

West Virginia University Office of Experiential Learning IPPE Experiential Learning Manual

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Introduction

Contact Information

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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 introductory practice experience program consists of over 300 hours of hands-on experiences during the first three years of the pharmacy curriculum. The experiences are completed longitudinally throughout the academic year and during the summer semester.

IPPE Curriculum

Year 1 IPPE

PPM 1 & PPM 2 (Longitudinal experiences):

Introduction to hospital pharmacy (Ruby Memorial Hospital) = 2 hours

Introduction to community pharmacy (Mountaineer Pharmacy) = 1 hour

PGY-1 or PGY-2 Resident shadowing experience (Ruby Memorial Hospital) = 3 hours

Community Practice Experience (Summer semester): 4 week community rotation = 160 hours

Focus Area: Career Exploration

Total = 166 hours

Year 2 IPPE

Service Learning Practice Experience 1 (Fall semester): Community outreach project = 25 hours

Service Learning Practice Experience 2 (Spring semester): Community outreach project = 25 hours

Institutional Practice Experience (Summer semester): 2 week hospital rotation = 80 hours

Focus Area: Community outreach

Total = 130 hours

Year 3 IPPE

Acute Care Practice Experience (Fall or Spring semester): (+ 3 hours simulation) = 23 hours

Ambulatory Care Practice Experience (Fall or Spring semester): (+ 3 hours simulation) = 23 hours

- Includes APhA MTM Certificate Program

Focus Area: Evidence-based practice

Total = 40 hours + 6 hours simulation

Overall IPPE total = 336 hours + 6 hours simulation

IPPE 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.

Scheduling for IPPE Community and Institutional Rotations

Students will be assigned an IPPE community rotation during the spring semester of the P1 year. Site placements will be made based on rotation and student housing availability. Rotations will be assigned within a one hour driving distance of a student's home town or Morgantown, as available. RxPreceptor will be utilized to provide students their rotation information.

Students will be assigned their institutional rotation during the spring semester of the P2 year. Rotation scheduling is based on student preference, using the student rank list, while following WVU SOP rules for scheduling. RxPreceptor is utilized for the hospital scheduling process.

Once released, the IPPE schedules are 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 rotation. Decisions regarding replacement rotations from the Office of Experiential Learning are final.

Student Responsibilities

Prior to the Start of IPPE rotations

Students are required to have all WVU SOP required immunizations up to date with the Office of Student Services prior to the start of their IPPE rotations. In addition to immunization requirements on admission, each student must receive a PPD and influenza vaccination annually.

Annual HIPAA and OSHA training must be successfully completed, and students must also receive CPR and First Aid training during their P1 and P3 years (2 year certification). 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 license applications as soon as rotation placements are received in the spring of their P1 and P2 years.

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 their community or institutional rotation. **Failure to complete these requirements may result in removal from rotation and prohibit advancement in the curriculum.**

Students are required to contact their preceptor 4 weeks prior to the start of their community and institutional rotations. Students should introduce themselves, determine their start day and time, and discuss their schedule with the preceptor. If the student has any school- related obligations during the rotation, they should also discuss this information with the preceptor at that time.

During the Rotation

The following items must be completed as outlined in the IPPE Community and Institutional course syllabi (Appendix A) :

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

Housing

Some housing for IPPE institutional rotations is available through the West Virginia Area Health Education Centers (AHEC) program. Students may request housing for these rotation as needed. 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 housing request form and submitting to the OEL Program Specialist (Appendix B).

Travel

Students are responsible for any expenses related to travel incurred during IPPE 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.

Site Specific Requirements

The Office of Experiential Learning maintains a document with site specific requirements for experiential rotations. This document is updated regularly and is maintained on the SOP Experiential Rotation Site Specific Requirements SOLE site.

The information contained in the document outlines specific requirements that are in addition to School of Pharmacy requirements for immunizations and other training.

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

RXpreceptor Requirements

Students are required to update their RXpreceptor profile with their middle name or initial, 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.

In addition, students must upload a scanned copy of their CPR and First Aid certification under student requirements in RXpreceptor.

Schedules

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

Hours Logs

Students must log their hours for IPPE community and institutional rotations within RXpreceptor. Students must account for 160 hours for the community rotation and 80 hours for the institutional 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 IPPE course syllabus.

Inclement Weather

Students are responsible for following the inclement weather policy as outlined in the IPPE course syllabus.

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 community and institutional 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 the evaluations outlined in the IPPE rotation syllabus. The evaluations include a site and preceptor evaluation and a self-evaluation.

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/>).

