td>Student to submit to OEE online via RMS</td>
</tr>
<tr>
<td>Final Self Evaluation TO BE DONE BY STUDENT</td>
<td>2-16-15</td>
<td>Student to submit to OEE online via RMS</td>
</tr>
<tr>
<td>Final Evaluation TO BE DONE BY PRECEPTOR</td>
<td>2-16-15</td>
<td><strong>Preceptor can submit to OEE online via RMS or submit a paper copy</strong> by giving a copy to the student to turn in, or email/fax to OEE (<a href="mailto:CCPOEE@midwestern.edu">CCPOEE@midwestern.edu</a> or fax: 630-515-6103.)</td>
</tr>
</tbody>
</table>

11