West Virginia University
Office of Experiential Learning
APPE Experiential Learning Manual

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Mission Statement

The mission of the West Virginia University School of Pharmacy (WVU SOP) is to improve the health and well-being of West Virginians and society at large by educating students and practitioners to provide optimal pharmaceutical care; conducting vital research that advances scientific knowledge, pharmacy practice, and economic development; and providing direct and supportive services to patients, the community, and the profession.

Program Overview

The experiential learning program at WVU SOP provides hands-on experiences throughout each year of the curriculum designed to enhance knowledge and skills learned in the classroom. By completing introductory pharmacy practice experiences (IPPE) and advanced pharmacy practice experiences (APPE), students gain a wide variety of experiences and develop advanced application skills.

The advanced practice experiential program consists of a minimum of 1600 clock hours completed during the fourth (4th) year of the professional program. Students complete rotations in the summer, fall and spring semesters. Students will complete a minimum of 200 clock hours for each rotation (5 week block).

APPE Curriculum

Eight block rotations, 5 weeks in duration. The following combination of rotations is required for successful completion:

    1 Acute Care (PHAR 760)

    1 Ambulatory Care (PHAR 762)

    1 Advanced Practice Community (PHAR 770)

    1 Advanced Practice Institutional (PHAR 772)

    1 additional Acute Care (PHAR 761) or Ambulatory Care (PHAR 763)

    1 Population- or Systems-Based Care (PHAR 766)

    2 Electives (PHAR 764, 765)

To comply with state legal requirements, two of the eight block rotations must be completed at sites designated as a rural rotation site. The designation of rural is determined by the OEL.

All faculty and faculty-equivalent rotations must be filled prior to all other rotations. Each student will be provided with a list of these rotations.

APPE Scheduling

Geographic Region Placement

The WVU School of Pharmacy (SOP) has a limited number of introductory pharmacy practice experience (IPPE) rotations and advanced pharmacy practice experience (APPE) rotations available to students in larger West Virginia metropolitan areas such as Morgantown. Distribution of students throughout the state is therefore necessary for appropriate utilization of all preceptors and sites. Completion of APPE rotations in a specific geographic area also provides students with the opportunity to live in the same area throughout the P4 year, potentially eliminating the need to pay for housing in multiple locations. A substantial number of quality APPE rotations exist in the southern part of the state (Charleston, Huntington, Beckley, and surrounding areas).

West Virginia is divided into two regions for purposes of rotation placement:

• **Northern**, which includes the following counties: Barbour, Berkeley, Braxton, Brooke, Calhoun, Doddridge, Gilmer, Grant, Hampshire, Hancock, Hardy, Harrison, Jefferson, Lewis, Marion, Marshall, Mineral, Monongalia, Morgan, Ohio, Pendleton, Pleasants, Preston, Randolph, Ritchie, Taylor, Tucker, Tyler, Upshur, Wetzel, Wirt, and Wood

• **Southern**, which includes the following counties: Boone, Cabell, Clay, Fayette, Greenbrier, Jackson, Kanawha, Lincoln, Logan, Mason, McDowell, Mercer, Mingo, Monroe, Nicholas, Pocahontas, Putnam, Raleigh, Roane, Summers, Wayne, Webster, and Wyoming.

For each Doctor of Pharmacy class, approximately 60 students are assigned to the Northern region and 30 APPE students are assigned to the Southern region. The final number of students needed for each region is determined annually by the Office of Experiential Learning (OEL) based upon anticipated rotation availability in each geographic region.

Assignment to region is determined during the first semester of the P1 year. Once assigned, placements for community IPPE, institutional IPPE, and APPE rotations are concentrated in each student's assigned region, depending on rotation availability. Students must complete IPPE community and institutional rotations in their assigned region, provided there are sufficient placements in the respective region.

Initial Scheduling

Initial rotation scheduling will during the Fall P3 semester. Students will receive in person instruction regarding APPE scheduling requirements and the scheduling process through RXpreceptor. Students will have access to all APPE syllabi through RXpreceptor prior to ranking rotations.

Students will receive their geographic region placement prior to the scheduling process for APPE.

Students will use RXpreceptor to rank rotations. Within RXpreceptor, students will create rank lists for each rotation type (community, acute care, institutional, etc.).

Rotation scheduling is based on student preference, using the student rank list, while following WVU SOP rules for scheduling. There are a number of rotations requiring a supplemental application process, and students will receive instructions related to application-based APPEs during the Fall P3 Semester. Whenever possible, rotations filled through an application process will be manually entered into RXpreceptor prior to the assignment of additional rotations through the ranking process.

Faculty and faculty-equivalent rotations must fill prior to other rotations, students must have two rotations in designated West Virginia rural areas. Additionally, students may not repeat a specific rotation with the same preceptor.

Students will rank rotations late in the Fall P3 semester, and APPE schedules will be released early in the Spring P3 semester. Once released, the APPE schedule is final with the exception of loss of preceptor or significant extenuating circumstance approved by the Office of Experiential Learning. Decisions regarding rotation schedule changes from the Office of Experiential Learning are final.

Scheduling for Lost Rotations

In the event that a preceptor becomes unavailable for a scheduled rotation, the student will be contacted by the Office of Experiential Learning. Whenever possible, students will be given a list of potential replacement options from remaining preceptor availability to rank for their replacement rotations. Faculty and faculty-equivalent rotations have priority for replacement rotations. Replacement rotations must allow the student to meet all graduation requirements. Decisions regarding replacement rotations from the Office of Experiential Learning are final.

Student Responsibilities

Prior to Block 1

Students are required to have all WVU SOP required immunizations up to date with the Office of Student Services prior to the start of Block 1. In addition to immunizations requirements on admission, each student must receive a PPD and influenza vaccination annually. Student must also submit the results of a 10 panel urine drug screen to the Office of Student Services prior to the start of Block 1.

Annual HIPAA and OSHA training must be successfully completed, and students must also receive CPR and First Aid training during the P3 year. A scanned copy of CPR and First Aid cards must be uploaded into RXpreceptor.

Student must also apply for intern licenses in any state requiring them for a scheduled rotation. It is highly recommended that students submit intern licenses applications in the Spring P3 semester once the APPE schedule is released.

Prior to Each Rotation

Student must refer to the site specific requirements document prior to each rotation. The document is posted on SOLE for all students and is updated regularly. Students are responsible for completing all additional requirements for their assigned sites prior to the start of the applicable block. **Failure to complete these requirements may result in removal from rotation and delay in graduation.**

Students are required to contact their preceptor 4 weeks prior to the start each block. Student should introduce themselves, identify any assignments or requirements that are due prior to day one of the rotation. Students are also responsible for informing the preceptor of their participation in any school related event during that block and requesting any excused absences for interviews or professional meetings in advance, if possible.

During the Rotation

The following items must be completed as outlined in the APPE rotation syllabus (Appendix A) for the rotation type:

- Hours log in RXpreceptor
- All required assignments in RXpreceptor
- Preceptor evaluation
- Site evaluation
- Self evaluation

Housing

Students are responsible to obtain their own housing for APPE rotations. Some housing for APPE is available through the West Virginia Area Health Education Centers (AHEC) program. Students may request this housing for applicable rotations. Students will be provided with an AHEC housing list during the Spring semester of the P3 year. This housing is assigned on a first come, first served basis, and students are responsible for submitting their housing requests in a timely fashion.

Students should request needed AHEC housing by completing the online housing request form through RXpreceptor.

Travel

Students are responsible for any expenses related to travel incurred during APPE rotations. In general, rotations will be scheduled within one hour driving distance of available housing when possible. If a suitable rotation is not available within one hour driving time of a student's housing, rotations may be assigned outside of that driving distance.

RXpreceptor Profile Requirements

Students are required to update their RXpreceptor profile with their middle name or intial, date of birth, last 4 digits of social security number, current address, and phone number. The Office of Experiential Learning will enter the student's MIX email address when setting up access to the system. Students are not permitted to change their primary email in RXpreceptor to a personal email account.

Site Specific Requirements

The Office of Experiential Learning maintains school mandated and rotation site specific requirements for experiential rotations within RXpreceptor. Students can access these requirements through their RXpreceptor profile. Students are responsible for completing all school mandated requirements and any requirements specific to their assigned rotation sites.

Students are responsible for costs of additional items unless otherwise stated.

Schedules

Students will use the RXpreceptor system to access their rotation schedule. Students can obtain contact information and access to the rotation syllabus by clicking on the preceptor's name on his or her schedule in RXpreceptor.

Hours Logs

Students must complete hours logs for APPE rotations within RXpreceptor. Students must account for 200 hours for each rotation. Specific directions for entering rotation hours can be found in the RXpreceptor Student User Guide on the experiential learning website (http://pharmacy.hsc.wvu.edu/experiential-learning/).

Attendance

Students are responsible for following the attendance policy, recording absences and other events, and obtaining appropriate approvals for absences as outlined in the APPE rotation syllabus.

Inclement Weather

Student are responsible for following the inclement weather policy as outlined in the APPE rotation syllabus.

Absences

All absences must be entered into the absence reporting section of RXpreceptor. Specific directions for entering absences can be found in the RXpreceptor Student User Guide on the experiential learning website (http://pharmacy.hsc.wvu.edu/experiential-learning/).

Incident Reporting

The incident reporting section of RXpreceptor may be used to communicate with the Office of Experiential Learning in an official and confidential manner. Logged incidents may include anything you feel the school should be aware of including any concerns regarding your student, preceptor, or other rotation site staff or work related accidents (e.g. needle sticks). The OEL will receive notice of all incidents added to the system and will follow up with students and/or preceptors as appropriate. Specific directions for reporting incidents can be found in the RXpreceptor Student User Guide on the experiential learning website (http://pharmacy.hsc.wvu.edu/experiential-learning/).

Assignments

There are specific assignments that are required for most rotations through RXpreceptor. These assignments are outlined in each rotation syllabus. Students must complete all required assignments in RXpreceptor by the last day of each rotation.

Specific directions for uploading assignments can be found in the RXpreceptor Student User Guide on the experiential learning website (http://pharmacy.hsc.wvu.edu/experiential-learning/).

Evaluations

Students must complete evaluations as outlined in the APPE rotation syllabus.

Specific directions for completing evaluations can be found in the RXpreceptor Student User Guide on the experiential learning website (http://pharmacy.hsc.wvu.edu/experiential-learning/).

APPE Learning Objectives

Learning objectives can be found on the APPE rotation syllabus for each individual rotation type: Acute Care, Ambulatory Care, Community, Institutional, Population- and Systems-Base Care, and Electives.

Student Evaluation Form

Preceptors will complete both midpoint evaluation and a final evaluation for each rotation (Appendix B), through RXpreceptor. Preceptors will complete the midpoint evaluation by the end of week 3 of the rotation and the final evaluation within 5 business days of the last day of rotation. Students must have a completed final evaluation for each rotation before grades can be submitted.

Preceptor/Site Evaluation Forms

Students will complete both a preceptor evaluation and a site evaluation for each rotation by last day of each rotation (Appendices C, D). Students must have completed evaluations for each rotation before grades can be submitted.

APPE Grading and Remediation

APPE Rotation grading and remediation will occur as outlined in the APPE rotation syllabus.

Current Topics in Pharmacy Course

All students will be concurrently enrolled in Current Topics in Pharmacy (PHAR 774) in the Fall P4 and Spring P4 semesters. These courses are hybrid online/in-person courses that will require some travel to either the Morgantown or Charleston campus during the APPE year. In-person sessions for these courses will count as a school event for APPE hours log reporting. **Students may not be excused from portions of these courses due to general APPE activities.** As with any required course, students must request an excused absence from the course coordinator prior to the start of class. Please refer to the individual course syllabi for information regarding these courses.

Practice Sites

General Site Requirements

All experiential sites must have:

- Commitment to the education of pharmacy students
- At least one qualified pharmacist (or other professional) meeting the West Virginia University School of Pharmacy Preceptor Criteria and willing to serve as the preceptor of record for each rotation type offered

- Adequate physical facilities (e.g. space for students to work, computer access, etc.) to provide a quality experience for the students
- Adequate activities and opportunities for students to meet the learning objectives for each rotation type offered
- Access to learning and information resources, as appropriate for each rotation type offered
- Adequate resources to ensure that students receive oversight, professional guidance, and performance feedback from preceptors
- An active affiliation agreement with West Virginia University
- Instructions for any special requirements of students at the rotation site (e.g. criminal background check, drug screening, etc.), including updated information if site policies change

Patient Care Experiential Site Criteria

In addition to above criteria, sites providing patient care must have:

- A patient population that supports the learning objectives for the experience
- A practice environment that nurtures and supports professional interactions between students, pharmacists, and patients and their caregivers
- Equipment and technology that reflect contemporary practice and support student education for that practice
- Contemporary services for patient care, such as Medication Therapy Management (MTM)
- Collaborative professional relationships with other healthcare providers
- A strong commitment to health promotion, disease prevention, and patient safety, as reflected by the services provided and/or products made available

Affiliation Agreements

The formal affiliation agreement outlines the responsibilities of the school, practice site, and general conditions for a specified period of the agreement. Affiliation agreements must be fully executed by both parties (the school and the site) prior to the placement of students at the site.

Preceptor Criteria and Expectations

Criteria

Preceptors for West Virginia University School of Pharmacy will:

- Be licensed and actively practice for at least one full year after graduation from pharmacy school (or other applicable academic program)
- Actively practice in the applicable rotation practice setting for at least six months
- Serve as a role model by displaying the attributes listed in the Preceptor Expectations section of this document
- Fulfill all requirements for preceptors listed under the Preceptor Requirements section of this document

Preceptor Expectations

Preceptors for West Virginia University School of Pharmacy will serve as a role model for IPPE and APPE students by:

- Practicing ethically and with compassion for patients
- Accepting personal responsibility for patient outcomes
- Having professional education, experience, and competence commensurate with their position
- Utilizing clinical and scientific publications in clinical care decision-making and evidence-based practice

- Desiring to educate others (patients, caregivers, other healthcare professionals, students, residents)
- Demonstrating the willingness and ability to advocate for patients and the profession
- Demonstrating creative thinking that fosters an innovative, entrepreneurial approach to problem solving
- Having an aptitude for facilitating learning
- Being competent in the assessment and documentation of student performance
- Having a systematic, self-directed approach to their own continuing professional development and actively participating in self-directed lifelong learning
- Collaborating with other healthcare professionals as a visible and contributing member of a team
- Being committed to their practice organization, professional societies, and the community
- Treating all students, colleagues, and patients with respect, without discriminating on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability

Preceptor Requirements

- Complete all paperwork to process adjunct academic appointment with West Virginia University School of Pharmacy as requested by the Office of Experiential Learning
- Complete all required screening forms and develop a rotation syllabus as requested by the Office of Experiential Learning
- Complete preceptor orientation
  - Review of the school's mission, goals, values, curriculum, and teaching methods
  - Review of the specific objectives for the pharmacy practice experiences
  - Review guidance for assessment of students' prior knowledge and experience relative to the rotation's objectives. This allows the preceptor to tailor the rotation to maximize the student's educational experience and ensure appropriate interaction with patients, their caregivers, and other health professionals, as applicable
  - Orientation to systems in place to assist preceptors in dealing with serious student problems and/or unprofessional student behaviors
  - Review of the school's performance assessment and grading systems, and policies to address behavioral problems or misconduct
- Maintain an active license in good standing with the appropriate licensing body (typically state board of pharmacy) for the preceptor's practice setting
- Provide requested availability information for IPPE and/or APPE in a timely fashion
- Provide Office of Experiential Learning with instructions for any special requirements of students at the rotation site (e.g. criminal background check, drug screening, etc.), including updated information if site policies change
- Complete midpoint and final evaluations for IPPE and APPE students
- Review midpoint and final evaluations with students in person
- Complete 2 hours of preceptor development CE every 2 years
- Complete any specific training developed for all preceptors as requested by the Office of Experiential Learning
- Undergo preceptor assessment by the Office of Experiential Learning as required by accreditation standards, including the preceptor's ability to: 1) facilitate learning, 2) communicate effectively, 3) serve as a professional role model and mentor, and 4) positively represent and advance the profession

Application Process

- Completion of required processing paperwork, available from the OEL:
  - Preceptor Information Form
  - Personal Information Form
  - Drug Free Workplace Form
- Discussion of experiential goals, rotation type, activities, syllabus, and calendar with corresponding experiential director
- Completion of site specific syllabus information form, submitted through the SOP OEL website

- Once all paperwork is submitted, approval of the rotation will be voted upon at the next regularly scheduled ELC meeting

Once preceptor eligibility and rotation approval have been obtained, the new preceptor will receive notification of approval from the OEL Program Specialist and instructions for completing new preceptor orientation. The online application process may be accessed on the OEL website (http://pharmacy.hsc.wvu.edu/explearning/information-for-preceptors/how-do-i-become-a-preceptor/).

