

Dates. From: ___/___/___ To ___/___/___

Student Assessment

Preceptor _____ Student _____

PROFESSIONALISM				
Attendance	Student <i>always</i> on time, communicated delay/ absences.	Students <i>not always</i> on time but notified site of delays/ absences.	Student <i>was rarely</i> on time and/or <i>did not</i> always communicate delay/ absences.	Student <i>failed</i> to meet attendance requirements for rotation.
Midpoint Evaluation	Meets expectation for this stage of development <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant improvement needed <input type="checkbox"/> Check Box	Much improvement needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation for this stage of development <input type="checkbox"/> 4 Points	Some Improvement needed <input type="checkbox"/> 3 Points	Significant improvement needed <input type="checkbox"/> 2 Points	Much improvement Needed <input type="checkbox"/> 1 Point
Dress Code	The student follows the University and site dress code <i>all of the time</i>.	The student follows the University and site dress code <i>most of the time</i>.	The student <i>required</i> coaching with regard to the dress code requirements.	Student <i>did not follow</i> the University and site dress code after coaching.
Midpoint Evaluation	Meets expectation for this stage of development <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant improvement needed <input type="checkbox"/> Check Box	Much improvement needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation for this stage of development <input type="checkbox"/> 4 Points	Some Improvement needed <input type="checkbox"/> 3 Points	Significant improvement needed <input type="checkbox"/> 2 Points	Much improvement Needed <input type="checkbox"/> 1 Point
Personal Hygiene	The student <i>is always</i> neatly groomed and maintains good personal hygiene.	The student is neatly groomed and maintains good personal hygiene <i>most</i>	The student <i>required</i> coaching regarding grooming and personal hygiene.	The student <i>did not</i> meet expectations for grooming and hygiene after coaching.
Midpoint Evaluation	Meets expectation for this stage of development <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant improvement needed <input type="checkbox"/> Check Box	Much improvement needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation for this stage of development <input type="checkbox"/> 4 Points	Some Improvement needed <input type="checkbox"/> 3 Points	Significant improvement needed <input type="checkbox"/> 2 Points	Much improvement Needed <input type="checkbox"/> 1 Point

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Self Direction	The student is <i>self-directed</i> in undertaking tasks and completing assignments independently.	The student <i>requires some guidance</i> in undertaking tasks and completing assignments	The student <i>required significant guidance</i> in undertaking tasks and completing assignments.	The student was <i>unable to complete</i> tasks and assignments even with significant guidance and mentoring.
Midpoint Evaluation	Meets expectation for this stage of development <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant improvement needed <input type="checkbox"/> Check Box	Much improvement needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation for this stage of development <input type="checkbox"/> 4 Points	Some Improvement needed <input type="checkbox"/> 3 Points	Significant improvement needed <input type="checkbox"/> 2 Points	Much improvement Needed <input type="checkbox"/> 1 Point
Cultural Competency	The student <i>always</i> recognizes and respects cultural differences of healthcare professionals and patients.	The student <i>sometimes</i> recognizes and respects cultural differences of healthcare professionals and patients.	The student <i>required coaching</i> regarding recognition and respect cultural differences of healthcare professionals and patients.	The student <i>consistently failed to</i> recognize and respect cultural differences of healthcare professionals and patients.
Midpoint Evaluation	Meets expectation for this stage of development <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant improvement needed <input type="checkbox"/> Check Box	Much improvement needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation for this stage of development <input type="checkbox"/> 4 Points	Some Improvement needed <input type="checkbox"/> 3 Points	Significant improvement needed <input type="checkbox"/> 2 Points	Much improvement Needed <input type="checkbox"/> 1 Point
Professionalism Subtotal	Total Professionalism Points _____	20 Points Possible		
COMMUNICATION SKILLS				
Patient Interaction	The student <i>always</i> speaks to the patients in a professional manner while treating them with courtesy and empathy.	The student <i>almost always</i> speaks to the patients in a professional manner while treating them with courtesy and empathy.	The student <i>requires redirection</i> in order to speak to the patients in a professional manner while treating them with courtesy and empathy.	The student <i>did not</i> speak to the patients in a professional manner in spite of repeated redirection.
Midpoint Evaluation	Meets expectation for this stage of development <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant improvement needed <input type="checkbox"/> Check Box	Much improvement needed <input type="checkbox"/> Check Box

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Final Evaluation	Meets expectation for this stage of development <input type="checkbox"/> 4 Points	Some Improvement needed <input type="checkbox"/> 3 Points	Significant improvement needed <input type="checkbox"/> 2 Points	Much improvement Needed <input type="checkbox"/> 1 Point
Patient Confidentiality	The student protects patient privacy by <i>always following procedures</i> set forth to assure confidentiality of patient information.	The student protects patient privacy by following procedures set forth to assure confidentiality of patient information <i>with redirection</i> .	The student protects patient privacy by following procedures set forth to assure confidentiality of patient information <i>with repeated redirection</i>.	The student <i>failed</i> to protect patient privacy by following procedures set forth to assure confidentiality of patient information <i>in spite of redirection</i>.
Midpoint Evaluation	Meets expectation for this stage of development <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant improvement needed <input type="checkbox"/> Check Box	Much improvement needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation for this stage of development <input type="checkbox"/> 4 Points	Some Improvement needed <input type="checkbox"/> 3 Points	Significant improvement needed <input type="checkbox"/> 2 Points	Much improvement Needed <input type="checkbox"/> 1 Point

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Professional Interaction	The student is <i>able to communicate effectively with the pharmacy staff and interact appropriately with colleagues at this site.</i>	The student is <i>sometimes able to communicate effectively with the pharmacy staff and interact appropriately with colleagues at this</i>	The student is <i>only able to communicate effectively with the pharmacy staff and interact appropriately with colleagues at this site after coaching.</i>	The student is <i>unable to communicate effectively with the pharmacy staff and interact appropriately with colleagues at this site even after coaching and mentoring.</i>
Midpoint Evaluation	Meets expectation for this stage of development <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant improvement needed <input type="checkbox"/> Check Box	Much improvement needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation for this stage of development <input type="checkbox"/> 4 Points	Some Improvement needed <input type="checkbox"/> 3 Points	Significant improvement needed <input type="checkbox"/> 2 Points	Much improvement Needed <input type="checkbox"/> 1 Point
Language Skills	The student <i>always</i> uses appropriate oral, written, and nonverbal language.	The student <i>almost always</i> uses appropriate oral, written, and nonverbal language.	The student uses appropriate oral, written, and nonverbal language <i>with the help of the preceptor</i> .	The student is <i>unable to use</i> appropriate oral, written, and nonverbal language.
Midpoint Evaluation	Meets expectation for this stage of development <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant improvement needed <input type="checkbox"/> Check Box	Much improvement needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation for this stage of development <input type="checkbox"/> 4 Points	Some Improvement needed <input type="checkbox"/> 3 Points	Significant improvement needed <input type="checkbox"/> 2 Points	Much improvement Needed <input type="checkbox"/> 1 Point
Electronic Devices (Smart/Cell phones, PDA, internet, email etc.)	The student is <i>always</i> uses electronic devices and resources professionally and according to the sites policies.	The student is <i>almost always</i> uses electronic devices and resources professionally and according to the sites policies.	The student uses electronic devices and resources professionally and according to the sites policies <i>only after redirection.</i>	The student consistently <i>fails</i> to use electronic devices and resources professionally and according to the sites policies <i>in spite of redirection.</i>
Midpoint Evaluation	Meets expectation for this stage of development <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant improvement needed <input type="checkbox"/> Check Box	Much improvement needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation for this stage of development <input type="checkbox"/> 4 Points	Some Improvement needed <input type="checkbox"/> 3 Points	Significant improvement needed <input type="checkbox"/> 2 Points	Much improvement Needed <input type="checkbox"/> 1 Point

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Telephone Etiquette	The student <i>always exhibits</i> professional telephone skills and electronic communications etiquette.	The student <i>sometimes exhibits</i> professional telephone skills and electronic communications etiquette.	The student exhibits professional telephone skills and electronic communications etiquette <i>only after coaching</i> .	The student <i>fails to exhibit</i> professional telephone skills and electronic communications etiquette even after coaching.
Midpoint Evaluation	Meets expectation for this stage of development <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant improvement needed <input type="checkbox"/> Check Box	Much improvement needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation for this stage of development <input type="checkbox"/> 4 Points	Some Improvement needed <input type="checkbox"/> 3 Points	Significant improvement needed <input type="checkbox"/> 2 Points	Much improvement Needed <input type="checkbox"/> 1 Point
Communication Skills Subtotal	Total Points _____	24 Points Possible		

PRESCRIPTION PROCESSING				
Prescription Intake	The student can verbalize, <i>without prompting</i>, the minimum patient information required for processing a prescription.	The student can verbalize, <i>with prompting</i>, the minimum patient information required for processing a prescription.	The student can verbalize, <i>with extensive prompting</i>, the minimum patient information required for processing a prescription.	The student <i>can not</i> verbalize, with prompting, the minimum patient information required for processing a prescription.
Midpoint Evaluation	Meets expectation for this stage of development <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant improvement needed <input type="checkbox"/> Check Box	Much improvement needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation for this stage of development <input type="checkbox"/> 4 Points	Some Improvement needed <input type="checkbox"/> 3 Points	Significant improvement needed <input type="checkbox"/> 2 Points	Much improvement Needed <input type="checkbox"/> 1 Point
Prescription Processing	The student can diagram the steps required to process a prescription, <i>without prompting</i>.	The student can diagram the steps required to process a prescription, <i>with some prompting</i>.	The student can diagram the steps required to process a prescription with an <i>extensive amount of prompting</i>.	The student <i>could not</i> diagram the steps required to process a prescription.
Midpoint Evaluation	Meets expectation for this stage of development <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant improvement needed <input type="checkbox"/> Check Box	Much improvement needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation for this stage of development <input type="checkbox"/> 4 Points	Some Improvement needed <input type="checkbox"/> 3 Points	Significant improvement needed <input type="checkbox"/> 2 Points	Much improvement Needed <input type="checkbox"/> 1 Point
Formulary Management	The student can verbalize, <i>without prompting</i>, the institution's formulary process outlining the difference between formulary and non-formulary medications. Meets expectations for this stage of development.	The student can verbalize, with some prompting, the institution's formulary process outlining the difference between formulary and non-formulary medications. Some improvement needed.	The student can verbalize, with an extensive amount of prompting, the institution's formulary process outlining the difference between formulary and non-formulary medications. Significant improvement needed.	The student can not verbalize the institution's formulary process. Much improvement needed.

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Midpoint Evaluation	Meets expectation for this stage of development <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant improvement needed <input type="checkbox"/> Check Box	Much improvement needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation for this stage of development <input type="checkbox"/> 4 Points	Some Improvement needed <input type="checkbox"/> 3 Points	Significant improvement needed <input type="checkbox"/> 2 Points	Much improvement Needed <input type="checkbox"/> 1 Point
Prescription Types	The student can verbalize the differences between E-script, fax script and written prescription, <i>without prompting.</i>	The student can verbalize the differences between E-script, fax script and written prescription, <i>with some prompting.</i>	The student can verbalize the differences between E-script, fax script and written prescription with <i>an extensive amount of prompting.</i>	The student <i>could not</i> verbalize the differences between E-script, fax script and written prescriptions.
Midpoint Evaluation	Meets expectation for this stage of development <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant improvement needed <input type="checkbox"/> Check Box	Much improvement needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation for this stage of development <input type="checkbox"/> 4 Points	Some Improvement needed <input type="checkbox"/> 3 Points	Significant improvement needed <input type="checkbox"/> 2 Points	Much improvement Needed <input type="checkbox"/> 1 Point
Legal Requirements of Prescription	The student can identify all the legal requirements of a medication prescription and prescription label, <i>without prompting.</i>	The student can identify the legal requirements of a medication prescription and prescription label, <i>with some prompting.</i>	The student can identify the legal requirements of a medication prescription and prescription label, <i>with an extensive amount of prompting.</i>	The student <i>could not</i> identify any legal requirements of a medication prescription and prescription label.
Midpoint Evaluation	Meets expectation for this stage of development <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant improvement needed <input type="checkbox"/> Check Box	Much improvement needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation for this stage of development <input type="checkbox"/> 4 Points	Some Improvement needed <input type="checkbox"/> 3 Points	Significant improvement needed <input type="checkbox"/> 2 Points	Much improvement Needed <input type="checkbox"/> 1 Point
Calculations	The student is able to calculate dose, days supply and total quantity, <i>without assistance.</i>	The student is able to calculate dose, days supply and total quantity <i>with minimal help from the pharmacy staff.</i>	The student <i>requires extensive assistance</i> in order to calculate dose, days supply and total quantity.	The student is <i>unable to</i> perform calculations to determine dose, days supply and total quantity.

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Midpoint Evaluation	Meets expectation for this stage of development <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant improvement needed <input type="checkbox"/> Check Box	Much improvement needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation for this stage of development <input type="checkbox"/> 4 Points	Some Improvement needed <input type="checkbox"/> 3 Points	Significant improvement needed <input type="checkbox"/> 2 Points	Much improvement Needed <input type="checkbox"/> 1 Point
Drug Dispensing Safety	The student can discuss, without prompting, key components of the institution's drug safety program such as double checks, automation, database alerts, formulary restrictions, medication error tracking and policies. Meets expectation for this stage of development.	The student can discuss, with some prompting, key components of the institution's drug safety program such as double checks, automation, database alerts, formulary restrictions, medication error tracking and policies. Some improvement needed.	The student can discuss, with extensive prompting, key components of the institution's drug safety program such as double checks, automation, database alerts, formulary restrictions, medication error tracking and policies. Significant improvement needed.	The student is unable to discuss key components of the institution's drug safety program such as double checks, automation, database alerts, formulary restrictions, medication error tracking and policies. Much improvement needed.
Midpoint Evaluation	Meets expectation for this stage of development <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant improvement needed <input type="checkbox"/> Check Box	Much improvement needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation for this stage of development <input type="checkbox"/> 4 Points	Some Improvement needed <input type="checkbox"/> 3 Points	Significant improvement needed <input type="checkbox"/> 2 Points	Much improvement Needed <input type="checkbox"/> 1 Point
<i>Professionalism (30 points possible with multiplier)</i>	Points _____ =	Section Points x 1.5		
<i>Communication (24 Points possible)</i>	Points _____			
<i>Prescription Processing Subtotal (28 points possible)</i>	Points _____			
<i>Workbork (12 points possible)</i>	Points _____ =	(points = 12 x % grade)		
<i>Refelction Paper (6 points possible)</i>	Points _____	Completed: 6 Points Not Completed: 0 Points		
Final Number of Points (100)	Total Points _____	Out of 100 Points		

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Student Assessment

Preceptor _____ Student _____

Comments:

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