SWOSU/OU APPE Preceptor Evaluation of Student (AmCare, General Medicine, Selective Medicine)
PRECEPTOR INSTRUCTIONS

This is your Final Evaluation of this student. Midpoint answers are shown as a point of reference.

General Instructions:

- 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.
- 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.
- 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.
- If you have any concerns about the student's professional behavior or interpersonal skills, check the line at the end of the form.

Using the 1 to 5 Scale:

- When performing 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.
- Your midpoint answers are displayed in the far left column for your reference.

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."
- Review the final evaluation form with the student.

Written comments:

- Are required for any score of 1 ("unacceptable performance"), 2 ("marginal performance"), 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

(Question 1 of 33)

Drug & Disease State Knowledge	Final Assessment				
	Guesses at basic disease & drug information or related content. Major gaps in essential knowledge	Often unable to explain basic principles of drugs & diseases or related content	Explains basic principles of drugs & diseases or related content but lacks detail	Explains drugs & diseases or related content often in detail	Explains drugs & diseases or related content in detail & depth
Midpoint Answer for Drug & Disease State Knowledge	1	2	3	4	5

(Question 2 of 33)

Problem Solving	Final Assessment					
	Unable to apply basic problem solving processes	Able to generate some solutions to problems, requires prompting to prioritize choices	Able to generate solutions to problems & usually able to prioritize choices	Consistently able to generate, prioritize & defend solutions to problems	Always effective at generating, prioritizing & defending solutions to problems	N/A
Midpoint Answer for Problem Solving	1	2	3	4	5	0

(Question 3 of 33)

Drug Information Skills	Final Assessment					
	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. Response formulated is incomplete or unacceptable	Has poor understanding of requestors' need. Retrieval of information is not thorough & interpretation of information is incomplete, requires significant guidance. Response formulated must be redone for acceptability	Has fair understanding of requestors' need. Appropriately researches & interprets most literature needed, requires some guidance. Response formulated needs revision for acceptability	Asks appropriate questions to requestor to determine requestor's information need. Identifies source of information suitable for situation, appropriately researches & interprets all literature needed with minimal guidance. Delivers well organized response with minor revisions	Understands requestors' need, elicits new information from the requestor, & confirms information with requestor. Timely identification of information with independent retrieval & interpretation of all literature. Effectively delivers information in a well-organized response & method appropriate for situation with no revisions necessary	N/A
Midpoint Answer for Drug Information Skills	1	2	3	4	5	0

Pharmacy Math & Compounding	Final Assessment					
	Unable to accurately calculate & measure quantities of ingredients. Lacks sufficient skills to safely compound prescriptions by current standards	Makes mistakes in calculating & measuring quantities of ingredients. Has difficulty safely compounding prescriptions by current standards without significant pharmacist guidance	Can accurately calculate & measure quantities of ingredients. Has sufficient skills to safely compound prescriptions by current standards but with continuous pharmacist guidance	Can accurately calculate & measure quantities of ingredients & identifies incompatibilities. Prepares compounded prescriptions accurately & safely by current standards with minimal pharmacist guidance	Can accurately calculate & measure quantities of ingredients, identifies incompatibilities & resolves incompatibilities. Prepares compounded prescriptions accurately, safely & independently by current standards	N/A
Midpoint Answer for Pharmacy Math & Compounding	1	2	3	4	5	0

Foundational Knowledge and Skills - Midpoint Comments	
Foundational Knowledge and Skills - Final Comments	

DIRECT PATIENT CARE

Collecting Information & Identifying Patient Needs	Final Assessment					
	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	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)	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)	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)	Efficiently obtains complete & detailed patient information. Able to identify patient's primary reason for seeking care. Independently uses appropriate resources for information (e.g. patient, caregiver, medical record, other healthcare professionals)	N/A
Midpoint Answer for Collecting Information & Identifying Patient Needs	1	2	3	4	5	0

Assessment & Interpretation of Information	Final Assessment					
	Unable to interpret subjective & objective patient data. Unable to identify drug-related problems. Unable to develop a patient-specific problem list	Interprets some subjective & objective patient data. Identifies some basic drug-related problems. Develops patient-specific problem list, unable to prioritize	Interprets most subjective & objective patient data. Identifies basic drug-related problems. Develops patient-specific problem list & usually able to prioritize problems, but sometimes needs prompting	Interprets pertinent patient data & usually makes reasonable assumptions when data is incomplete. Identifies majority of drug- related problems. Develops patient-specific problem list & usually able to prioritize	Interprets all pertinent patient data & makes reasonable assumptions when data is incomplete. Identifies all drug-related problems. Develops patient-specific problem list with prioritization	N/A
Midpoint Answer for Assessment & Interpretation of Information	1	2	3	4	5	0

Therapeutic Plan Development	Final Assessment					
	Unable to recommend appropriate patient-specific drug therapy regimens & self-management techniques	Sometimes recommends reasonable drug therapy regimens, lacks rationale & individualization	Recommends reasonable drug therapy regiments, although choice is not always optimal	Usually recommends optional patient-specific drug therapy regimens & self-management techniques with rationale	Recommends evidence-based patient-specific drug therapy regimens & self- management techniques with rationale & supporting literature	N/A
Midpoint Answer for Therapeutic Plan Monitoring	1	2	3	4	5	0

Implementation of Therapeutic Plan	Final Assessment					
	Unable to implement care plans in collaboration with other health care professionals & the patient or caregiver	Require assistance in implementing care plans in collaboration with other health care professionals & the patient or caregiver	Sometimes implements care plans in collaboration with other health care professionals & the patient or caregiver	Usually implements care plans in collaboration with other health care professionals & the patient or caregiver	Consistently implements care plans in collaboration with other health care professionals & the patient or caregiver	N/A
Midpoint Answer for Implementation of Therapeutic Plan	1	2	3	4	5	0

Therapeutic Plan Monitoring	Final Assessment					
	Unable to identify therapeutic endpoints & monitoring parameters	Able to identify some therapeutic endpoints. Unable select proper monitoring parameters	Usually able to identify therapeutic endpoints. Understands monitoring parameters & uses them to evaluate patient response to therapy	Consistently identifies therapeutic endpoints & monitoring parameters. Sometimes develops alternate plan based on patient's changing needs	Consistently identifies therapeutic endpoints; consistently identifies & understands implications of monitoring parameters. Develops alternate plan based on patient's changing needs	N/A
Midpoint Answer for Therapeutic Plan Monitoring	1	2	3	4	5	0

Health & Wellness Promotor	Final Assessment					
	Shallow knowledge of areas for patient health promotion. Fails to identify opportunities & makes no attempt to promote wellness & health behaviors when talking with patients	Occasionally identifies opportunities for patient health promotion. Makes little attempt to counsel patients regarding wellness & health behaviors	Usually identifies opportunities for patient health promotion. Usually attempts to counsel patients regarding wellness & health behaviors	Consistently identifies opportunities for patient health promotion. Counsels patients regarding wellness & health behaviors	Consistently identifies opportunities for patient health promotion tailoring to specific patient needs. Counsels patients regarding wellness & health behaviors specific to individual patient needs	N/A
Midpoint Answer for Health & Wellness Promotor	1	2	3	4	5	0

Educator	Final Assessment					
	Unable to identify educational needs. Unable to deliver content &/or provides incorrect information. Unaware of need to assess recipient understanding of information provided	Occasionally identifies educational needs. Delivers content but requires significant intervention from preceptor. Requires significant intervention from preceptor to assess recipient understanding	Usually identifies educational needs. Effectively delivers content with minimal intervention from preceptor. Requires minimal intervention from preceptor to assess recipient understanding	Consistently identifies educational needs. Effectively delivers content without intervention from preceptor. Consistently assesses recipient understanding of information without intervention from preceptor	Consistently identifies educational needs & appropriate instructional method(s). Effectively delivers organized & specific content without intervention. Effectively & independently assesses recipient understanding of information	N/A
Midpoint Answer for Educator	1	2	3	4	5	0

