GUIDELINES TO A SUCCESSFUL ROTATION EXPERIENCE FOR THE STUDENT AND THE PRECEPTOR

New for IPPE-3 Class of 2022
- The students will be at your site for 8 hours a day, for 10 consecutive Thursdays.
- The assignments may now be organized over the 10 visits.
- The assignments have been adjusted as follows:
  - Each individual student will complete a Patient Case Presentation and a Journal Club
    - The Journal Club will no longer be completed as a group, thereby allowing each student to practice this skill.
  - We have eliminated a graded Patient Care Plan; however, you may continue to use this as a project for your students if you like.

BEFORE THE ROTATION:
You should expect a call or email from the students at least 10 to 14 days prior to the first site visit on Thursday, March 12, 2020 to introduce themselves, discuss when to arrive, where to park, where to meet the first day, and other site/rotation specific details.

Please let your staff know that pharmacy students are coming for an IPPE rotation before the students arrive. Also inform your staff that the students will be at the site every 8 hours a day, for 10 consecutive Thursdays as follows:

3/12, 3/19, 3/26, 4/2, 4/9, 4/16, 4/23, 4/30, 5/7 & 5/14

THE FIRST SITE VISIT:
- Welcome the students and introduce them to the staff
- Orient the students to your site and introduce them to your role in the practice of clinical pharmacy
- Let the students know who to report to in your absence and how to reach you if they need to call in sick or call if they are running late
- Inform the students of any site specific details, goals, or objectives

WEEKLY ACTIVITIES:
- Involve the students in daily patient care activities (rounds, clinic visits, etc.)
- Allow the students opportunities to complete their required site assignments (journal club and case presentation)
  - The course syllabus and evaluation forms can be found at: www.midwestern.edu/ccppreceptors.
  - The case presentation will be submitted in 4 phases throughout the rotation, with opportunities for feedback at each point. The submissions will include:
    - Literature search documentation
    - Two articles for case presentation
    - Draft of case presentation handout- for preceptor to review and provide comments for student revisions
    - Final case presentation
- Involve the students in other activities, such as:
  - Developing patient care plans for other patients seen on rounds/in clinic
  - Additional case presentation
  - In-service or newsletter article
  - Participating in P&T committee, MUE activities, or other pharmacists’ projects in the pharmacy
  - Shadowing/seeing the distribution/organizational/safety aspect of the pharmacy
  - Writing SOAP notes for patient encounters
  - Developing a philosophy of practice
A possible schedule of site activities is attached. The schedule of site activities may be adapted at your discretion; however, all required site assignments must be completed. Please inform the students of any changes you would like to make to the site activity schedule.

In your role as a preceptor, you may also:

- Serve as a source of information, role model, and mentor
- Encourage independent discovery, self-directed learning, and self-reflection

The fifth site visit Thursday April 9, 2020:

- Complete a mid-rotation progress note for each student. This can be done online via RMS. Alternatively, a pdf copy of the evaluation (found at www.midwestern.edu/ccppepreceptors) and may be completed and faxed to us at 630-515-6103 or emailed to Amy at alullo@midwestern.edu. The mid-rotation progress note must be submitted by the end of the 5th site visit on Thursday April 9, 2020.
- Discuss the mid-rotation progress note with each student, including strengths and accomplishments along with areas that need improvement and suggestions for improvement. The student will not automatically receive your submission.
- If a student is failing at this point, or any point during the site visits, please contact us as soon as possible.

The final site visit is Thursday May 14, 2020:

- Complete a final evaluation form for each student. This can be done online via RMS. Alternatively, a copy of the evaluation (found at www.midwestern.edu/ccppepreceptors) may be completed and faxed to us at 630-515-6103 or email to Amy at alullo@midwestern.edu.
- Discuss the final evaluations with your students. Explain their strengths and work with them to problem-solve strategies for areas of improvement. The student will not automatically receive your submission.
  - Note: the grade assigned at the site is not the student’s final grade for the course; the final grade will also include scores from campus-based assignments.
- The final evaluation must be submitted by Friday May 15, 2020.