Preceptor Development

All IPPE and APPE preceptors will be required to complete a minimum of 2 hours of preceptor development every 2 years. All new WVU SOP preceptors will complete either IPPE or APPE WVU preceptor orientation, as applicable to the setting and rotation type. Continuing education programs specific for preceptor development offered through the WVU SOP OEL, the Pharmacist's Letter, regional or national pharmacy association meetings, or other schools of pharmacy may serve as preceptor development for WVU SOP. The OEL will maintain a record of completed development programs and may request copies of CE completion certificates for preceptor development programs.

Preceptor/Site Assessment

Every IPPE and APPE preceptor who has had a WVU School of Pharmacy IPPE or APPE student rotate through their practice site has their site evaluated by the Office of Experiential Learning (OEL) based on the procedure below.

Preceptor Assessment

- The OEL generates an annual report of all preceptor evaluations for APPE and IPPE for review by the Experiential Learning Committee (ELC).
- Each preceptor with at least one student rotating through his or her practice site is evaluated at the end of each academic year.
- An anonymous, aggregate summary of student evaluations is released to preceptors electronically at the conclusion of the academic year for APPE rotations and at the conclusion of the summer semester for IPPE rotations.
- Any preceptor with an aggregate average score < 3 for student evaluations receives an additional evaluation by the ELC.
  - o A faculty member of the ELC completes an additional evaluation using data collected from student and site assessment, as well as any unsolicited feedback received from preceptors or students during the academic year. The reviewer will complete the report using a standardized evaluation form, and the evaluation form will be included in the deficiency report of ELC review.

Site Assessment

- Site visits are conducted approximately every other year. Results from the site visit report are reported to the Experiential Learning Committee.
- Sites are contacted by email, phone, or in-person depending on the needs of the site and the OEL.
- Sites are assessed using a standard form and process to assure that WVU School of Pharmacy Site Criteria are met.

The ELC discusses preceptors or sites with significant deficiencies within the assessment period before the start of the **fall semester of the next academic year.**

OEL Database Information

1. The OEL Program Specialist verifies within the rotation management system that the following items are current and complete:
   a. Updated rotation syllabus
   b. CV
   c. Completion of preceptor development CE (2 hours every 2 years)
2. The OEL Program Specialist verifies that the preceptor is in good standing with their respective Board of Pharmacy. This verification will occur approximately every other year.

Experiential Learning Committee Review

When reviewing the preceptors/sites listed on the deficiency report, the Committee takes into consideration the number of evaluations being reviewed for each site. Sites that are determined by the Committee to have substantial deficiencies receive a telephone call and/or site visit (depending on the nature of the deficiency and the ability of the Directors to travel) by the Experiential Directors to discuss the deficiencies. If deficiencies are not addressed by the next evaluation cycle, sites receive a letter from the Experiential Learning Committee outlining the deficiencies. The Chair of the Clinical Pharmacy Department is copied on all letters.

The Experiential Learning Committee may recommend that preceptors/sites that have substantial deficiencies for two evaluation periods be removed from rotation availability. These recommendations are forwarded to the Dean of the School of Pharmacy for final decision.

Appendices

Appendix A: Links to WVU APPE Syllabi

Acute Care (PHAR 760/761)

Ambulatory Care (PHAR 762/763)

Advanced Community (PHAR 770)

Advanced Institutional (PHAR 772)

Population- or Systems-Based Care (PHAR 766)

Elective (PHAR 764/765)

Appendix B: Links to WVU APPE Student Assessment Forms

Acute Care (PHAR 760/761)

Ambulatory Care (PHAR 762/763)

Advanced Community (PHAR 770)

Advanced Institutional (PHAR 772)

Population- or Systems-Based Care (PHAR 766)

Elective (PHAR 764/765)

Appendix C: Student Evaluation of APPE Preceptor

West Virginia University School of Pharmacy

Student:
Preceptor:
Site:

Date:

APPE Student Evaluation of Preceptor (Revised 2016)

General overview

Directions:

For each item indicate the degree to which you either agree or disagree with the statement as it relates to your primary preceptor for this rotation. For any item that you indicate disagreement, please provide an explanation in the appropriate comments section.

(Revised 2016)

Goals and Expectations

Questions		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
							N/A
The preceptor clearly outlined his or her expectations and general rotation responsibilities at the beginning of the rotation.	**Final** Required						
The learning objectives focused upon during the rotation matched the rotation syllabus.	**Final** Required						
The communicated goals and expectations were relevant and achievable.	**Final** Required						
I was provided sufficient opportunities to achieve the learning objectives for this rotation.	**Final**						

| | | Required | | | | | | |

Role Modeling

Questions		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
The preceptor served as a good role model for student pharmacists in the practice setting.	**Final** Required						
The preceptor approached teaching and practice responsibilities with energy and enthusiasm.	**Final** Required						
The preceptor demonstrated a genuine interest in me, as an individual.	**Final** Required						
The preceptor demonstrated confidence in his or her professional role and as a preceptor.	**Final** Required						
The preceptor demonstrated respect, compassion and empathy for patients, family members, members of the healthcare team, and others in the practice area, as applicable.	**Final** Required						
The preceptor actively participated in patient care activities as part of an interprofessional team, if applicable.	**Final** Required						
The preceptor used an evidence-based approach in his or her patient care activities.	**Final** Required						

Communication

Questions		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
I clearly understood the preceptor's expectations of me throughout the rotation.	**Final** Required						
The preceptor explained his or her reasons for decisions and actions.	**Final** Required						
I was able to contact my preceptor and receive timely responses during times when I was working independently while at the rotation site.	**Final** Required						
I was provided with relevant, informal feedback throughout the rotation.	**Final** Required						
My 2-week evaluation was discussed with me and included a plan for improvement, if necessary.	**Final** Required						
My final evaluation was discussed with me and I clearly understood why I received each section score.	**Final** Required						

Teaching Skills

Questions		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
The preceptor emphasized problem-solving and critical thinking throughout the rotation.	**Final** Required						
The concepts taught during the rotation were clear and meaningful to me.	**Final** Required						

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
The preceptor discussed and demonstrated practical application of knowledge and skills.	**Final** Required						
The preceptor highlighted divergent views or approaches to patient care and guided me through the decision-making process.	**Final** Required						
I was given specific, relevant responsibilities and opportunities to develop my pharmacy skills.	**Final** Required						
I was able to develop patient care plans or solutions to relevant problems, while receiving appropriate guidance and correction.	**Final** Required						
Learning activities and assignments were relevant and provided an opportunity to improve my knowledgebase and/or skills.	**Final** Required						

Feedback and Assessment

Questions		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
The preceptor recognized and acknowledged my positive performance and/or contributions to the practice site	**Final** Required						
The preceptor recognized when I was having difficulty and provided timely, relevant feedback in a positive, helpful way.	**Final** Required						
The preceptor helped me make a plan to improvement in specific areas related to knowledgebase and/or skill.	**Final** Required						

The preceptor answered my questions clearly and straightforwardly.	**Final** Required						

I was given specific examples of my performance during my 2 week and final evaluations.	**Final** Required						

Comments

Please provide comments on any items that were scored as disagree or strongly disagree.

Section Comments :

Rotation Responsibilities

Please indicate if you were personally responsible for the following types of activities during this rotation.

Questions		Yes	No
Entering prescription data or physician orders	**Final** Required		
Dispensing prescriptions	**Final** Required		
Patient history taking and/or counseling	**Final** Required		
Patient assessment (e.g. taking blood pressure, glucose screening, etc.)	**Final** Required		
Providing immunizations	**Final** Required		

Making pharmacy related interventions or recommendations to prescribers	**Final** Required		

Answering drug information questions	**Final** Required		

Medication safety or quality assurance activities	**Final** Required		

Presenting journal club	**Final** Required		

Formal presentation	**Final** Required		

Others (please describe in comment box)	**Final** Required		

Additional Preceptors

Please list any additional preceptors, other than the primary preceptor on this evaluation and the contributions of each additional preceptor to your learning experience. Please also include any information about the preceptor, that may be relevant (e.g. if any of the attribute scores above are different than the primary preceptor).

Section Comments :

Best Aspects of the Rotation

The best things about this rotation were:

Section Comments : *Required*

Suggestions

Please provide any suggestions for improvement of this rotation.

