### 1. INTRODUCTION AND DEFINITIONS

Student evaluations for both the introductory pharmacy practice experience (IPPE) and advanced pharmacy practice experience (APPE) rotations are based on the assessment of competencies. The minimum score required to pass each competency is defined in the syllabus of each IPPE course (1-6) and the general APPE syllabus (for all APPE rotations). Additionally, each syllabus defines the minimum average score needed for all competencies graded in order to pass each rotation.

It is possible to fail a competency and still pass the rotation. If a student receives a score of less than the minimum required score on an individual competency or element, the Office of Experiential Learning will develop an action plan for the student to remediate that competency/competency element.

A passing score for each competency/competency element in each IPPE course and all APPE rotations is required for graduation. In the absence of a passing score, successful completion of the remediation plan for that competency/competency element is required for graduation.

### 2. GUIDELINE

Failure to Pass a Rotation

Failure to pass a rotation with an average minimum score defined in the corresponding course syllabus or removal of a student from a rotation prior to completion of the rotation will result in the student having to complete a replacement rotation. All students failing IPPE or APPE rotations will be referred to the Office of Student Services for determination of the need for review by the Academic and Professional Standards Committee. The type and location of the rotation the student will be required to complete will be determined on an individual basis with input from the Director of IPPE or APPE (depending on whether the failure was in IPPE or APPE) and the Academic and Professional Standards Committee.

Failure of the didactic portion of any IPPE course will follow the same procedures for failure of all didactic courses based on the Academic and Professional Standards guidelines.¹
Students obtaining a second failing score on any competency or competency element in either IPPE or APPE will automatically be referred to the Academic Standards Committee.

3. PROCEDURES

Students in need of remediation:

1. For APPE students, any student failing a competency or competency element at the midpoint evaluation for a rotation must contact the APPE Director immediately upon receipt of the failing score to discuss the plan for improving performance during the second half of that rotation.

2. For IPPE students, the preceptor must inform the IPPE Director at the midpoint of the fall or spring semester or at the midpoint of the capstone rotation if the student is not performing satisfactorily. The IPPE Director will work with the student to develop a plan for improving performance during the second half of the semester or capstone rotation.

3. Students receiving failing score for any competency or competency element for a final evaluation must contact the corresponding experiential director immediately upon receipt of the unsatisfactory score to schedule a meeting. In the event that either the IPPE or APPE Director is unavailable, the alternate Director (either IPPE or APPE) will meet with the student.

   a. A written action plan will be developed and signed by both the Director of the experiential program in question and the student. The action plan will include a description of the reasons the competency was failed, an outline what is expected of the student to successfully remediate the competency/competency element, and the timeframe for completion. The action plan will also outline the timeline for follow-up with the student to ensure that the action plan is being carried out.

4. Progress through the Doctor of Pharmacy program may be halted during the remediation period if deemed necessary by the Director of the respective program or the Academic and Professional Standards Committee.

5. Remediation may consist of, but is not limited to:
   a. Reassignment of future rotations to give the student additional experience in the area of weakness.
   b. Assignment of projects designed to assist the student to gain competency in the area of weakness.
   c. Scheduled meetings with School of Pharmacy faculty to review areas of weakness.
6. Failure to successfully complete the written remediation plan will result in referral to the Academic and Professional Standards Committee and may result in disciplinary action up to and including dismissal from the Doctor of Pharmacy program.

4. COMMENTS/EXCEPTIONS

None.

5. REFERENCES

West Virginia University School of Pharmacy Policy on Academic and Professional Standards Governing the Doctor of Pharmacy Degree Program. Available at: http://pharmacy.hsc.wvu.edu.