

OU/SWOSU Experiential Evaluation PRECEPTOR INSTRUCTIONS

General Instructions:

- Review the evaluation form and decide which components will be covered on your rotation.
- If an area will not be covered during the rotation, mark “n/a” for not applicable.
- Share this information with students on the 1st day of the rotation.
- Note that certain items do not have “n/a” as an option, as students are expected to demonstrate knowledge, skills, or attitudes in these categories on every rotation.
- An individual rotation site is not expected to cover all the evaluation areas, only those pertinent to the practice setting and rotation.
- Space is provided at the end for you to add and evaluate unique competencies at your site.
- If you have any concerns about the student’s professional behavior or interpersonal skills, **please contact the experiential office.**

Using the 1 to 5 Scale:

- **When performing midpoint and final evaluation, consider a 3 rating as “meets expectations” and begin assessing each item at the 3 column.**
- If the student is performing lower than the criteria for a score of 3, read the criteria for 2, and if these criteria aren’t met, read the criteria for 1.
- If the student is performing above the criteria for a score of 3, read the criteria for 4, and if these criteria do not fit the performance, review the criteria for 5.
- For each competency that you evaluate, **mark one rating** of 1, 2, 3, 4, or 5 which **best** describes the student’s performance.

Midpoint and Final Evaluation Instructions:

- Rate the student’s performance according to the 1 to 5 scale. If an evaluation category was not covered, mark “n/a.” Approximately 2 weeks into the rotation, perform a midpoint evaluation.
- At the midpoint evaluation, review the evaluation form with the student and provide feedback to the student about your expectations for further progress during the remaining 2 weeks of the rotation
- Review the final evaluation form with the student.
- Both the preceptor and student should sign and date both the midpoint and final evaluation at the end of the evaluation form. **Please provide a copy to the student to place in his or her portfolio.**

Written comments:

- **Are required for any score of 1 (“unacceptable performance”) OR 5 (“exceeds expectations”).**
- Are encouraged for all areas evaluated

If you are unable submit the evaluation on-line, make a copy of the completed evaluation for your files and send the original to your local campus:

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OU/SWOSU Experiential Evaluation Form

Student:	Rotation Site:
Preceptor:	Date (Month & Year):

Knowledge Base						
Drug & disease state knowledge	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
	<ul style="list-style-type: none"> Guesses at basic disease & drug information. Major gaps in essential knowledge. Unable to relate to patient care 	<ul style="list-style-type: none"> Often unable to explain basic principles of drugs & diseases Has difficulty relating to patient care 	<ul style="list-style-type: none"> Explains basic principles of drugs & diseases but lacks detail Usually able to relate to patient care, but requires prompting 	<ul style="list-style-type: none"> Explains drugs & diseases often in detail Usually relates to patient care with little to no prompting 	<ul style="list-style-type: none"> Explains drugs & diseases in detail & depth Always relates to patient care without prompting 	
Midpt	Final	Comments				
Provision of Pharmaceutical Care						
Information gathering & identifying patient needs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> n/a
	<ul style="list-style-type: none"> Unable to obtain obvious patient information. Unable to identify patient's primary reason for seeking care Selects inappropriate resources for information or unable to elicit information from appropriate resources 	<ul style="list-style-type: none"> Requires assistance in obtaining obvious patient information. Requires prompting to identify patient's primary reason for seeking care Inconsistently uses appropriate resources for information (e.g. patient, caregiver, medical record, other healthcare professionals) 	<ul style="list-style-type: none"> Obtains obvious patient information. Able to identify patient's primary reason for seeking care. Uses some appropriate resources for information (e.g. patient, caregiver, medical record, other healthcare professionals) 	<ul style="list-style-type: none"> Efficiently obtains complete patient information & makes attempt to elicit details. Able to identify patient's primary reason for seeking care Uses appropriate resources for information (e.g. patient, caregiver, medical record, other healthcare professionals) 	<ul style="list-style-type: none"> Efficiently obtains complete & detailed patient information. Able to identify patient's primary reason for seeking care Efficiently uses appropriate resources for information (e.g. patient, caregiver, medical record, other healthcare professionals) 	
Midpt	Final					

Assessment & interpretation of information		<input type="checkbox"/> 1 <ul style="list-style-type: none"> Unable to interpret subjective & objective patient data Unable to identify drug-related problems Unable to develop a patient-specific problem list 	<input type="checkbox"/> 2 <ul style="list-style-type: none"> Interprets some subjective & objective patient data Identifies some basic drug-related problems Develops patient-specific problem list, unable to prioritize 	<input type="checkbox"/> 3 <ul style="list-style-type: none"> Interprets most subjective & objective patient data Identifies basic drug-related problems Develops patient-specific problem list and usually able to prioritize problems, but sometimes needs prompting 	<input type="checkbox"/> 4 <ul style="list-style-type: none"> Interprets all pertinent patient data & usually makes reasonable assumptions when data is incomplete Identifies majority of drug-related problems Develops patient-specific problem list and usually able to prioritize 	<input type="checkbox"/> 5 <ul style="list-style-type: none"> Interprets all pertinent patient data & makes reasonable assumptions when data is incomplete Identifies all drug-related problems Develops patient-specific problem list with prioritization 	<input type="checkbox"/> n/a
Midpt	Final						
Therapeutic plan development		<input type="checkbox"/> 1 <ul style="list-style-type: none"> Unable to recommend appropriate, patient-specific drug therapy regimens & self-management techniques Unable to prevent & resolve medication-related problems 	<input type="checkbox"/> 2 <ul style="list-style-type: none"> Sometimes recommends reasonable drug therapy regimens, lacks rationale & individualization Able to prevent & resolve basic medication-related problems with guidance 	<input type="checkbox"/> 3 <ul style="list-style-type: none"> Recommends reasonable drug therapy regimens, although choice is not always optimal Able to prevent & resolve basic medication-related problems 	<input type="checkbox"/> 4 <ul style="list-style-type: none"> Usually recommends optimal patient-specific drug therapy regimens & self-management techniques with rationale Sometimes develops alternate plan based on patient's changing needs Able to prevent & resolve medication-related problems 	<input type="checkbox"/> 5 <ul style="list-style-type: none"> Recommends optimal patient-specific drug therapy regimens & self-management techniques with rationale & supporting literature Develops alternate plan based on patient's changing needs Able to prevent & resolve medication-related problems independently 	<input type="checkbox"/> n/a
Midpt	Final						
Therapeutic plan monitoring		<input type="checkbox"/> 1 <ul style="list-style-type: none"> Unable to identify therapeutic endpoints & monitoring parameters 	<input type="checkbox"/> 2 <ul style="list-style-type: none"> Able to identify some therapeutic endpoints Unable to select proper monitoring parameters 	<input type="checkbox"/> 3 <ul style="list-style-type: none"> Usually able to identify therapeutic endpoints & monitoring parameters 	<input type="checkbox"/> 4 <ul style="list-style-type: none"> Consistently identifies therapeutic endpoints & monitoring parameters 	<input type="checkbox"/> 5 <ul style="list-style-type: none"> Consistently identifies therapeutic endpoints; consistently identifies & understands implications of monitoring parameters 	<input type="checkbox"/> n/a
Midpt	Final						
Comments							

Practice Management

Pharmacy Operations		□ 1	□ 2	□ 3	□ 4	□ 5	□ n/a
		<ul style="list-style-type: none"> • Fails to comprehend basic concepts of inventory control, financial decision-making, the importance of being sensitive to personnel management issues, and the role of marketing in pharmacy practice • Possesses no knowledge of dispensing system • Unable to utilize onsite technology • Is unable to apply pharmacy laws and regulations to practice 	<ul style="list-style-type: none"> • Comprehends some concepts including inventory control, financial decision-making, the importance of being sensitive to personnel management issues, responsibilities of health professionals, and the role of marketing in pharmacy practice. • Possesses little knowledge of dispensing system • Requires repeated prompting to utilize onsite technology • Requires assistance in applying pharmacy law and regulations in practice 	<ul style="list-style-type: none"> • Understands most of the concepts including inventory control, financial decision-making, the importance of being sensitive to personnel management issues, responsibilities of health professionals and the role of marketing in pharmacy practice. • Possesses basic knowledge and understanding of the dispensing system • Requires occasional prompting to utilize onsite technology • Requires occasional assistance in applying pharmacy law and regulations to practice 	<ul style="list-style-type: none"> • Understands concepts including inventory control, financial decision-making, the importance of being sensitive to personnel management issues, responsibilities of health professionals, and the role of marketing in pharmacy practice. • Possesses knowledge and understanding of the dispensing system • Utilizes onsite technology with minimal assistance • Needs minimal assistance with applying pharmacy laws and regulations to practice 	<ul style="list-style-type: none"> • Understands concepts and displays a detailed understanding about inventory control, financial decision-making, the importance of being sensitive to personnel management issues, responsibilities of health professionals, and the role of marketing in pharmacy practice. • Possesses knowledge and understanding of the dispensing system and is able to troubleshoot problems • Able to fully utilize onsite technology • Applies pharmacy law and regulations to practice 	
Midpt	Final						
Comments							

Medication Use Systems								
Medication Use Evaluation			□ 1	□ 2	□ 3	□ 4	□ 5	□ n/a
			<ul style="list-style-type: none"> Unaware of the pharmacy or institution's formulary policy Does not participate in the pharmacy or institution's reporting of medication errors, ADR's and DUE's. Unaware of and unable to apply principles of outcomes research, pharmacoeconomics, and quality assessment to provision or evaluation of patient care 	<ul style="list-style-type: none"> Understands some of the pharmacy or institution's formulary policy Sometimes participates in the pharmacy or institution's reporting of medication errors, ADR's and DUE's Aware of but unable to apply principles of outcomes research, pharmacoeconomics, and quality assessment to provision or evaluation of patient care 	<ul style="list-style-type: none"> Understands most of the pharmacy or institution's formulary policy Participates in the pharmacy or institution's reporting of medication errors, ADR's and DUE's. Aware of and sometimes applies principles of outcomes research, pharmacoeconomics, and quality assessment to provision or evaluation of patient care 	<ul style="list-style-type: none"> Comprehends the pharmacy or institution's formulary policy Independently participates in the pharmacy or institution's reporting of medication errors, ADR's and DUE's Usually applies principles of outcomes research, pharmacoeconomics, and quality assessment to provision or evaluation of patient care 	<ul style="list-style-type: none"> Comprehends and utilizes the pharmacy or institution's formulary policy Independently participates in the pharmacy or institution's reporting of medication errors, ADR's and DUE's and can interpret data Consistently applies principles of outcomes research, pharmacoeconomics, and quality assessment to provision or evaluation of patient care 	
Midpt	Final							
Comments								
Pharmaceutical Dispensing								
Dispensing and Compounding			□ 1	□ 2	□ 3	□ 4	□ 5	□ n/a
			<ul style="list-style-type: none"> Makes errors in dispensing prescriptions. Fails to obtain necessary information to evaluate prescriptions Unable to accurately calculate and measure quantities of ingredients Lacks sufficient skills to compound prescriptions 	<ul style="list-style-type: none"> Makes occasional errors in dispensing prescriptions. Misses important information necessary to evaluate prescriptions Makes mistakes in calculating and measuring quantities of ingredients Has difficulty compounding prescriptions 	<ul style="list-style-type: none"> Accurately and safely dispenses prescriptions. Obtains some relevant information necessary to evaluate prescriptions Can accurately calculate and measure quantities of ingredients Has sufficient skills to compound prescriptions but requires continuous pharmacist guidance 	<ul style="list-style-type: none"> Accurately and safely dispenses prescriptions. Identifies relevant information to evaluate prescriptions Can accurately calculate and measure quantities of ingredients and identifies incompatibilities Prepares compounded prescriptions accurately with some pharmacist guidance 	<ul style="list-style-type: none"> Accurately, safely, and efficiently dispenses prescriptions. Obtains all relevant information to evaluate prescriptions Can accurately calculate and measure quantities of ingredients, identifies incompatibilities and resolves incompatibilities Prepares compounded prescriptions accurately and independently. Prepares an aesthetically appropriate product 	
Midpt	Final							

Comments

Public Health

Health Promotion/ Disease Prevention	□ 1	□ 2	□ 3	□ 4	□ 5	□ n/a
	<ul style="list-style-type: none"> • Shallow knowledge of areas for patient health promotion • Fails to identify opportunities and makes no attempt to promote wellness and health behaviors when talking with patients • Information provided is constantly inaccurate, inappropriate, or incomplete 	<ul style="list-style-type: none"> • Occasionally identifies opportunities for patient health promotion • Makes little attempt to counsel patients regarding wellness and health behaviors • Information provided is sometimes inaccurate, inappropriate, or incomplete 	<ul style="list-style-type: none"> • Usually identifies opportunities for patient health promotion • Usually attempts to counsel patients regarding wellness and health behaviors • Information provided is accurate and appropriate but may be incomplete 	<ul style="list-style-type: none"> • Consistently identifies opportunities for patient health promotion • Counsels patients regarding wellness and health behaviors • Information provided is accurate, appropriate, and generally complete 	<ul style="list-style-type: none"> • Consistently identifies opportunities for patient health promotion tailoring to specific patient needs • Counsels patients regarding wellness and health behaviors specific to individual needs • Information provided is accurate, appropriate, and complete 	
Midpt	Final					

Comments

Professional Communication

Patient Counseling and Drug Information Skills	□ 1	□ 2	□ 3	□ 4	□ 5
	<ul style="list-style-type: none"> • Unable to counsel patient and/or provides incorrect information • Unable to accurately identify the requestor's need • Does not select source of information appropriate for situation or does not interpret literature or information correctly; does not seek guidance • Response formulated is incomplete or unacceptable 	<ul style="list-style-type: none"> • Counsels patient but requires significant interventions from preceptor • Has poor understanding of requestor's need • Retrieval of information is not thorough and review of information is incomplete, needs much guidance • Response formulated must be redone for acceptability 	<ul style="list-style-type: none"> • Effectively counsels patient with minimal interventions from preceptor • Has fair understanding of requestor's need • Appropriately researches most literature needed, needs some guidance • Response formulated needs revision for acceptability 	<ul style="list-style-type: none"> • Effectively counsels patient without interventions from preceptor • Asks appropriate questions to requestor to determine requestor's information need • Identifies source of information suitable for situation and appropriately researches all the literature needed with little guidance • Delivers well organized response with minor revisions 	<ul style="list-style-type: none"> • Effectively counsels patient without interventions. Counseling is well organized and patient specific • Understands requestor's need, elicits new information from the requestor, and confirms information with requestor • Timely identification of information and appropriate retrieval and interpretation of information with no guidance • Effectively delivers information in a well organized response and method appropriate for situation with no revisions necessary
Midpt	Final				

Communication Skills		□ 1	□ 2	□ 3	□ 4	□ 5
Midpt	Final	<ul style="list-style-type: none"> • Written work is poorly organized and incomplete • Does not listen • Does not make eye contact, unable to answer questions • Displays inappropriate nonverbal communication 	<ul style="list-style-type: none"> • Incomplete or excessive information presented. Written work has spelling or grammatical errors; rewrite required • Listens but is easily distracted or is inattentive • Speaks unclearly, is disorganized, mumbles or uses incorrect terminology; is apprehensive, lacks assertiveness • Occasionally displays inappropriate nonverbal communication 	<ul style="list-style-type: none"> • Information is generally complete. Student needs assistance with data organization or appropriate wording. Occasional rewrites needed • Listens but is sometimes distracted • Is clear and organized with speech but does not probe for questions or misunderstandings • Displays appropriate nonverbal communication 	<ul style="list-style-type: none"> • Information is complete, concise and well organized. Uses appropriate medical terminology. No grammatical or spelling errors. • Listens attentively • Is clear and organized with speech. Probes for questions and misunderstandings • Displays appropriate nonverbal communication 	<ul style="list-style-type: none"> • Exceptional ability to organize information into concise format. Is flexible in adapting writing style to different formats. Excellent medical terminology and grammar that meet standards for publication quality • Actively listens and clarifies information • Is clear and organized with speech and is assertive. Probes for questions and misunderstandings. • Becomes an essential team member. • Displays appropriate nonverbal communication
Comments						

Professionalism and Accountability

Professional Behavior		□ 1	□ 2	□ 3	□ 4	□ 5
		<ul style="list-style-type: none"> • Unable to set priorities or manage time. Does not complete assignment, Lacks motivation • No regard for patient's well-being. Breaches confidentiality. • Arrives late or leaves early. At least one unexcused absence • Ignores or resents feedback and does not change professional behavior 	<ul style="list-style-type: none"> • Initiates activity only on request, follows through on questions only when pressured, attempts to set priorities, avoids accepting responsibility. Does not complete assignments on time • Inconsistently demonstrates sensitivity for patient confidentiality • Occasional regard for patient's well-being. Occasionally arrives late or leaves early • Reluctantly accepts feedback, but does not change behavior 	<ul style="list-style-type: none"> • Meets requirement of the experience and occasionally volunteers for additional duties. Assignments are completed on time. Shows proper motivation in work and accepts responsibility when asked. • Usually shows regard for the well-being of patient, maintains patient confidentiality • Arrives on time and does not leave until basic responsibilities are met • Responds to feedback and usually alters behavior 	<ul style="list-style-type: none"> • Asks questions freely, finds answers on his/her own, assignments are promptly completed. Effective time management and priority setting. Seeks responsibility for various facets of patient care. • Always shows regard for the well-being of the patient as a priority. Maintains patient confidentiality • Arrives on time and willing to volunteer additional time for projects and patient care activities • Solicits feedback on performance and usually modifies behavior to improve performance 	<ul style="list-style-type: none"> • Uses down time soliciting questions, researches related areas. Assignments thoroughly completed. Excellent time management skills and priority setting. Always demonstrates initiative in seeking responsibility for various facets of patient care. • Always shows regard for the patient's well-being and makes it a priority. • Arrives on time. Often arrives early & stays late. Develops student-initiated projects. • Solicits feedback and consistently modifies behavior to improve performance.
Midpt	Final					
Social and Ethical Awareness		□ 1	□ 2	□ 3	□ 4	□ 5
		<ul style="list-style-type: none"> • Does not understand the pharmacist's code of ethics and therefore is unable to utilize it consistently • Does not recognize and/or respect patients' socioeconomic, religious, cultural, and moral concerns and/or value systems • Does not display empathy when appropriate for the situation 	<ul style="list-style-type: none"> • Occasionally acts in accordance with the pharmacist's code of ethics • Inconsistently recognizes and/or respect patients' socioeconomic, religious, cultural, and moral concerns and/or value systems • Occasionally displays empathy when appropriate for the situation 	<ul style="list-style-type: none"> • Generally uses the pharmacist's code of ethics in professional interactions • Often recognizes and respects patients' socioeconomic, religious, cultural, and moral concerns and/or value systems • Displays empathy appropriate to the situation 	<ul style="list-style-type: none"> • Utilizes the pharmacist's code of ethics consistently in all professional interactions • Consistently recognizes and respects patients' socioeconomic, religious, cultural, and moral concerns and/or value systems • Displays empathy appropriate to the situation 	<ul style="list-style-type: none"> • Utilizes and has an in depth understanding of the pharmacist's code of ethics • Consistently recognizes, respects, and makes accommodations for patients' socioeconomic, religious, cultural, and moral concerns and/or value systems • Displays empathy appropriate to the situation
Midpt	Final					
Comments						

Additional Competencies (write in your own rotation-specific competencies below if desired)						
Competency 1:		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Midpt	Final					
Comments						
Competency 2:		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Midpt	Final					
Comments						

_____ hours of time unrelated to College events were missed and not made up by conclusion of the rotation month.

Midpoint Evaluation Date: _____ **Preceptor signature:** _____ **Student signature:** _____

Final Evaluation Date: _____ **Preceptor signature:** _____ **Student signature:** _____

This evaluation form was adapted from the University of Cincinnati College of Pharmacy.