

Grading for IPPE Community Rotations: PHAR 818

General overview

Directions:

Consider the individual criteria listed under each competency to arrive at a score that best describes student performance. Individual criteria are intended as guidance for scoring of each competency and should not be considered an all-inclusive list.

All evaluations must be completed on RxPreceptor and discussed with the student at the end of week 2 (for midpoint evaluations) and at the end of week 4 (for final evaluations).

Grading for APPE Community Rotations:

This course is graded on a scale of Pass “P” or Fail “F”. Students will be evaluated on the basis of the competencies outlined in the Student Assessment Form. The Student Assessment Form consists of six competency domains: professionalism; communication; interprofessional work; knowledge and skills; evidence based practice; and safety and systems.

To receive a grade of “P,” the student must receive an average score of at least 3 on each competency domain.

How to apply scoring

All scores are based on the following scale 1 through 5.

5 (Exceptional) = Student performed in an **exemplary manner** and **exceeded competency expectations** using professional standards with **no or minimal** need for intervention, assistance, or directed questioning.

4 (Commendable) = Student performed at a level of competency which **met expectations** using professional standards with **very little (i.e. less than expected) need** for intervention, assistance, or directed questioning.

3 (Meets expectations) = Student performed at a level of competency which **met expectations** using professional standards with the **need for an appropriate level** of intervention, assistance, or directed questioning.

2 (Requires substantial assistance) = Student had **significant deficiencies** in the competency area or only met competency expectations with a **substantial requirement** for intervention, assistance, or directed questioning.

1 (Entirely unable to meet expectations) = Student **did not meet competency expectations even with a substantial requirement** for intervention, assistance, or directed questioning.

NA = Unable to assess or not applicable to rotation (for midpoint only)

Professionalism Competency Domain						
	Exceptional	Commendable	Meets Expectations	Requires Substantial Assistance	Entirely Unable to Meet Expectations	NA
Displays professional demeanor and behavior: <ul style="list-style-type: none"> Maintains a high standard for personal and professional demeanor, accepting responsibility and accountability for words and actions Demonstrates respect for everyone encountered during the rotation, including site employees, patients/families, and the general public 						
Manages time well and demonstrates an appropriate level of preparedness: <ul style="list-style-type: none"> Prepares appropriately for all assignments and daily tasks Manages time well, arriving in time to begin required activities promptly and completing tasks in the required timeframe 						
Displays self-awareness and self-improvement: <ul style="list-style-type: none"> Recognizes and reflects upon personal strengths and limitations and actively works to correct deficiencies, seeking assistance when needed Demonstrates active, self-directed pursuit of new knowledge and skills Demonstrates the ability to accept constructive feedback and a willingness to correct and learn from errors 						
Practices in an ethically responsible manner and in compliance with all applicable legal requirements: <ul style="list-style-type: none"> Complies with all applicable local, state, and national laws Applies professional ethics as they relate to the practice of pharmacy Maintains patient confidentiality and privacy 						

rights, as legally and ethically required						
Communication and Cultural Competence Domain						
	Exceptional	Commendable	Meets Expectations	Requires Substantial Assistance	Entirely Unable to Meet Expectations	NA
Displays effective verbal and non-verbal communication skills: <ul style="list-style-type: none"> Displays effective verbal and non-verbal communication skills, consistent with the student's current level of professional training Identifies needed differences in communication, depending on the intended audience (e.g. patient, healthcare provider, colleague, etc.) Speaks clearly and appropriately, using proper grammar and vocabulary Asks clarifying questions to ensure accurate understanding from other parties Responds to questions with an adequate level of detail necessary to ensure proper communication with other relevant parties Maintains appropriate eye contact and body posture, without using distracting behaviors or mannerisms 						
Provides appropriate patient education, consistent with the student's current level of professional training: <ul style="list-style-type: none"> Provides patient counseling and education with the assistance of the preceptor or other pharmacist at the site Articulates approaches to adjust patient education/ counseling delivery based on health literacy level or sensory impairment Asks questions to ensure understanding of information presented 						
Displays effective written communication skills,						

consistent with the student's current level of professional training: <ul style="list-style-type: none"> Communicates clearly in writing when completing drug information questions and other rotation activities 						
Demonstrates cultural competence: <ul style="list-style-type: none"> Acknowledges the attitudes, opinions, and needs of persons from different cultures or backgrounds Avoids behaviors and communication that judges or classifies others based on stereotypes Appropriately interacts with persons from backgrounds or cultures different than one's own 						
Interprofessional Teamwork Domain						
	Exceptional	Commendable	Meets Expectations	Requires Substantial Assistance	Entirely Unable to Meet Expectations	NA
Describes ways to effectively interact with members of the healthcare team: <ul style="list-style-type: none"> Identifies strategies to develop positive professional relationships with other healthcare providers Discusses the importance of respecting the values and abilities of fellow healthcare providers 						
Explains the role of a pharmacist as a contributing member of the healthcare team <ul style="list-style-type: none"> Describes benefits of collaboration among pharmacists and other health care professionals, patients, and/or caregivers with respect to desired health outcomes Outlines common interactions with third-party payers to optimize individual drug therapy 						

Knowledge and Skills Domain						
	Exceptional	Commendable	Meets Expectations	Requires Substantial Assistance	Entirely Unable to Meet Expectations	NA
Demonstrates basic pharmacy knowledge to function as a student pharmacist in the community pharmacy setting: <ul style="list-style-type: none"> Demonstrates a baseline understanding of common indications/ classifications, brand/ generic names, and available dosage forms of the top prescription and over-the-counter drugs, consistent with the student's level of professional training 						
Demonstrates basic pharmacy skills to function as a student pharmacist in the community pharmacy setting, consistent with the student's level of professional training: <ul style="list-style-type: none"> Describes the generic substitution process Summarizes the process utilized to verify prescriptions for legitimate medical use, completeness, legality, dosage, route of administration, frequency and duration of therapy Identifies the process to troubleshoot denied claims Performs calculations appropriately Gives examples of the appropriate administration technique for dosage forms commonly dispensed in community pharmacy Describes the role of the pharmacist in assisting with patient self-care 						
Evidence Based Practice Domain						
	Exceptional	Commendable	Meets Expectations	Requires Substantial Assistance	Entirely Unable to Meet Expectations	NA

Identifies the relevant background information needed to clarify a drug information question or problem: <ul style="list-style-type: none"> Obtains and assesses all relevant background information needed to clarify the question or information need, with an appropriate level of assistance 						
Provides applicable, concise, and timely responses to requests for drug information that fully addresses the actual information need, with an appropriate level of assistance: <ul style="list-style-type: none"> Uses appropriate drug information resources to develop responses to drug information requests 						
Safety and Systems Domain						
	Exceptional	Commendable	Meets Expectations	Requires Substantial Assistance	Entirely Unable to Meet Expectations	NA
Identifies national standards, guidelines, and best practices: <ul style="list-style-type: none"> Describes patient safety procedures in filling and dispensing prescriptions Explains the inventory management and purchasing processes 						

Items Scored as "Requires Substantial Assistance" or "Entirely Unable to Meet Expectations"

For ratings of 1 (Entirely Unable to Meet Expectations) or 2 (Requires Substantial Assistance), please provide comments about the student’s performance that warranted this assessment.

Items Scored as "Requires Substantial Assistance" or "Entirely Unable to Meet Expectations" Comments and Plan for Improvement (Midpoint):

Items Scored as "Requires Substantial Assistance" or "Entirely Unable to Meet Expectations" Comments (Final):

Required Rotation Assignments

Questions		Yes	No
I have reviewed all required assignment for this rotation.	Midpoint		
	Final		
	Required		

Overall Evaluation Comments

Midpoint Comments:

Final Comments:

Evaluation Score Summary

Title:	Midpoint Score	Final Score	Weight	Adj. Final Score
Primary Evaluation	0.00	0.00	100.00%	0.00
Required				

