



ROOSEVELT UNIVERSITY
COLLEGE OF PHARMACY

Introductory Pharmacy Practice Experience

IPPE IV Manual

Commitment

Competence

Compassion

Fall 2013

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WELCOME AND OVERVIEW

To our Preceptors and students:

We would like to congratulate our students for reaching an important milestone – practicing pharmacy under the direction of their Pharmacist Preceptor.

We want to acknowledge the dedication of our preceptors for their generosity in taking on the additional responsibility of helping to guide the professional development of our students. Thank you.

The purpose of Introductory Pharmacy Practice Experiences (IPPE) is to apply the facts, information and concepts gained in didactic coursework to professional practice. The IPPE courses help students integrate knowledge and theoretical concepts across the curriculum in an environment that encourages and requires interactions between students, preceptors and patients.

During IPPE rotations students have an excellent opportunity to develop an array of skill sets, including: professionalism, communication, problem solving, critical thinking and professional competence. Preceptors will use their skills to emphasize the importance of connecting knowledge, critical thinking, and continuous development to our students through their practice models.

Our goal is to enable students to provide safe, effective and cost-efficient disease state management by assuring the safe, accurate preparation and dispensing of medications, developing patient-specific pharmacotherapy plans and optimizing patients' outcomes.

By practicing pharmacy under the supervision of a Pharmacist dedicated to educating their future colleagues, students will learn to become a source of reliable health care information by emphasizing proper drug usage, disease prevention and public health.

The College uses web-based rotation management programs – RxPreceptor and RxPortfolio. These tools enable preceptors and faculty to follow students' growth and achievements as they acquire the knowledge and skill sets crucial to becoming pharmacists. Our community of students, preceptors and faculty will use this IPPE Manual and the software programs to continuously improve the quality of experiential rotations and provide the College with feedback on any and all elements of our program.

The Roosevelt University College of Pharmacy Community wishes you a successful and productive year!

INFORMATION FOR PRECEPTORS

Dear RUCOP Preceptor,

Thank you once again for participating in the Roosevelt University College of Pharmacy (RUCOP) Experiential Education program as a Preceptor for students enrolled in IPPE-I. On behalf of the students, faculty and staff we want to let you know how much we truly appreciate the effort and dedication you display each day as you guide our students. We know that the continued success of our program and students will not be possible without your continued support.

RxPreceptor/RxPortfolio: To help manage rotations you will have access to RxPreceptor, a management suite of tools that RUCOP uses to match preceptors and students, gather preceptor information, share communications from the College and administer the mid-term and final evaluations. As a preceptor, we encourage you to use this tool to describe your site and learn more about your student through RxPortfolio. RxPortfolio is an online CV that students build up as they advance through classes and rotations. It is viewable to you by clicking on the RxPortfolio icon by the student's name in the My Schedule tab on RxPortfolio. Below, please find a link to the RxPortfolio login page. If you have not received your login information, or have any other questions or comments about RxPreceptor, please contact the Office of Experiential Education.

RxPreceptor login link: https://www.academicsuiterx.com/experiential_login.php

Absence Policy: In the case of a predictable absence, the student must inform their preceptor as soon as possible before the absence and work with the preceptor to decide on a makeup date at the preceptor's convenience. The student must then inform the OEE of the absence as well as when the makeup day is scheduled. In the case of an unpredictable absence, the preceptor and OEE must be informed before the student's anticipated arrival at the rotation site and a makeup day must be scheduled as soon as it is feasible for the student and the preceptor. OEE must be informed of the date of the makeup day.

Later in this document information is provided about rotation dates, grading and other important details regarding your role as a preceptor for this term. In this section we want to lay out, in broad terms, some of the duties you have as a preceptor.

- **Rotation Dates and Hours:** Students will be on rotation for 10 Fridays for eight hours. At the end of the rotation you will be asked to sign a document attesting to the fact that your student has completed 80 hours of rotation at your pharmacy.
- **Students Background:** Your student will be in the fifth term of their P2 year. While most students have some prior experience working in a pharmacy not

all do. On the first day, please talk with the student about this so you can tailor their experience to best match their knowledge, skills and needs.

- Student Expectations: Your student has been assigned the task of writing a short summary of what their expectations for the rotation are and to share this with you. As part of your initial conversation with them review this with the student. Please feel free to help the student refine their expectations to assure they that can realistically be accomplished.
- Student Activities While On Rotation: Students may legally practice pharmacy under your supervision subject to your professional judgment as to their readiness to competently perform any given task. Your review of their background, discussion about their expectations and the conclusions you draw from observing them function in your pharmacy can all help you judge which tasks and responsibilities to have them become engaged in. The College does not expect that every student will have the same range or depth of responsibility.
- Assignments:
 - Practice pharmacy under the supervision of you or another pharmacist. It is the intent that the student will participate in as many areas of your practice as possible subject to pharmacy policies and a pharmacist's professional judgment that it is appropriate to involve the student. While not required, you may include the student in off-premises activities such as clinics, screenings, health fairs, etc.
 - Complete assignments in the following categories:
 1. Pharmacy Operations
 2. Formulary
 3. Drug Information
 4. Clean Room/IV Room
 5. Medication Safety
 6. Pharmacist's Interventions
 7. Interdisciplinary
 8. Reflective WritingThe exact assignment can be found in Appendix B.
 - Complete any projects or tasks assigned by you that you feel will help the student improve or allow the student the opportunity to demonstrate a particular strength. As the student has many other obligations we ask that you bear this in mind if you choose to make such an assignment. These assignments should be consistent with the College's expectation that students should first try to locate answers themselves as well as possess the self-motivation to satisfy the natural curiosity they have about pharmacy, drugs, healthcare delivery and public health.

Grading

As a preceptor, the College relies heavily on your evaluation of the student's performance on the 11 educational domains that form the basis of its curriculum. You will be asked to provide both a mid-rotation and final evaluation of the student's performance. If at any time during the beginning of the rotation up until mid-rotation the student is at risk of not receiving a passing evaluation, please fill out the Mid Rotation Deficiency Notice (Appendix D) and contact the Office of Experiential Education.

Please complete the evaluation form to the best of your abilities by rendering a score of 1-5 or N/A for each of the areas at the Midpoint and Final evaluations.

Students may not be able to be assessed on all areas or activities due to the nature of the practice opportunities at the site during the time the student is present. In this case an evaluation of N/A should be entered.

Grading Scale/Legend:

N/A = Non-applicable (per preceptor)

1 = student has many areas needing further development; a passing grade cannot be rendered

2 = student performs within expectations in few areas; many areas still require significant growth

3 = student performs within expectations in most areas; few areas still require growth

4 = student performs beyond expectations in some areas; some areas still require growth

5 = student performs beyond in expectations in many areas; some areas still require growth

You will also be asked to evaluate the student's attitudes and professional behaviors. This is graded as "Met" or "Not Met".

The two grading rubrics are shown on the next pages.

Domains and Sample Abilities	Scoring 1-5 or N/A
1. Demonstrates competence in Domain 1: Patient Safety- Dispense Medications (order fulfillment) abilities by: accurately prepare, label, dispense and distribute medication orders and/or supervise the preparation of medications orders.	
2. Demonstrates competence in Domain 2: Basic Patient Assessment abilities such as: a) Gather, record, and assess subjective and objective patient data to define health and medication-related problems and/or b) communicate with patients in a manner that demonstrates knowledge of the Health Insurance Portability and Accountability Act (HIPAA), patient educational levels and unique cultural and socioeconomic issues.	
3. Demonstrates competence in Domain 3: Medication Information abilities such as: demonstrate knowledge of medications, formulations and drug products commonly used in pharmacy practice and/or demonstrates ability to maintain professional competency through self-initiated life-long learning.	
4. Demonstrates competence in Domain 4: Identification and Assessment of Related Problems abilities such as: compares drug related variables and patient related variables to identify and assess drug-related problems and/or assesses how unique characteristics of patients and patient populations influence manifestation of drug-related problems.	
5. Demonstrates competence in Domain 5: Mathematics applied to Pharmaceutical Calculations abilities by utilizing pharmaceutical and pharmacokinetic mathematics to perform accurate pharmaceutical calculations and/or understanding the importance of total accuracy in performing and applying pharmaceutical calculations.	
6. Demonstrates competence in Domain 6: Ethical, Professional, and Legal Behavior by demonstrating caring, ethical and professional behavior when interacting with peers, professionals, patients and caregivers and/or complying with all federal, state and local laws.	
7. Demonstrates competence in Domain 7: General Communication Abilities by demonstrating effective communication skills (verbal, non-verbal and written) in interactions with patients, their families, caregivers, other healthcare professionals and the general public.	
8. Demonstrates competence in Domain 8: Counseling Patients by demonstrating effective communication skills (verbal, non-verbal and written) to counsel and educate a patient or caregiver regarding appropriate use of prescription and over the counter (OTC) medications and/or describing proper administration technique for various drug delivery systems (e.g. inhalers, eye drops, etc.).	
9. Demonstrates competence in Domain 9: Drug Information Analyses and Literature Research by retrieving, analyzing and interpreting professional, lay and scientific literature to make informed, rational and evidence-based decisions and/or applying knowledge of study design, literature analysis and retrieval to provide accurate, evidence-based drug information to patients, their families and other involved healthcare professionals.	
10. Demonstrates competence in Domain 10: Health and Wellness – Public Health by participating in patient, community, professional and at-risk population events that promote the importance of health, wellness, disease prevention, disease management and medication therapies that optimize outcomes.	
11. Demonstrates competence in Domain 11: Insurance/Prescription Drug Coverage by describing the objectives of health insurance and pharmacy benefit managers (PBM) and/or demonstrating ability to assist patients and caregivers with private or public insurance prescription drug programs.	

Attitudes, and Professional Behavior	<i>M*</i>	<i>NM**</i>	<i>Comments</i>
Arrives on time			
Demonstrates conscientiousness in completing assigned tasks in a timely fashion			
Communicates effectively			
Demonstrates dedication and commitment to tasks			
Respects others' opinions and seeks consensus			
Solves problems independently			
Displays self-confidence			
<i>*Met Expectations, **Not Met Expectations</i>			

To receive a passing grade the student must:

- Receive a score of at least 3 on all domains for which a preceptor is able to provide a final evaluation.
- Receive an evaluation of “Met” for all attitudes and behaviors.
- Complete assignments by due date.

INFORMATION FOR STUDENTS

Students are expected to fully read and abide by the information contained in this manual as well as all College and University policies. This section is intended to serve only as an outline of how the course is delivered, administered and provide a summary of what is expected of you.

- Course format. The course has two components: a weekly seminar on Tuesdays and rotation activities on Friday. You must successfully pass both components of the course in order to pass the course itself.
- The principle expectations for seminar are that you will submit all assignments on time, attend all seminars, be prepared to meaningfully participate in a discussion at each seminar (whether it addresses a topic raised by you or a classmate) and remain engaged in the discussion and other classroom activities.
- The principle expectations for the rotation are that you will:
 - 1) Bring with you all materials required to be in your possession while on rotation
 - 2) Represent yourself, the College and the University in a professional manner at all times through your involvement, attire, attitude and conduct
 - 3) Review your expectations of the rotation with your preceptor at the start of the rotation, during it and at its conclusion
 - 4) Perform the lawful tasks relating to the practice of pharmacy or the operation of the pharmacy that are assigned to you by your Pharmacist preceptor or a member of their staff who has been designated to provide direction to you
 - 5) Comply with all laws, rules, regulations or other requirements governing the professional practice of pharmacy or which are policies required by the pharmacy owner
 - 6) Report any incidents which might occur while on rotation so that the University can provide guidance, support or assistance that may be required
 - 7) Responsibly complete assignments given to you by you preceptor or their designee designed to further your professional growth

Student Evaluation of Site and Preceptor

Your Name _____

Preceptor's Name _____

Student Evaluation of Rotation Site

Please answer each question with the following key:

1-2-3-4-5

In which 5 is the highest score and 1 is the lowest score

1. It is a meaningful rotation 1 2 3 4 5
2. You received enough exposure to pharmacy practice at the site 1 2 3 4 5
3. The site provides an environment conducive to your learning 1 2 3 4 5
4. The length of the program is suitable to your learning 1 2 3 4 5
5. Suggestions: What would you change?

Student Evaluation of Preceptor

6. The instructor is knowledgeable about the profession 1 2 3 4 5
7. The instructor provides opportunities conducive to learning 1 2 3 4 5
8. The instructor induces students to further learning 1 2 3 4 5
9. The instructor provides hands-on activities and interactive discussions 1 2 3 4 5
10. Instructor provides timely feedback to student 1 2 3 4 5

11. Suggestions: Would you recommend this rotation to your classmates? If no, what would you change?

POLICIES AND PROCEDURES

Site Assignments - The Doctor of Pharmacy (PharmD) student will be assigned to the appropriate experiential rotation site as determined by their level of education (e.g., P1, P2, P3 and P4) and the availability of sites in different practice settings. The specific requirements for each site will determine the type of experience the student will have during that rotation. Previous experience, of any type, will not count toward rotation requirements.

