

Experiential Checklist (728-742)

The checklist has been designed to help students become familiar with the practice site and staff. It is intended to help formalize initial and ongoing communication between the student and their clinical instructor(s) and to help increase the comfort level of the student in their new surroundings. Furthermore, it was designed to have one master checklist that can be used to plan and meet course deadlines and to direct the proper disposition of various activities and forms. It is required that the student and instructor review this checklist during the first week and as needed throughout the rotation. The clinical instructor will verify on the grading record that the instructor and student have reviewed the checklist when completing the final rotation grading.

| Activity | Recommended Completion Date | What/Where to Submit |
|---|------------------------------------|---|
| Prior to Rotation | | |
| 1. Student updates student profile then contacts Clinical Instructor | 2 weeks prior to start of block | Unless otherwise noted, the student deadline for submission is 11:59 pm on the last day of the block. Instructors may have different deadlines for course activities/ assignments. |
| 2. Share McBurney letters. Student should have copies of forms for sites needing actual documents. | Prior to start of block | |
| 3. Clinical instructor/staff sends information to student as requested (where to report first day, parking, etc.) | Prior to start of block | |
| 4. Logistics for first day (housing, name tag, white coat, calculator, background reading, etc.) | Prior to start of block | |
| First Day of Rotation | | |
| 1. Share schedule (hours, meetings/rounds, anticipated check in times, etc.) Discuss workflow and student responsibilities. Establish and discuss expectations. Discuss whom to call if student is ill. | First day of block | |
| 2. Discuss the number of professional days already used and if the student is planning to use professional days in the current block | First day of block | |
| 3. Review course and site objectives and assignments/projects | First day of block | |
| 4. Assess student baseline knowledge related to this rotation and identify student goals and interests | First day of block | |
| 5. Discuss Student Self-Evaluation Baseline & SPE History with instructor to identify areas of focus | First day of block | |
| 6. Introduction to pharmacy staff and other personnel (i.e., tour unit, orient to store, location of crash cart(s) etc.) | First day of block | |
| 7. Begin reviewing this checklist | First day of block | |

| Activity | Recommended Completion Date | What/Where to Submit Unless otherwise noted, the student deadline for submission is 11:59 pm on the last day of the block. Instructors may have different deadlines for course activities/ assignments. |
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| 8. Computer access, references (hard copy and electronic), security system, phones, messaging/paging, library clearance, photocopying | First day of block | |
| 9. Site approach to medical record review and/or profile review | First day of block | |
| 10. Policy and procedures, conduct and ethics, confidentiality practices, health policy, universal precautions, and site safety/robbery protocols | First day of block, first week or two | |
| Ongoing | | |
| 1. Have formal check-ins at agreed upon intervals between student and Clinical instructor | Weekly or more | |
| 2. Give timely and specific feedback when needed or when requested | Throughout the block | |
| 3. Notify faculty coordinator regarding students with attendance or performance concerns | As soon as possible | |
| 4. Opportunities for prescription or drug order verification | Throughout the block | |
| 5. Discuss and finalize SMART goals for the rotation | By week 2 | Complete online on the student clerkship web page. (INTRANET > Student Applications > Clerkships) |
| Midway Through Rotation (arrange time to meet in an uninterrupted environment) | | |
| 1. Discuss performance, including accomplishments and concerns from both perspectives. Reevaluate goals for remainder of rotation. Use Self Evaluation Baseline & SPE History and discuss progress. | By the end of week 3 | Instructor to complete the evaluation of student performance online |
| Last Week of Rotation (arrange time to meet in an uninterrupted environment) | | |
| 1. Complete the Student Rotation Self Evaluation, clearly and completely documenting strengths and areas for improvement/development based on the evaluation criteria. | Last week of block | Complete online on the student clerkship web page. (INTRANET > Student Applications > Clerkships) Preceptor to submit online on the clerkship web page and mark completed after student completes the activity. |
| 2. Instructor discusses and finalizes: a. Student Performance Evaluation b. Student Rotation Self Evaluation c. Grading Record | End of block | Complete on respective clerkship pages |
| 2. Student to complete course/site/clinical instructor evaluations | End of block | Complete online on the student clerkship web page. (INTRANET > Student Applications > Clerkships) |

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| 3. Instructor returns all assignments and evaluation materials to student. | By the end of block | |
| 4. Student to return computer, ID card, etc. | Last day of block | |

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| Required/Scored Activities | | |
| <ol style="list-style-type: none"> 1. Student Performance Evaluation (midpoint and final) 2. Therapeutic Protocol 3. Drug Use Guideline 4. DUE/MUE 5. Medication Safety Best Practices 6. Shadow an RN During Med Administration 7. Drug Shortages and Hazardous Waste 8. Sterile Products Experience 9. Supervision, Oversight and Direction of the Medication Dispensing and Distribution System 10. Health System Pharmacy Management 11. Leadership Topic Discussion 12. Discussion Items 13. Student Rotation Self-Evaluation 14. Reflection Document 15. Hours Log | Due dates established by Clinical Instructor | <p>Student will upload materials as designated in Assignments within Canvas page.</p> <p>Instructor to enter scores into the online grading record.</p> |
| Seminar | As scheduled | Individual requirements will be shared in the APPE Seminar Canvas course |