



Introductory Pharmacy Practice Experiences (IPPEs) Preceptor Guide

Welcome!!!

As a Northeast Ohio Medical University (NEOMED) College of Pharmacy Preceptor, you are providing a unique opportunity to assist in the development and training of our students. The primary goal of the Introductory Pharmacy Practice Experiences (IPPEs) site visits is to provide exposure in multiple pharmacy practice settings and to develop the students' skills gradually throughout the curriculum. Each year of the experiential program has its own goals and objectives, which aim to produce pharmacy graduates capable and committed to delivering excellent patient care.

As a preceptor, you will be assisting students in acquiring the basic skills in pharmacy practice and professionalism. Teaching them the basic pharmacy practice skills, assigning meaningful tasks and modeling the best in professionalism and ethical behavior will be your challenge, especially when you must combine these efforts with your normal job responsibilities. Please use this manual as a guide to assist you. You are providing an invaluable service to NEOMED by assisting us to prepare students for the pharmacy profession. As working pharmacist training future professionals, you are making an enormous contribution to the students, the college and northeast Ohio.

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

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Precepting

Precepting pharmacy students is a unique combination of being a teacher and mentor. As a preceptor, you are in a position to teach students the necessary skills they will need to practice pharmacy, while also being in a position to foster the growth and progress of each student you teach. You may find yourself providing advice, support, and encouragement to your students in addition to exposing them to pharmacy practice skills. You may never have imagined yourself as a teacher when you were in pharmacy school, but as a preceptor, you are first and foremost a teacher. Experiential instruction is much different from didactic instruction and the university does not expect you to be intimately familiar with instructional theories or methods. You will teach by sharing your knowledge base, instilling enthusiasm for the profession, providing constructive feedback, challenging the student, and exhibiting patience toward your students. You will be a mentor by providing constructive feedback, challenging your student, offering career advice, and being a positive role-model.

Precepting is often individualized; what works well for one site, for one preceptor, and for one student, may not work as well elsewhere or for other preceptors or students. Please take your role as a preceptor seriously, just as we expect students to take their rotations seriously. We realize that precepting and fulfilling regular job duties may be difficult. We encourage you to make the most of your time with your student and to prepare for them in advance as much as possible.

College of Pharmacy Curriculum Themes

Each year of the NEOMED four-year professional pharmacy curriculum is guided by a theme. Year one is Dosage Forms, year two is Medication Use Systems, year three is Patient Safety, and year four is Patient Centered Care.

Although we want students to appreciate the full scope of pharmacy practice at your site, their activities should primarily be limited to those in the goals and objectives below. As a preceptor you are free to add additional activities which you may identify consistent with these goals and the themes. Experiences in years 1, 2 and 3 will build upon one another and are more meaningful as they correlate with their classroom learning. Ultimately these early experiences should help to prepare for the advanced experiences (APPEs) in the 4th year.

First Year (P1) IPPE Training Goals and Objectives

Goal #1: Identify the scope of pharmacy services provided

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

Objective(s)

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

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

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

Objective(s)

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

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

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

Objective(s)

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

1. Inventory the pharmaceuticals for expiration status, and remove/identify expired or soon-to-expire products according to the direction of the preceptor. ***This activity should not exceed a total of 2 hours of on-site time.***
2. Confirm that the storage conditions are appropriate for ten pharmaceutical products representing 10 different dosage forms.
3. Identify and review the presence of bar-coding on drug packaging (manufacturer and/or repackaged) and all uses for this bar-coding at the practice site.
4. Participate in the repackaging of drug products (including calculations and documentation) as typically performed at the site and at the discretion of the preceptor.
5. Document the expiration dating policy for repackaged items at the site.
6. Participate in the compounding of pharmaceuticals in preparation for dispensing.

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

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

Objective(s)

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

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

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

Objective(s)

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

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

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

Objective(s)

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

Second Year (P2) IPPE Training Goals and Objectives

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

Objectives:

The student should be able to:

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

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

Objectives:

The student should be able to:

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

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

Objectives:

The student should be able to:

1. Observe and participate in the counseling of patients on the appropriate selection and use of OTC products. This should include assessing the source and severity of the patient's symptoms, medical history, and determination if an OTC product will alleviate the symptoms.

2. Educate and advise the patient to seek medical attention when an OTC product is not indicated.
3. Instruct the patient on the expected outcomes of using an OTC product and what to do if improvement does not occur.

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

Objectives:

The student should be able to:

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

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

Objectives:

The student should be able to:

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

Third Year (P3) IPPE Training Goals and Objectives

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

Objectives:

The student should be able to:

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

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

Objectives:

The student should be able to:

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

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

Objectives:

The student should be able to:

1. Critique the necessary steps in processing a prescription for patient use.
2. Recognize errors in data entry, misinterpretation of orders and the distribution of wrong drugs, doses, or dosage forms.
3. Identify look-alike and sound-alike drugs available at the site.
4. Evaluate production processes to ensure pharmaceutically safe and elegant medications are prepared for patients.
5. Review quality assurance records to ensure proper storage, handling, and maintenance of medications and devices.

6. Monitor compliance of sterile product preparation policies and procedures.
7. Review the process used in the provision of investigational drug services within a hospital pharmacy.

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

Objectives:

The student should be able to:

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

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

Objectives:

The student should be able to:

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

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

Objectives:

The student should be able to:

1. Identify and prepare a pharmacy related topic or patient case presentation for the preceptor or other suitable audience.
2. Encourage the audience to ask questions and provide feedback on the presentation.

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

Objectives:

The student should be able to:

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

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

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

E*Value

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

Student Standards

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

- Be in good academic standing at NEOMED
- Have completed all health requirements (immunizations, etc.)
- Passed a criminal background check
- Be a licensed pharmacy intern in Ohio
- Have completed Basic Life Support or CPR
- Have completed HIPAA and Blood Borne Pathogens Training
- Not have a family member, employer or previous employer as a preceptor or site
- Completed APhA's Immunization Provider Training (P2 & P3)

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

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

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

Preceptor Checklist: Before the Student Arrives

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

1. Complete the NEOMED on-line IPPE Training Program

- [IPPE Training](#)

2. Decide on a schedule for student to be at your site.

- P1 students are assigned by the college based on your availability **one afternoon a week** (Mon – Thurs). Students have on-campus classes in the morning until 12 noon. The preceptor can change the day of the rotation with notification of the student.
- P2 students any **2 mornings a week** (Mon –Thurs). Students will have on-campus classes in the afternoon starting as early as 1PM.
- P3 students any **2 afternoons a week** (Mon – Thurs). Students will have on-campus classes in the morning until 12 noon.
- Since most students will be in class at least one-half of each day, day-long (8 hour) rotations will most likely not be feasible. Students should not be missing scheduled classes to attend rotations.
- In consideration of the above the preceptor has the final determination on the student schedule. You are under no obligation to accommodate a student's specific request for a desired schedule. If you experience any problems with the schedule, please notify the college.
- Ideally the preceptor should be present at the site during a student's rotation. Although we recognize work schedules, vacations, meetings, etc. may cause one to not be present while the student is on rotation. In these situations, student can be supervised by another pharmacist or scheduled on an alternative day. If for some reason you are unable to be present when the student is at your site, please contact the college. In some cases, another pharmacist at the site may be assigned as the preceptor of record.
- *Note: While generally not commonly done, students can complete their rotation hours during the evening, weekends, and holidays at your discretion and if it does not conflict with any on-campus activities.*

2. Review the rotation objectives, available resources and evaluation forms printed in this manual. Feel free to share this with any of your staff who will be involved in training the student.

3. Prepare a list or schedule of student tasks/activities/assignments in accordance with goals and objectives. Determine how you would assess student performance for each objective. Feel free to include additional activities that may not be listed in the objectives that you feel may benefit the student. Activities can include for example: *reviewing a new drug, preparing educational materials for patients, reviewing a journal article, maintaining a log of drugs one encounters, performing a controlled substance audit, scavenger hunt, role-playing patient counseling, conducting an in-service for staff, solving dosing calculations, MTM services, answering drug information questions, shadowing another health-care professional.* The college can assist you or provide suggestions for additional student activities.

4. Inquire about any on-boarding requirements of your site the student needs to complete.

5. Have information available for the student regarding parking-location, permits, fees, etc.

6. Remind staff of arrival of student, what the student's roles and responsibilities will be and what role staff members will have in regard to the rotation. Staff should know what activities the student should be doing in case you are not present for the rotation.
7. If needed identify a workspace for the student.
8. Prepare a list of your facility's contact names and numbers for student use in case of emergency, absence, etc.
9. Prepare an orientation of the site for when your student arrives.
10. Create a written list of expectations for your student and discuss during the orientation. Include expectations regarding professionalism, tardiness, dress-code, use of cell phones, reporting during inclement weather.

Preceptor Checklist: While the Student is with You

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

Evaluation and Assessment of the Student

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

Students actually anticipate and expect their preceptors to provide them feedback.

Suggestions for providing effective feedback include:

- Give feedback immediate and often
- Provide feedback in private away from staff and patients
- Give the student an opportunity to weigh in on their own performance following an activity
- Focus on behaviors rather than personality
- Make feedback specific to the behavior seen not generalizations
- Include positive feedback rather than just negative
- Provide suggestions on how to improve performance
- Feedback should be a conversation between you and your student

The second component to the assessment of a student is providing the **summative** or **final written evaluation**. This is used to assess the student's overall performance and provide the grade for the experience. The IPPE's are graded on a "**Pass**"/ "**Fail**" basis only. The grade is based on the student's ability to accomplish the goals and objectives of the rotation including important aspects such as professionalism and communication. You will be documenting the level to which a student

accomplishes each objective (satisfactory, needs improvement, or unsatisfactory) using the **Preceptor Evaluation of Student form (Appendix C) which will be sent to you via email approximately five days prior to the last day of the rotation.** The evaluations forms are completed electronically in the E*Value system. It is important to provide written comments to support your assessment especially if you felt the student was deficient in a particular area. Written comments help the student to identify what specific behaviors need to be improved upon for future rotations. If you believe a student should **Fail** an experience it is highly encouraged that you contact the college for guidance. The final evaluations should be reviewed with the student on the last day of the rotation. This provides an opportunity to reinforce the student's strengths and also provide suggestions to improve in those areas a student needs to develop. The final evaluation should be submitted to the college (via E*Value) in a timely manner (**within one week after the last day of the rotation**) in-order that grades can be posted.

Student Not Meeting Expectations

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

- Reinforce the expectations you set with the student at the beginning of the rotation.
- Inform the student of specific performance issues/behaviors when they occur.
- Consider the student's level and amount of experience in practice at the present time in relationship to performance of a given activity.
- Encourage student to provide their own self-assessment of performance.
- Ask the student if there are personal, health, or school related issues which might be affecting performance.
- Treat the student with respect and avoid bullying.
- Implement strategies and activities you have discussed with the student to improve performance.
- Document performance issues and any plan for improvement.
- Contact the college for assistance in handling any difficult situation with a student.

Student Feedback

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

Other Important Information

- Please contact the college if your position, contact information, site, or your ability to precept students should change as soon as possible so alternative rotation arrangements can be made for the students.
- Per accreditation the college may send a representative (Charles W. Cather, R.Ph Director of Experiential Education or his designate) to visit your pharmacy and the student. This is an opportunity to check with both you and your student on the progress of the rotation and discuss any issues that might be occurring. Generally, you will be contacted ahead of time for a visit.

- The college sends out an electronic preceptor newsletter (**e-Blast**) 8-9 times a year. This provides helpful information on what the students are learning currently in class, preceptor development information, and important events. If you are not receiving the e-Blast please contact the college.

Helpful References & Websites

NEOMED Preceptor Website

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

[Experiential Education](#)

Pharmacist's Letter – Preceptor Training & Resource Network

Website provides information on webinars, home-based training CE courses, and other tools dedicated to pharmacy preceptors. One can find many ideas for activities to use with your students. For being a NEOMED preceptor the Pharmacist Letter provides this resource at no charge to the user.

www.pharmacistsletter.com/ptm (See Appendix E for access instructions)

Collaborative Education Institute (CEI)

Website accessible through E*Value providing, home-based training CE courses, journal clubs, and other continuing education programs. (See **Appendix F** for access instructions)

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

Page <https://www.ashp.org/Pharmacy-Practice/Resource-Centers> Scroll to Preceptor toolkit after logging in.

Books:

Doty RE. *Getting Started as a Pharmacy Preceptor*. APhA 2011.

Cuellar LM, Ginsburg DB. *Preceptor's Handbook for Pharmacist's* 3rd ed. ASHP 2009.

APPENDIX A

P1 Introductory Pharmacy Practice Experiences

Site Profile Questionnaire

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

Pharmacy name: _____

Responsible pharmacist: _____

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

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

What are the hours of operation of the pharmacy?

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

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

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

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

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

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

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

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

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

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

NEOMED website _____ eBlast _____ Pharmacist's Letter _____ CEI _____

APPENDIX B

E*Value Instruction Guide for College of Pharmacy Preceptors

- You will receive an e-mail with your login and password information. E*Value's website address is: <https://www.e-value.net>.
- Using the information in the e-mail, log into E*Value: (Ignore the institution code field).

E*VALUE™
a medhub product

Username

Password

Institutional Code*

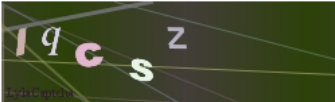
Login

* Not required unless provided by your program

< VISIT THE MEDHUB SITE FORGOT YOUR PASSWORD?

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

Forget your E*Value Login or Password? No problem. Type the characters you see in the picture below. This is a security measure.



(letters are not case-sensitive)

Next, enter in your *Institution* email address and click Request Login.
This email address must be the one we have on record for you.
Enter your email address.

Request Login

Once you receive the email, click on the URL in the email which will take you to a screen where you can create a new login and/or password.

Don't delay, the URL will expire at 12 AM EST/EDT on 06/28/2017.

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



Home

Evaluations

Learning
Modules

Reports

Home Page

Other Tasks

Welcome to E*Value

My Information

If this or any other biographic information is incorrect or missing, you can [update this information](#).

Email: dlfrank@neomed.edu
Rank: Preceptor
Roles: Advisor
Site Coordinator by People Group
Preceptor
Advisees: NEOMED-P1 TEST STUDENT
NEOMED-P2 TEST STUDENT
NEOMED-P3 TEST STUDENT
NEOMED-P4 TEST STUDENT

Personal Calendar

Sunday Aug 13	
Monday Aug 14	
Tuesday Aug 15	
Wednesday Aug 16	
Thursday Aug 17	
Friday Aug 18	
Saturday Aug 19	

Urgent Tasks

No Urgent Tasks

Tasks

[Initiate Ad hoc Evaluations](#)

P4 APPE Preceptor Resources

Important Documents

[APPE Preceptor Manual 2017-2018](#)
[E-Value Instruction Guide for Preceptors](#)
[Template for Journal Club Presentation \(5/30/2012\)](#)
[Care Plan Template](#)
[SOAP Note Template](#)
[P4 Absence Request Form](#)

Assessment Tools

[P4 Student Pharmacist Observation Form \(updated 2011\)](#)
[P4 Verbal Patient Counseling Form \(updated 2011\)](#)
[Written Clinical Question Eval Form \(5/30/2012\)](#)
[Oral Clinical Question Consult Evaluation \(5/30/2012\)](#)
[P4 Journal Club Evaluation Form \(5/30/2012\)](#)
[P4 Case Presentation Evaluation Form \(updated 2011\)](#)
[Care Plan Evaluation form](#)
[SOAP Note Evaluation form](#)
[Activities for P1s](#)
[P1-P3 Antibiotic Callback Program](#)
[P1-P3 OTC Scavenger Hunt Worksheet](#)
[P1-P3 QuEST SCHOLAR -MAC](#)
[P2-P3 Drug Info Question Documentation Form](#)
[P2-P3 Morning & Afternoon Rounds activity](#)
[P2-P3 MTM Cases for students](#)
[P2-P3 DJR exercise student version](#)
[P3-P4 Case study format](#)
[P4 Management/Leadership Activity](#)

P1-P3 IPPE Preceptor Resources

Important Documents

[2016-2017 IPPE Preceptor Guide](#)
[P1 IPPE Preceptor Evaluation of Student \(Note: sample_read only form\)](#)
[P2 IPPE Preceptor Evaluation of Student \(Note: sample_read only form\)](#)
[P3 IPPE Preceptor Evaluation of Student \(Note: sample_read only form\)](#)

- To **change your password and/or your login**, click the 'Home' icon, then click 'Other Tasks.' Click 'Change Password.' You do not have to change your login if you are satisfied with it, but you may want to change it for consistency. To change it, type in a New Login or New Password and re-type it. Then click 'Update.'

Home

Evaluations

Learning
Modules

Reports

Home Page

Other Tasks

Other Tasks

Tasks

[Calendar](#)

[Change Password](#)

[Forums](#)

[Search Documents](#)

[Supervise User Portfolios](#)

PRECEPTOR RESOURCES (Announcements)

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

The screenshot displays the E*Value web application interface. At the top left, the logo for E*VALUE is shown as a 'medhub product' from Northeast Ohio Medical University College of Pharmacy, with Program ID:4968. The user is identified as Jane TESTPRECEPTOR, Pharm.D. Navigation tabs include Home, Evaluations, Learning Modules, and Reports. A secondary navigation bar shows 'Home Page' and 'Other Tasks'. The main content area is titled 'Welcome to E*Value' and is divided into several sections: 'My Information' (with a lock icon and a note about updating biographic information), 'Urgent Tasks' (showing 'No Urgent Tasks'), 'Tasks' (with a link to 'Initiate Ad hoc Evaluations'), 'P4 APPE Preceptor Resources' (listing documents like 'APPE Preceptor Manual 2017-2018', 'E-Value Instruction Guide for Preceptors', 'Template for Journal Club Presentation (5/30/2012)', 'Care Plan Template', 'SOAP Note Template', and 'P4 Absence Request Form'), and 'P1-P3 IPPE Preceptor Resources' (listing documents like '2016-2017 IPPE Preceptor Guide', 'P1 IPPE Preceptor Evaluation of Student', 'P2 IPPE Preceptor Evaluation of Student', and 'P3 IPPE Preceptor Evaluation of Student'). A calendar widget shows dates from Wednesday, Aug 16 to Saturday, Aug 19, with a 'View myCalendar' button. The 'P1-P3 IPPE Preceptor Resources' section is highlighted with a red box.

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

STUDENT SCHEDULES

- E*Value will have a schedule of students assigned to you which you will be able to see by clicking the 'Reports' icon | Reports | Schedule Report.

E*VALUE™ a medhub product
Northeast Ohio Medical University
College of Pharmacy
Program ID:4968

Jane TESTPRECEPTOR, Pharm.D. Help Favorites ▾

Home Evaluations Learning Modules **Reports**

Reports | Recently Viewed Reports

Reports

Search

Filter By

All ▾

Evaluation Preceptor Reports

[Aggregate Comments about Preceptors](#)

[Aggregate Preceptor Performance](#)

[Completed Evaluations By Me](#)

[My Performance by Courses/Rotations](#)

Evaluation Student Reports

[Aggregate Comments about Students](#)

[Aggregate Student Performance](#)

[Completed Evaluations about Students](#)

[Student Evaluation Crosstab](#)

Learning Module Reports

[Coursework Aggregate Comments](#)

[Coursework Aggregate Performance](#)

[Coursework Crosstab](#)

[Coursework Summary](#)

Scheduling Reports

[Schedule Report](#)

- The Role Selection should be 'Preceptor.' Then click next.

Role Selection

You have been designated with multiple roles. Please select one of your roles from the following list.

Your role selection will determine your criteria options for your report:

Roles:

Next -->



- **Note:** If you have the role of “**Site Coordinator**” (for those who are responsible for multiple preceptors) you will have to select “**Site Coordinator**” at Role Selection. At the ‘Schedule Report’ you can either click on **Next** or filter based on certain criteria.

- By default, the date range will be the current date plus one year. You can modify it by clicking on the calendar icon


Schedule Report

Filter Template:


Curriculum:

Start Date:  End Date: 

Show Participation Dates: No Yes

Show Sessions: No Yes 

Format Option:

Show User Photos: No Yes 

Click on 'Next' to view schedule

- The student schedule will look something like this.

Northeast Ohio Medical University
College of Pharmacy

Roster By Preceptor Schedule Report

Time Period: 08/01/2012 to 08/31/2013
Report Date: 08/22/2016

TESTPRECEPTOR, Jane							
User Start Date	User End Date	Time Frame	Courses/Rotations	Site	Student	Rank	Dates
08/01/2012	08/31/2012	APPE 2012-2013 Aug	APPE Community Adv Community	Northeast Ohio Medical University College of Pharmacy 4209 St Rt 44 PO Box 95 Rootstown, OH 44272	NEOMED-P4 TEST STUDENT	P4	08/01 - 08/31
09/03/2012	09/28/2012	APPE 2012-2013 Sep	APPE Community Adv Community	Northeast Ohio Medical University College of Pharmacy 4209 St Rt 44 PO Box 95 Rootstown, OH 44272	NEOMED-P4 TEST STUDENT	P4	09/03 - 09/28
06/03/2013	06/28/2013	APPE 2013-2014 Jun	APPE Elective Pharmacoeconomics	TESTSITE 123 Main Street Glendale, AZ 85318	NEOMED-P3 TEST STUDENT	P3	06/03 - 06/28

- Clicking on the student's name will give you more information about the student (**picture, email, rotation schedule, portfolio**) about the student

COMPLETING FINAL STUDENT EVALUATIONS

- When you are scheduled to complete the final **Student Evaluation**, an e-mail will be sent to you (within 1 week prior to the end of the rotation) with a link. Clicking on the link will automatically take you to your pending evaluations queue:

Complete Pending Evaluations

Courses/Rotations:		IPPE-P2 Community	Site:		TESTSITE	
Period:		TEST	Time Frame:		05/01/2010 through 05/01/2010	
Edit/Status	Suspend	Evaluation Type(s)	Subject	Request Date	View Image	View Printable Evaluation
Edit Evaluation	Suspend	IPPE Preceptor Evaluation of Student	NEOMED-P2 TEST STUDENT	11/22/2011	View Picture	View/Print

- To complete the evaluation, click 'Edit Evaluation.'
- You should complete all applicable sections of the evaluation form to include providing comments. Comments are required if the student receives *"Unsatisfactory Performance"*, or *"Needs Improvement"* grades.
- E-Value will automatically calculate the final rotation grade.
- Once the evaluation is completed, you will need to click on **Submit** at the bottom of the evaluation.
- **NOTE:** The final **Student Evaluation** is due on the last day of the rotation. A reminder notice from E-Value will be sent if you have not completed the evaluation!
- Scheduled evaluations you need to complete will also appear at the top of your 'Welcome Page' under *Urgent Tasks*.

Welcome to E*Value

- You can also navigate to the pending evaluations by clicking the 'Evaluations' icon | Evaluation Management | Complete Pending Evaluation.
- **For APPE Only - Please Note:** On-the-Fly Evaluations are now called **Ad Hoc Evaluations**. Preceptors can create an Ad Hoc Evaluation for a Mid-Point Evaluation or when a scheduled student final evaluation has not yet been generated by the system.

VIEW STUDENT EVALUATION OF PRECEPTOR AND SITE

- Students are required to complete an evaluation of the preceptor and site. To view an anonymous evaluation summary, click the 'Reports' icon | Reports | My Performance by Courses/Rotations. Select the time frame. Then click the appropriate rotation.

The screenshot shows a navigation bar with 'Home', 'Evaluations', 'Learning Modules', and 'Reports' (highlighted in green). Below the navigation bar, there is a 'Reports' section with a 'Recently Viewed Reports' sub-section. The 'Reports' section is divided into 'Preceptor Evaluation Reports' and 'Student Evaluation Reports'. Under 'Preceptor Evaluation Reports', there are links for 'Aggregate Comments about Preceptors', 'Aggregate Preceptor Performance', 'My Performance by Courses/Rotations' (highlighted in red), and 'Completed Evaluations By Me'. Under 'Student Evaluation Reports', there are links for 'Aggregate Comments about Students' and 'Aggregate Performance'. To the right, there is a 'My Performance Reports For The Last 2 Years' dropdown menu (highlighted in red) and an 'Overview PDF' link. Below this is a table of performance reports.

Courses/Rotations	Start	End	Completed
JPPE-P2 Community	01/12/2015	03/05/2015	1 of 1
JPPE-P3 Community	01/12/2015	03/05/2015	1 of 1
JPPE-P1 Community Chain	02/16/2015	03/05/2015	1 of 1
JPPE-P2 Community	03/09/2015	05/07/2015	1 of 1
JPPE-P1 Community Chain	03/11/2015	03/26/2015	1 of 1
JPPE-P1 Community Chain	04/20/2015	05/07/2015	1 of 1
JPPE-P1 Community Chain	05/14/2015	05/28/2015	1 of 1
JPPE-P3 Community	10/19/2015	12/10/2015	1 of 1
JPPE-P1 Community Chain	01/11/2016	01/28/2016	1 of 1
All Courses/Rotations for the last 24 months	08/22/2014	08/22/2016	9 of 9

PRECEPTOR CONTINUING EDUCATION

- E*Value offers CEI (Collaborative Education Institute) continuing education. You can access this on-line CE approved preceptor development program by clicking the 'Learning Modules' icon | CEI | Connect to CEI Account.

The screenshot shows a navigation bar with 'Home', 'Evaluations', 'Learning Modules' (highlighted in green), and 'Reports'. Below the navigation bar, there is a 'CEI' link (highlighted in red) on a blue background.

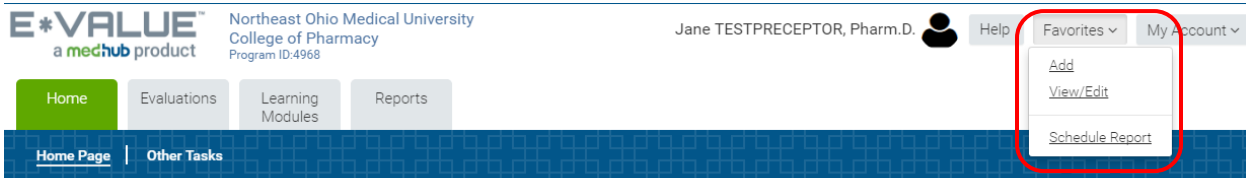
CEI

Collaborative Education Institute (CEI)

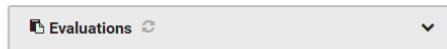
[Connect to CEI Account](#)

FAVORITES

- For convenience, you can customize your site by using the 'Favorites' feature at the top right which allows you to create a list of your most frequently used pages within the site.
- Click to the page you want to add to the list. Click 'Favorites' and choose 'Add' from the drop down menu. This will add the page name under the 'Favorites' bar. You can change the list order or name by choosing View/Edit | Edit.



Welcome to Medhub - E*Value Jane TESTPRECEPTOR [what's new?](#)



LOGGING OUT OF E-VALUE

- To logout of E*Value, click on the 'My Account' button on the top right of the page. Then click 'Log Out.' This will end your E*Value session.



NEED ASSISTANCE

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

Charles W. Cather RPh, MBA, FASCP
Director Experiential Education
Phone: 330-325-6228
Email: ccather@neomed.edu

Debbie Frank
Senior Curriculum Coordinator
Phone: 330-325-6339
Email: dlfrank@neomed.edu

Patti Pfeifer
Administrative Assistant
Phone: 330-325-6390
Email: ppfeifer@neomed.edu

Update 8/14/17

APPENDIX C

Introductory Pharmacy Practice Experiences for P1 Students Preceptor Evaluation of Student

Preceptor Name:

Experiential Site:

Student Name:

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

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

S **NI** **U**

Attendance -The student was present and attentive for 4 clock hours per week at the site for a total of 12 hours for the rotation. The student adhered to the predetermined schedule, was consistently on time in reporting to the site, and had no unexcused absences.

Professional and Ethical Conduct -The student maintained a professional manner in both appearance and behavior at all times. The student demonstrated courtesy and respect toward others and exhibited self-control in all interactions. The student maintained confidentiality regarding patients and displayed honesty and integrity in all activities. The student also exhibited cultural sensitivity and tolerance and assumed personal responsibility for his or her actions. **[A “U” in this category is grounds for failing the rotation overall]**

Student learning - The student was consistently prepared for the day’s activities and completed all assignments or projects within the given timeframe. The student assumed responsibility for his or her learning.

Scope of pharmacy services - The student gained an understanding of the services provided at the site as demonstrated by completing the site profile questionnaire to the satisfaction of the preceptor.

Pharmaceuticals commonly utilized/dispensed at the site - The student reviewed the top ten pharmaceuticals stocked at the site and identified those in common with their previously assigned “top drug” list. The student participated in identifying and stocking prescription and non-prescription medications.

Pharmaceutical packaging needs and requirements; preparation for dispensing - The student reviewed the assigned inventory for expiration status, confirmed storage conditions for 10 products, reviewed use of bar-coding, participated in repackaging and associated documentation, and participated in pharmaceutical compounding (all when applicable at the discretion of the preceptor).

Availability of dosage forms and their purpose - The student identified the pharmaceutical product stocked at the site available in the greatest number of dosage forms.

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

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

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

Preceptor Evaluation of P2 IPPE Student

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

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

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

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

COMPETENCIES	RATING	COMMENTS
<p>1. PROFESSIONALISM & ATTENDANCE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintained a professional manner in both appearance and behavior at all times. <input type="checkbox"/> Demonstrates courtesy and respect toward others and exhibited self-control in all interactions. <input type="checkbox"/> Maintains confidentiality <input type="checkbox"/> Displays cultural sensitivity and tolerance. <input type="checkbox"/> Present and attentive for 8 clock hours per week at the site for a total of 64 hours for the rotation. <input type="checkbox"/> Consistently on time in reporting to the site, and had no unexcused absences. <input type="checkbox"/> Consistently prepared for the day’s activities and completed all assignments or projects within the given timeframe. <input type="checkbox"/> Honors and respects the roles of healthcare professionals (e.g. physicians, nurses, social worker, etc.) in the care of patients. 		
<p>2. MEDICATION DISPENSING METHOD & PROCESS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes the medication distribution/dispensing process utilized at the site. <input type="checkbox"/> Exposed to and utilized various forms of technology (computer systems, automated dispensing devices, bar-coding, robotics, etc.) the sites use for dispensing medications. <input type="checkbox"/> Demonstrates knowledge in the federal, state, accrediting body, and/or site-specific regulations and standards for the dispensing of medications. <input type="checkbox"/> Recognizes the programs and procedures utilized by the site to detect and minimize medication errors. 		
<p>3. PRESCRIPTION/MEDICATION ORDER PROCESSING, FILLING, & DISPENSING</p> <ul style="list-style-type: none"> <input type="checkbox"/> Able to obtain important background information (allergies, medical history, medication history, insurance information, etc.) on a patient in order to process a prescription. <input type="checkbox"/> Participated in the data entry process for filling a prescription. <input type="checkbox"/> Able to clarify a prescription when incomplete or erroneous information is detected. <input type="checkbox"/> Able to select proper medication, dosage form, and amount in order to fill a prescription. <input type="checkbox"/> Able to perform with accuracy necessary pharmaceutical calculations required to fill or compound a prescription or medication order 		

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

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

Provide any comments or suggestions regarding the NEOMED Experiential Program:

Final Grade:

Preceptor Evaluation of P3 IPPE Student

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

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

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

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

COMPETENCIES	RATING	COMMENTS
<p>1. PROFESSIONALISM & ATTENDANCE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintained a professional manner in both appearance and behavior at all times. <input type="checkbox"/> Demonstrates courtesy and respect toward others and exhibited self-control in all interactions. <input type="checkbox"/> Maintains confidentiality <input type="checkbox"/> Displays cultural sensitivity and tolerance. <input type="checkbox"/> Present and attentive for 8 clock hours per week at the site for a total of 64 hours for the rotation. <input type="checkbox"/> Consistently on time in reporting to the site, and had no unexcused absences. <input type="checkbox"/> Consistently prepared for the day’s activities and completed all assignments or projects within the given timeframe <input type="checkbox"/> Honors and respects the roles of healthcare professionals (e.g. physicians, nurses, social worker, etc.) in the care of patients. 		
<p>2. COMMUNICATION & MEDICATION COUNSELING</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates the ability to counsel patients on medications. <input type="checkbox"/> Demonstrates the ability to effectively communicate with other members of the health-care team (e.g. prescribers, nurses, social worker, etc.) in the care of patients. <input type="checkbox"/> Demonstrates active listening skills and empathy. <input type="checkbox"/> Responds to medication related questions from patients and healthcare professionals in a clear and concise manner with supporting evidence or rationale. 		
<p>3. MONITORING OF MEDICATION SAFETY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participated in the procedures utilized by the site in identifying, reporting, tracking, and analyzing medication errors, adverse drug reactions, and drug recalls. <input type="checkbox"/> Exposed to the technology and site-specific policies and procedures which assist in the prevention of medications errors. <input type="checkbox"/> Able to detect errors in data entry, misinterpretation of prescriptions, and dispensing of the wrong drug, dose, or dosage form. <input type="checkbox"/> Demonstrated the ability to clarify prescription orders with a prescriber when incomplete or erroneous information is detected. <input type="checkbox"/> Demonstrates the ability to engage with prescribers and other members of an interprofessional health-care team in shared therapeutic decision-making. 		
<p>4. QUALITY ASSURANCE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participated in the procedures utilized by the site to monitor and track the quality of the medication dispensing process. 		

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

Briefly describe the presentation and project the student completed:

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

Provide any comments or suggestions regarding the NEOMED Experiential Program:

Final Grade:

APPENDIX D

Introductory Pharmacy Practice Experiences

Student Evaluation of Preceptor/Site and Reflection

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

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

Check the appropriate box for your rating.

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

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

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

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

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

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

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

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

APPENDIX E

Pharmacist's Letter Preceptor Training & Resource Network

Northeast Ohio Medical University College of Pharmacy has made special arrangements to provide you with *Preceptor Training & Resource Network* from *Pharmacist's Letter*.

Here's what your access to *Preceptor Training & Resource Network* includes:

- Access to Northeastern Ohio Universities College of Pharmacy's preceptor requirements, preceptor application forms, school-specific training modules, etc.
- Preceptor CE (home-study courses and live webinars)
- Sample student syllabi, activities, assignments and schedules
- Orientation, grading and evaluation tools
- Targeted professionalism, patient safety and practice-based teaching resources
- *PL Journal Club* (APPE teaching tools)
- *Pharmacy 101* (IPPE teaching tools)
- End-of-rotation exams
- *Preceptors Interact* Preceptor discussion board

Here's how to set up your access:

If you **already** have access to *Pharmacist's Letter*, it's important that you follow the link below to login. This will ensure that you get Preceptor Training CE and other tools included in *Preceptor Training & Resource Network* added to your subscription.

If you **don't** have access to *Pharmacist's Letter*, you need to set up a Northeast Ohio Medical University College of Pharmacy Preceptor CE ID #. Your CE ID # will be automatically created and you'll be able to use it from any Internet-connected computer to access *Preceptor Training & Resource Network*.

CLICK THIS LINK: www.pharmacistsletter.com/?referer=northeastohiomed/ptrn

(If you can't click the link, copy and paste this **exact** URL into your web browser address bar.)

TIP: Bookmark or add this webpage to your "Favorites," so you can easily return to the *Preceptor Training & Resource Network* any time.

Here's how to access *Preceptor Training & Resource Network* any time in the future:

Once you have set up your access, return to www.pharmacistsletter.com/?referer=northeastohiomed/ptrn, enter your login information on the right side and click **Login**.

Need help?

Contact *Preceptor Training & Resource Network* with questions.

preceptor@pletter.com
Pharmacist's Letter
3120 W. March Lane
P.O. Box 8190
Stockton, CA 95208

APPENDIX F

Preceptor Instructions for CEI

The college of pharmacy has partnered with E*Value and The Collaborative Education Institute (CEI) to offer flexible quality preceptor development opportunities. These activities developed by CEI include a series of online, interactive educational activities which meet ACPE standards for education and professional development of preceptors. Topics that are offered include **the role of the preceptor, developing your rotation, giving experiential students constructive feedback**. After initial registration, you will receive e-mails updating you on new offerings provided by CEI to continue your preceptor development.

Registration and Log in instructions:

1. Log in to your E*Value account and select **Learning Modules tab** from the navigation at the top of the page. Then **Connect to CEI Account > Here** A menu of activities should appear to select from. Those targeted for Preceptors are available at no charge and approved for CE credit. Note: There are additional non-preceptor related programs available through CEI. There may be a charge if you desire to complete these.
2. Select the preceptor development program you are interested in > **Register Here > Register for Free > MY Profile > Pending > Move to To Do** (you can delete the program from your profile if decide not to complete)
3. Once the program is in To Do Activities just click on the program to access and complete. You will need to complete an evaluation and exam to be awarded CE credit.
4. Once you have registered for a particular course you may begin to receive periodic emails from CEI on upcoming programs for preceptors and pharmacists in general. CEI also offers at no charge **e-Journal Club** programs which provide live and on-demand journal club presentations for your own development or with students you precept.