

Institution:	Southwestern Oklahoma State University
Student:	
Preceptor:	
Site:	
Date:	
Type:	
Midpoint Completed Midpoint:	

APPE Non-Medicine Rotation - Preceptor Evaluation of Student

General overview

- Review the evaluation and decide which components will be covered on your rotation.
- If an area will not be covered during the rotation, mark "N/A" for non-applicable.
- 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, select the yes radio button and provide any related comments at the end of the form.

How to apply scoring

Using the 1 to 5 Scale:

- **When performing this 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 Evaluation Instructions:

- **Approximately 2 weeks into the 4-week rotation, perform a midpoint evaluation.**
- Rate the student's performance according to the 1 to 5 scale. If an evaluation category was not covered, mark "N/A"
- 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.
- The mid-point evaluation is used for feedback purposes and is not factored into the final grade.

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."
- Fill in the number of hours unrelated to College or professional activities that were missed and not made up (if any) at the end of the form.
- Review the final evaluation form with the student.

Written comments

- Are required for any score of 1 ("unacceptable performance"), OR 2 ("below expectations"), OR 5 ("exceeds expectations")
- Are encouraged for all areas evaluated.

If you have any questions, please contact:

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Foundational Knowledge and Skills

					1	2	3	4	5		
Drug and Disease State Knowledge					Midpoint Required						
<ul style="list-style-type: none"> • Guesses at basic disease and drug information or related content. Major gaps in essential knowledge 	<ul style="list-style-type: none"> • Often unable to explain basic principles of drugs and diseases or related content 	<ul style="list-style-type: none"> • Explains basic principles of drugs and diseases or related content but lacks detail 	<ul style="list-style-type: none"> • Explains drugs and diseases or related content often in detail 	<ul style="list-style-type: none"> • Explains drugs and diseases or related content in detail and depth 	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
1	2	3	4	5							

						1	2	3	4	5	N/A		
Problem Solving						Midpoint Required							
<ul style="list-style-type: none"> • Unable to apply basic problem-solving processes 	<ul style="list-style-type: none"> • Able to generate some solutions to problems, requires prompting to prioritize choices 	<ul style="list-style-type: none"> • Able to generate solutions to problems and usually able to prioritize choices 	<ul style="list-style-type: none"> • Consistently able to generate, prioritize and defend solutions to problems 	<ul style="list-style-type: none"> • Always effective at generating, prioritizing and defending solutions to problems 		Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
1	2	3	4	5	0								

					Midpoint Required							
Drug Information Skills												
<ul style="list-style-type: none"> • Unable to accurately identify the requestors' need • Does not select source of information appropriate for situation or does not interpret literature or information correctly; does not seek guidance 	<ul style="list-style-type: none"> • Has poor understanding of requestors' need • Retrieval of information is not thorough and interpretation of information is incomplete, requires significant guidance 	<ul style="list-style-type: none"> • Has fair understanding of requestors' need • Appropriately researches and interprets most literature needed, requires some guidance • Response formulated needs 	<ul style="list-style-type: none"> • Asks appropriate questions to requestor to determine requestors' information need • Identifies source of information suitable for situation, appropriately researches and 	<ul style="list-style-type: none"> • Understands requestors' need, elicits new information from the requestor, and confirms information with requestor • Timely identification of information with independent retrieval and 	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final

<ul style="list-style-type: none"> • Unable to accurately calculate and measure quantities of ingredients • Lacks sufficient skills to safely compound prescriptions by current standards 	<ul style="list-style-type: none"> • Makes mistakes in calculating and measuring quantities of ingredients • Has difficulty safely compounding prescriptions by current standards without significant pharmacist guidance 	<ul style="list-style-type: none"> • Can accurately calculate and measure quantities of ingredients • Has sufficient skills to safely compound prescriptions by current standards but with continuous pharmacist guidance 	<ul style="list-style-type: none"> • Can accurately calculate and measure quantities of ingredients and identifies incompatibilities • Prepares compounded prescriptions accurately and safely by current standards with minimal pharmacist guidance 	<ul style="list-style-type: none"> • Can accurately calculate and measure quantities of ingredients, identifies incompatibilities and resolves incompatibilities • Prepares compounded prescriptions accurately, safely and independently by current standards 	0	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
1	2	3	4	5	0								