Health Literacy /Cultural Sensitivity	Final Assessment					
	Does not recognize health literacy &/or respect patients' socioeconomic, religious, cultural, & moral concerns &/or value systems	Inconsistently recognizes health literacy &/or respects patients' socioeconomic, religious, cultural, & moral concerns &/or value systems	Often recognizes health literacy & respects patients' socioeconomic, religious, cultural, & moral concerns &/or value systems	Consistently recognizes health literacy & respects patients' socioeconomic, religious, cultural, & moral concerns &/or value systems	Consistently recognizes health literacy, respects, & makes accommodations for patients' socioeconomic, religious, cultural, & moral concerns &/or value systems	N/A
Midpoint Answer for Health Literacy/Cultural Sensitivity	1	2	3	4	5	0

Communicator	Final Assessment					
	Does not listen. Does not make eye contact, unable to answer questions. Written work is poorly organized & incomplete	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	Listens but is sometimes distracted. Is clear & 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	Listens attentively Is clear & organized with speech; probes for questions & misunderstandings. Information is complete, concise & well organized. Appropriate use of medical terminology; no grammatical or spelling errors	Actively listens & clarifies information. Is clear & organized with speech & is assertive. Probes for questions & misunderstandings. Exceptional ability to organize information into concise format. Is flexible in adapting writing style to different formats; excellent medical terminology & grammar	N/A
Midpoint Answer for Communicator	1	2	3	4	5	0

Direct Patient Care - Midpoint Comments	
Direct Patient Care - Final Comments	

INTERPROFESSIONAL COLLABORATION

Collaborator	Final Assessment					
	Unaware of roles & 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	Occasionally identifies roles & responsibilities of team members & 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	Usually identifies roles & responsibilities of team members & promotes collaborative problem solving. Usually communicates appropriately with team; generally accountable & flexible. Provides patient specific recommendations to healthcare team members with minimal preceptor assistance	Consistently identifies roles & responsibilities of team members & facilitates collaborative problem solving. Consistently communicates appropriately with team; is accountable & flexible. Provides patient specific recommendations to healthcare team members without preceptor correction	Effectively identifies roles & responsibilities of team members & initiates collaborative problem solving. Effectively communicates appropriately & with confidence; always accountable & flexible. Functions as an integrated member of the healthcare team	N/A
Midpoint Answer for Collaborator	1	2	3	4	5	0

Interprofessional Collaboration - Midpoint Comments	
Interprofessional Collaboration - Final Comments	

PRACTICE/SYSTEMS

Pharmacy Operations	Final Assessment					
	Possesses no knowledge of dispensing system. Unable to utilize onsite technology. Is unable to apply pharmacy laws & 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, & 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 & 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, & the role of marketing in pharmacy practice	Possesses basic knowledge & understanding of the dispensing system. Requires occasional prompting to utilize onsite technology. Requires occasional assistance in applying pharmacy law & regulations to practice. Accurately & 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 & the role of marketing in pharmacy practice	Possesses knowledge & understanding of the dispensing system. Utilizes onsite technology with minimal assistance. Applies pharmacy law & regulations to practice with little to no assistance. Accurately & safely dispenses prescriptions. Understands concepts including inventory control, financial decision-making, the importance of being sensitive to personnel management issues, responsibilities of health professionals, & the role of marketing in pharmacy practice	Possesses knowledge and understanding of the dispensing system & is able to troubleshoot problems. Able to fully utilize onsite technology. Applies pharmacy law & regulations to practice. Accurately, safely & efficiently dispenses prescriptions. Understands concepts & displays a detailed understanding about inventory control, financial decision-making, the importance of being sensitive to personnel management issues, responsibilities of health professionals, & the role of marketing in pharmacy practice	N/A
Midpoint Answer for Collaborator	1	2	3	4	5	0

Medication use Evaluation	Final Assessment					
	Unaware of the pharmacy or institutions formulary policy. Does not participate in the pharmacy or institutions reporting of medication errors, ADR's & DUE's. Unaware & unable to apply principles of outcomes research, pharmacoeconomics, & quality assessment to provision or evaluation of patient care	Understands some of the pharmacy or institutions formulary policy. Sometimes participates in the pharmacy or institutions reporting of medication errors, ADR's DUE's. Aware of but unable to apply principles of outcomes research, pharmacoeconomics, & quality assessment to provision or evaluation of patient care	Understands most of the pharmacy or institutions formulary policy. Participates in the pharmacy or institutions reporting of medication errors, ADR's & DUE's. Aware & sometimes applies principles of outcomes research, pharmacoeconomics, & quality assessment to provision or evaluation of patient care	Comprehends the pharmacy or institutions formulary policy. Independently participates in the pharmacy or institutions reporting of medication errors, ADR's & DUE's. Usually applies principles of outcomes research, pharmacoeconomics, & quality assessment to provision or evaluation of patient care	Comprehends & utilizes the pharmacy or institutions formulary policy. Independently participates in the pharmacy or institutions reporting of medication errors, ADR's & DUE's & can interpret data. Consistently applies principles of outcomes research, pharmacoeconomics, & quality assessment to provision or evaluation of patient care	N/A
Midpoint Answer for Medication use Evaluation	1	2	3	4	5	0

Population-Based Care	Final Assessment					
	Unable to apply evidence-based literature/guidelines in specific patient populations (i.e. pediatrics, geriatrics, diabetes)	Requires significant intervention from preceptor to apply evidence-based literature/guidelines in specific patient populations (i.e. pediatrics, geriatrics, diabetes)	Requires minimal intervention from preceptor to apply evidence-based literature/guidelines in specific patient populations (i.e. pediatrics, geriatrics, diabetes)	Consistently applies evidence-based literature/guidelines in specific patient populations (i.e. pediatrics, geriatrics, diabetes)	Effectively interprets & applies evidence-based literature/guidelines in specific patient populations (i.e. pediatrics, geriatrics, diabetes)	N/A
Midpoint Answer for Population-Based Care	1	2	3	4	5	0

Patient Advocate	Final Assessment					
	No regard for patient's well- being. Unable or unwilling to assist patients in navigating the healthcare system	Occasional regard for patient's well-being. Assists patients in navigating the healthcare system with prompting	Usually shows regard for the well-being of patient. Assists patients in navigating the healthcare system	Consistently shows regard for the well-being of the patient. Consistently assists & enables patients to navigate the health care system	Always shows regard for the patient's well-being & makes it a priority. Always committed to assist & enable patients to navigate the healthcare system	N/A
Midpoint Answer for Patient Advocate	1	2	3	4	5	0

Practice/Systems Management - Midpoint Comments	
Practice/Systems Management - Final Comments	

PROFESSIONALISM & ACCOUNTABILITY

Self-Aware	Final Assessment				
	Unable to demonstrate motivation, lacks engagement. Ignores or resents feedback & does not change professional behavior. Lacks responsibility for growth & development	Sometimes demonstrates motivation & engagement. Reluctantly accepts feedback, but does not change behavior. Sometimes uses the Continuous Professional Development cycle for growth & development (reflect, plan, learn, evaluate, apply)	Usually demonstrates motivation & engagement. Responds to feedback & usually alters behavior. Usually uses the Continuous Professional Development cycle for growth & development (reflect, plan, learn, evaluate, apply)	Consistently demonstrates motivation & engagement. Solicits feedback & usually modifies behavior to improve performance. Consistently uses the Continuous Professional Development cycle for growth & development (reflect, plan, learn, evaluate, apply)	Always demonstrates motivation & engagement. Solicits feedback & consistently modifies behavior to improve performance. Always uses the Continuous Professional Development cycle for growth & development (reflect, plan, learn, evaluate, apply)
Midpoint Answer for Self- Aware	1	2	3	4	5

Leader	Final Assessment					
	Interacts with a focus on self, lacks acknowledgement of team contributions	Attempts to interact &acknowledge team contributions	Interacts to build relationships, values contributions & communicates to promote teamwork	Consistently interacts to build relationships, values contributions & communicates to promote teamwork	Effectively interacts to build relationships, values contributions & communicates to facilitate teamwork	N/A
Midpoint Answer for Innovator	1	2	3	4	5	0

Innovator	Final Assessment					
	Unable to recognize opportunities/needs for innovation (practice &/ or profession)	Recognizes opportunities/needs for innovation with preceptor assistance. (practice &/or profession)	Explores new approaches to improve outcomes or overcome barriers (practice &/or profession)	Develops new approaches to improve outcomes or overcome barriers with preceptor assistance (practice &/or profession)	Develops new approaches to improve outcomes or overcome barriers (practice &/or profession)	N/A
Midpoint Answer for Innovator	1	2	3	4	5	0

Professional Behavior	Final Assessment				
	Unable to set priorities or manage time. Does not complete assignments. Arrives late or leaves early. At least one unexcused absence. Does not understand the pharmacists' code of ethics & therefore is unable to utilize it consistently. Violates HIPAA	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. Occasionally arrives late or leaves early. Occasionally acts in accordance with the pharmacists' code of ethics	Meets requirement of the experience. Assignments are completed on time & accepts responsibility when asked. Arrives on time & does not leave until basic responsibilities are met. Generally uses the pharmacists code of ethics in professional interactions	Asks questions freely, finds answers on his/her own, assignments are promptly completed. Effective time management & priority setting. Arrives on time & willing to volunteer additional time for projects & patient care activities. Utilizes the pharmacists' code of ethics consistently in all professional interactions	Uses down time soliciting questions, researches related areas. Assignments thoroughly completed. Excellent time management skills & priority setting. Arrives on time. Often arrives early & stays late. Develops student-initiated projects. Utilizes & has an in depth understanding of the pharmacists code of ethics
Midpoint Answer for Professional Behavior	1	2	3	4	5

Professionalism and Accountability - Midpoint Comments	
Professionalism and Accountability - Final Comments	

Additional Competencies (Optional)

MID							FINAL						
Additional Competencies		Scale				Comments	Additional Competencies		Scale				Comments
Write in your own rotation-specific competencies below if desired	1	2	3	4	5		Write in your own rotation-specific competencies below if desired	1	2	3	4	5	

Average	Points
5	50
4.8-4.9	49
4.5-4.7	48
4.2-4.4	47
4.0-4.1	46
3.8-3.9	45
3.6-3.7	44
3.4-3.5	43
3.2-3.3	42
3.0-3.1	41
2.8-2.9	40
2.6-2.7	39
2.5	38
2.4 or below	0 points

(Question 29 of 33)

Experiential Score	

(Question 30 of 33-Mandatory)

Experiential Score *(From Above)*	
Project Score (Max of 20 points)	
Examination Score *(Oral/Written)* (Max of 30 points)	
Final Rotation Score (Max of 100 points)	

Overall Rotation Grading Scale	
Points	Letter grade
93-100	A
86-92	B
75-85	C
70-74	D
<70	F

(Question 31 of 33 – Mandatory)
Final Rotation Grade _____

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? *(Question 32 of 33)* _____ Hours

I verify I am a licensed preceptor signing for State Board Intern hours. *(Question 33 of 33 - Mandatory)*

Selection	Option
	Yes
	No