

## 728-741 Experiential Checklist

(For Both Student and Clinical Instructor)

Student \_\_\_\_\_ Clinical Instructor \_\_\_\_\_

Block \_\_\_\_\_ Site \_\_\_\_\_

The accompanying checklist has been designed to help students become familiar with the ambulatory practice site and staff. It is intended to help formalize initial and ongoing communication between the student and clinical instructor (CI) and to help increase the comfort level of the student in his/her new surroundings. In addition, it provides a guide of when course activities should be completed. It is encouraged that the student and instructor review this checklist during the first week and as needed throughout the rotation. **This document is intended to be a guide and will not be submitted.**

Date Completed	Prior to Rotation
	1. Student contacts clinical instructor 2 weeks prior to start and updates student profile.
	2. Clinical instructor sends map/parking/bus schedule information to student if requested by student.
	3. Review unique health status requirements. Student should have copies of forms for sites needing actual documents.
	4. Discuss personal requirements (housing, nametag, white coat, calculator, background reading, etc.)

Date Completed	Week One of Rotation (arrange time to meet in uninterrupted environment)
	1. Give a schedule (hours to attend, etc.) to each other. Discuss workflow and student responsibilities.
	2. Review computer access, security system, and paging.
	3. Review library clearance, photocopying.
	4. Review patient medical records or patient profiles.
	5. Discuss policy and procedures, health policy, universal precautions, and site safety/robbery protocols. Discuss inclement weather policy. Discuss whom to call if student is ill.
	6. Introduction to all pharmacy staff and other personnel (i.e., tour unit or clinic, orient to store, etc.).

	7. Review available references.
	8. Assess student baseline knowledge and identify student interests.
	9. Review course and site objectives. Discuss goals based on student skill and experience.
	10. Discuss professional conduct, ethics, and confidentiality policies.
	11. Student reviews Student Performance Evaluation (SPE) History with instructor and identify student areas needing improvement.
	12. Discuss how many professional days have been used by block to date & what plans the student has this block for using any professional days. <i>Review clerkship policy regarding the use of professional days and attendance. Any time missed excluding professional days must be made up.</i>
	13. Course Activities – Review course assignment deadlines. Review APPE seminar dates. Identify a patient for the case presentation with a focus on one disease and one drug. Identify a journal article to discuss.

<b>Date Completed</b>	<b>Continuous Throughout Rotation</b>
	1. Have conferences at appropriate intervals (no less often than weekly) between student and instructor.
	2. Give timely and specific feedback on “activities” (consultations, profile reviews, and presentations) when needed or when requested.
	3. Notify faculty coordinator immediately regarding students with poor attendance or performance.
	4. Course Activities - Review course assignment deadlines.

<b>Date Completed</b>	<b>Week Two of Rotation</b>
	1. Discuss and establish student’s SMART goals for the rotation and document in the Rotation SMART Goals.
	2. Course Activities – Identify an article to review for the journal article review.

<b>Date Completed</b>	<b>Week Three of Rotation (arrange time to meet in uninterrupted environment)</b>
	1. Schedule verbal evaluation stating accomplishments, problems and concerns; confirm or reset goals for remainder of rotation. Use Student Performance Evaluation (SPE) history and discuss progress.
	2. Course Activities - Course activities that should be completed at week three include 2-3 patient profile reviews, 2 CMRAs, 1 focused adherence intervention, and the CPA review.

<b>Date Completed</b>	<b>Week Five of Rotation</b>
	1. Course Activities – Students should be finishing the following assignments case presentation, 2 CMRAs, 1 focused adherence intervention, 2-3 profile reviews, and the journal article review.
	2. Schedule time to meet to review final evaluation.

<b>Date Completed</b>	<b>Last Week of Rotation (arrange time to meet in uninterrupted environment)</b>
	1. Student fills out Rotation Self-Evaluation, clearly and completely documenting strengths and weaknesses based on the evaluation criteria.
	2. Clinical instructor discusses and reviews with student: <ul style="list-style-type: none"> <li>• Student Performance Evaluation</li> <li>• Rotation Self-Evaluation</li> <li>• Grading Record</li> </ul>
	3. Student completes course/site/preceptor evaluations and Interprofessional Skills and Experiences Survey.
	4. Clinical instructor returns all assignment and evaluation materials to the student
	5. Clinical instructor, please remind the student to upload his/her assignments and complete course evaluations on the 741 course web page by 11:59pm of the last day of the block.
	6. Student returns computer access card, ID, etc.