Enter Final comments

[illegible]

<ul style="list-style-type: none"> • Unable to obtain obvious patient information • Unable to identify patients primary 	<ul style="list-style-type: none"> • Requires assistance in obtaining obvious patient information • Requires prompting to identify patient's 	<ul style="list-style-type: none"> • Obtains obvious patient information • Able to identify patient's primary reason for seeking care 	<ul style="list-style-type: none"> • Efficiently obtains complete patient information and makes attempt to elicit details 	<ul style="list-style-type: none"> • Efficiently obtains complete and detailed patient information • Able to identify patient's primary 							
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reason for seeking care • Selects inappropriate resources for information or unable to elicit information from appropriate resources	primary reason for seeking care • Inconsistently uses appropriate resources for information (e.g. patient, caregiver, medical record, other healthcare professionals)	• Uses some appropriate resources for information (e.g. patient, caregiver, medical record, other healthcare professionals)	• Able to identify patient's primary reason for seeking care • Uses appropriate resources for information (e.g. patient, caregiver, medical record, other healthcare professionals)	reason for seeking care • Independently uses appropriate resources for information (e.g. patient, caregiver, medical record, other healthcare professionals)		Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
1	2	3	4	5	0								

Assessment and Interpretation of Information						Midpoint Required						N/A	
• Unable to interpret subjective and objective patient data • Unable to identify drug-related problems • Unable to develop a patient-specific problem list	• Interprets some subjective and objective patient data • Identifies some basic drug-related problems • Develops patient-specific problem list, unable to prioritize	• Interprets most subjective and objective patient data • Identifies basic drug-related problems • Develops patient-specific problem list and usually able to prioritize problems, but sometimes needs prompting	• Interprets pertinent patient data and usually makes reasonable assumptions when data is incomplete • Identifies majority of drug-related problems • Develops patient-specific problem list and usually able to prioritize	• Interprets all pertinent patient data and makes reasonable assumptions when data is incomplete • Identifies all drug-related problems • Develops patient-specific problem list with prioritization	• N/A	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
1	2	3	4	5	0								

Therapeutic Plan Development						Midpoint Required						N/A	
• Unable to recommend appropriate, patient-specific drug therapy regimens and self-management techniques	• Sometimes recommends reasonable drug therapy regimens, lacks rationale and individualization	• Recommends reasonable drug therapy regimens, although choice is not always optimal	• Usually recommends optimal patient-specific drug therapy regimens and self-management techniques with rationale	• Recommends evidence-based patient-specific drug therapy regimens and self-management techniques with rationale and supporting literature	N/A	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
1	2	3	4	5	0								

Implementation of Therapeutic Plan						Midpoint Required						N/A	
• Unable to implement care plans in collaboration with other health care professionals and	• Require assistance in implementing care plans in collaboration with other health care professionals and the patient or caregiver	• Sometimes implements care plans in collaboration with other health care professionals and	• Usually implements care plans in collaboration with other health care professionals and the patient or caregiver	• Consistently implements care plans in collaboration with other health care professionals and	• N/A	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final

<ul style="list-style-type: none"> • Unable to identify therapeutic endpoints and monitoring parameters 	<ul style="list-style-type: none"> • Able to identify some therapeutic endpoints • Unable select proper monitoring parameters 	<ul style="list-style-type: none"> • Usually able to identify therapeutic endpoints • Understands monitoring parameters and uses them to evaluate patient response to therapy 	<ul style="list-style-type: none"> • Consistently identifies therapeutic endpoints and monitoring parameters • Sometimes develops alternate plan based on patient's changing needs 	<ul style="list-style-type: none"> • Consistently identifies therapeutic endpoints; consistently identifies and understands implications of monitoring parameters • Develops alternate plan based on patient's changing needs 	<ul style="list-style-type: none"> • N/A
1	2	3	4	5	0

Midpoint Required						N/A
Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter comments for Final						

<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 	<ul style="list-style-type: none"> • Occasionally identifies opportunities for patient health promotion • Makes little attempt to counsel patients regarding wellness and health behaviors 	<ul style="list-style-type: none"> • Usually identifies opportunities for patient health promotion • Usually attempts to counsel patients regarding wellness and health behaviors 	<ul style="list-style-type: none"> • Consistently identifies opportunities for patient health promotion • Counsels patients regarding wellness and health behaviors 	<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 patient needs 	<ul style="list-style-type: none"> • N/A
1	2	3	4	5	0

Midpoint Required						
Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Enter comments for Final

<ul style="list-style-type: none"> • Unable to identify educational needs • Unable to deliver content and/or provides incorrect information • Unaware of need to assess recipient understanding of information provided 	<ul style="list-style-type: none"> • Occasionally identifies educational needs • Delivers content but requires significant intervention from preceptor • Requires significant intervention from preceptor to assess recipient understanding 	<ul style="list-style-type: none"> • Usually identifies educational needs • Effectively delivers content with minimal intervention from preceptor • Requires minimal intervention from preceptor to assess recipient understanding 	<ul style="list-style-type: none"> • Consistently identifies educational needs • Effectively delivers content without intervention from preceptor • Consistently assesses recipient understanding of information without intervention from preceptor 	<ul style="list-style-type: none"> • Consistently identifies educational needs and appropriate instructional method(s) • Effectively delivers organized and specific content without intervention • Effectively and independently assesses recipient understanding of information 	<ul style="list-style-type: none"> • N/A
1	2	3	4	5	0

Midpoint Required							
Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final

Health Literacy/Cultural Sensitivity						Midpoint Required							
<ul style="list-style-type: none"> Does not recognize health literacy and/or respect patients' socioeconomic, religious, cultural, and moral concerns and/or value systems 	<ul style="list-style-type: none"> Inconsistently recognizes health literacy and/or respects patients'; socioeconomic, religious, cultural, and moral concerns and/or value systems 	<ul style="list-style-type: none"> Often recognizes health literacy and respects patients' socioeconomic, religious, cultural, and moral concerns and/or value systems 	<ul style="list-style-type: none"> Consistently recognizes health literacy and respects patients' socioeconomic, religious, cultural, and moral concerns and/or value systems 	<ul style="list-style-type: none"> Consistently recognizes health literacy, respects, and makes accommodations for patients' socioeconomic, religious, cultural, and moral concerns and/or value systems 	• N/A	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		Enter comments for Final
1	2	3	4	5	0								

Communicator						Midpoint Required							
<ul style="list-style-type: none"> Does not listen Does not make eye contact, unable to answer questions Written work is poorly organized and incomplete 	<ul style="list-style-type: none"> Listens but is easily distracted or is inattentive Speaks unclearly, is disorganized, mumbles or uses incorrect terminology; is apprehensive, lacks assertiveness Incomplete or excessive information presented Written work has spelling or grammatical errors; rewrite required 	<ul style="list-style-type: none"> Listens but is sometimes distracted Is clear and organized with speech but does not probe for questions or misunderstandings Information is generally complete. Student needs assistance with data organization or appropriate wording; occasional rewrites needed 	<ul style="list-style-type: none"> Listens attentively Is clear and organized with speech; probes for questions and misunderstandings Information is complete, concise and well organized. Appropriate use of medical terminology; no grammatical spelling errors 	<ul style="list-style-type: none"> Actively listens and clarifies information Is clear and organized with speech and is assertive; probes for questions and misunderstandings Exceptional ability to organize information into concise format Is flexible in adapting writing style to different formats; excellent medical terminology and grammar 	• N/A	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
1	2	3	4	5	0								

Direct Patient Care - Comments

Comments (Midpoint):

Comments (Final):

Enter Final comments

Interprofessional Collaboration

						1	2	3	4	5	N/A	
Collaborator						Midpoint Required						
<ul style="list-style-type: none"> Unaware of roles and responsibilities of team members, lacks focus on collaborative problem solving Unable to communicate with team members; lacks accountability Unable to provide patient specific recommendations to healthcare team members 	<ul style="list-style-type: none"> Occasionally identifies roles and responsibilities of team members and attempts collaborative problem solving Requires significant prompting/correction to appropriately communicate with team; minimally accountable Occasionally provides patient specific recommendations to healthcare team members with preceptor assistance 	<ul style="list-style-type: none"> Usually identifies roles and responsibilities of team members and promotes collaborative problem solving Usually communicates appropriately with team; generally accountable and flexible Provides patient specific recommendations to healthcare team members with minimal preceptor assistance 	<ul style="list-style-type: none"> Consistently identifies roles and responsibilities of team members and facilitates collaborative problem solving Consistently communicates appropriately with team; is accountable and flexible Provides patient specific recommendations to healthcare team members without preceptor correction 	<ul style="list-style-type: none"> Effectively identifies roles and responsibilities of team members and initiates collaborative problem solving Effectively communicates appropriately and with confidence; always accountable and flexible Functions as an integrated member of the healthcare team 	<ul style="list-style-type: none"> N/A 	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
						Enter comments for Final						
1	2	3	4	5	0							

Interprofessional Collaboration - Comments

Comments (Midpoint):

Comments (Final):

Enter Final comments

Practice and Systems Management

						1	2	3	4	5	N/A	
Pharmacy Operations						Midpoint Required						
<ul style="list-style-type: none"> Possesses no knowledge of dispensing system Unable to utilize onsite technology Is unable to apply pharmacy laws 	<ul style="list-style-type: none"> Possesses little knowledge of dispensing system Requires repeated prompting to utilize onsite technology Requires assistance in applying 	<ul style="list-style-type: none"> Possesses basic knowledge and understanding of the dispensing system Requires occasional prompting to utilize onsite technology 	<ul style="list-style-type: none"> Possesses knowledge and understanding of the dispensing system Utilizes onsite technology with minimal assistance 	<ul style="list-style-type: none"> Possesses knowledge and understanding of the dispensing system and is able to troubleshoot problems Able to fully utilize onsite technology 	<ul style="list-style-type: none"> N/A 							

<ul style="list-style-type: none"> and regulations to practice Makes errors in dispensing prescriptions 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 	<ul style="list-style-type: none"> pharmacy law and regulations in practice Makes occasional errors in dispensing prescriptions 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 	<ul style="list-style-type: none"> Requires occasional assistance in applying pharmacy law and regulations to practice Accurately and safely dispenses prescriptions 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 	<ul style="list-style-type: none"> Applies pharmacy law and regulations to practice with little to no assistance Accurately and safely dispenses prescriptions 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 	<ul style="list-style-type: none"> Applies pharmacy law and regulations to practice Accurately, safely and efficiently dispenses prescriptions 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 	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
1	2	3	4	5	6							

Medication Use Evaluation						Midpoint Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<ul style="list-style-type: none"> Unaware of the pharmacy or institutions formulary policy Does not participate in the pharmacy or institutions reporting of medication errors, ADR's and DUE's Unaware 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 institutions formulary policy Sometimes participates in the pharmacy or institutions 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 institutions formulary policy Participates in the pharmacy or institutions reporting of medication errors, ADR's and DUE's Aware 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 institutions formulary policy Independently participates in the pharmacy or institutions 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 institutions formulary policy Independently participates in the pharmacy or institutions 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 	• N/A	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
1	2	3	4	5	6								

Population Based Care						Midpoint Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<ul style="list-style-type: none"> Unable to apply evidence-based literature/guidelines in specific patient 	<ul style="list-style-type: none"> Requires significant intervention from preceptor to apply evidence-based 	<ul style="list-style-type: none"> Requires minimal intervention from preceptor to apply evidence-based 	<ul style="list-style-type: none"> Consistently applies evidence-based literature/guidelines in specific patient 	<ul style="list-style-type: none"> Effectively interprets and applies evidence-based literature/guidelines 	• N/A								

populations (i.e., pediatrics, geriatrics, diabetes)	literature/guidelines in specific patient populations (i.e., pediatrics, geriatrics, diabetes)	literature/guidelines in specific patient populations (i.e., pediatrics, geriatrics, diabetes)	populations (i.e., pediatrics, geriatrics, diabetes)	in specific patient populations (i.e., pediatrics, geriatrics, diabetes)		Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
1	2	3	4	5	0								

Patient Advocate						Midpoint Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
<ul style="list-style-type: none"> No regard for patients well-being Unable or unwilling to assist patients in navigating the healthcare system 	<ul style="list-style-type: none"> Occasional regard for patient's well-being Assists patients in navigating the healthcare system with prompting 	<ul style="list-style-type: none"> Usually shows regard for the well-being of the patient Assists patients in navigating the healthcare system 	<ul style="list-style-type: none"> Consistently shows regard for the well-being of the patient Consistently assists and enables patients to navigate the healthcare system 	<ul style="list-style-type: none"> Always shows regard for the patient's well-being and makes it a priority Always committed to assist and enable patients to navigate the healthcare system 	<ul style="list-style-type: none"> N/A 	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
1	2	3	4	5	0								

Practice Systems Management - Comments

Comments (Midpoint):

Comments (Final):

Enter Final comments

Professionalism and Accountability

		1	2	3	4	5	
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Self-Aware						Midpoint Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
<ul style="list-style-type: none"> Unable to demonstrate motivation, lacks engagement Ignores or resents feedback and does not change professional behavior 	<ul style="list-style-type: none"> Sometimes demonstrates motivation and engagement Reluctantly accepts feedback, but does not change behavior Sometimes uses the Continuous Professional Development cycle for 	<ul style="list-style-type: none"> Usually demonstrates motivation and engagement Responds to feedback and usually alters behavior Usually uses the Continuous Professional Development cycle for 	<ul style="list-style-type: none"> Consistently demonstrates motivation and engagement Solicits feedback and usually modifies behavior to improve performance Consistently uses the Continuous Professional Development cycle for 	<ul style="list-style-type: none"> Always demonstrates motivation and engagement Solicits feedback and consistently modifies behavior to improve performance Always uses the Continuous Professional 		Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final

Southwestern Oklahoma State University - Evaluation

• Lacks responsibility for growth and development	growth and development (reflect, plan, learn, evaluate, apply)	growth and development (reflect, plan, learn, evaluate, apply)	growth and development (reflect, plan, learn, evaluate, apply)	Development cycle for growth and development (reflect, plan, learn, evaluate, apply)							
1	2	3	4	5							

	1	2	3	4	5	N/A
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Leader						Midpoint Required							
• Interacts with a focus on self, lacks acknowledgement of team contributions	• Attempts to interact and acknowledge team contributions	• Interacts to build relationships, values contributions and communicates to promote teamwork	• Consistently interacts to build relationships, values contributions and communicates to promote teamwork	• Effectively interacts to build relationships, values contributions and communicates to facilitate teamwork	• N/A	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
1	2	3	4	5	0								

Innovator						Midpoint Required							
• Unable to recognize opportunities/needs for innovation (practice and/or profession)	• Recognizes opportunities/needs for innovation with preceptor assistance (practice and/or profession)	• Explores new approaches to improve outcomes or overcome barriers (practice and/or profession)	• Develops new approaches to improve outcomes or overcome barriers with preceptor assistance (practice and/or profession)	• Develops new approaches to improve outcomes or overcome barriers (practice and/or profession)	• N/A	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
1	2	3	4	5	0								

	1	2	3	4	5
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Professional Behavior						Midpoint Required						
• Unable to set priorities or manage time.	• Initiates activity only on request, follows through on questions only when pressured, attempts to set priorities, avoids accepting responsibility	• Meets requirements of the experience	• Assignments are completed on time and accepts responsibility when asked	• Asks questions freely, finds answers on his/her own, assignments are promptly completed	• Uses down time soliciting questions, researches related areas							
• Does not complete assignments	• Does not complete assignments on time	• Assignments are completed on time and accepts responsibility when asked	• Assignments are completed on time and accepts responsibility when asked	• Effective time management and priority setting	• Assignments thoroughly completed.							
• Arrives late or leaves early. At least one unexcused absence												

<ul style="list-style-type: none"> Does not understand the pharmacists' code of ethics and therefore is unable to utilize it consistently Violates HIPAA 	<ul style="list-style-type: none"> Occasionally arrives late or leaves early Occasionally acts in accordance with the pharmacists' code of ethics 	<ul style="list-style-type: none"> Arrives on time and does not leave until basic responsibilities are met Generally uses the pharmacists' code of ethics in professional interactions 	<ul style="list-style-type: none"> Arrives on time and willing to volunteer additional time for projects and patient care activities Utilizes the pharmacists' code of ethics consistently in all professional interactions 	<ul style="list-style-type: none"> Excellent time management skills and priority setting Arrives on time; often arrives early and stays late Develops student-initiated projects Utilizes and has an in-depth understanding of the pharmacists' code of ethics 	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
1	2	3	4	5							

Professionalism and Accountability - Comments

Comments (Midpoint):

Comments (Final):

Enter Final comments

If there are unique competencies that are not covered by the above evaluation rubric, you have the option to use the menu below to add these to your evaluation. This is optional. You can add up to a maximum of three unique competencies.

Please select N/A if not adding any unique competencies.

Write in your own rotation-specific competencies below, if desired.

		1	2	3	4	5	N/A	
Competency 1	Midpoint Required						N/A	
	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
Competency 2	Midpoint Required						N/A	
	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
Competency 3	Midpoint Required						N/A	
	Final Required							

Final
Required☐☐☐☐☐☐

Enter comments for Final

Additional Competencies - Comments

Comments (Midpoint):

Comments (Final):

Enter Final comments

Section Weight

Preceptor Project Scores

		Yes	No	
During this rotation, did you grade any Student Projects? If yes, please enter the combined numeric score of all projects graded by you, in the text area (Max of 30 points)	Final only Required	<input type="radio"/>	<input type="radio"/>	Enter comments for Final

MIDPOINT FINAL

For the purposes of State Board Intern hours, how many hours of time unrelated to College or professional activities were missed and not made up by the conclusion of the rotation month? Please use a numeric answer, if no hours missed enter 0.

Question not included on midpoint

Question Comments (Final): *Comment Required

Enter Final comments

*Hidden from evaluated person's view

MIDPOINT FINAL

If you had any concerns about the student's professional behavior or interpersonal skills, please select YES or contact the Office of Experiential Education at 405-601-2484. If you do not have concerns, please select no. (confidential)

No

Required

☐ Yes☐ No

Question Comments (Midpoint):

Question Comments (Final):

Enter Final comments

		Section Weight
		MIDPOINT FINAL
I verify I am a licensed preceptor signing for State Board Intern hours.		<div>Required</div> <div><input type="radio"/> Yes</div> <div><input type="radio"/> No</div>

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

Evaluation Score Summary

Title:	Final Score	Adj. Final Score
Primary Evaluation		<div>Required</div>

Save Changes

Submit Final

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