

**MIDWESTERN UNIVERSITY COLLEGE OF PHARMACY APPE ELECTIVE  
(PPRAD 1786) Non-Patient Care Final Evaluation by Preceptor 2024-25**

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.

Please note: The 4, 3, 2, 1 on the rubric do not correspond to a final grade of A, B, C or F. The student's final rotation grade is based on points earned out of a total 400 possible points.

**Please use this 4-point scale to assess the student.**

**This rubric applies to all 3 sections of the evaluation form.**

**\*Only whole numbers may be used. No fractions or decimals allowed.**

<b>4 Very Good</b>	<b>3 Good</b>	<b>2 Needs Improvement</b>	<b>1 Significant Deficit</b>
Student has performed very well and functions in an independent manner (> 80% of time).	Student has performed above minimum requirements and functions in an independent manner (> 70% of time).	Student has met some minimum requirements and functions in an independent manner (> 50% of time).	Student has not met minimum requirements and cannot function independently.

**SECTION I - This section accounts for 30% of the final grade calculation**

<b>PROFESSIONALISM &amp; ACCOUNTABILITY</b>					
<b>Please Note: A final score of 1 in any item numbered 1 – 8 will result in failure of the rotation</b>					
<b>1.</b>	Exhibits professional behaviors that promote high professional standards (punctuality, attire, flexibility, site & preceptor policy adherence, team effort).	4	3	2	1
<b>2.</b>	Demonstrates self-awareness and accountability of knowledge, skills, strengths, limitations, and emotions to enhance personal and professional development.	4	3	2	1
<b>3.</b>	Demonstrates motivation, engagement, reliability, and responsibility (timeliness of assigned tasks/projects, quality of work, adherence to legal and ethical standards)	4	3	2	1
<b>4.</b>	Demonstrates professional and respectful interactions with preceptors, patients, and other health care professionals, including technicians, pharmacists, providers, and staff.	4	3	2	1
<b>5.</b>	Demonstrates compassion, empathy, and respect to assure that the patients' best interests are represented.	4	3	2	1
<b>6.</b>	Maintains confidentiality and privacy of patient and/or site-specific data and documents; strictly follows HIPAA guidelines.	4	3	2	1
<b>7.</b>	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
<b>8.</b>	Displays cultural, social, and educational sensitivity and tolerance when interacting with others.	4	3	2	1

**SECTION II - This section accounts for 40% of the final grade calculation**

<b>KNOWLEDGE &amp; SKILLS</b>				
<b>Please Note: A final score of 1 in any item numbered 1 – 5 will result in failure of the rotation</b>				
1. Applies foundational drug and disease state knowledge to patient care (brand/generic drug names, indication, MOA, dosing, adverse effects, pharmacokinetic/pharmacodynamic principles).	4	3	2	1
2. Demonstrates appropriate problem-solving, critical thinking, and/or clinical reasoning. Supports recommendations with accurate, well-reasoned, deeply explored rationale.	4	3	2	1
3. Retrieves, analyzes, and applies appropriate drug information and/or scientific literature.	4	3	2	1
4. Communicates effectively through verbal and non-verbal interactions.	4	3	2	1
5. Communicates effectively through written documentation (clear, concise, professionally written, appropriate citations/references).	4	3	2	1

**SECTION III - This section accounts for 30% of the final grade calculation**

<b>ROTATION SPECIFIC ASSIGNMENTS &amp; ASSESSMENT</b>				
<b>Please Note: A final score of 1 in any item numbered 1-2 will result in failure of the rotation</b>				
<b>1. PROJECT #1</b>				
The completed project was appropriate for the intended audience and well-received by the community, patients and/or other health care professionals	4	3	2	1
The student met the intended goal of the project.	4	3	2	1
The student did the necessary researching of the project.	4	3	2	1
The student demonstrated the ability to follow-through with the project from conception to conclusion and used effective time management in completing the project.	4	3	2	1
The project and supporting materials were of a professional quality. All educational materials were properly referenced.	4	3	2	1
The student accurately answered questions regarding the project	4	3	2	1

<b>2. PROJECT #2</b>				
The completed project was appropriate for the intended audience and well-received by the community, patients and/or other health care professionals	4	3	2	1
The student met the intended goal of the project.	4	3	2	1
The student did the necessary researching of the project.	4	3	2	1
The student demonstrated the ability to follow-through with the project from conception to conclusion and used effective time management in completing the project.	4	3	2	1
The project and supporting materials were of a professional quality. All educational materials were properly referenced.	4	3	2	1
The student accurately answered questions regarding the project	4	3	2	1

<b>3. GOALS &amp; OBJECTIVES SET BY PRECEPTOR</b>				
The student successfully met the goals and objectives set by the preceptor	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)
- Dentists/dental students
- Nurses/nursing students
- Speech therapy
- Physical therapy
- Occupational therapy
- Respiratory therapy
- Social workers
- Dieticians
- Other \_\_\_\_\_

3. Select the deepest level of student interactions with the health care professionals noted in #2.

<input type="checkbox"/> Passive professional interaction (observation/shadowing)	<input type="checkbox"/> Active professional interaction (actively participating, making recommendations)	<input type="checkbox"/> Collaborative professional interaction (integrated, shared decision making)
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4. Select the frequency of student interactions with the health care professionals noted in #2.

<input type="checkbox"/> 1-2 times per week	<input type="checkbox"/> 3-4 times per week	<input type="checkbox"/> Daily
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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 = \_\_\_\_\_, multiply by 100 \_\_\_\_\_
2. Section II Grade Calculation: Total all dimensions from Section II and divide by 5 = \_\_\_\_\_ , multiply x 0.40 = \_\_\_\_\_, multiply by 100 \_\_\_\_\_
3. Section III Grade Calculation: Total all dimensions from Section III and divide by 13 = \_\_\_\_\_ , multiply x 0.30 = \_\_\_\_\_, multiply by 100 \_\_\_\_\_
4. Final grade: Sum of sections 1 + 2 + 3 = \_\_\_\_\_

A  
400-350

B  
349-310

C  
309-270

F  
≤ 269

Final Letter Grade = \_\_\_\_\_

The student has completed a minimum of 240 hours on this rotation.

Yes       No

Preceptor Signature \_\_\_\_\_ Date \_\_\_\_\_

**\*\*\*\*\*Proper documentation of student APPE rotation hours is required. These hours are reported to the IL State Board of Pharmacy. Preceptors are required to inform the OEE Director if a minimum of 240 hours has not been completed by the student.**

If you are completing a hard copy evaluation form, please fax to OEE at 630/515-6103, OR email to [ccpoe@midwestern.edu](mailto:ccpoe@midwestern.edu)