Section Comments : ***Required**

Appendix D: Student Evaluation of APPE Site

West Virginia University School of Pharmacy

Student:
Preceptor:
Site:

Date:

APPE Student Evaluation of Rotation Site (Revised 2016)

General overview

Directions:

For each item, indicate the degree to which you either agree or disagree with the statement as it relates to your rotation site. For any item that you indicate disagreement, please provide an explanation in the appropriate comments section.

(Revised 2016)

Evaluation of Rotation Site

Questions		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
I was provided clear instructions for any site specific requirements (e.g. criminal background check, immunizations, etc.) prior to the start of the rotation.	**Final** Required						
The staff at the rotation site are committed to educating pharmacy students.	**Final** Required						
The physical facilities (e.g. student work space, computer access, etc.) were adequate for a quality rotation experience.	**Final** Required						

The rotation site provided adequate activities and opportunities to meet rotation learning objectives.	**Final** Required						

I had access to sufficient literature and drug information resources needed to complete assigned tasks.	**Final** Required						

My preceptor was given enough time to provide appropriate oversight, professional guidance, and performance feedback based on his or her work responsibilities.	**Final** Required						

The patient population at the rotation site was sufficient for me to meet the learning objectives for the rotation.	**Final** Required						

The practice environment supported professional interaction between students, pharmacists, patients, and caregivers.	**Final** Required						

I had the opportunity to function as an active member of an interprofessional team.	**Final** Required						

My preceptor had a collaborative professional relationship with other healthcare providers.	**Final** Required						

I was encouraged by healthcare professionals, other than my preceptor, to function as an active member of an interprofessional team.	**Final** Required						

The rotation site used equipment and technology that reflects contemporary practice and supports student education.	**Final** Required						

The site has a strong commitment to health promotion, disease prevention, and patient safety, as reflected by the services provided and/or products made available.	**Final** Required						

Contemporary pharmacy services (e.g. immunizations, MTM, clinical monitoring programs, etc.) were offered at my rotation site.	**Final** Required						

Comments

Please provide comments on any items that were scored as disagree or strongly disagree.

Section Comments :

Patient population: Age Demographics

During this rotation, please indicate the patient populations for which you were responsible for providing pharmaceutical care.

Questions		Yes	No	N/A
Pediatric patients (age < 18)	**Final** Required			
Non-geriatric adult patients (18 ≤ age < 65)	**Final** Required			
Geriatric patients (age ≥ 65)	**Final** Required			

Patient Demographics: Gender

Select the option which best describes the gender distribution of your patient population this rotation.   **NO SCORE SELECTED**

Patient Demographics: Racial and Ethnic Groups

During this rotation, please indicate the racial and ethnic groups for which you were able to provide pharmaceutical care.

Questions		Yes	No	N/A

White American or Caucasian	**Final** Required			

Black American or African American	**Final** Required			

Hispanic or Latino	**Final** Required			

Middle Eastern American	**Final** Required			

Native American or Alaska Native	**Final** Required			

Asian American	**Final** Required			

Native Hawaiian or Pacific Islander	**Final** Required			

Other race	**Final** Required			

Patient Demographics: Minority Representation

Select the option which best describes the minority representation of your patient population.   **NO SCORE SELECTED**

Patient Demographics: Socioeconomic Status

Of the following, which best describes the socioeconomic status of your patient population?   **NO SCORE SELECTED**

Demographics: Disease States

Please indicate the practice areas/disease states for which you were responsible for providing pharmaceutical care.

Questions		Yes	No	N/A
Infectious disease	**Final** Required			
Cardiovascular disease	**Final** Required			
Diabetes mellitus and other endocrine disorders	**Final** Required			
Pulmonary disease	**Final** Required			
Neurologic disorders	**Final** Required			
Psychiatric disorders	**Final** Required			
Kidney disease/Urologic disorders	**Final** Required			
Liver disease and other gastrointestinal disorders	**Final** Required			
Dermatologic disease	**Final** Required			
Trauma/ICU	**Final** Required			

Surgery	**Final** Required			

Pain management	**Final** Required			

Cancer or palliative care	**Final** Required			

Immunologic disorders	**Final** Required			

Other	**Final** Required			

Overall Evaluation Comments

Comments: