

**Institution:** Rutgers University

**Student:**

**Preceptor:**

**Site:**

**Date:** ()

**YOU ARE CURRENTLY IN PREVIEW MODE - THE EVALUATION CANNOT BE SUBMITTED.** [Start Evaluation](#)

### APPE Rotation Grade EPA / Evaluation 2022-2023

#### General overview

Thank you for serving as an APPE preceptor for Rutgers University, we appreciate your willingness to contribute to our students' professional growth. Please use the following scale to assess your student's performance during the rotation. You are assessing your "level of trust of the student in respect to the student being practice ready". EPA stands for "Entrustable Professional Activities" - if you want more information regarding EPAs, please refer to slides in the document library on CORE ELMS.

For the remaining sections, the scale is based on your assessment/trust of the student's ability to complete basic and complex tasks as an APPE student progressing to become a competent entry-level pharmacist. Use the third row in the table below to find more descriptions of this scale.

Level 1	Level 2	Level 3	Level 4
<i>Student does not meet outcomes when completing basic or routine tasks, AND student requires complete guidance or was unprepared; preceptor had to do most of the tasks. "Preceptor did it."</i>	<i>Student meets outcomes when completing basic or routine tasks, AND student performs some tasks but requires repeated directions. "Preceptor talked student through it."</i>	<i>Student meets outcomes when completing basic and complex tasks, AND student demonstrates some independence, only requiring intermittent prompting. "Preceptor directed student from time to time."</i>	<i>Student meets outcomes when completing basic and complex tasks, AND student functions independently with distant supervision, only needing assistance with nuances or complex situations. "Preceptor was available just in case."</i>

For the Communication and Professionalism sections, please evaluate your student(s) based on the scale of Unsatisfactory Performance, Needs Improvement, Progressing Satisfactorily, and Independent. More detailed descriptions are in the second row of the table below.

<b>Grade Distribution</b>
A $\geq$ 3.0
B+ 2.75 - 2.99
B 2.5 - 2.74
C+ 2.25 - 2.49
C 2.0 - 2.24
F < 2

Please note you may not submit the assessment until all required questions are completed. You may leave the assessment and return to it at a later time, but you must save your progress before exiting. When continuing the assessment, select the same evaluation link and press the Submit button to submit the assessment to the Experiential Education office.

To view the calculated score for your student, click the "Save Changes" button at the end of the evaluation before submission.

## Professionalism

In the section comments, please provide specific examples if the student receives a 1 on any of the questions.

	<b>Unsatisfactory Performance (Level 1)</b>	<b>Needs Improvement (Level 2)</b>	<b>Progressing Satisfactorily (Level 3)</b>	<b>Independent (Level 4)</b>	<b>N/A</b>
	Student does not meet requirements. Student is unable to complete basic/routine tasks	Student meets some minimum requirements. Student frequently requires guidance and/or prompting to	Student is making progress towards meeting requirements. Student requires some guidance and/or prompting to	Student meets requirements. Student independently completes basic tasks and requires minimal or no prompting to	N/A

		despite guidance and prompting.	complete basic or routine tasks.	complete basic and complex tasks.	complete complex tasks.	
Participates in the process of self-assessment and displays an interest in lifelong learning and continuous professional development	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Maintains a professional manner in both appearance and behavior at all times	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Demonstrates courtesy, respect, cultural sensitivity and tolerance towards others and exhibits self control in all interactions	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Maintains confidentiality	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Arrives on time and prepared for all rotation activities	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Demonstrates appropriate time-management skills and the ability to prioritize	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Demonstrates initiative and responsibility for providing patient care and completing assignments	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Demonstrates an ability to receive, process and respond appropriately to constructive feedback	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Professionalism Comments (Midpoint):**

**Professionalism Comments (Final):**

Enter Midpoint comments

Enter Final comments

**Communication**

		<b>Unsatisfactory Performance (Level 1)</b>	<b>Needs Improvement (Level 2)</b>	<b>Progressing Satisfactorily (Level 3)</b>	<b>Independent (Level 4)</b>	<b>N/A</b>
		Student does not meet requirements. Student is unable to complete basic/routine tasks despite guidance and prompting.	Student meets some minimum requirements. Student frequently requires guidance and/or prompting to complete basic or routine tasks.	Student is making progress towards meeting requirements. Student requires some guidance and/or prompting to complete basic and complex tasks.	Student meets requirements. Student independently completes basic tasks and requires minimal or no prompting to complete complex tasks.	N/A
	<b>Midpoint</b>					

Demonstrates active listening skills and empathy		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Effectively communicates both verbally and in writing, and establishes effective relationships with health care professionals	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appropriately demonstrates a willingness to form an opinion, express observations and/or ask questions; Demonstrates assertiveness and confidence when making recommendations	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Responds to questions in a clear and concise manner with supporting evidence/rationale via written or verbal communication as appropriate to the situation	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Effectively communicates both verbally and/or in writing with patients.	<b>Midpoint Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Communication Comments (Midpoint):**

**Communication Comments (Final):**

Enter Midpoint comments

Enter Final comments

## IPE

During this rotation, the student interacted with the following healthcare professionals (check all that apply):

Question not included on midpoint

### **Final** Required

- Physicians
- Dentists
- Veterinarians
- Optometrists
- Nurses (CNP/RN/LPN)
- Physician Assistants
- Occupational Therapists
- Respiratory Therapists
- Physical Therapists
- Medical Dietitians
- Social Workers
- None
- Other (please list in comment box)

### **Question Comments (Final):**

Enter Final comments

		<b>Low Trust (Level 1)</b>	<b>Minimal/Moderate Trust (Level 2)</b>	<b>High Trust (Level 3)</b>	<b>Complete Trust (Level 4)</b>	<b>N/A</b>
		Student required complete guidance or was unprepared; preceptor had to do most of the tasks. "Preceptor did it."	Student was able to perform some tasks but required repeated directions. "Preceptor talked student through it."	Student demonstrated some independence; only required intermittent prompting. "Preceptor directed student from time to time."	Student functioned fairly independently, only needed assistance with nuances or complex situations. "Preceptor was available just in case."	N/A
Demonstrates competence in interprofessional team dynamics (communication, conflict resolution, documentation)	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates mutual respect, understanding, and values to meet patient care needs	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively participates in interprofessional direct patient care and therapeutic decision making	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Uses the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations.	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**MIDPOINT**

**FINAL**

Not Applicable

Not Applicable

Please describe any significant interprofessional interactions that occurred with the student this month:

**Question Comments (Midpoint):**

**Question Comments (Final):**

Enter Midpoint comments	Enter Final comments
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**Drug and Disease State Knowledge**

In the section comments, please provide specific examples for scores of 1 or 2.

	<b>Low Trust (Level 1)</b>	<b>Minimal/Moderate Trust (Level 2)</b>	<b>High Trust (Level 3)</b>	<b>Complete Trust (Level 4)</b>	<b>N/A</b>
	Student required complete guidance or was unprepared;	Student was able to perform some tasks but required repeated directions.	Student demonstrated some independence; only required intermittent	Student functioned fairly independently, only needed assistance with nuances or	N/A



		preceptor had to do most of the tasks. "Preceptor did it."	"Preceptor talked student through it."	prompting. "Preceptor directed student from time to time."	complex situations. "Preceptor was available just in case."	
Demonstrates knowledge of disease states appropriate for this setting	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describes the expected mechanism of action, therapeutic response, adverse effects, and monitoring parameters for a given drug or combination of drugs	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Applies physical assessment skills as appropriate to assist in evaluating a patient and his/her medication therapy	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Demonstrates knowledge of evidence based medicine and clinical practice guidelines	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Drug and Disease State Knowledge Comments (Midpoint):**

**Drug and Disease State Knowledge Comments (Final):**

Enter Midpoint comments

Enter Final comments

## Use & Interpretation of Drug Information

In the section comments, please provide specific examples for scores of 1 or 2.

		<b>Low Trust (Level 1)</b>	<b>Minimal/Moderate Trust (Level 2)</b>	<b>High Trust (Level 3)</b>	<b>Complete Trust (Level 4)</b>	<b>N/A</b>
		Student required complete guidance or was unprepared; preceptor had to do most of the tasks. "Preceptor did it."	Student was able to perform some tasks but required repeated directions. "Preceptor talked student through it."	Student demonstrated some independence; only required intermittent prompting. "Preceptor directed student from time to time."	Student functioned fairly independently, only needed assistance with nuances or complex situations. "Preceptor was available just in case."	N/A
Identifies and thoroughly evaluates current literature and effectively applies this information to patient care	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Given a drug, health or operational information question, formulates a timely efficient, thorough and effective answer using appropriate sources of information	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides and appropriately documents references and resources	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Use & Interpretation of Drug Information Comments**

**Use & Interpretation of Drug Information Comments**

**(Midpoint):**

**(Final):**

Enter Midpoint comments

Enter Final comments

**Pharmacists' Patient Care Process - Problem Assessment**

		<b>Low Trust (Level 1)</b>	<b>Minimal/Moderate Trust (Level 2)</b>	<b>High Trust (Level 3)</b>	<b>Complete Trust (Level 4)</b>	<b>N/A</b>
		Student required complete guidance or was unprepared; preceptor had to do most of the tasks. "Preceptor did it."	Student was able to perform some tasks but required repeated directions. "Preceptor talked student through it."	Student demonstrated some independence; only required intermittent prompting. "Preceptor directed student from time to time."	Student functioned fairly independently, only needed assistance with nuances or complex situations. "Preceptor was available just in case."	N/A
Utilizes a systematic problem-solving approach to patient care	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Obtains and interprets information from the medical chart, computer system or patient to assess therapy	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Consistently and accurately identifies and prioritizes all medication-related problems	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<b>Required</b>				
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### Pharmacists' Patient Care Process - Pharmacist Assessment

		<b>Low Trust (Level 1)</b>	<b>Minimal/Moderate Trust (Level 2)</b>	<b>High Trust (Level 3)</b>	<b>Complete Trust (Level 4)</b>	<b>N/A</b>
		Student required complete guidance or was unprepared; preceptor had to do most of the tasks. "Preceptor did it."	Student was able to perform some tasks but required repeated directions. "Preceptor talked student through it."	Student demonstrated some independence; only required intermittent prompting. "Preceptor directed student from time to time."	Student functioned fairly independently, only needed assistance with nuances or complex situations. "Preceptor was available just in case."	N/A
Assesses each medication for appropriateness, effectiveness, safety, and patient adherence	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assesses the health and functional status, risk factors, health data, cultural factors, health literacy, access to medications, and need for preventative care	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Pharmacists' Patient Care Process - Plan Development

		<b>Low Trust (Level 1)</b>	<b>Minimal/Moderate Trust (Level 2)</b>	<b>High Trust (Level 3)</b>	<b>Complete Trust (Level 4)</b>	<b>N/A</b>
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		Student required complete guidance or was unprepared; preceptor had to do most of the tasks. "Preceptor did it."	Student was able to perform some tasks but required repeated directions. "Preceptor talked student through it."	Student demonstrated some independence; only required intermittent prompting. "Preceptor directed student from time to time."	Student functioned fairly independently, only needed assistance with nuances or complex situations. "Preceptor was available just in case."	N/A
Designs and evaluates regimens for optimal outcomes, incorporating pharmacokinetic, formulation data, and routes of administration into decision	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adjusts regimens based upon patient physiologic parameters and response to therapy, formulary and socio-economic status	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborates with other healthcare professionals and engages patients and/or caregivers in plan development	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Pharmacists' Patient Care Process

In the section comments, please provide specific examples for scores of 1 or 2.

		<b>Low Trust (Level 1)</b>	<b>Minimal/Moderate Trust (Level 2)</b>	<b>High Trust (Level 3)</b>	<b>Complete Trust (Level 4)</b>	<b>N/A</b>

		Student required complete guidance or was unprepared; preceptor had to do most of the tasks. "Preceptor did it."	Student was able to perform some tasks but required repeated directions. "Preceptor talked student through it."	Student demonstrated some independence; only required intermittent prompting. "Preceptor directed student from time to time."	Student functioned fairly independently, only needed assistance with nuances or complex situations. "Preceptor was available just in case."	N/A
Creates and implements a monitoring plan to assess the outcomes of drug therapy for a patient	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prospectively measures, records, and tracks a patient's therapeutic response and toxicity to drug therapy	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifies, assesses, and appropriately reports drug related problems, adverse events, and toxicities	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assesses patient adherence to medications and risk factors for non-adherence	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assures proper follow-up and transition of care throughout the healthcare system	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Pharmacists' Patient Care Process Comments (Midpoint):**

**Pharmacists' Patient Care Process Comments (Final):**

Enter Midpoint comments

Enter Final comments

**Medication Distribution & Dispensing**

In the section comments, please provide specific examples for scores of 1 or 2.

		<b>Low Trust (Level 1)</b>	<b>Minimal/Moderate Trust (Level 2)</b>	<b>High Trust (Level 3)</b>	<b>Complete Trust (Level 4)</b>	<b>N/A</b>
		Student required complete guidance or was unprepared; preceptor had to do most of the tasks. "Preceptor did it."	Student was able to perform some tasks but required repeated directions. "Preceptor talked student through it."	Student demonstrated some independence; only required intermittent prompting. "Preceptor directed student from time to time."	Student functioned fairly independently, only needed assistance with nuances or complex situations. "Preceptor was available just in case."	N/A
Demonstrates proficiency in accurately processing new and refill prescriptions/medication orders in accordance with regulatory requirements	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Develops a systematic approach for final verification to ensure the five principles of drug delivery: right drug, right patient, right dose, right time, right route	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Medication Distribution & Dispensing Comments (Midpoint):**

**Medication Distribution & Dispensing Comments (Final):**

Enter Midpoint comments

Enter Final comments

**Practice Management and Administrative Skills**

		<b>Low Trust (Level 1)</b>	<b>Minimal/Moderate Trust (Level 2)</b>	<b>High Trust (Level 3)</b>	<b>Complete Trust (Level 4)</b>	<b>N/A</b>
		Student required complete guidance or was unprepared; preceptor had to do most of the tasks. "Preceptor did it."	Student was able to perform some tasks but required repeated directions. "Preceptor talked student through it."	Student demonstrated some independence; only required intermittent prompting. "Preceptor directed student from time to time."	Student functioned fairly independently, only needed assistance with nuances or complex situations. "Preceptor was available just in case."	N/A
Discusses use of management principles (e.g. planning, organizing, directing and controlling) for simple/individual tasks and complex activities	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Discusses and/or participates in resource management related to time, people,	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final</b>					



finances and technology/informatics	<b>Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assists in the identification of underlying system-associated causes of errors and/or medication safety issues to improve the drug use process	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifies methods to enhance pharmacy services	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates an understanding of leadership needs and opportunities in pharmacy practice	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**MIDPOINT**

- Yes
- No

**FINAL**

*Required*

- Yes
- No

The preceptor and student has reviewed the student's interventions in the Field Encounters tab for the rotation and are complete. Your answer does not impact the calculated grade for the student.

**MIDPOINT**

- Yes
- No

**FINAL**

- Yes
- No

Patient Case Presentation

**Question Comments (Midpoint):**

**Question Comments (Final):**

Enter Midpoint comments	Enter Final comments
-------------------------	----------------------

Journal Club

- Yes
- No

- Yes
- No

**Question Comments (Midpoint):**

**Question Comments (Final):**

Enter Midpoint comments	Enter Final comments
-------------------------	----------------------

Formal Written Project

- Yes
- No

- Yes
- No

**Question Comments (Midpoint):**

**Question Comments (Final):**

Enter Midpoint comments	Enter Final comments
-------------------------	----------------------

Seminar/Topic Discussion

- Yes
- No

- Yes
- No

**Question Comments (Midpoint):**

**Question Comments (Final):**

Enter Midpoint comments	Enter Final comments
-------------------------	----------------------

**MIDPOINT**

**FINAL**

Total Hours Completed (enter numeric value only and this number must match the number of hours recorded and signed for on the Academic Experience Affidavit)

*Required*

**Question Comments (Midpoint):**

**Question Comments (Final):**  
*\*Comment Required*

Enter Midpoint comments	Enter Final comments
-------------------------	----------------------

Section Weight: 0.00%

### MIDPOINT

### FINAL

Did you discuss this grade with your student?

Final only

*Required*

Question not included on midpoint

#### Question Comments (Final):

Enter Final comments

### Evaluation Score Summary

Title:	Midpoint Score	Final Score	Weight	Adj. Final Score	
Primary Evaluation		0.00	100.00%		<b>Required</b>

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