Please feel free contact us if you have any questions.

Thank you for your support of our IPPE-3 program!

Jill S. Borchert, PharmD, BCACP, BCPS, FCCP
Professor & Vice Chair, Pharmacy Practice
Administrative Course Director IPPE-3
Phone: 630-515-7378
jborchert@midwestern.edu

Amy Lullo, BPharm
Director, Experiential Education
Associate Professor, Pharmacy Practice
Experiential Site Director IPPE-3
Phone: 630-515-6043
alullo@midwestern.edu
## Midwestern University Chicago College of Pharmacy

### Spring 2019-20 IPPE-3: Clinical Site Visit Schedule CLASS OF 2022

<table>
<thead>
<tr>
<th>Site Visits</th>
<th>Suggested Student Activity Schedule</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week # &amp; Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#1 March 12</td>
<td>Introduction to site:</td>
<td>Site</td>
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<td></td>
<td>Medical record &amp; HIPAA training</td>
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<tr>
<td></td>
<td>Site specific guidelines</td>
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<tr>
<td>#2 March 19</td>
<td>Pick Journal Club article and set presentation dates</td>
<td>Site</td>
</tr>
<tr>
<td></td>
<td>Patient care activities – review charts, patient visits, other activities</td>
<td></td>
</tr>
<tr>
<td>#3 March 26</td>
<td>Select patient for Case Presentation ad set presentation dates</td>
<td>Site</td>
</tr>
<tr>
<td></td>
<td>Patient care activities – review charts, patient visits, other activities</td>
<td></td>
</tr>
<tr>
<td>#4 April 2</td>
<td>Literature search for Case Presentation due</td>
<td>Site</td>
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<tr>
<td></td>
<td>Collect data for Case Presentation</td>
<td></td>
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<tr>
<td></td>
<td>Patient care activities – review charts, patient visits, other activities</td>
<td></td>
</tr>
<tr>
<td>#5 April 9</td>
<td>Student 1 deliver Journal Club</td>
<td>Site</td>
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<tr>
<td></td>
<td>Student 2 deliver Journal Club</td>
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<tr>
<td></td>
<td>Final articles for Case Presentation due</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collect data for Case Presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Patient care activities – review charts, patient visits, other activities</td>
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</tr>
<tr>
<td>#6 April 16</td>
<td>Student 3 deliver Journal Club</td>
<td>Site</td>
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<tr>
<td></td>
<td>Student 4 deliver Journal Club</td>
<td></td>
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<tr>
<td></td>
<td>Patient care activities – review charts, patient visits, other activities</td>
<td></td>
</tr>
<tr>
<td>#7 April 23</td>
<td>Draft (written for preceptor review/feedback) of Case Presentation due</td>
<td>Site</td>
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<tr>
<td></td>
<td>Get feedback on Case Presentation, student to revise</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Patient care activities – review charts, patient visits, other activities</td>
<td></td>
</tr>
<tr>
<td>#8 April 30</td>
<td>Two students deliver Patient Case Presentation</td>
<td>Site</td>
</tr>
<tr>
<td></td>
<td>Patient care activities – review charts, patient visits, other activities</td>
<td></td>
</tr>
<tr>
<td>#9 May 7</td>
<td>Two students deliver Patient Case Presentation</td>
<td>Site</td>
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<tr>
<td></td>
<td>Patient care activities – review charts, patient visits, other activities</td>
<td></td>
</tr>
<tr>
<td>#10 May 14</td>
<td>Patient care activities – review charts, patient visits, other activities</td>
<td>Site</td>
</tr>
<tr>
<td></td>
<td>Wrap up Review and discussion of final grade</td>
<td></td>
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<tr>
<td></td>
<td>Student final evaluation due to OEE by May 15, 2020</td>
<td></td>
</tr>
</tbody>
</table>

*Schedule of activities for site visits and order of activities on campus days may be adapted*
MWU Chicago College of Pharmacy
IPPE-3 Journal Club Evaluation Form

Student Name: ___________________________  Date: ___________________________

Preceptor Name: ___________________________  Site Name: ___________________________

USE THE FOLLOWING 4-POINT SCALE TO ASSESS THE FOLLOWING AREAS.
**ONLY WHOLE NUMBERS MAY BE USED; NO FRACTIONS OR DECIMALS.

<table>
<thead>
<tr>
<th></th>
<th>4 Excellent</th>
<th>3 Very Good</th>
<th>2 Satisfactory</th>
<th>1 Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Student was outstanding in effectiveness and consistency leading only to rare interventions. Student exhibits knowledge and/or skills well above minimum competency.</td>
<td>Student was above average in effectiveness and consistency leading to occasional intervention. Student exhibits knowledge and/or skills above minimum competency.</td>
<td>Student was usually effective and consistent leading to consistent intervention. Student exhibits knowledge and/or skills at minimum competency.</td>
<td>Student was ineffective and inconsistent leading to extensive intervention. Student exhibits knowledge and/or skills below minimum competency.</td>
</tr>
</tbody>
</table>

Please Note: A final score of 1 in any item numbered 1 – 3 will result in failure of the rotation

1. **Presentation of Study Design, Methodology and Results**
   - What is the objective of the study, is it appropriate (clear, unbiased, obtainable)?
   - Do the authors provide adequate background information?
   - Is the study design appropriate given the objectives (adequate selection of subjects, control groups utilized, inclusion/exclusion criteria, assignment, blinding)?
   - Is there any information at this time that may suggest bias (preview)?
   - Are the methods and results of the study adequately reported by the student, the authors?
   - Are methods employed to reduce measurement error (standardized, appropriate to meet objectives, completeness, monitoring for adverse effects)?
   - Does the student adequately describe the results?
   - Is the analysis accurate and appropriate (figures or tables easy to read and present results accurately, effect subject number on interpretation of data)?

2. **Presentation of Critique and Clinical Relevance**
   - Does the student differentiate between statistical and clinical significance?
   - What are the flaws or limitations of the study?
   - Does the student come to a conclusion independent of the author’s, what is the relevance to practice?

3. **Handout and/or Presentation Quality**
   - Presents the components of the article in a logical, organized sequence.
   - Appropriately uses medical terminology and citations in handout.
   - Accurately answers questions and accepts critique as a professional.

Grading = Total points for all sections (maximum points = 12)

**Transfer the student’s final score to the Final Evaluation Form Section III: Required Assignments when completing the final evaluation online via RMS

Comments: (use the back as needed)

Preceptor Signature ___________________________________________  Date ________________
MWU Chicago College of Pharmacy
IPPE-3 Case Presentation Evaluation Evaluation Form

Student Name: ___________________________________  Date: __________________________

Preceptor Name: _______________________________  Site Name: __________________________

Use the following 4-point scale to assess the following areas.
**Only whole numbers may be used; no fractions or decimals.

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Very Good</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Student was outstanding in effectiveness and consistency leading only to rare interventions. Student exhibits knowledge and/or skills well above minimum competency.</td>
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</table>

Please Note: A final score of 1 in any item numbered 1 – 3 will result in failure of the rotation

1. Patient Presentation
   - Accurately states the patient’s problem list (CC, HPI, ROS, PE), reports relevant lab/tests as available.
   - Details chronological course effectively.
   - Provides data needed for accurate assessment.

2. Knowledge
   - Discusses pathophysiology including signs and symptoms and pertinent sequelae for the disease or clinical issue.
   - Discusses appropriate drug therapy for the disease state based on current practice guidelines or standards of care.
   - Effectively summarizes and applies information from the primary literature as it relates to the patient case.
   - Discusses the patient’s current drug therapy, including appropriateness, potential ADRs, and dosing and pharmacokinetic parameters.
   - Uses appropriate parameters to assess endpoints of therapy including drug efficacy and/or toxicity.
   - Provides important counseling points for the patient (purpose, dosing, adverse effects, monitoring).

3. Handout and/or Presentation Quality
   - Delivers the presentation in a logical, organized sequence speaking clearly and making eye contact with audience.
   - Includes at least 2 primary references and meets minimum criteria for presentation.
   - Handout is properly referenced, professionally prepared, and free of errors.
   - Responds to questions accurately and completely.

Grading = Total points for all sections (maximum points = 12)

Final Score: __________

**Transfer the student’s final score to the Final Evaluation Form Section III: Required Assignments when completing the final evaluation online via RMS

Comments: (use the back as needed)

Preceptor Signature __________________________________________  Date ______________
Student Name: ________________________________ Rotation: ______________

Preceptor Name:__________________________________________________________________________

Site Name:__________________________________________________________________________________

DIRECTIONS:
*The preceptor MUST complete a mid-rotation progress note for each student by Thursday of week five.
*This form must be presented to the student and their progress discussed; including their strengths and accomplishments along with areas that need improvement and suggestions for improvement.

Goal/Objective

Professionalism:
Punctual, ethical, diplomatic, respectful, accountable

Comments:

Patient Care & Practice Management:
Communication skills, critical thinking skills
Patient assessment, drug therapy assessment
Efficiently functions in the practice setting
Functions in accordance with laws and regulations

Comments:

Rotation assignments:
Assignments to date completed on time
Assignments to date are complete, accurate & of professional quality
Adequate progress made on upcoming assignments

Comments:

Evaluate the student’s overall performance to date as either:
☐PASS- at or above minimum competency  ☐FAIL- below minimum competency

Preceptor signature ________________________________ Date ________________
Student Name__________________________________________ Date ____________________

Preceptor Name__________________________________________________________

Site Name_______________________________________________________________

**DIRECTIONS:**
For each item listed below, please select the value which best describes the student's typical performance.
The student's final rotation grade is based on points earned out of a total 400 possible points.

**Section I: Professionalism Assessment**

PLEASE USE THIS 4-POINT SCALE TO ASSESS THE FOLLOWING:
**ONLY WHOLE NUMBERS MAY BE USED; NO FRACTIONS OR DECIMALS**

<table>
<thead>
<tr>
<th>4</th>
<th>Very Good</th>
<th>3</th>
<th>Good</th>
<th>2</th>
<th>Needs Improvement</th>
<th>1</th>
<th>Significant Deficit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has performed very well for professional &amp; social behaviors.</td>
<td>Student has performed above minimum requirements for professional &amp; social behaviors.</td>
<td>Student has met some minimum requirements for professional &amp; social behaviors.</td>
<td>Student has not met minimum requirements for professional &amp; social behaviors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functions in an independent manner. (&gt; 80% of time)</td>
<td>Functions in an independent manner. (&gt; 70% of time)</td>
<td>Functions in an independent manner. (&gt; 50% of time)</td>
<td>Cannot function independently.</td>
<td></td>
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</tbody>
</table>

*Please Note: A final score of 1 in any item numbered 1 – 8 will result in failure of the rotation*

1. **Student is punctual:** arrives at practice site, meetings, activities & rounds on or before the designated time; completes all assignments, tasks & responsibilities on time as required by the preceptor.

2. **Student is ethical:** behaves in an ethical manner, i.e., acts in patients’ best interests; acts in accord with the profession’s and/or practice site’s code of ethics.

3. **Student maintains confidentiality:** maintains confidentiality of patient and/or site specific data and documents; strictly follows HIPAA guidelines.

4. **Student does not plagiarize:** avoids plagiarism (copying another person’s idea or written work and claiming it as their own); clearly and correctly acknowledges other’s ideas or works (i.e., uses proper citations).

5. **Student is respectful:** professional in interactions with preceptor, patients, other health care professionals, administrators & colleagues; communicates in a respectful, professional, and nonjudgmental style using appropriate body language; avoids inappropriate comments & gestures.

6. **Student adheres to site policies:** strictly follows policies established by the site & preceptor, such as use of personal electronic devices, and site materials, equipment or devices; dress code required by the site.

7. **Student is self-directed, reliable & accountable:** for all tasks, duties, & responsibilities; responds maturely to feedback and constructive criticism; learns independently.

8. **Student is motivated, engaged, & involved:** actively listens to others, is motivated to learn and apply new knowledge and skills; involved in daily operations of the rotation site; volunteers for or seeks out additional opportunities to apply new knowledge and skills.
### Section II: Patient Care and Practice Management Competency Assessment

**PLEASE USE THIS 4-POINT SCALE TO ASSESS THE FOLLOWING:**

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<table>
<thead>
<tr>
<th>4</th>
<th>Very Good</th>
<th>3</th>
<th>Good</th>
<th>2</th>
<th>Needs Improvement</th>
<th>1</th>
<th>Significant Deficit</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Student has performed very well for patient</td>
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<td>Student has performed</td>
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<td>Student has met some</td>
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<td>Student has not met</td>
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<td>care and practice management</td>
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<td>above minimum requirements</td>
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<td>minimum requirements</td>
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<td>for patient care and practice management.</td>
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<td>for patient care and</td>
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<td>practice management.</td>
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<td>practice management.</td>
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<td></td>
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<td>Functions in an</td>
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<td>Functions in an</td>
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<td>Cannot function</td>
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<td>independent manner. (&gt; 80% of time)</td>
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<td>independent manner.</td>
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<td></td>
<td></td>
<td></td>
<td>(&gt; 50% of time)</td>
<td></td>
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</tbody>
</table>

| 1. **Communication Skills (Verbal):** Effectively communicates and articulates relevant information through oral communications. | 4 | 3 | 2 | 1 |
| 2. **Communication Skills (Written):** Effectively communicates and documents professional knowledge to patients and health care providers. Documents patient care activities and outcomes appropriately. | 4 | 3 | 2 | 1 |
| 3. **Critical Thinking:** In problem solving: identifies, retrieves, analyzes, and evaluates information needed to make informed, rational and ethical decisions appropriate for a given patient or situation. | 4 | 3 | 2 | 1 |
| 4. **Patient Care Skills:** Establishes relationships with patients, caregivers, and other health care professionals as necessary to provide patient-centered care; applies the Pharmacist Patient Care Process (PPCP); demonstrates empathy and consideration towards others; attempts to identify with other perspectives. | 4 | 3 | 2 | 1 |
| 5. **Patient Assessment:** Obtains patient histories, reviews patient records and/or conducts physical assessments appropriately. | 4 | 3 | 2 | 1 |
| 6. **Patient Care Plans:** Demonstrates the ability to propose reasonable, practical, and sensible solutions to patient problems and develops appropriate patient care plans. | 4 | 3 | 2 | 1 |
| 7. **Drug therapy knowledge:** Exhibits knowledge of drug therapies and ability to recall brand/generic, common FDA indications, drug class, mechanism of action, renal dosing adjustments, available dosage forms, dosing, common side effects, serious side effects, monitoring parameters, counseling points, drug interactions, black box warnings, and contraindications. | 4 | 3 | 2 | 1 |
| 8. **Drug Therapy Assessment:** Demonstrates the ability to assess the appropriateness of the patient’s drug therapy in relation to evidence-based practice standards. | 4 | 3 | 2 | 1 |
| 9. **Drug Therapy Plans:** Demonstrates the ability to formulate appropriate therapeutic care plans: determining therapeutic endpoints, screening for potential adverse drug events and identifying when patient follow-up is warranted. | 4 | 3 | 2 | 1 |
| 10. **Implementation of Patient Care Activities:** Effectively counsels, communicates, refers, and selects the appropriate medications or care plans for patients. | 4 | 3 | 2 | 1 |
| 11. **Evidence Based Clinical Decision Making:** Effectively retrieves and evaluates medical literature and is able to analyze and apply information in decision-making. | 4 | 3 | 2 | 1 |
| 12. **Interprofessional Experience:** Effectively works with other healthcare professionals to foster a team approach to patient care. | 4 | 3 | 2 | 1 |
| 13. **Public Health and Wellness:** Demonstrates the ability to provide patient education regarding disease prevention and appropriate self-care (including lifestyle modifications and nonprescription therapies). | 4 | 3 | 2 | 1 |
| 14. **Practice Management:** Demonstrates the knowledge and abilities to function in accordance with pharmacy laws and regulations. | 4 | 3 | 2 | 1 |
Section III: Rotation Specific Assignments and Assessment

USE THE FOLLOWING 4-POINT SCALE TO ANSWER THE FOLLOWING QUESTIONS.
**ONLY WHOLE NUMBERS MAY BE USED; NO FRACTIONS OR DECIMALS**

<table>
<thead>
<tr>
<th>4 Excellent</th>
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</tbody>
</table>

*Please Note: A final score of 1 in any item numbered 1 – 2 will result in failure of the rotation*

1. **Case Presentation:** transfer score from paper copy Case Presentation evaluation form
   - Patient presentation
   - Knowledge
   - Handout/presentation quality 4 3 2 1

2. **Journal Club:** transfer score from paper copy Journal Club evaluation form
   - Study design, methodology & results (including abstract & introduction)
   - Critique & clinical relevance
   - Handout/presentation quality 4 3 2 1

**Interprofessional Experience (IPE) Opportunities**

1. During this rotation did the student have the opportunity to work with an interprofessional health care team?
   - ☐ Yes
   - ☐ No
   If yes, please also reply to items 2-4 below.

2. The student had interactions with the following health care professionals. Check all that apply.

   - ☐ Physicians
   - ☐ Medical students
   - ☐ Mid-level practitioner (PA, NP)/mid-level students
   - ☐ Dentists/dental students
   - ☐ Nurses/nursing students
   - ☐ Speech therapy
   - ☐ Physical therapy
   - ☐ Occupational therapy
   - ☐ Respiratory therapy
   - ☐ Social workers
   - ☐ Other ________________________
3. Select the deepest level of student interactions with the health care professionals noted in #2.

- Passive professional interaction (observation/shadowing)
- Active professional interaction (actively participating, making recommendations)
- Collaborative professional interaction (integrated, shared decision making)

4. Select the frequency of student interactions with the health care professionals noted in #2.

- 75% of the time
- 50% of the time
- 25% of the time

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**MANUAL GRADE CALCULATION**

1. **SECTION I GRADE CALCULATION:** Total all dimensions from Section I and divide by 8 = ____, multiply x 0.30 = ____

2. **SECTION II GRADE CALCULATION:** Total all dimensions from Section II and divide by 14 = ____, multiply x 0.40 = ____

3. **SECTION III GRADE CALCULATION:** Total all dimensions from Section III and divide by 6 = ____, multiply x 0.30 = ____

4. **FINAL GRADE:** Sum of sections 1 + 2 + 3 = ______

<p>| | | | |</p>
<table>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>400-358</td>
<td>B</td>
<td>357-318</td>
</tr>
</tbody>
</table>

**FINAL LETTER GRADE = ________________**

Preceptor Signature ____________________________________________ Date ____________

If you are completing a paper copy evaluation form, please fax to OEE at 630/515-6103, or email to ccpoe@midwestern.edu