Course Description: This course provides students the opportunity to practice the principles and skills in clinical pharmacy through practical experiences, practice simulation, and workshops. Site visits to various hospitals and chronic care sites allow the students to experience and apply the lessons learned in the complimentary didactic courses in real practice environments.

Credit Hours: 3.0

Class Hours/Locations:

<table>
<thead>
<tr>
<th>MWU Class (Week 1)</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>TurningPoint Receiver Channel</th>
</tr>
</thead>
<tbody>
<tr>
<td>MWU Class (Week 2)</td>
<td>Thursday 9/10/15</td>
<td>8:10 to 12:00PM</td>
<td>AUD 303-304</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1:10 – 5:00PM</td>
<td>AUD 303/304 &amp; 311/312</td>
<td>12</td>
</tr>
<tr>
<td>MWU Class* (Week 3)</td>
<td>Thursday 9/17/15</td>
<td>8:10 – 5:00PM</td>
<td>AH 152-154</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AH 156-160</td>
<td></td>
</tr>
<tr>
<td>MWU Class* (Week 4)</td>
<td>Thursday 9/24/15</td>
<td>8:10 – 11:00AM</td>
<td>AUD 303/304</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12:10 – 5:00PM</td>
<td>AUD 303/304</td>
<td>12</td>
</tr>
<tr>
<td>Site Visits (Weeks 5-10)</td>
<td>Thursday 10/1/15</td>
<td>8:10 – 10:00AM</td>
<td>AUD. A</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10:00 – 2:00PM</td>
<td>AUD – SIM Lab &amp; 403</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2:10 – 5:00PM</td>
<td>AUD 303/304</td>
<td>12</td>
</tr>
<tr>
<td>Final Simulation (Finals Week)</td>
<td>Wednesday 11/18/15</td>
<td>9:00-1:00PM</td>
<td>Auditorium CSL and 403</td>
<td>26</td>
</tr>
</tbody>
</table>

| * Students will be randomized into one of three groups and will be required to attend the times assigned for those groups. See calendar on page 12 for more details. |

Administrative Course Director:
Kathy E. Komperda, PharmD, BCPS
Associate Professor, Department of Pharmacy Practice
Office: Alumni Hall, Suite 360
Office Phone: 630-515-6168
Office Hours: Most Wednesdays 12-1pm
Email: kkompe@midwestern.edu

Role of the Administrative Course Director:
This course involves multiple instructors. Individual instructors should be consulted directly for questions related to clarification of their lectures, handouts, or assignments. The role of the administrative director is to handle and organize questions related to course grading, medical absences, overall format of the class, and other related administrative issues.
Site Coordinator:
Amy Lullo, B.Pharm., RPh
Director, Office of Experiential Education
Office: Alumni Hall, Suite 350
Office Phone: 630-515-6043
Fax: 630-515-5103
E-mail: ALullo@midwestern.edu

Role of the Site Coordinator:
This course involves visits to multiple pharmacy practice sites. Each site preceptor should be consulted directly for questions related to clarification of site-specific requirements, expectations, and grading. The role of the site coordinator is to handle and organize questions related to site placement and related administrative issues.

Administrative Teaching Assistant:
Ms. Valerie Chiapetta
Administrative Teaching Assistant, Department of Pharmacy Practice
Office: Alumni Hall, Suite 201
Phone: 630-515-6269
Office Hours: By appointment (please e-mail for an appointment)
E-mail: vchiap@midwestern.edu

Role of the Administrative Teaching Assistant:
The administrative teaching assistant will be in charge of checking attendance, management of BlackboardTM documents for this course, and other organizational tasks.

Course Materials:
The following books are recommended for this course (available at the library):

Course Objectives:
The student who successfully completes this course will be able to:
1. Interpret patient-related data, including laboratory data
2. Draft a patient note in the appropriate format used at the clinical site
3. Conduct a Journal Club for colleagues with analysis and critique of a current journal article in the medical or pharmacy literature relating to drug therapy
4. Deliver a formal case presentation demonstrating knowledge of the relevant elements and format
5. Demonstrate understanding of and ability to provide clinical pharmacy services, as appropriate, in the assigned clinical setting
   a. Interview patients, extract data from the medical record, and present patients to other health care providers
   b. Provide drug information to patients and health care providers
6. Demonstrate the ability to perform a medication reconciliation, identify drug therapy problems, and make appropriate recommendations to resolve those problems.
7. Given a clinical query, prepare an accurate yet concise drug information consult using primary, secondary, and tertiary information resources
8. Demonstrate professional behaviors deemed necessary for practice in the clinical setting
9. Develop a philosophy of practice
10. Evaluate personal growth and achievement through self-reflection

Course Format and Assignments:
Students must attend all on-campus lecture/activities on weeks 1, 2, 3, and 4 based on group assignment. Approximate hours for weeks 1-4 will be 8:10 to 5pm. On weeks 5-10, students will, in general, meet at their assigned rotation site for at least eight hours. The time period is determined by the preceptor. Activities during the on-campus weeks will include lecture, training (CPR and immunization), and in-class assignments/activities. There will be a practical clinical final in the simulation lab during finals week.

Professionalism/Punctuality
You will be evaluated for your professionalism during this course, as indicated in Section I: Professionalism Assessment of the Final Evaluation by Preceptor (see appendix I). In addition, points will be deducted for lack of punctuality.

Site Visits
- Attendance is MANDATORY.
- Students will not be allowed to start site visits until they are compliant with pre-rotation requirements for immunizations, urine drug testing, etc.
- Students should contact site preceptors at least 1 week prior to the first site visit to introduce themselves, discuss where to park, where to meet on the first day, and other site/rotation specific information.
- Site assignments will include patient care activities, journal club, case presentation, patient care plan, and other learning activities determined by the preceptor.

Journal Club (Group grade)
- Typed/word-processed analysis of a journal article and verbal presentation by a group
- The article to read and analyze may be assigned by the site preceptor or the group may be allowed to choose an article. If not assigned, the article must be approved by the preceptor for this assignment.
- During the presentation, each student must discuss his/her analysis of one or more sections of the article.
- Please refer to the "Journal Club" lecture and example for more information.
- Each student in the group will receive the same grade for the analysis/handout and verbal presentation. See the Journal Club Evaluation Form (appendix II) for specific grading criteria.
Case Presentation (Individual grade)
- Formal presentation of a patient case, including a typed/word-processed handout
- Each student will be assigned a patient and/or disease state for formal evaluation and presentation
- Required activities include:
  - Literature search documentation
  - Selection of two articles for case presentation
    - Must be approved by the preceptor before submission of the rough draft
  - Draft of case presentation
    - Must be reviewed by the preceptor before the final presentation
  - Final presentation and handout
- Please refer to the “How to Prepare a Case Presentation” lecture for more information
- See the Case Presentation Evaluation Form (appendix III) for specific grading criteria

Patient Care Plan (Individual grade)
- Written document detailing the information and analyses necessary to develop a therapeutic plan for each problem in a patient case
- Each student will individually evaluate a patient case and submit the care plan for grading by the site preceptor
- Please refer to the “Patient Care Plan” lecture for more information
- See the Patient Care Plan Evaluation Form (appendix IV) for specific grading criteria

Other Site Learning Activities (determined by preceptor)
May include, but not limited to:
- Develop patient care plans for other patients seen on rounds/in clinic
- Additional case presentation
- In-service or newsletter article
- Participate in P&T committee, MUE activities or other pharmacists’ projects in the pharmacy
- Shadow/see the distribution/organizational/safety aspect of the pharmacy (in hospital setting)
  - Compare this hospital pharmacy structure to your previous IPPE 2 experience as part of self-reflection
- Write SOAP notes for patient encounters
- Develop a philosophy of practice
  - Compare your philosophy of practice to the Oath of a Pharmacist
- Guideline searches
- Topic discussions

Drug Information Consult (Individual grade)
- Formal, typed/word-processed response to a drug information question, including a summary and analysis of primary literature to support the conclusion/recommendation
- Each student will individually complete the assignment and submit the consult for grading by campus faculty
- Please refer to the “Drug Information Consult” lecture and instructions posted on Blackboard™ for more information

Rotation Summary (Individual grade)
- Typed/word-processed responses to guided questions to facilitate reflection on rotation activities and professional competency
- Please refer to the “Rotation Summary” instructions posted on Blackboard™ for more information
Simulation Activity (Individual grade)
- Medication reconciliation activity involving a chart review, patient interview, and preparation of a note to document the encounter
- Each student will individually complete the activity and be evaluated by campus faculty
- Please refer to the “Simulation Activity” instructions posted on Blackboard™ for more information

Curricular Outcomes:
The Chicago College of Pharmacy PharmD curriculum provides students with a variety of opportunities to gain the knowledge, skills and attitudes associated with the successful practice of pharmacy, as described by our nine curricular outcomes. The activities in this course contribute to the curricular outcomes and outcome components listed in appendix V.

Professional Binder:
You are required to continue to maintain a professional binder for your rotations. The binder will serve as a tool to help review what you have accomplished so far, and what you need to accomplish in order to successfully meet all the requirements for experiential education. Your preceptors will also be able to get a “snapshot” of your skills and abilities, and project topics completed as you progress through your rotations.

How to set up the binder:
- Purchase a 2 to 3 inch 3-ring binder
- Place your name on the outside of the binder
- The first section of the binder must have the following in the order listed below:
  - Resume or C.V.
  - Copy of student technician license
  - Copy of CPR Card
  - Copy of your Immunization Training Certificate from APhA
  - Copy of your HIPAA training certificate
  - Copy of your Universal Precautions training certificate
  - Copy of your OSHA training certificate
  - Copy of your up-to-date immunization record (will be given to you)
  - Pledge of Professionalism (completed in PPRA 1501)

- Insert divider tabs for each rotation as follows:
  - IPPE-1: Community
  - IPPE-2: Hospital
  - IPPE-3: Clinical

As you complete each rotation, insert paper copies of all assignments.