The Office of Experiential Education assigns students to rotation sites.

Compensation - Students may not be financially compensated for their participation in experiential training; rather they will receive academic credit towards graduation and internship credit hours. PharmD candidates who complete all experiential rotations will receive 320 hours of Introductory Pharmacy Practice Experiences in addition to 1440 hours of Advanced Pharmacy Practice Experiences. The completed hours may be applied toward state licensure requirements.

Rotation hours may vary based on preceptor and site requirements, and may involve evening and / or weekend hours. At the completion of all rotations, the College shall serve as a resource to verify and communicate the appropriate number of earned internship credit hours to Boards of Pharmacy.

Concurrent Employment - Students may choose to work while in school, but such employment must not interfere with the requirements, attendance and/or performance at rotation sites during pharmacy practice experiences.

Insurance and Licensure – Students are responsible for providing proof of health insurance and a current State of Illinois Pharmacy Intern license. The license must remain in good standing and valid throughout the training period. STUDENTS MUST HAVE IN THEIR POSSESSION, AT ALL TIMES WHILE AT ROTATION SITES, THEIR CURRENT STATE OF ILLINOIS PHARMACY INTERN “WALLET CARD”. The OEE will provide evidence of liability insurance coverage to practice sites upon request.

Background Checks / Drug Screens – Students may occasionally be required to have a background check and/or a drug screen prior to beginning rotations at various sites in addition to the requirements of the College. It is the responsibility of the student to obtain the requested background/drug screen and ensure the requesting facility receives the final report **prior to starting** the rotation. The student is financially responsible for any additional background and/or drug screenings.

Occupational Safety and Health Administration (OSHA) Training / Communicable Diseases Guideline / Health Insurance Portability and Accountability Act (HIPAA) Privacy Rules - Students must receive training in OSHA Regulations, including guidelines for blood borne pathogens and for proper prevention of communicable disease transmission, and HIPAA rules before they can participate in pharmacy practice rotations. Some sites may require additional training on their own internal policies. The student is responsible for complying with all such policies.

Confidentiality - During pharmacy practice experiences, students will have access to privileged information about patients' health, insurance and financial information and may have access to information about the management or business performance of the practice site. ALL privileged information obtained at a rotation site is NEVER to be discussed outside of the rotation site or at any other rotation site. **BREACHES OF CONFIDENTIALITY MAY RESULT IN DISCIPLINARY ACTION FROM THE PRACTICE SITE AND/OR THE COLLEGE.**

Professional Conduct Code and Dress Code – See page 24 of the Student Handbook.

Substance Use Policies – See page 24 of the Student Handbook.

Preceptor Assignment Restrictions – The OEE will ensure that students currently employed in a pharmacy may not select that specific pharmacy as a rotation site. A student may not work with a preceptor if they are related in any way or if the student has worked, or is currently working, with the preceptor as a pharmacy technician or intern.

Correspondence – Students will be required to keep the Office of Experiential Education informed of their current address, phone number, and e-mail address at all times.

e-Portfolio - Students will be required to keep and maintain an online e-portfolio in RxPreceptor and share access with their preceptor. Failure to promptly share their portfolio with their preceptor may impact their final grade.

The minimum requirements of the e-portfolio are:

- A. Current Curriculum Vitae. Students are expected to keep a current copy of their CV uploaded to their e-portfolio. This CV must contain current contact information.
- B. Vaccine and Certification History: Students are expected to have a copy of **all** immunizations, intern license, and current BLS / CPR card with them while on rotation and uploaded to their e-portfolio.
- C. Current rotation schedule.

University Policies and Academic Regulations - Students are required to observe all University policies and academic regulations during their rotations. (See pages 12 to 30 of the Student Handbook.)

INCIDENT REPORTING

While it is not common for incidents to occur while on rotation, sometimes they do. To provide you with any support that might be required or useful to our students the College of Pharmacy has in place a policy requiring you report them.

The term incident covers many areas, including, but not limited to: injury, illness, illegal behavior, whether committed by pharmacy employees or others, exposure to potential harm, unethical behavior, inappropriate behavior including harassment of any kind, car accidents that occur on the way to or from rotations, and any other action or occurrence deemed out of the ordinary by any student, staff member or faculty of the College.

Should an incident occur, please complete the form on the following page (or download it from Blackboard) to document the event, and turn it in to any member of the Office of Experiential Education as soon as possible. The form will be shared with the Office of Enrollment and Student Services and reviewed jointly. You will be notified of the results of this review. See Appendix C.

COLLEGE OF PHARMACY CONTACT INFORMATION

Experiential Education Office

OEE@Roosevelt.edu

Joan Hardman, BPharm RPh
Director of Experiential Education
(847) 330-4508
JHardman02@roosevelt.edu

Randall Lambert, PhD RPh
Assistant Director of Experiential Education
(847) 330-4512
RLambert@Roosevelt.edu

John W. Maxwell, BPharm MS RPh
Assistant Director of Experiential Education
(847) 330-4526
JMaxwell02@Roosevelt.edu

Karen Laudенbach, BA CPhT
Experiential Education Specialist
(847) 330-4544
KLaudenbach@Roosevelt.edu

Office of the Dean

George MacKinnon III, PhD RPh
Dean and Professor

Zita Ceponis, Business Manager

IPPE IV WEEKLY MAP

Wednesday 3:00 – 3:50 PM

Week	SEMINAR		ROTATION		
	Date	Activity	Date	Activity	Due Date
1	9/4/13	“Expectations of Rotation” Institutional Pharmacy Overview	9/6	Expectation/Preceptor Discussion	9/6
				Pharmacy Operations Assignment	9/11
2	9/11/13	Group Discussion: Pharmacy Operations Formulary	9/13	Formulary Assignment	9/25
3	9/18/13	Reflective Portfolio	9/20	Drug Information Assignment	9/25
4	9/25/13	Group Discussion: Formulary Clean Room/IV Room	9/27	Clean Room/IV Room Assignment (two weeks to complete)	10/9
5	10/2/13	Medication Safety	10/4	Mid-Rotation Evaluation Clean Room/IV Room Assignment	10/9
6	10/9/13	Group Discussion: Clean Room/IV Room	10/11	Medication Safety Assignment	10/16
7	10/16/13	Group Discussion: Medication Safety Pharmacist’s Interventions	10/18	Pharmacist’s Intervention Assignment	10/23
8	10/23/13	Group Discussion: Pharmacist’s Interventions	10/25	Interdisciplinary Assignment	10/30
9	10/30/13	Reflective Portfolio Follow-up Group Discussion: Interdisciplinary	11/1	Reflective Writing on IPPE IV Rotation	11/8
10	11/6/13	Residency Match Process Update CV’s	11/8	Final Evaluation Share reflection on Rotation with Preceptor	11/8

Appendix A

Assignments

Pharmacy Operations Assignment:

- Complete a drawing of the main pharmacy (centralized area). Indicate general work flow, offices, storage, compounding and pre-packing area, IV room (Clean Room) etc. Discuss with your preceptor the efficiency of this design for workflow and what potential improvements would be desirable.
- What drug distribution system is used at your site: decentralized, centralized or a combination?
- If the rotation site has decentralized pharmacists, list the areas that they are in and their responsibilities.
- List the different positions in the Pharmacy and a brief description of the responsibilities of each position.
- Devise a grid starting at 0000(midnight) and going every two hours (0200, 0400 etc.) that lists the major activities that occur during the various hours of the day (Examples are: shift change, receipt of drugs from wholesaler, rounds, delivery of IV's, preparation of TPN's etc).
- Describe the term unit dose. What are the labeling requirements for unit dose medication?

Formulary Assignment:

- Describe the purpose, function and organization of the Pharmacy and Therapeutics Committee (P and T).
- What is a formulary and why is it used? How does it impact Pharmacy drug costs and level of care to the health system?
- To whom does the Pharmacy and Therapeutics Committee usually report?
- Why should members of the Committee disclose financial relationships with Pharmaceutical manufacturers?
- What is a drug monograph and who prepares them? What are the components of a drug monograph?
- What is the value of an evidence-based process for the evaluation, selection and deletion of drugs to the formulary?
- What is the procedure for obtaining a non-formulary medication?
- What is the role of the Pharmacy and Therapeutics Committee in addressing drug product shortages?

Drug Information Assignment:

- Student will identify and answer one drug related question as given by a pharmacist or another healthcare professional. Correctly identify the source of the information. Provide an accurate and comprehensive answer. (Minimum 1 page in length)

Clean room/IV Room Assignment:

- Observe the order processing of a medication that requires aseptic compounding. Describe the assessment of the patient's information prior to processing the order, compatibility checks, concentration checks, determination of the rate of administration, considerations of stability (time, light sensitivity, temperature, etc.), preparation, checking of preparation.
- Describe the impact of USP 797 on the provision of sterile product preparation.

- Describe the Clean Room procedures (proper cleaning, anteroom, garbing, etc.)
- Define and give an example of the following:
 - Hypertonic Solution
 - Hypotonic Solution
 - Isotonic Solution
- What is the difference between an ampule and a vial? Why do you need to use a filter straw when drawing up medication from an ampule?
- List all the components of an IV label.
- What is chemotherapy?
- What types of precautions are taken when preparing chemotherapy medications? Why are these precautions important?
- What is the procedure for verifying a dose of chemotherapy?
- Are chemotherapy drugs stored separately from other medications? Why or why not?
- How are chemotherapy medications sent to the Nursing unit?
- How are chemotherapy medications disposed of?

Medication Safety Assignment:

- Describe the medication related components of The Joint Commission's National Patient Safety Goals.
- Identify policies at the site that comply with The Joint Commission's National Patient Safety Goals.
- Define Sentinel Event.
- What is the importance of Leadership in reducing sentinel events?
- Errors due to "look-alike/sound alike" medication names are responsible for thousands of deaths in the United States each year. Consult the rotation site's list of these medications. Identify five pairs of medication (ten medications) of "look-alike/sound alike" medications. List an indication for each of these medications. Describe efforts to differentiate product names. Describe efforts within the Pharmacy to separate these products. Who is responsible for this?
- Describe aspects of the workflow process at the site that are designed to reduce the risks of dispensing errors. (i.e. physical layout, pharmacist to technician ratio, etc.)

Pharmacists Intervention assignments:

- Medication errors arise throughout the medication use process: prescribing, dispensing and administration. Pharmacists play a key role in reducing these errors by making appropriate interventions at each of these steps in the process. Document the details of various kinds of interventions done at your rotation site (i.e. patient allergic to medication, medication not on formulary, drug-drug interaction etc.) DO NOT INCLUDE ANY PATIENT IDENTIFYING INFORMATION.
- Describe the process that the Pharmacist must go through to document their intervention.
- Describe any technological support in place at the rotation site that assists pharmacists with interventions.

Interdisciplinary Assignment:

- Pharmacists have numerous opportunities to be a member of various committees and work groups within the health system. List the roles and number of various committees that pharmacists at your rotation site serve on. Summarize the purpose and recent accomplishments of the committee.
- Pharmacists have the opportunity to interact with various other members of the healthcare team on committees and also in day to day patient care. Discuss with your preceptor a particularly challenging encounter with a fellow healthcare provider (i.e. nurse, physician, respiratory care therapist, etc.). What made the encounter difficult? How was the challenge solved? What suggestions does your preceptor have to share with regards to handling difficult situations?

Reflective Writing:

- Meaningful written reflection of the experiences encountered while on rotation at your practice site. This reflection should include identification of areas in which the student needs additional development as well as identifying areas of personal growth

Experiential Education Incident Report Form	
Student name (print)	
Date of Incident	Time of Incident
Location of Incident	
Description of Incident (use the following lines as needed):	
Were there any injuries? Yes No (circle one)	If yes, please describe the injuries (use the following lines as needed):
Was first aid give? Yes No (circle one)	If yes, by whom?
Were the police or another emergency agency contacted? Yes No (circle one)	
If yes, who contacted them?	
If yes, did the emergency agency respond to the incident?	
If yes, name of emergency agency, report number or other identifier:	
What support or assistance do you feel would be helpful to you regarding the incident) use the following lines as needed):	

Please return this completed report to the Office of Experiential Education

Fax #: 847-330-4525

Appendix C

Mid Rotation Deficiency Notice

Please contact the Director of Experiential Education, Joan Hardman, immediately by phone (847-330-4508) or email (jhardman02@roosevelt.edu) if there is a concern that the student may fail the rotation. Please complete and forward this notification to Joan Hardman by fax (847-330-4525) or as a PDF via email to document concerns and the action plan.

Student's Name: _____ **Date:** _____

Rotation Site: _____

Preceptor's Name: _____

Description of deficiency identified: _____

Action plan for improvement: _____

Student's Signature: _____

Preceptor's Signature: _____