IPPE Learning Objectives

Learning objectives can be found on the IPPE rotation syllabus for the community and institutional rotations, as well as for the service learning, acute care, and ambulatory care activities.

Student Evaluation Form

Preceptors will complete both a midpoint evaluation and a final evaluation for each rotation (Appendix C), through RXpreceptor. Preceptors will complete the midpoint evaluation by the end of week 2 for the community rotation and by the end of week 1 for the institutional rotation and the final evaluation within 5 business days of the last day of rotation. Students must have a completed final evaluation before grades can be submitted.

Preceptor/Site Evaluation Forms

Students will complete both a preceptor evaluation and a site evaluation for each rotation within 5 business days of the last day of rotation (Appendices D, E). Students must have completed all evaluations for the rotation before a grade can be submitted.

IPPE Grading and Remediation

IPPE Rotation grading and remediation will occur as outlined in the IPPE rotation syllabi.

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 for IPPE and APPE Rotations

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 Experiential Learning Committee (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.

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.
 - 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 for 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 IPPE Syllabi

[IPPE Community Rotation](#)

[IPPE Institutional Rotation](#)

[Service Learning](#)

[Acute Care and Ambulatory Care Practice Experiences](#)

Appendix B: Rural Housing Request Form

IPPE Institutional Rotation RURAL HOUSING REQUEST

Student Name (please print): _____

Please fill in the appropriate information for your housing needs. **Leave the blocks blank for rotations that you do not need housing.** If you choose not to request housing now and find that you need it later, housing may not be available depending on requests from other health sciences programs. If you request housing now and learn later than you will not need housing, please notify Ms. Summers as soon as possible so that housing can be released for other students in need.

Rural housing is free; however, a key deposit may be required.

Rural housing requests:

Block	Site	Preceptor
1		
2		
3		

Appendix C: Links to WVU IPPE Student Assessment Forms

[Community Rotation Student Assessment Form](#)

[Institutional Rotation Student Assessment Form](#)

Appendix D: Student Evaluation of IPPE Preceptor

Student Evaluation of IPPE Preceptor

West Virginia University School of Pharmacy

Student:

Preceptor:

Site:

Have you previously worked in this type of pharmacy setting? YES/ NO

If yes, please provide your job title and number of years in this role:

Date:

IPPE 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 took time to understand my level of experience in this pharmacy setting and set expectations appropriately based on my experience.	Final Required							
--	--------------------------	--	--	--	--	--	--	--

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							
---	--------------------------	--	--	--	--	--	--	--

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 provided with relevant, informal feedback throughout the rotation.	Final Required						
--	-------------------	--	--	--	--	--	--

My midpoint 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 concepts taught during the rotation were clear and meaningful to me.	Final Required						
--	-------------------	--	--	--	--	--	--

The preceptor discussed and demonstrated practical application of knowledge and skills.	Final Required						
---	--------------------------	--	--	--	--	--	--

I was given specific, relevant responsibilities and opportunities to develop my pharmacy skills.	Final Required						
--	--------------------------	--	--	--	--	--	--

The preceptor spent adequate time completing the workbook discussion topics and activities with me.	Final Required						
---	--------------------------	--	--	--	--	--	--

Feedback and Assessment

Questions		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
-----------	--	----------------	-------	---------	----------	-------------------	-----

The preceptor recognized and acknowledged my positive performance throughout the rotation.	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 improve 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 midpoint 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		
Providing immunizations	Final Required		
Answering drug information questions	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 E: Student Evaluation of IPPE Site

Student Evaluation of IPPE Site

West Virginia University School of Pharmacy

Student:
Preceptor:
Site:

Date:

IPPE 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						
---	--------------------------	--	--	--	--	--	--

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						
---	--------------------------	--	--	--	--	--	--

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

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

The rotation site used equipment and technology that reflects contemporary practice and supports student education.	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 which you encountered at your site.

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.

- Only male/no female
- Most male/some female
- Half male/half female
- Some male/most female
- No male/only female

Patient Demographics: Racial and Ethnic Groups

During this rotation, please indicate the racial and ethnic groups which you encountered at the site.

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.

- **0% (all Caucasian)**
- **1-10%**
- **11-30%**
- **31-50%**
- **50%**

Patient Demographics: Socioeconomic Status

Of the following, which best describes the socioeconomic status of your patient population?

- **Mostly indigent/minimal education**
- **Mostly middle class/high school graduate, GED, or bachelors degree**
- **Mostly affluent/professional degrees**
- **All groups well-represented**

Overall Evaluation Comments

Comments: