**Course Description:** This course allows students to practice clinical skills in pharmacy through practical experiences, practice simulations and workshops. Site visits to various clinical environments allow the student to experience and apply lessons learned from didactic courses in patient care settings.

**Credit Hours:** 3.5

**Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Time</th>
<th>Activity/Topic</th>
<th>Instructor(s)</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Monday 3/9/20</td>
<td>8:10-9:00 AM</td>
<td>Course Intro* Patient Work-up Assignment</td>
<td>Borchert/Lullo</td>
<td>Littlejohn-D</td>
</tr>
<tr>
<td>1</td>
<td>Tuesday 3/10/20</td>
<td>10:30-11:30 AM</td>
<td>Office Hours</td>
<td>Borchert/Residents</td>
<td>AH151</td>
</tr>
</tbody>
</table>
| 1    | By Tuesday 3/10/20 | Due 1:00 PM | **Online Lectures:**
- Formal Case Presentations
- Informal Patient Presentations*
  View lectures AND example informal patient presentations, then complete Canvas quiz before workshop on 3/10/20 | Patel Borchert            | Online Canvas          |
| 1    | By Tuesday 3/10/20 | Due 1:00 PM | Upload completed copy of work-up sheet prior to workshop on 3/10/20 | Borchert                 | Online Canvas          |
| 1    | Tuesday 3/10/20 | 1:10-2:40 PM   | **Workshop:** EMR Review, Informal Patient Presentation  | Borchert                 | Cardinal 303/304       |
| 1-10 | Thursdays     | Per Preceptor  | Site Activities as scheduled by your Preceptor. Assignments due: Journal Club; Case Presentation | Preceptor                | Clinical Site          |
| 2    | Monday 3/16/20 | 11 AM – 12 noon | Office Hours                                             | Borchert/Residents       | AH 156                 |
| 2    | Monday 3/16/20 | Due 11:59 PM   | **Online Lecture:** Journal Club
Canvas Quiz due at 11:59 PM*                                | Phillips                  | Online Canvas          |
| 2    | Tuesday 3/17/20| 12:00-4:05 PM^ | **Simulation Activity:** Informal Patient Presentation to Preceptor | Kabakov/ Faculty         | Cardinal Hall Simulation Center |
|      | Online        | **Optional:** Drug Literature Searching Skills Tips     | Borchert/Residents       | Online Canvas          |
| 10   | Friday 5/15/20 | Due 11:59 PM^  | DUE via RMS: Experience summary, Self-Evaluation and Preceptor Evaluation due at 11:59 PM |                          |                        |

*Classes noted with a * indicate 5 point assessment during this timeframe.

^For simulation activities, see e-mail from Simulation Center for individualized appointment.

**Course Objectives:**

The student who successfully completes this course will be able to:

1. Interview patients, extract data from the medical record, and present patients to other health care providers.
2. Assess the appropriateness of the patient’s drug therapy in relation to evidence-based practice standards.
3. Develop an appropriate therapeutic care plan.
5. Conduct a Journal Club with analysis and critique of a current journal article in the medical or pharmacy literature relating to drug therapy.
6. Deliver a formal case presentation demonstrating knowledge of the relevant elements and format.
7. Participate in an interprofessional healthcare environment.
8. Demonstrate professional behaviors deemed necessary for practice in the clinical setting.
Course Director:
Jill S. Borchert, PharmD, BCPS, FCCP
Professor and Vice Chair, Department of Pharmacy Practice
Office: Alumni Hall Suite 350
Office Phone: 630-515-7378
Office Hours: Announced via Canvas or by appointment (preferred)
Email: jborch@midwestern.edu

Role of the Course Director:
This course involves multiple instructors. Individual instructors should be consulted directly for questions related to clarification of their lectures, handouts or assignments. The role of the course director is to handle and organize questions related to course grading, medical absences, overall format of the class and related administrative issues.

Experiential Site Director:
Amy Lullo, B.Pharm., RPh
Director, Office of Experiential Education
Office: Alumni Hall, Suite 350
Office Phone: 630-515-6043
Fax: 630-515-6103
E-mail: ALullo@midwestern.edu

Role of the Experiential Site Director:
This course involves visits to clinical pharmacy practice sites. Each site preceptor should be consulted directly for questions related to clarification of site-specific requirements, expectations and grading. The role of the Experiential Site Director is to handle and organize questions related to site placement and related administrative issues.

Simulation Director:
Anna Kabakov, PharmD, BCPS
Assistant Professor, Department of Pharmacy Practice
Office: Alumni Hall North 203
Office Phone: 630-515-6261
Office Hours: By appointment.
Email: akabak@midwestern.edu

Role of the Simulation Director:
The role of the simulation director is to handle and organize questions related to the simulation activity that will be held in the Clinical Skills and Simulation Center.

Administrative Teaching Assistant:
Alyssa Castillo
Administrative Teaching Assistant
E-mail: acasti@midwestern.edu
Phone: (630) 960-3131
Office: Alumni Hall Rm 201 (Please email to schedule an appointment).

Role of the Administrative Teaching Assistant:
The administrative teaching assistant will be in charge of checking attendance, management of Canvas documents for this course and other organizational tasks.

Instructors:
Several different instructors teach in this course. Students are encouraged to speak directly with the instructors for clarification of lecture or workshop material.

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Patel</td>
<td><a href="mailto:jpatel@midwestern.edu">jpatel@midwestern.edu</a></td>
</tr>
<tr>
<td>Dr. Phillips</td>
<td><a href="mailto:jphillips@midwestern.edu">jphillips@midwestern.edu</a></td>
</tr>
</tbody>
</table>
Curricular Outcomes
The Chicago College of Pharmacy PharmD curriculum provides students with a variety of opportunities to gain the knowledge, skills and attitudes associated with the successful practice of pharmacy, as described by our nine curricular outcomes. The activities in this course contribute to the curricular outcomes and outcome components listed in Appendix V.

Communication
It is the responsibility of the student to check their e-mail and Canvas™ daily for class announcements. Since students will be at their pharmacy rotation site for a portion of this course, e-mail is often used to communicate information from the course director or administrative teaching assistant to the students in a timely manner. Students are responsible for information contained in these e-mails or on Canvas™. Not checking your e-mail or Canvas™ will not be accepted as an excuse for having missed important class information.

Course Format and Assignments
Students must attend all on-campus lecture/activities in weeks 1 and 2. Approximate hours for weeks 1-10 will be between the hours of 7 AM and 7 PM. Students will, in general, meet at their assigned rotation site for at least eight hours. The time period is determined by the preceptor. Activities during the on-campus weeks will include lecture, workshops, in-class assignments/activities and simulation.

Professionalism/Punctuality
You will be evaluated for your professionalism during this course, as indicated in Section I: Professionalism Assessment of the Final Evaluation by Preceptor (see appendix IV). In addition, points will be deducted for lack of punctuality.

Site Visits
- Attendance is MANDATORY.
- Students will not be allowed to start site visits until they are compliant with pre-rotation requirements for immunizations, urine drug testing, etc.
- Students should contact site preceptors at least one week prior to the first site visit to introduce themselves, discuss where to park, where to meet on the first day and other site/rotation specific information.
- Site assignments will include patient care activities, journal club, case presentation, and other learning activities determined by the preceptor.

Journal Club
- Typed analysis of a journal article and verbal presentation as an individual assignment.
- The article to read and analyze may be assigned by the site preceptor or the student may be allowed to choose an article. If not assigned, the article must be approved by the preceptor for this assignment.
- Please refer to the Journal Club lecture and example for more information.
- Each student in the group will receive the same grade for the analysis/handout and verbal presentation. See the Journal Club Evaluation Form (Appendix I) for specific grading criteria.

Case Presentation
- Formal presentation of a patient case, including a typed handout as an individual assignment.
- Each student will be assigned a patient and/or disease state for formal evaluation and presentation.
- Required activities include:
  - Literature search documentation
  - Selection of two articles for the case presentation
    - Must be approved by the preceptor before submission of the draft
  - Best possible draft of case presentation
    - Must be reviewed by the preceptor before the final presentation
  - Final presentation and handout

3
Please refer to the How to Prepare a Case Presentation lecture for more information.
See the Case Presentation Evaluation Form (Appendix II) for specific grading criteria.

Other Site Learning Activities (determined by preceptor) May include, but not limited to:

- Develop patient care plans for other patients seen on rounds/in clinic.
- Present patients to preceptors
- In-service or newsletter article.
- Participate in P&T committee, MUE activities or other pharmacists’ projects in the pharmacy.
- Shadow/see the distribution/organizational/safety aspect of the pharmacy (in hospital setting).
  - Compare this hospital pharmacy structure to your previous IPPE 2 experience as part of self-reflection.
- Write SOAP notes for patient encounters.
- Develop a philosophy of practice. Compare your philosophy of practice to the Oath of a Pharmacist.
- Guideline or drug information searches.
- Topic discussions.

RMS: Experience summary, Self-evaluation and Preceptor Evaluation

- Experience summary (25 points): Typed responses to guided questions to facilitate reflection on rotation activities and professional competency.
- An experience summary received after the due date and time will be subject to a 20% loss of points for each day that it is late. As an example, the experience summary assignment is worth 25 points, so each day the assignment is late will result in a loss of 5 points.
- Completion of both the self-evaluation and preceptor evaluation are mandatory in order to receive a grade in this course. If the evaluations are not completed, the student will receive an incomplete until the evaluations are received.

Simulation Activity

- Week 2: Informal patient Presentation to a Preceptor. This activity involves chart review, presentation of the patient to the preceptor and researching questions asked by the preceptor.

Quiz/Assessments

- Individual quizzes will cover lecture (live or online) sessions

Student Evaluations

- Midwestern University recognizes the value of faculty and course evaluations by students. Voluntary and confidential feedback from students regarding courses and faculty provide critical information to faculty for course and self-improvement. These data also play an essential role in the annual faculty evaluation process. The ability to provide constructive feedback is an essential skill for professionals. Midwestern University views that one of your responsibilities as a student is to complete faculty and course evaluations and this is a step in your development as a professional. Midwestern University is constantly striving to improve its educational experiences for students. Please complete the faculty and course evaluations as directed.
Grading:

<table>
<thead>
<tr>
<th>ASSESSMENT TOOLS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Evaluation by Preceptor</td>
<td>400</td>
</tr>
<tr>
<td>Week 1 Informal Patient Presentation Workshop</td>
<td>15</td>
</tr>
<tr>
<td>10 points for uploaded work-up sheet</td>
<td></td>
</tr>
<tr>
<td>5 points for peer evaluation</td>
<td></td>
</tr>
<tr>
<td>Week 2 Simulation Activity</td>
<td>40</td>
</tr>
<tr>
<td>Experience summary</td>
<td>25</td>
</tr>
<tr>
<td>Week 1 Lecture Quiz</td>
<td>5</td>
</tr>
<tr>
<td>Journal Club Online Lecture Quiz</td>
<td>5</td>
</tr>
<tr>
<td>Case Presentation Online Lecture Quiz</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>495</td>
</tr>
</tbody>
</table>

PASSING THIS COURSE IS CONTINGENT UPON RECEIVING A PASSING GRADE FOR YOUR SITE VISITS. A FINAL GRADE OF LESS THAN 278 POINTS FOR THE SITE VISIT WILL RESULT IN FAILURE OF THIS COURSE.

A FINAL SCORE OF “1” IN ANY ITEM IN THE PROFESSIONALISM SECTION OF THE ROTATION EVALUATION WILL RESULT IN FAILURE OF THIS COURSE.

Total points for this course (preceptor evaluation, simulation scores, other course activities) will be utilized to determine your final grade in PPRAD 1753. However, to achieve a passing grade in the course, students must earn a passing grade on the final evaluation by the site preceptor. Please see the chart below for details.

<table>
<thead>
<tr>
<th>If the following TOTAL points are attained:</th>
<th>The following final grade is guaranteed at minimum:</th>
<th>The following points must be obtained solely on the final evaluation by the site preceptor in order to pass the course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>443 – 495</td>
<td>A</td>
<td>278</td>
</tr>
<tr>
<td>393.5 – 442.5</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>344 – 393</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>&lt; 343.5</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

Plus and minus grades will not be assigned in this course.

Examples:
Student A: Earns 350 points in the class. He/she earned 275 points on the final evaluation by site preceptor and 75 points from other course activities and attendance. Despite earning enough total points for a C, student A will receive an F for the class because he/she did not earn the minimum 278 points on the final evaluation by the site preceptor.

Student B: Earns 350 points in the class. He/she earned 280 points on the final evaluation by site preceptor and 70 points from other course activities and attendance. Student B will receive a C in the course based on his/her total points AND that he/she earned ≥ 278 points on the final evaluation by the site preceptor.

Any questions on this grading policy should be directed to Dr. Borchert as soon as possible.

Assignment/Simulation Policies for IPPE3: Clinical:
Any requests for re-grading of an assessment (quiz, assignment, simulation) must be addressed to the course director (not the individual instructor) and submitted within 7 calendar days of the grades being posted for that specific assessment. Students must wait until grades are posted prior to requesting regrading. Re-grading requests will only be considered if they meet the following requirements:

- Typewritten
- Written professionally and courteously, as one would address another health professional
- Request includes why you are requesting a re-grade, including a referenced rationale
• Include specific documentation that supports the request (only required/recommended readings, primary literature, or reputable drug information source [e.g. Lexi-Comp Drug Information or Micromedex] will be accepted).

The course director will discuss review any documentation (e.g. statistical report for questions, videos for simulations) and discuss with course faculty if necessary. A decision will be communicated to the student either individually or via Canvas, if the change affects the entire class. Students should refer to the MWU Course Catalog in regards to the Grades Appeal Policy that supersedes any course grading policies.

Academic Dishonesty:
Academic dishonesty is intentional cheating, fabrication or plagiarism. It is also knowingly helping or attempting to help others be dishonest. Academic dishonesty lowers scholastic quality and defrauds those who will eventually depend on your knowledge and integrity. Academic dishonesty is defined in the MWU Student Handbook as: 1.) Cheating: Intentionally copying from another student’s work, using or attempting to use unauthorized materials, information, or study aids during any academic exercise; 2.) Fabrication: Intentionally falsifying or inventing any information or citation in any academic exercise; 3.) Plagiarism: Representing the words or ideas of another person as one’s own in any academic exercise; 4.) Facilitating academic dishonesty: Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty; 5.) Computer Misuse: Disruptive or illegal use of computer resources; 6.) Knowingly furnishing false information to the University; 7.) Malicious obstruction or disruption of teaching, research, or administrative operational procedures; 8.) Unauthorized Collaboration: Working together on an exam or lab report when expressly prohibited from doing so by an instructor; and 9.) Forgery, alteration or misuse of University documents, records, identification, etc.

Acts of academic dishonesty are not tolerated in this course. Academic dishonesty by students should be discouraged by peers as not being appropriate professional conduct. Every effort is made to prevent occurrences of academic dishonesty. Actions that will be taken in the event that a student is caught in a dishonest act include, but are not limited to: a failing grade for the work involved; suspension from the course which may result in a failing grade for the course; automatic failure in the course; and/or expulsion from the program or University.

CLASSROOM ETIQUETTE
In order to maintain an appropriate classroom/exam environment that is most conducive to teaching, learning and performing one’s best on exams, students are expected to behave in a manner that is not disruptive or disrespectful to any person and that does not adversely affect teaching, learning, or examination performance of any person. Students arriving late to lectures are asked to sit in the back of the room to provide minimal disruption. If cell phones need to be turned on during lectures, then they must be set to the vibrate mode. All calls must be made/received outside of the classroom as this type of activity is disruptive to the teaching/learning environment and is disrespectful to others in the classroom. Students who do not abide by this policy may be asked to leave the classroom and continued abuse of this policy will result in disciplinary procedures. Any concerns or questions regarding this policy, please discuss with the course director. Children are not typically allowed in the classroom per University policy. The Office of Student Services may provide clarifications/ assistance if an issue arises. In keeping with MWU policy all students are required to wear their ID badge at all lectures, exams, quizzes and case conferences. The ID should be worn above the waist in clear view to instructors and teaching assistants.

Students are expected to bring their laptops to all class sessions on campus to access materials for in-class activities and related references. Use of laptops for purposes unrelated to the course during class sessions is considered unprofessional and will not be tolerated.
EXPERIENTIAL EDUCATION IPPE POLICIES

Onboarding and Site Requirements for IPPE Rotations
The following requirements must be met prior to starting and throughout your IPPE rotations:

1. **State of Illinois Pharmacy (Student) Technician License**
   - All students attending pharmacy site visits MUST have a valid (in date) State of Illinois Pharmacy technician (Student) license.
     - A copy of this license MUST be kept on file with the Office of Experiential Education.
     - A copy of this license MUST be kept in your rotation binder and the binder MUST be with you at all pharmacy site visits.
     - The wallet size copy of your technician license MUST be with you at all times while at your pharmacy site.
     - Students are required to renew their Illinois Pharmacy Technician license each year and provide a copy of the new license to OEE by March 1st each year.

   NOTE: Students with an expired or no license while at the pharmacy will be asked to leave the site until resolved. This will be considered an unexcused absence resulting in the loss of 10% of total course points.

   Please note: Students must provide the Director of Experiential Education any information regarding disciplinary actions taken by the Department of Financial and Professional Regulation against their Technician license, including the date(s) of discipline and a brief synopsis of the case. A student who has their technician license revoked or suspended will result in the student being withdrawn from the experiential program.

2. **University Health Requirements:**
   Compliance and documentation of immunizations are requirements of the University, the Office of Experiential Education, and the sites assigned to you for IPPE site visits and advanced rotations.

   a) **Flu Shot:** Yearly seasonal influenza vaccine is required by MWU.
   b) **TB Test:** The University requires that you submit documented laboratory proof of the absence of tuberculosis (updated yearly) by having a 2-step TB test.
      - This must be a Mantoux test.
      - Prescriber MUST report:
        1. Date placed
        2. Date read
        3. Results must be reported in millimeters (mm)
      - If you experience a positive skin test, absence of disease via chest x-ray is required and must be updated every 2 years. Some sites may require a yearly chest x-ray.
   c) Proof of immunization against measles, mumps, rubella, varicella (chicken pox), diphtheria/tetanus/pertussis (Tdap) (updated every 10 years), and hepatitis is required prior to matriculation.
   d) **Quantitative Titers** are required to assess immunity for measles, mumps, rubella, varicella, and hepatitis B.
   e) **Meningococcal vaccine** only required for students less than 22 years of age
   f) Completion of a **physical exam** prior to matriculation

   There may be some immunization exceptions depending on the student’s particular health status and some site requirements may be more stringent. Any immunization exceptions must be documented by a primary healthcare prescriber. Please refer to the University Certificate of Immunity for exact details. This can be found on the Wellness Center website. You will be notified via MWU email of missing immunization documentation.

3. **Special Site Requirements**
   Some sites also may require the following:


• Signature on a confidentiality agreement
• Drug screen
• Additional background check

You will be notified via MWU email if you need to complete any special requirements prior to going to your pharmacy site visits.

4. LawRoom Course Certificates
Student must have completed the following self-study LawRoom courses and have a copy of their certificate of completion for each course in their rotation binder. (You can locate your certificates of completion for LawRoom courses on the portal). These include:
• Certificate of HIPAA orientation
• Universal Precautions:
• Occupational Safety and Health Administration (OSHA)

**Students not in compliance with the above onboarding requirements will not be allowed to go their rotation site and will result in the loss of 10% of total course points.

Professional Binder:
You are required to continue to maintain a professional binder for your rotations. The binder will serve as a tool to help review what you have accomplished so far, and what you need to accomplish in order to successfully meet all the requirements for experiential education. Your preceptors will also be able to get a snapshot of your skills and abilities, and project topics completed as you progress through your rotations.

How to set up the binder:
- Purchase a 2 to 3 inch 3-ring binder
- Place your name on the outside of the binder
- The first section of the binder must have the following in the order listed below:
  ➢ Resume or CV
  ➢ Copy of student technician license
  ➢ Copy of CPR Card
  ➢ Copy of your Immunization Training Certificate from APhA
  ➢ Copy of your HIPAA training certificate
  ➢ Copy of your Universal Precautions training certificate
  ➢ Copy of your OSHA training certificate
  ➢ Copy of your up-to-date immunization record (will be given to you)
  ➢ Pledge of Professionalism (completed in PS-1 OEE Orientation)
- Insert divider tabs for each rotation as follows:
  ➢ IPPE-1: Community
  ➢ IPPE-2: Hospital
  ➢ IPPE-3: Clinical

As you complete each rotation, insert paper copies of all assignments.

DRESS CODE:
As stated in the MWU Student Handbook
http://mwunet.midwestern.edu/administrative/SS/ssSH_policy.htm#43

Students are expected to dress in an appropriately professional manner. Some departments may establish a dress code for particular activities (eg., scrubs for dental lab; closed-toed shoes for gross lab). The wearing of clothing having caricatures, messages, symbols, etc, that, based on societal norms, can be construed to be vulgar, offensive or to
contribute to creating a hostile learning/academic environment demonstrates inappropriate professional judgment that may be subject to review and action by the Dean of Students along with the student’s respective college Dean.

If a student is in a facility participating in patient care—no matter how briefly—he or she must comply with the following dress code:

- The photo identification badge must be worn so that it is visible to anyone approaching.
- Clean, professional coats or jackets that clearly identify students according to their professional program and status and distinguish them from physicians and other health care professionals must be worn by students when with a patient, unless other dress is specified by the program/college or service (e.g., scrub suits in surgery, obstetrics or dental labs/clinics).
- Male students are encouraged to wear a tie. When they do not wear a tie, only the top button of their shirt should be open at the neck.
- T-shirts, sweat shirts, halter tops, tank and tube tops, and backless or midriff-baring tops are not allowed.
- Casual slacks, blue jeans, fatigues, white trousers, short skirts, short dresses and shorts are not permitted.
- Dress shoes with socks/stockings are required, except in the dental clinic/simulation lab, surgery or obstetrics, where clean athletic shoes may be allowed.
- Sandals are not acceptable.
- Any visible body piercing, except ears, must be removed.
- Visible tattoos should be discretely covered.
- Scrub suits are not to be worn except when the student is on the obstetrics service, in surgical scrub, in the emergency department or in the dental clinic/simulation lab.
- Scrub suits are not to be worn in other areas of medical centers, particularly not on the floors where there are patients or in the cafeteria (except in an emergency situation and only if the scrub suit is covered by a white coat.)
- Hair is to be neat, clean, and properly maintained, and a natural hair color.

Failure to observe these dress code policies may result in the student being asked to leave the premises. Habitual violators are subject to disciplinary action. Individual sites may have dress code requirements that are more stringent than those outlined above. Students must also comply with the dress code of the facility in which they are rotating.

**Attendance Policy:**

**Attendance is mandatory at all orientations, lectures, workshops, simulation activities and pharmacy site visits.**

Attendance will be taken before the start of each class. Students are responsible to ensure their ID is properly scanned for attendance documentation. For students with an ID that does not scan properly, the student is required to sign in on a paper attendance roster. Students must scan their ID or sign the attendance roster prior to the start of class to avoid a tardiness or absent penalty.

To receive an approved absence from orientation/lecture/workshop/simulation activity the student must notify (via email) the course director, prior to the orientation/lecture/workshop/simulation activity.

To receive an approved absence from a pharmacy site visit the student must:

1. notify the preceptor before the scheduled site visit,
2. call the CCP OEE office at 630-515-7677 (before the scheduled site visit) and
3. email ccpoe@midwestern.edu (before the scheduled site visit) to explain the reason for being absent from the rotation that day.
4. The student must make-up the hours missed on a date/time approved by the preceptor and the course director. The student must notify (via email) the course director the date/time of the make-up visit.

The following policy is from the MWU Student Handbook:
The Office of Student Services must be informed whenever a student fails to show up for a rotation (pharmacy site visit) and has not notified the Dean's Office or the Office of Experiential Education in advance. There are no unexcused absences allowed during rotation (pharmacy site visit). Failure to notify your preceptor and the Office of Experiential Education before the site visit or the Course Director before the orientation/lecture/workshop/simulation will be considered grounds for failure.

The student will be required to provide documentation for claims of personal illness (e.g. a note from the primary healthcare prescriber). Other forms of documentation may be requested for other extenuating claims, at the Course Director’s discretion. Required documentation is due to the course director within 72 hours of the scheduled class.

- Unexcused absence will result in the loss of 10% of total course points (61.5 points deduction) for the orientation/lecture/workshop/simulation activity/site visit missed and possible failure of the course.
- Unexcused tardiness will result in the loss of 5% of total course points (31 points deduction) for the orientation/lecture/workshop/simulation activity/site visit missed and possible failure of the course.
- Unexcused absence for more than 1 orientation/lecture/workshop/simulation activity/site visit will result in failure of the course.

Students that are tardy or do not attend the orientation session may not be allowed to start or continue on rotation and may need to withdraw from the course. This may result in delay of graduation.

Personal illness, personal emergency, personal incapacitation, or other exceptional problems are the only legitimate excuses for missing a required experiential class activity (orientation/lecture/workshop/simulation activity/site visit). Oversleeping, traffic delays, returning back to campus late from summer/fall/winter/spring break, forgetting to add or misreading IPPE3 class dates to your calendar and not thoroughly reading the syllabus are NOT considered valid excuses.

Planned Absences (College Sponsored Only): Any planned absence from the course for purposes of attendance at a college-sponsored professional organization activity MUST BE APPROVED by Dr. Borchert through the use of a form obtained from the Dean’s Office (and online) prior to the absence.

LEARNING SUPPORT SERVICES:
In order to successfully complete this course and to achieve the course objectives, students should participate in all the learning activities provided in this course.

If a student needs further assistance in the course, they are encouraged to meet with the course director as soon as possible. In addition, Midwestern University offers student peer-tutoring services through the Department of Student Services. Tutoring is available during all academic years and is designed to help enhance test-taking skills, modify study habits, and/or focus on critical material and content. Please refer to the student handbook for details on how to obtain these services.

SPECIAL CIRCUMSTANCES:
Any student experiencing an event that he or she feels will seriously impair his or her ability to perform optimally in this course must notify the course director immediately. Special circumstances will be heard and accommodated on a case-by-case basis at the discretion of the course director and may include consultation with the Dean of MWU CCP and the Dean of Students.

Disability Services
It is the policy of Midwestern University to ensure that no qualified student with a disability is excluded from participation in or subjected to discrimination in any University program, activity, or event. Student Services coordinates accommodations for all eligible students. If you need accommodations for a disability, please contact Student Services. It is the student’s responsibility to identify themselves in a timely manner as an individual with a
disability when seeking an accommodation. In Downers Grove, please contact Associate Dean Dr. Carrie Torgerson (ctorge@midwestern.edu; 630-515-7142) for additional information.

More information regarding available services can be found at https://www.midwestern.edu/downers_grove_campus/student_services/disability_services.html.

Accurate Reporting of IPPE hours:
In accordance with all CCP IPPE and APPE courses, ACPE guidelines and CCP graduation requirements all experience hours must be completed by each student and documented accordingly by the preceptor. Completion of all 80 IPPE3 hours is required for all students in this IPPE3 course.

The experience hours from this course series are counted and reported to the Illinois State Board of Pharmacy as part of the total required IPPE and APPE hours for the CCP Experiential Program. Failure to complete any required IPPE course hours may result in course failure and delay of the student’s planned graduation. Falsification of any required IPPE course hours will result in academic misconduct proceedings and may cause professional licensure disciplinary actions, as described in the Illinois Pharmacy Practice Act (225 ILCS 85/30 from Ch. 111, par. 4150)

Any hours missed MUST be reported to the Office of Experiential Education (OEE) by contacting the one of the Course Directors.

Patient Care and Confidentiality:
Patients are to be respected at all times. Follow the adherence (patient and health care provider come to mutual understanding of treatment and goals) rather than compliance (patient is expected to do what health care provider dictates) model. Students will maintain the patient’s right to confidentiality at all times. Under no circumstances shall the student discuss a patient with anyone unless that person has a medically-defined “need to know”. Therefore, it is appropriate to discuss patients only with other health care workers directly involved in the patient’s care. Discussion of patients in public areas is not permitted and is grounds for immediate removal from the site with a failing grade.

Students must at all times adhere to the MWU HIPAA policy and all site HIPAA policies.

Violation of HIPAA unacceptable and is grounds for immediate removal from the site with a failing grade.
Examples of HIPAA compliance include, but are not limited to:
- Medical charts or any printed patient data/information with patient identifiers are not to leave the site under any circumstances.
- Patient data is to be accessed and disclosed only as needed for the treatment of a patient
- No discussion of patients in public areas
- No taking pictures of patients
- No posting pictures of patients online
- No recording patient conversations or responses

A student who is requested by the preceptor or site administrator to permanently leave the IPPE site for unprofessional behavior or patient safety issues may be issued a failing grade.

Liability Insurance:
MWU/CCP students are covered by professional liability insurance. Any other insurance needs (i.e., health, accident, or car insurance) are the student’s responsibility.

Student Compensation:
Students will not receive financial or other compensation from the preceptor or Pharmacy Practice Experience site for services associated with the rotation.
Parking:
Arrangements are site-dependent. Ask your preceptor about parking prior to the start of the rotation. Any cost for parking or transportation will be the student's responsibility.

Workspace:
Student work space, computer access, copy machine, and phone use are all site-dependent. Students must check with the preceptor for availability and approved use. Computer-assisted literature searches and copying needs related to assignments can be done through the campus library. No personal calls are permitted on Practice Experience site phones.

Workload:
This is a true clinical site (not “fabricated” site for student placement). As such, patient care must always come first. This should not be seen as a lack of interest in the students, but certain discussions and activities will be secondary to immediate patient care issues.

Videotaping:
Live sessions in this course will not be videotaped.

**Needle stick/Exposures or Injury on Clinical Rotation**
Contact one of the OEE Directors and follow the directions per the MWU Student Handbook provided below.

**Needle stick/Exposures or Injury on Clinical Rotation (as stated in the MWU Student handbook)**

**Procedure for Needle stick/Exposure Incident:**
http://mwunet.midwestern.edu/administrative/SS/ssSH_policy.htm#94

Students exposed to a patient via blood or potentially infectious body fluid by needle or other means should abide by the steps listed below. For other types of injuries, please contact Risk Management at 630-515-7232.

1. Seek immediate treatment and follow-up in accordance with appropriate medical standards;
2. Fill out injury and treatment forms following the protocol of the rotational facility or physician's office where they are assigned;
3. Go immediately to an emergency department, urgent care facility, or medical provider's office;
4. Immediately notify the preceptor and clinical coordinator of the occurrence.
5. Students who incur expenses related to treatment of an accidental needle stick should seek reimbursement first through their health insurance company. Please note that expenses incurred due to a needle stick or injury while on clinical rotation are not covered through Worker's Compensation, unless otherwise provided by law. Any expenses that are not covered through a student's own health insurance company thereafter should be referred to the Director of Risk Management.

Students shall within **48 hours** send a copy of the injury and treatment forms to their preceptor and clinical coordinator. When making out an injury report for an exposure incident, the student and/or preceptor must give the name of the source individual and medical record number, if known or feasible. If an exposure occurs, the following information should be recorded in the student's confidential medical record:

1. Date and time of exposure;
2. Job duty being performed by student;
3. Whether protective equipment (gowns, gloves, masks, protective eyewear) or engineering controls were used (ie, recapping device or a needle disposal device or mechanical pipette);
4. Details of exposure, including amount and type of fluid or material, and severity (eg, depth of percutaneous exposure and whether fluid was injected; extent and duration of skin or mucous membrane contact);
5. Description of source material, including HIV, HBV, HCV status if known. In the event the source individual is a dialysis patient, a current HBsAg report should be used.
Marijuana, Medical and Recreational Use

Medical Marijuana is now permitted in both the State of Arizona and State of Illinois if prescribed by a physician. Recreational marijuana is now permitted in the State of Illinois. While state laws permit the use of medical marijuana by individuals possessing lawfully issued State medical marijuana cards and Illinois permits the use of recreational marijuana, federal laws prohibit marijuana use, its possession, and/or its cultivation at educational and clinical institutions that receive federal funding. The use, possession, or cultivation of marijuana for medical purposes is therefore not allowed in or on the premises of any Midwestern University property, including student housing apartments; nor is it allowed at any affiliated clinical sites or University sponsored event or activity.

All students sign a Drug-Free Workplace Certification Document prior to matriculation attesting their willingness to abide by the Midwestern University Drug-Free Workplace and Substance Abuse policy. Multiple states including Illinois allow recreational marijuana use. Although students may participate in clinical rotations in those states, regardless of state law, Midwestern University and its affiliated clinical rotation sites prohibit students from the use of drugs, including marijuana, which are illegal under the federal Controlled Substances Act (CSA) of 1970. Students testing positive for marijuana use will be subject to University disciplinary procedures irrespective of the state in which the marijuana was used, and will be suspended from clinical rotations until the student tests negative for marijuana on a drug screen.
APPENDIX I: 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>4</th>
<th>Excellent</th>
<th>3</th>
<th>Very Good</th>
<th>2</th>
<th>Satisfactory</th>
<th>1</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<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>
<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>
<td></td>
<td></td>
<td></td>
<td></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) 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 ______________
APPENDIX II: MWU Chicago College of Pharmacy
IPPE-3 Case Presentation 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 Excellent</th>
<th>3 Very Good</th>
<th>2 Satisfactory</th>
<th>1 Unsatisfactory</th>
</tr>
</thead>
<tbody>
<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>
<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. 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)

**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 four.
* 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.

<table>
<thead>
<tr>
<th>Goal/Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism:</strong></td>
</tr>
<tr>
<td>Punctual, ethical, diplomatic, respectful, accountable</td>
</tr>
</tbody>
</table>

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 ________________

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APPENDIX IV: MWU CHICAGO COLLEGE OF PHARMACY

IPPE-3 (PPRAD 1753) Final Evaluation by Preceptor - Class of 2022

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

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. 4 3 2 1

3. **Student maintains confidentiality:** maintains confidentiality of patient and/or site specific data and documents; strictly follows HIPAA guidelines. 4 3 2 1

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). 4 3 2 1

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. 4 3 2 1
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:**

**ONLY WHOLE NUMBERS MAY BE USED; NO FRACTIONS OR DECIMALS**

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

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1. **Communication Skills (Verbal):** Effectively communicates and articulates relevant information through oral communications.

2. **Communication Skills (Written):** Effectively communicates and documents professional knowledge to patients and health care providers. Documents patient care activities and outcomes appropriately.

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. **Patient Care Skills:** Establishes relationships with patients, care givers, 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.

5. **Patient Assessment:** Obtains patient histories, reviews patient records and/or conducts physical assessments appropriately.

6. **Patient Care Plans:** Demonstrates the ability to propose reasonable, practical, and sensible solutions to patient problems and develops appropriate patient care plans.

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.

8. **Drug Therapy Assessment:** Demonstrates the ability to assess the appropriateness of the patient’s drug therapy in relation to evidence-based practice standards.
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.  

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
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<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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<td>Student was ineffective and inconsistent leading to extensive intervention. Student exhibits knowledge and/or skills below minimum competency.</td>
</tr>
</tbody>
</table>

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</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong></td>
<td><strong>Very Good</strong></td>
<td><strong>Satisfactory</strong></td>
<td><strong>Unsatisfactory</strong></td>
</tr>
</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  

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient presentation</td>
<td>Knowledge</td>
<td>Handout/presentation quality</td>
<td></td>
</tr>
</tbody>
</table>

2. **Journal Club**: transfer score from paper copy Journal Club evaluation form  

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study design, methodology &amp; results (including abstract &amp; introduction)</td>
<td>Critique &amp; clinical relevance</td>
<td>Handout/presentation quality</td>
<td></td>
</tr>
</tbody>
</table>
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

MANUAL GRADE CALCULATION

1. Section I Grade Calculation: Total all dimensions from Section I and divide by 8 = ____ , multiply x 0.30 = ____ , multiply by 100 _______
2. Section II Grade Calculation: Total all dimensions from Section II and divide by 14 = ____ , multiply x 0.40 = ____ , multiply by 100 _______
3. Section III Grade Calculation: Total all dimensions from Section III and divide by 6 = ____ , multiply x 0.30 = ____ , multiply by 100 _______
4. Final grade: Sum of sections 1 + 2 + 3 = _______

A 400-358
B 357-318
C 317-278
F ≤ 277

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
APPENDIX V

CCP Curricular Outcomes

The CCP PharmD curriculum provides students with a variety of opportunities to gain the knowledge, skills and attitudes associated with the successful practice of pharmacy, as described by the College’s nine curricular outcomes. Listed in italics are the curricular outcomes and outcome components covered by this course.

1. Interview patients, extract data from the medical record, and present patients to other health care providers.
   - I.B: Demonstrate professional behavior in all interactions with patients, caregivers, and other healthcare professionals
   - II.A: Examine problems systematically and completely
   - II.B: Demonstrate rational and reflective consideration of current knowledge, skills, attitudes, and beliefs necessary to formulate an informed decision
   - II.C: Develop strategies to solve problems
   - II.D: Create and implement the recommendation or solution appropriate for a given patient or situation
   - III.A: Obtain relevant information necessary to facilitate healthcare decision-making
   - III.B: Convey appropriate information by verbal and/or non-verbal means to the target audience
   - III.C: Develop professionally written communication strategies to meet the target audience’s needs
   - IV.A: Retrieve and evaluate drug information and literature
   - IV.B: Apply information to patient-specific decisions
   - V.A: Establish relationships with patients, healthcare professionals, and other individuals
   - V.B: Design a patient care plan to address therapeutic issues and promote health and wellness
   - V.C: Implement a patient care plan
   - V.D: Evaluate patient adherence and response to therapeutic recommendations and adjust the care plan as needed
   - V.E: Document all types of patient care encounters by appropriate means

2. Assess the appropriateness of the patient’s drug therapy in relation to evidence-based practice standards.
   - II.A: Examine problems systematically and completely
   - II.B: Demonstrate rational and reflective consideration of current knowledge, skills, attitudes, and beliefs necessary to formulate an informed decision
   - II.C: Develop strategies to solve problems
   - III.A: Obtain relevant information necessary to facilitate healthcare decision-making
   - III.B: Convey appropriate information by verbal and/or non-verbal means to the target audience
   - III.C: Develop professionally written communication strategies to meet the target audience’s needs
   - IV.A: Retrieve and evaluate drug information and literature
   - IV.B: Apply information to patient-specific decisions
   - V.A: Establish relationships with patients, healthcare professionals, and other individuals
   - V.B: Design a patient care plan to address therapeutic issues and promote health and wellness
   - V.C: Implement a patient care plan
   - V.D: Evaluate patient adherence and response to therapeutic recommendations and adjust the care plan as needed
   - V.E: Document all types of patient care encounters by appropriate means
VI.A: Contribute to interventions designed to prevent disease and promote health and wellness in individuals
VI.C: Identify health disparities and inequities in access to quality care, as well as reduction strategies

3. Develop an appropriate therapeutic care plan.
   II.A: Examine problems systematically and completely
   II.B: Demonstrate rational and reflective consideration of current knowledge, skills, attitudes, and beliefs necessary to formulate an informed decision
   II.C: Develop strategies to solve problems
   II.D: Create and implement the recommendation or solution appropriate for a given patient or situation
   II.E: Monitor and evaluate the effectiveness of the solution implemented, revising as appropriate
   III.A: Obtain relevant information necessary to facilitate healthcare decision-making
   III.B: Convey appropriate information by verbal and/or non-verbal means to the target audience
   III.C: Develop professionally written communication strategies to meet the target audience’s needs
   IV.A: Retrieve and evaluate drug information and literature
   IV.B: Apply information to patient-specific decisions
   V.A: Establish relationships with patients, healthcare professionals, and other individuals
   V.B: Design a patient care plan to address therapeutic issues and promote health and wellness
   V.C: Implement a patient care plan
   V.D: Evaluate patient adherence and response to therapeutic recommendations and adjust the care plan as needed
   V.E: Document all types of patient care encounters by appropriate means
   VI.A: Contribute to interventions designed to prevent disease and promote health and wellness in individuals
   VI.C: Identify health disparities and inequities in access to quality care, as well as reduction strategies

   I.B: Demonstrate professional behavior in all interactions with patients, caregivers, and other healthcare professionals
   III.A: Obtain relevant information necessary to facilitate healthcare decision-making
   III.B: Convey appropriate information by verbal and/or non-verbal means to the target audience
   III.C: Develop professionally written communication strategies to meet the target audience’s needs

5. Conduct a Journal Club with analysis and critique of a current journal article in the medical or pharmacy literature relating to drug therapy.
   I.B: Demonstrate professional behavior in all interactions with patients, caregivers, and other healthcare professionals
   III.B: Convey appropriate information by verbal and/or non-verbal means to the target audience
   III.C: Develop professionally written communication strategies to meet the target audience’s needs
   III.D: Evaluate the effectiveness of any communication encounter, modifying as necessary
   IV.A: Retrieve and evaluate drug information and literature
   IV.B: Apply information to patient-specific decisions
   IV.C: Apply information to population-specific decisions

6. Deliver a formal case presentation demonstrating knowledge of the relevant elements and
I.B: Demonstrate professional behavior in all interactions with patients, caregivers, and other healthcare professionals

II.A: Examine problems systematically and completely
II.B: Demonstrate rational and reflective consideration of current knowledge, skills, attitudes, and beliefs necessary to formulate an informed decision
II.C: Develop strategies to solve problems
II.D: Create and implement the recommendation or solution appropriate for a given patient or situation
II.E: Monitor and evaluate the effectiveness of the solution implemented, revising as appropriate

III.A: Obtain relevant information necessary to facilitate healthcare decision-making
III.B: Convey appropriate information by verbal and/or non-verbal means to the target audience
III.C: Develop professionally written communication strategies to meet the target audience’s needs
III.D: Evaluate the effectiveness of any communication encounter, modifying as necessary

IV.A: Retrieve and evaluate drug information and literature
IV.B: Apply information to patient-specific decisions

V.A: Establish relationships with patients, healthcare professionals, and other individuals
V.B: Design a patient care plan to address therapeutic issues and promote health and wellness
V.C: Implement a patient care plan

7. Participate in an interprofessional healthcare environment.
   IX.A: Identify the roles and responsibilities of pharmacists and other healthcare professionals as well as their different approaches to patient care and problem solving
   IX.B: Actively participate in the interprofessional healthcare environment to improve quality, continuity, and patient-centered care

8. Demonstrate professional behaviors deemed necessary for practice in the clinical setting.
   I.A: Maintain professional responsibility and advocate such action in others
   I.B: Demonstrate professional behavior in all interactions with patients, caregivers, and other healthcare professionals