SELF-REPORT CREDIT FORM

Title: West Virginia University School of Pharmacy Preceptor Orientation: Advanced Pharmacy Practice Experiences

ACPE #: 0072-0000-11-124-H04-P

Date of Release: September 20, 2011       Date of Expiration: September 19, 2014

All requests for credit should be postmarked dated no later than September 19, 2014. There is no fee for this program. To obtain continuing education credit, pharmacists must receive a 70% on the posttest and complete the evaluation form. Individuals who obtain less than 70% will be notified and allowed one posttest retake.

After completing the posttest, activity evaluation, and self-report credit form, please mail all forms to:
WVU School of Pharmacy Office of CE
One Medical Center Drive, Room 1120-H HSN
PO Box 9540
Morgantown, WV 26506-9540

The West Virginia University School of Pharmacy is accredited by the Accreditation Council for Pharmacy Education (ACPE) as a provider of continuing pharmacy education (CPE). The program (ACPE# 0072-0000-11-124-H04-P) is approved for pharmacists for a total of 1.0 hours (0.1 CEUs) of CPE credit.

First Name: ____________________________________________
Last Name: ____________________________________________
Maiden Name (if applicable): ___________________________
State Where Credit is Required: _________________________
Home Mailing Address: __________________________________
City: ___________________ County: _____________________
State: ___________________ ZIP: _______________________
Home Phone: _______________ Cell: ________________
Work Address: _______________________________________  
City: ______________________________________________
State: ___________________ ZIP: _______________________
Work Phone: _______________ Fax: ________________
E-mail: ________________________________
School of Graduation: __________________________________
NABP E-Profile ID# ________________________________
Birth Date (month and day only) __________________________

Attestations
I attest that I have spent a total of ________ hour(s) and ________ minutes to complete the program.

Signature (required): __________________________________
Date: ___________
POSTTEST

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1. Which of the following statements is most correct regarding rotation expectations?
   a. It is not important for the preceptor to review expectations on the first day of the rotation, as long as he or she reviews them at some point during the rotation.
   b. Preceptors should expect every student to come into the rotation with same abilities.
   c. Clear, explicit instructions, including directions for activities and due dates for projects, are important to provide during rotation orientation.
   d. It is not necessary to provide students with a rotation syllabus as long as you talk about your general expectations during rotation orientation.

2. Which of the following are important elements to include in your rotation syllabus?
   a. Individual rotation objectives.
   b.Required readings, activities, and projects.
   c. Consequences of failing to meet standards.
   d. All of the above.

3. Which of the following is not a WVU student expectation for every rotation?
   a. Each student is expected to follow all rotation site policies and procedures.
   b. Students should never be on site for more than 40 hours/week to a maximum of 200 hours per rotation.
   c. Each student should contact their preceptor as least 2 weeks prior to the start of the rotation.
   d. Students should anticipate being on site during University holidays if the site is open and the preceptor chooses for the student to be present.

4. Learning experiences for rotations should be:
   a. The same for every student, regardless of prior experience or ability.
   b. Integrated into the preceptors practice responsibilities.
c. Follow a rigid schedule with no room for change.

5. Students may fail an individual assessment competency by receiving a competency score < 3, but still pass the rotation with an average competency score ≥ 3.
   a. True.
   b. False.

6. Which of the following learning activities best increases students’ ability to apply knowledge in practice situations?
   a. Reading a review article from a pharmacy journal.
   b. Listening to a lecture from the preceptor.
   c. Observing the preceptor perform a task.
   d. Developing a pharmacy care plan for a real patient to present to the preceptor.

7. Because formative assessment (feedback) does not affect the student’s final rotation grade, it is okay if you never provide any feedback as the rotation progresses.
   a. True.
   b. False.

8. Which of the following are important elements of formative feedback?
   a. Use specific examples.
   b. Focus on the behavior, not the intention.
   c. Should be both positive and constructive.
   d. All of the above.

9. Which of the following statements regarding dealing with specific student problems is most correct?
   a. A documented, formal plan of action with a timeline for improvement should be developed.
   b. As long as the preceptor provides a general idea of the issue, the student should be able to figure out how to improve his or her performance.
   c. The preceptor should deal with the problem immediately, regardless of who is around at the time.
   d. Outlining the seriousness of the problem is not necessary if the student is aware that he or she has room for improvement.

10. Which of the following resources are available to WVU preceptors through the WVU School of Pharmacy?
    a. WVU Experiential website (http://pharmacy.hsc.wvu.edu/explearning).
    b. WVU Library access.
    c. Access to Preceptor CE programs on The Pharmacist’s Letter.
    d. All of the above.
ACTIVITY AND SPEAKER EVALUATION

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I. Program

1. Program met:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

a. Expectations
b. Applicable to Experiential Education

2. Program Organization

<table>
<thead>
<tr>
<th>Poor</th>
<th>Excellent</th>
<th>Non-Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

a. Sound
b. Ease of Access to Online Program
c. Overall Program

3. Program Content

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
<th>Non-Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

da. The topic was relevant to what I do.
b. The amount of time was appropriate.
c. Audio-visual materials were of good quality.
d. The presentation was balanced & free of bias.

II. Objectives

Objectives for this program were met:

<table>
<thead>
<tr>
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1. Identity goals of the advanced pharmacy practice experiences (APPE) program at WVU.
2. Discuss criteria for preceptors.
3. Summarize the role of preceptors.
4. Describe appropriate teaching strategies for APPE.
5. Discuss methods for assessment and feedback.
6. Identify resources for WVU preceptors.

III. Speaker

Lena Maynor, Pharm.D., BCPS

<table>
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</table>

a. Knowledgeable in his/her area.
b. Organized.

IV: General

Aspects of this topic that should have received more attention:

Aspects of this program that you will be able to apply to your practice setting:

Other Comments: