

Student Name: \_\_\_\_\_

Cycle: \_\_\_\_\_

**Clerkship Evaluation: APPE Clinical Acute Care or Internal Medicine**  
**Rutgers, The State University of New Jersey**  
**Ernest Mario School of Pharmacy**  
**READ ONLY FORM**  
**Grade Evaluation Must be Completed for Student in CORE ELMS**  
**(formerly Rx Preceptor)**

Preceptor Name \_\_\_\_\_ Clerkship Type \_\_\_\_\_

RPH to receive CE credit hours: \_\_\_\_\_  
 (if different from preceptor) (name, print) License #

The student will be graded on the following 10 competencies. Each is worth between 5-20% of the final grade. Students will receive a numerical grade at their midpoint and final assessment. The final numerical grades will be multiplied by the percentage and added together to determine a final letter grade. Final letter grades will conform to the University grading scale.

**Grading of Competencies**

99-100	<i>Student demonstrated <b>exceptional</b> skills in this area; was <b>extremely consistent</b>; met <b>all</b> objectives and <b>far exceeded</b> the expectations of the preceptor</i>
95	
90	
89	<i>Student demonstrated <b>very good</b> skills in this area; was <b>above average</b> in consistency; met <b>most</b> objectives and <b>exceeded</b> the expectations of the preceptor</i>
85	
80	
79	<i>Student demonstrated <b>satisfactory</b> skills in this area; was <b>average</b> in consistency; met <b>some</b> objectives and <b>met</b> the expectations of the preceptor</i>
75	
70	
60-69	<i>Student <b>needs improvement</b> in this area; was <b>somewhat inconsistent</b>, met few objectives and met few of the expectations of the preceptor</i>
<60	<i>Student needs <b>significant improvement</b> in this area; was <b>inconsistent</b> and <b>did not meet</b> the expectations of the preceptor; and/or student <b>did not act in a professional manner</b> or <b>demonstrate motivation or a professional work ethic</b></i>

Competency		Midpoint	Final
<b>1. Professionalism-10%</b>			
<input type="checkbox"/> Punctuality	<input type="checkbox"/> Exhibits respectfulness		
<input type="checkbox"/> Appropriate body language	<input type="checkbox"/> Ability to accept constructive criticism		
<input type="checkbox"/> Personal hygiene and appropriate attire	<input type="checkbox"/> Confidentiality		
<input type="checkbox"/> Exhibits ethical behavior	<input type="checkbox"/> Attitude of service		
<input type="checkbox"/> Demonstrates empathy	<input type="checkbox"/> Demonstrates accountability		
Comments-Midpoint			
Comments-Final			
<b>2. Reliability and General Skills-5%</b>			
<input type="checkbox"/> Reliability and dependability	<input type="checkbox"/> Sound critical thinking skills		
<input type="checkbox"/> Accuracy of information	<input type="checkbox"/> Sound problem solving skills		
<input type="checkbox"/> Efficient use of time	<input type="checkbox"/> Ability to prioritize multiple tasks		
<input type="checkbox"/> Sound decision-making skills	<input type="checkbox"/> Appropriate verbal explanations/presentations		

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Comments-Midpoint			
Comments-Final			
<b>3. Drug and Medical Knowledge-20%</b>			
<input type="checkbox"/> Knowledge of drug pharmacology	<input type="checkbox"/> Knowledge of adverse effects		
<input type="checkbox"/> Knowledge of drug dosing	<input type="checkbox"/> Knowledge of contraindications		
<input type="checkbox"/> Knowledge of general internal medicine	<input type="checkbox"/> Knowledge of proper monitoring of effects		
<input type="checkbox"/> Application of pharmacotherapeutic concepts	<input type="checkbox"/> Knowledge of disease state		
<input type="checkbox"/> Profile/pharmacotherapy review, critique and optimization	<input type="checkbox"/> Knowledge of information from required reading		
<input type="checkbox"/> Ability to apply pharmacokinetic principles			
Comments-Midpoint			
Comments-Final			
<b>4. Communication Skills-5%</b>			
<input type="checkbox"/> Ability to communicate articulately	<input type="checkbox"/> Speaks clearly		
<input type="checkbox"/> Active and appropriate communication	<input type="checkbox"/> Pronounces words correctly		
<input type="checkbox"/> Effective patient interview and counseling skills	<input type="checkbox"/> Communication with team members in a professional manner		
Comments-Midpoint			
Comments-Final			
<b>5. Patient assessment and evaluation-20%</b>			
<input type="checkbox"/> Ability to present a patient case	<input type="checkbox"/> Integrates information to arrive at assessment		
<input type="checkbox"/> Ability to collect pertinent patient data	<input type="checkbox"/> Recommends appropriate interventions		
<input type="checkbox"/> Evaluates current drug therapy	<input type="checkbox"/> Recognition of drug related problems or contraindications		
<input type="checkbox"/> Identifies appropriate monitoring parameters			
Comments-Midpoint			
Comments-Final			
<b>6. Initiative-5%</b>			
<input type="checkbox"/> Active learner	<input type="checkbox"/> Follows through on tasks		
<input type="checkbox"/> Self-directed and motivated	<input type="checkbox"/> Exhibits desire to exceed expectations		
Comments-Midpoint			

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Comments-Final

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<b>7. Medical Information-5%</b>			
<input type="checkbox"/> Ability to evaluate medical literature	<input type="checkbox"/> Uses appropriate reference sources		
<input type="checkbox"/> Ability to design an effective search strategy	<input type="checkbox"/> Answers drug information questions		
Comments-Midpoint			
Comments-Final			
<b>8. Journal Club-10%</b>			
<input type="checkbox"/> Evaluation Form			
Comments			
<b>9. Case Presentation-10%</b>			
<input type="checkbox"/> Evaluation Form			
Comments			
<b>10. Projects/ Formal Presentations/Seminars-10%</b>			
<input type="checkbox"/> Preparedness for project/presentation	<input type="checkbox"/> Presentation skills (if applicable)		
<input type="checkbox"/> Accuracy of information	<input type="checkbox"/> Writing skills (if applicable)		
<input type="checkbox"/> Student involvement	<input type="checkbox"/> Quality of work		
Comments-Midpoint			
Comments-Final			
Final Grade	A 90-100 B+ 86-89 B 80-85 C+ 76-79 C 70-75 D 60-69 F 0-59		

**Midpoint:**

\_\_\_\_\_  
Student Date

\_\_\_\_\_  
Preceptor Date

**Final:**

\_\_\_\_\_  
Student Date

\_\_\_\_\_  
Preceptor Date

**Preceptor's Email Address:** \_\_\_\_\_

Student Name:  
**Longitudinal Assessment:**  
 Rotation Type: \_\_\_\_\_

Cycle:

Number of times student late while on rotation: \_\_\_\_\_

Number of excused student absences while on rotation: \_\_\_\_\_

Number of unexcused student absences while on rotation: \_\_\_\_\_

*\*Any missed time regardless of reason from rotation site a student must have a plan approved by preceptor to make up hours in order to fulfill requirement of 200 hours per rotation that will be certified to the New Jersey Board of Pharmacy and/or any other state board of pharmacy. No exceptions.*

Journal club completed on this cycle?	Yes	No
Formal case presentation completed on this cycle?	Yes	No
Formal written project completed on this cycle?	Yes	No
Community outreach/public health initiative this cycle?	Yes	No

Please note below the any specific areas of weakness that the student should address in future rotations (please include whether student was not exposed to these skills (**NE**), has sufficient progress but requires more practice (**NP**), or has insufficient competence in these skills/needs significant improvement (**NI**)). You may list more or less than five skills.

	<u>NE</u>	<u>NP</u>	<u>NI</u>
1. _____			
2. _____			
3. _____			
4. _____			
5. _____			

**Did student complete the minimum of 200 or more hours while on this rotation?**

\_\_\_\_\_ **YES**    \_\_\_\_\_ **NO**

**If no, provide total hours student completed on rotation** \_\_\_\_\_

**Preceptor:** \_\_\_\_\_  
**Print name**
**Signature**
**Date**

*\*Longitudinal Assessment Sheet is to be shared by student with each successive preceptor on every rotation. The grade sheet with final grade does not have that requirement. It would be highly recommended that students, place sheets (or a copy) into a longitudinal assessment folder to be provided to each rotation*