State of Illinois Pharmacy Technician Student License
- All students attending site visits MUST have a valid State of Illinois Pharmacy Technician Student License.
- A copy of this license MUST be on file with the Office of Experiential Education.
- A copy of this license MUST be kept in your professional binder and the binder must be with you at all site visits.
- The ORIGINAL wallet size copy of your technician student license MUST be with you at all times while at your pharmacy site.

**Students not in compliance with the above requirements will not be allowed to go to their rotation site.**
Immunizations
Compliance and documentation of immunizations are requirements of the University, the Office of Experiential Education, and the sites assigned to you for IPPE site visits and advanced rotations. The University requires that you submit documented laboratory proof of the absence of tuberculosis (updated yearly) by having a 2-step TB test.

- This must be a Mantoux test.
- Physician MUST report:
  - Date placed
  - Date read
  - Results must be reported in millimeters (mm)

If you experience a positive skin test, absence of disease via chest x-ray is required and must be updated every 2 years. Some sites may require a yearly chest x-ray.

Proof of immunization against measles, mumps, rubella, varicella (chicken pox), pertussis, diphtheria/tetanus (updated every 10 years), and hepatitis is required prior to matriculation. Documentation of receipt of the annual flu shot is also necessary.

QUANTITATIVE TITERS are required to assess immunity for measles, mumps, rubella, varicella, & hepatitis B.

There may be some exceptions depending on the student’s particular health status and some site requirements may be more stringent. Any exceptions must be documented by a physician.

Please refer to the University Certificate of Immunity for exact details. This can be found on the Wellness Center website.

You will be notified via MWU email of missing immunization documentation.

**Students not in compliance with the above requirements will not be allowed to go to their rotation site.

Special Site Requirements
Some site also may require the following:
- Signature on a confidentiality agreement
- Drug screen

You will be notified via MWU email if you need to complete any special requirements prior to going to your site visits.

**Students not in compliance with the above requirements will not be allowed to go to their rotation site.

Dress Code for Site Visits and Simulation Activity:
Looking good is important! Mandatory professional dress includes wearing a clean, pressed, white lab coat and a properly displayed MWU/CCP name badge. 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. Acceptable footwear: appropriate closed-toed, closed-heeled shoes. Socks and hosiery must be worn. Some sites may have a special identification badge or mandatory dress code that must be followed. 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/administrative/SS/SSSH_policy.htm#43.

In addition, CCP requires students on rotation to remove any visible piercing (e.g. tongue, nose, lip, eyebrow) and discreetly cover any visible tattoos. Pierced earrings are acceptable as long as the site dress code is followed.
**Attendance Policy:**
The following policies are consistent with those published in the Student Handbook of MWU:
Attendance is **MANDATORY** at all lectures, training, and pharmacy rotation site visits.
- There are no sick days built into the pharmacy site visit schedule
- If you will be absent from a site visit you must notify your preceptor AND Dr. Komperda
There are no unexcused absences allowed during rotations (pharmacy site visits). Failure to notify your preceptor and Dr. Komperda of any absence will be considered grounds for failure of the course.

**Missed Class Activities or Late Assignments:** To be excused, you must contact Dr. Komperda **prior** to the class, site visit, or assignment due date/time. IF AFTER HOURS, EMAIL (kkompe@midwestern.edu) OR LEAVE A VOICEMAIL MESSAGE (630-515-6168). **Personal illness, personal emergency, personal incapacitation, or critical illness/death in the family** are the only valid excuses for missing a required class activity. The student may be required, at the course director’s discretion, to provide a note from the physician for claims of personal illness. If there is no notification prior to the class session or assignment due date and no acceptable excuse, a grade of zero will be assigned for the missed activity and no make-ups will be allowed. The student will also receive zero attendance points for the day, if applicable. Absence from required training (including CPR and immunization) may also delay initiation of APPE rotations.

**Planned Absences (College Sponsored Only):** Any planned absence from the course for purposes of attendance at a college-sponsored professional organization activity MUST BE APPROVED by Dr. Komperda through the use of a form obtained from the Dean's Office **prior** to the absence. The form can be found at the following link:

**Academic Dishonesty:**
Academic dishonesty is intentional cheating, fabrication, or plagiarism. It is also knowingly helping or attempting to help others be dishonest. Academic dishonesty lowers scholastic quality and defrauds those who will eventually depend on your knowledge and integrity. Academic dishonesty is defined in the MWU Student Handbook as: 1) Cheating: Intentionally copying from another student's work, using or attempting to use unauthorized materials, information, or study aids during any academic exercise. 2) Fabrication: Intentionally falsifying or inventing any information or citation in any academic exercise. 3) Plagiarism: Representing the words or ideas of another person as one’s own in any academic exercise. 4) Facilitating academic dishonesty: Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty. 5) Computer Misuse: Disruptive or illegal use of computer resources. 6) Knowingly furnishing false information to the University. 7) Malicious obstruction or disruption of teaching, research, or administrative operational procedures. 8) Unauthorized Collaboration: Working together on an exam or lab report when expressly prohibited from doing so by an instructor. 9) Forgery, alteration or misuse of University documents, records, identification, etc.

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 or University.
**Classroom 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. Students arriving late to lectures are asked to sit in the back of the room so as to provide minimal disruption. If cell phones 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. Any concerns or questions regarding this policy, please discuss with the administrative course director.

Students are expected to bring their laptops to all class sessions on campus to access materials for in-class activities and related references. Use of laptops for purposes unrelated to the course during class sessions is considered unprofessional and will not be tolerated.

Children are not typically allowed in the classroom. Students who have an unforeseen temporary need to bring a child into the lecture must receive prior approval from the lecturer AND course director.

In keeping with MWU policy all students are **required to wear their ID badge at all lectures, training, and exams**. The ID should be worn above the waist in clear view to instructors and teaching assistants.

**Communication:**
It is the responsibility of the student to **check their e-mail and Blackboard™ daily for class announcements.** Since students will be at their pharmacy rotation site for a portion of 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.

**Photocopying Materials:**
It is not within the scope of CCP staff members to photocopy or print materials related to the course for you, such as handouts, notes, or assignments. Photocopying or printing of any course materials beyond those provided by the instructor is done at the expense of the student at facilities provided elsewhere. The course syllabus will be provided in class, however paper handouts for all lectures will **NOT** be provided in this course. The lecture materials for each topic will be posted on Blackboard™ under course content at least 1 week prior to the lecture date. You can choose to print out the material, download and bring on your laptop, or attend lecture and take your own notes. The lecture slides will only be posted on Blackboard™ at the instructor’s discretion.

**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.

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.

Exam Policies for IPPE-3: Clinical:
1. The scantron portion of the exam MUST be filled out completely and accurately. Failure to do so will result in a 5-point deduction from the course grade.
2. Any written portion of an exam MUST be completed in pen (blue or black ink only). If the student does not complete the written portion of the exam in pen, or does not follow the instructions given during the exam (for example, mistakes should have a single line drawn through them and be initialed, not scratched out and NOT erased by using “white out” or liquid paper) then 5 points will be deducted from the course grade.
3. Any student who continues to work on their exam after time is called will have points deducted from their course grade. The number of points deducted will be at the discretion of the proctor(s) and the course director.
4. The scantron, written portions, and hard copy of the exam will not be returned.
5. Requests for re-grading of an exam will not be accepted since all examinations are standardized and created by outside organizations (CPR certification exam, immunization training exam).
6. Make-up exams will not be given for this course since attendance at the corresponding training sessions is required as a pre-requisite for taking the exams.
7. Special Circumstances: Any student experiencing an event that he or she feels will seriously impair his or her ability to perform optimally in this course must notify the course director, Dr. Komperda, immediately. Special circumstances will be heard and accommodated on a case-by-case basis at the discretion of the course director and may include consultation with the Dean of MWUCCP.

Assignment Policies for IPPE3: Clinical:
1. Assignment grade appeals: Must be made in writing and submitted to Dr. Komperda within 5 days of receipt (via Blackboard notification of availability in mailboxes) of the original grade. Any requests for re-grading of an item must be addressed to Dr. Komperda and hand-delivered to the Department of Pharmacy Practice (Alumni Hall, Suite 350) within five business days of receipt of the original grade. Such requests will only be considered if they meet the following requirements: 1) typewritten (not via email); 2) written professionally and courteously, as one would address another healthcare professional; and 3) hard copy documentation that supports the request is
included. Dr. Komperda will discuss the request with the grader of the item as necessary. A decision will be communicated to the student either individually or via Blackboard™, if the change affects the entire class.

2. Late Penalties: For the drug information consult and rotation summary, a five point penalty will be assigned if submitted after the assigned time on the due date. The five point penalty is assigned if EITHER the paper copy or Blackboard™ submission is not completed (only one penalty will be applied if both submissions are late). An additional 5 point deduction will be applied for each calendar day the assignment is late. It is the student’s responsibility to verify that all Blackboard™ submissions are successfully uploaded. Failure to submit any assignment will be considered grounds for failure of the course.

3. Wrong DI question: It is the responsibility of the student to check the Blackboard™ site to determine which DI consult question has been assigned to him/her. Completion of a question other than the question assigned (whether accidental or purposeful) will result in a 10 point penalty for the DI consult grade.

4. Incorrect submission to Blackboard™: It is the responsibility of the student to submit the DI consult to Blackboard™ in accordance with the instructions provided. Any student submitting a different version of the DI consult to Blackboard™ (purposefully or inadvertently) will receive a score of zero for the drug information consult.

5. Alterations of the font/margin specification on the DI assignment: A 5-point penalty will be assigned if the drug information consult does not comply with the font, margin, or page requirement specifications outlined in the assignment.

6. Revisions to DI consult: Since the purpose of the drug information consult assignment is to prepare you for rotations, the ability to demonstrate competency in writing a drug information consult is essential to completing this course. As such, all students earning a score less than 70% (35 points) on the drug information consult (before the assessment of any late penalties) will be required to submit a revised consult according to the deadline and instructions provided. The revised drug information consult will be graded using the same evaluation form for the original consult. The scores from the two consults will be averaged; the maximum final score will be 35 points. Students failing to submit the revised consult by the assigned deadline will receive a score of zero. Any late penalties that the student may have received at the time of the original assignment will be applied. Students not earning a score of 35 points or higher on the revised drug information consult will meet with the course director to determine a plan of action.

7. Remediation of the simulation activity: Since the ability to demonstrate competency in interviewing a patient and writing a note to document the encounter is essential to completing this course, a passing score (indicating competency) on the FINAL simulation activity is required. All students who do not receive a passing score will meet with the course director to determine a plan of action.

Grading:

<table>
<thead>
<tr>
<th>ASSESSMENT TOOLS</th>
<th>POINTS</th>
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</thead>
<tbody>
<tr>
<td>Final Evaluation by Preceptor</td>
<td>400</td>
</tr>
<tr>
<td>Drug Information Consult</td>
<td>50</td>
</tr>
<tr>
<td>Rotation Summary</td>
<td>25</td>
</tr>
<tr>
<td>Simulation Activity</td>
<td>25</td>
</tr>
<tr>
<td>Attendance (5 points for each campus day weeks 1-4)</td>
<td>20</td>
</tr>
<tr>
<td>Peripheral Brain Online Module Viewing</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>525</strong></td>
</tr>
</tbody>
</table>

Total points for this course (preceptor evaluation, course activities, attendance) will be utilized to determine your final grade in PPRA 1721. **However, to achieve a passing grade in the course, students must earn a passing grade on the final evaluation by preceptor.** Please see the chart below for details.
If the following TOTAL points are attained:

<table>
<thead>
<tr>
<th>Points</th>
<th>Final Grade</th>
<th>Points to Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>470 – 525</td>
<td>A</td>
<td>278</td>
</tr>
<tr>
<td>418 – 469</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>365 – 417</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>&lt; 364</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

The following final grade is guaranteed at minimum:

The following points must be obtained solely on the final evaluation by preceptor in order to pass the course:

Plus and minus grades will not be utilized in this course.

Examples:
Student A: Earns 380 points in the class. He/She earned 275 points on the final evaluation by site preceptor and 105 points from other course activities and attendance. Despite earning enough total points for a “C”, student A will receive an “F” for the class because he/she did not earn the minimum 278 points on the final evaluation by preceptor.

Student B: Earns 380 points in the class. He/She earned 280 points on the final evaluation by site preceptor and 100 points from other course activities and attendance. Student B will receive a “C” in the course based on his/her total points AND that he/she earned ≥ 278 points on the final evaluation by site preceptor.

Any questions on this grading policy should be directed to Dr. Komperda as soon as possible.
<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Activity/Lecture Topic</th>
<th>Instructor</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/10/15</td>
<td>8:10 – 12pm (ALL) Course introduction</td>
<td>Komperda Phillips</td>
<td>Midwestern University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The DI Consult &amp; Journal Club: Optimizing your Ability to Find, Analyze and Summarize Evidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1:10 – 5pm (ALL) CPR training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9/17/15</td>
<td>8:10 – 5pm (ALL) Immunization training</td>
<td>Stensland</td>
<td>Midwestern University</td>
</tr>
<tr>
<td>3</td>
<td>9/23/15</td>
<td>Certification of viewing Peripheral Brain online module due by 11:59pm (ALL)</td>
<td></td>
<td>Blackboard™</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Must complete via Blackboard™</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/24/15</td>
<td>8:10 – 11am (GROUP B only) Medication Reconciliation</td>
<td>Komperda/Lempicki</td>
<td>Midwestern University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12:10 – 1pm (GROUP A only) Medication Reconciliation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1:10 – 5pm (ALL) Patient Care Plan</td>
<td>Lempicki</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peripheral Brain</td>
<td>Mirk</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>10/1/15</td>
<td>8:10 – 10am (ALL) How to prepare a case presentation</td>
<td>Patel</td>
<td>Midwestern University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 – 2pm (ALL) Medication Reconciliation Simulation Activity</td>
<td>Komperda</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2:10 – 3pm (GROUP C only) Medication Reconciliation</td>
<td>Komperda/Patel</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 – 5pm (GROUP A and C only) Medication Reconciliation</td>
<td>Komperda/Patel</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10/2/15</td>
<td>Drug Information Consult due by 12pm (noon)</td>
<td></td>
<td>Midwestern University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Must post to Blackboard™ and submit hard copy to Alumni Hall 350</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>10/8/15</td>
<td>Introduction to site: Medical record &amp; HIPAA training</td>
<td></td>
<td>Site</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Site specific guidelines</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pick Journal Club article and groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Select patient for Patient Care Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Patient care activities – review charts, patient visits, other activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>10/15/15</td>
<td>Select patient for Case Presentation</td>
<td></td>
<td>Site</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Patient care activities – review charts, patient visits, other activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>10/22/15</td>
<td>Deliver Journal Club</td>
<td></td>
<td>Site</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Literature search for Case Presentation due LITERATURE SEARCH</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collect data for Case Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Patient care activities – review charts, patient visits, other activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>10/29/15</td>
<td>Patient Care Plan due</td>
<td></td>
<td>Site</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final articles for Case Presentation due</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Collect data for Case Presentation</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Patient care activities – review charts, patient visits, other activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Event</td>
<td>Location</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>9</td>
<td>11/5/15</td>
<td><strong>Rough draft of Case Presentation due</strong></td>
<td>Site</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Get feedback on Case Presentation, revise</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Patient care activities – review charts, patient visits,</td>
<td></td>
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<td></td>
<td></td>
<td>other activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>11/12/15</td>
<td><strong>Deliver Patient Case Presentation</strong></td>
<td>Site</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Patient care activities – review charts, patient visits,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>other activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11/13/15</td>
<td><strong>Site and Preceptor Evaluation due by 11:59pm</strong></td>
<td>RMS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Must complete via RMS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11/13/15</td>
<td><strong>Rotation Summary due by 11:59pm</strong></td>
<td>Blackboard™</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Must submit electronically to Blackboard</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Finals</strong></td>
<td>Komperda</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Simulation Activity</td>
<td>Midwestern University</td>
<td></td>
</tr>
</tbody>
</table>

*Schedule of activities for site visits and order of activities on campus days may be adapted

**Instructors/How to Contact:**
Different instructors teach in this course. Students are encouraged to speak directly with the instructors for clarification of lectures, handouts, or assignments. Please refer to the following list to determine how to contact the instructors. E-mail tends to be a very effective means for contacting instructors.

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Campus Office</th>
<th>E-mail Address @midwestern.edu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Komperda</td>
<td>Alumni, 350</td>
<td>kkompe</td>
</tr>
<tr>
<td>Lempicki</td>
<td>Alumni, 203</td>
<td>klempi</td>
</tr>
<tr>
<td>Mirk</td>
<td>Alumni, 203</td>
<td>smirk</td>
</tr>
<tr>
<td>Patel</td>
<td>Alumni, 203</td>
<td>JPatel</td>
</tr>
<tr>
<td>Phillips</td>
<td>Alumni, 350</td>
<td>JPhillips</td>
</tr>
<tr>
<td>Stensland</td>
<td>Centennial, 201</td>
<td>sstens</td>
</tr>
</tbody>
</table>
APPENDIX I

MWU Chicago College of Pharmacy
IPPE3: Clinical 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

Section I: Professionalism Assessment

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

<table>
<thead>
<tr>
<th>4 = EXCELLENT</th>
<th>3 = VERY GOOD</th>
<th>2 = SATISFACTORY</th>
<th>1 = UNSATISFACTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student was exceptional in professional behavior leading only to a rare intervention. Student exhibits professional &amp; social behaviors well above minimum competency.</td>
<td>Student was above average in professional behavior leading to occasional intervention. Student exhibits professional &amp; social behaviors above minimum competency.</td>
<td>Student was average in professional behavior leading to consistent intervention. Student exhibits professional &amp; social behaviors at minimum competency.</td>
<td>Student was below average in professional behavior leading to extensive intervention. Student exhibits professional &amp; social behaviors below minimum competency.</td>
</tr>
</tbody>
</table>

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 others’ 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
APPENDIX I

Section II. Patient Care and Practice Management Competency Assessment

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

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


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

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. Patient Care Skills: Establishes relationships with patients, care givers, and other health care professionals as necessary to provide pharmaceutical care.  

5. Patient Assessment: Obtains patient histories, reviews patient records and/or conducts physical assessments appropriately.  

6. Drug Therapy Assessment: Demonstrates the ability to assess the appropriateness of the patient’s drug therapy in relation to evidence-based practice standards.  

7. 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.  

8. Evidence Based Clinical Decision Making: Effectively retrieves and evaluates medical literature and is able to analyze and apply information in decision making.
APPENDIX I

Section III. Required Assignments

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

4 = EXCELLENT
Student was outstanding in effectiveness and consistency leading only to rare interventions. Student exhibits knowledge and/or skills well above minimum competency.

3 = VERY GOOD
Student was above average in effectiveness and consistency leading to occasional intervention. Student exhibits knowledge and/or skills above minimum competency.

2 = SATISFACTORY
Student was usually effective and consistent leading to consistent intervention. Student exhibits knowledge and/or skills at minimum competency.

1 = UNSATISFACTORY
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 scores from Case Presentation evaluation form
   Patient Presentation
   Knowledge
   Handout and/or Presentation Quality
   
   4 3 2 1

2. Journal Club: Transfer scores from Journal Club evaluation form
   Presentation of Study Design, Methodology, and Results
   Presentation of Critique and Clinical Relevance
   Handout and/or Presentation Quality
   
   4 3 2 1

3. Patient Care Plan: Transfer scores from Patient Care Plan evaluation form
   Subjective/Objective Information and Assessment
   Plan
   Care Plan Quality
   
   4 3 2 1

MANUAL GRADE CALCULATION

1. Section I. Grade Calculation: Total all dimensions from Section I and divide by 6 = _____ multiply x 0.20 = ______

2. Section II. Grade Calculation: Total all dimensions from Section II and divide by 8 = _____ multiply x 0.40 = ______

3. Section III. Grade Calculation: Total all dimensions from Section III and divide by 9 = _____ multiply x 0.40 = ______

4. Final Grade: Sum of 1 + 2 + 3 = ________ x 100 = ________ total points

A | B | C | F
---|---|---|---
400-358 | 357-318 | 317-278 | ≤ 277

FINAL LETTER GRADE =

Preceptor Signature ___________________________________________ Date ______________

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

MWU Chicago College of Pharmacy
IPPE Journal Club Evaluation Form

Student Name: ___________________________________ Date: ______________________

Preceptor Name: _________________________________ Site Name: ______________________

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

<table>
<thead>
<tr>
<th>4 = EXCELLENT</th>
<th>3 = VERY GOOD</th>
<th>2 = SATISFACTORY</th>
<th>1 = UNSATISFACTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student was outstanding in effectiveness and consistency leading only to rare interventions. Student exhibits knowledge and/or skills well above minimum competency.</td>
<td>Student was above average in effectiveness and consistency leading to occasional intervention. Student exhibits knowledge and/or skills above minimum competency.</td>
<td>Student was usually effective and consistent leading to consistent intervention. Student exhibits knowledge and/or skills at minimum competency.</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 – 3 will result in failure of the rotation

1. Presentation of Study Design, Methodology and Results
   - What is the objective of the study, is it appropriate (clear, unbiased, obtainable)?
   - Do the authors provide adequate background information?
   - Is the study design appropriate given the objectives (adequate selection of subjects, control groups utilized, inclusion/exclusion criteria, assignment, blinding)?
   - Is there any information at this time that may suggest bias (preview)?
   - Are the methods and results of the study adequately reported by the student, the authors?
   - Are methods employed to reduce measurement error (standardized, appropriate to meet objectives, completeness, monitoring for adverse effects)?
   - Does the student adequately describe the results?
   - Is the analysis accurate and appropriate (figures or tables easy to read and present results accurately, effect subject number on interpretation of data)?

2. Presentation of Critique and Clinical Relevance
   - Does the student differentiate between statistical and clinical significance?
   - What are the flaws or limitations of the study?
   - Does the student come to a conclusion independent of the author’s, what is the relevance to practice?

3. Handout and/or Presentation Quality
   - Presents the components of the article in a logical, organized sequence.
   - Appropriately uses medical terminology and citations in handout.
   - Accurately answers questions and accepts critique as a professional.

Grading = Total points for all sections (maximum points = 12) Final Score: _________

**Transfer the student's final score to the Final Evaluation Form Section III: Required Assignments when completing the final evaluation online via RMS

Comments: (use the back as needed)

Preceptor Signature ___________________________________________________ Date ______________
# MWU Chicago College of Pharmacy
## IPPE Case Presentation Evaluation Form

### Student Name: ____________________  Date: ____________________

### Preceptor Name: ____________________  Site Name: ____________________

**USE THE FOLLOWING 4-POINT SCALE TO ASSESS THE FOLLOWING AREAS.**

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

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td><strong>EXCELLENT</strong> 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>3</td>
<td><strong>VERY GOOD</strong> 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>2</td>
<td><strong>SATISFACTORY</strong> Student was usually effective and consistent leading to consistent intervention. Student exhibits knowledge and/or skills at minimum competency.</td>
</tr>
<tr>
<td>1</td>
<td><strong>UNSATISFACTORY</strong> 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 – 3 will result in failure of the rotation.

### 1. Patient Presentation

- Accurately states the patient’s problem list (CC, HPI, ROS, PE), reports relevant lab/tests as available.
- Details chronological course effectively.
- Provides data needed for accurate assessment.

### 2. Knowledge

- Discusses pathophysiology including signs and symptoms and pertinent sequelae for the disease or clinical issue.
- Discusses appropriate drug therapy for the disease state based on current practice guidelines or standards of care.
- Effectively summarizes and applies information from the primary literature as it relates to the patient case.
- Discusses the patient’s current drug therapy, including appropriateness, potential ADRs, and dosing and pharmacokinetic parameters.
- Uses appropriate parameters to assess endpoints of therapy including drug efficacy and/or toxicity.
- Provides important counseling points for the patient (purpose, dosing, adverse effects, monitoring).

### 3. Handout and/or Presentation Quality

- Delivers the presentation in a logical, organized sequence speaking clearly and making eye contact with audience.
- Includes at least 2 primary references and meets minimum criteria for presentation.
- Handout is properly referenced, professionally prepared, and free of errors.
- Responds to questions accurately and completely.

Grading = Total points for all sections (maximum points = 12)  
Final Score: _________

**Transfer the student’s final score to the Final Evaluation Form Section III: Required Assignments when completing the final evaluation online via RMS**

Comments: (use the back as needed)

Preceptor Signature ____________________  Date ______________
**APPENDIX IV**

MWU Chicago College of Pharmacy  
IPPE Patient Care Plan Evaluation Form

Student Name: _______________________________  Date:  __________________________

Preceptor Name: _______________________________  Site Name: ________________________

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

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 4     | **EXCELLENT**  
Student was outstanding in effectiveness and consistency leading only to rare interventions. Student exhibits knowledge and/or skills well above minimum competency. |
| 3     | **VERY GOOD**  
Student was above average in effectiveness and consistency leading to occasional intervention. Student exhibits knowledge and/or skills above minimum competency. |
| 2     | **SATISFACTORY**  
Student was usually effective and consistent leading to consistent intervention. Student exhibits knowledge and/or skills at minimum competency. |
| 1     | **UNSATISFACTORY**  
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. **Subjective/Objective Information and Assessment**
   - Accurately identifies and prioritizes the patient’s problem list
   - Reports all subjective and objective information necessary for accurate assessment
   - For each problem:
     - Identifies patient-specific risk factors/contributing factors
     - Evaluates the need for therapy, using subjective and objective data to support the assessment
     - Evaluates the current drug therapy and other treatment options, discussing the pros/cons of each choice for the patient

2. **Plan**
   - For each problem:
     - Identifies patient-specific goals of therapy
     - Recommends appropriate drug therapy for the patient, including complete dosing regimens
     - Develops a patient-specific plan for follow-up, including frequency of monitoring
     - Identifies appropriate parameters to assess endpoints of therapy, including drug efficacy and/or toxicity
     - Identifies important counseling points for the patient and appropriate non-pharmacologic/lifestyle interventions

3. **Care Plan Quality**
   - Care plan is clear, succinct, and thorough
   - Information is placed in the appropriate sections of the care plan
   - Uses terminology appropriate for the intended audience
     - Professional for assessment/plan, patient-friendly for education
   - Professional appearance and free of errors

Grading = Total points for all sections (maximum points = 12)  
Final Score: _________

**Transfer the student’s final score to the Final Evaluation Form Section III: Required Assignments when completing the final evaluation online via RMS**

Comments: (use the back as needed)

Preceptor Signature ________________________________________________  Date ______________
APPENDIX V

CCP Curricular Outcomes

Successful completion of this course will aid in your progressive achievement of the following curricular outcomes and outcome components:

I. Demonstrate professionalism
   A. Maintain professional responsibility and advocate such action in others
   B. Demonstrate professional behavior in all interactions with patients, caregivers, and other healthcare professionals
   C. Represent and advance the profession of pharmacy

II. Demonstrate critical thinking and problem solving skills
   A. Examine problems systematically and completely
   B. Demonstrate rational and reflective consideration of current knowledge, skills, attitudes, and beliefs necessary to formulate an informed decision
   C. Develop strategies to solve problems
   D. Create and implement the recommendation or solution appropriate for a given patient or situation
   E. Monitor and evaluate the effectiveness of the solution implemented, revising as appropriate

III. Communicate effectively
   A. Obtain relevant information necessary to facilitate healthcare decision-making
   B. Convey appropriate information by verbal and/or non-verbal means to the target audience
   C. Develop professionally written communication strategies to meet the target audience’s needs
   D. Evaluate the effectiveness of any communication encounter, modifying as necessary

IV. Practice evidence-based decision-making
   A. Retrieve and evaluate drug information and literature
   B. Apply information to patient-specific decisions
   C. Apply information to population-specific decisions

V. Practice patient-centered care
   A. Establish relationships with patients, healthcare professionals, and other individuals
   B. Design a patient care plan to address therapeutic issues and promote health and wellness
   C. Implement a patient care plan
   D. Evaluate patient adherence and response to therapeutic recommendations and adjust the care plan as needed
   E. Document all types of patient care encounters by appropriate means

VI. Promote health and wellness
   A. Contribute to interventions designed to prevent disease and promote health and wellness in individuals

VII. Manage medication use systems
   A. Practice in compliance with federal and state pharmacy laws and regulations, institutional policies, and professional guidelines, while taking into consideration ethical, cultural, and economic factors
IX. Contribute to the interprofessional healthcare environment

A. Identify the roles and responsibilities of pharmacists and other healthcare professionals as well as their different approaches to patient care and problem solving
B. Actively participate in the interprofessional healthcare environment to improve quality, continuity, and patient-centered care
C. Evaluate the pharmacist’s contributions to the healthcare team