

Office of Experiential Education (OEE)
UC San Diego Skaggs School of Pharmacy and Pharmaceutical Sciences (SSPPS)
Guidelines for Early Intervention and Support for Experiential Education

Preceptors are expected to assess student performance on Introductory Pharmacy Practice Experience (IPPE)/Advanced Pharmacy Practice Experience (APPE) objectives using the evaluation rubric in the online evaluation system (CORE ELMS). If deficiencies in knowledge, skills, and/or professionalism are identified during any point of the rotation, every effort should be made to address the deficiencies before the rotation is completed.

The preceptor will use the evaluation rubric to assess the students' performance and will provide assessments of the status of the students' progress during the rotation. This will occur at the following point(s):

- APPE: at midpoint (formative) and end (summative)
- IPPE: at end (summative)

Students who receive a "Fail" for the assessment at the summative final evaluation will be assigned a Fail or Unsatisfactory grade for the rotation.

If at any time during a rotation a student displays serious unprofessional behavior, risk to patient safety, or risk to preceptor or site licensure, an OEE faculty, preceptor, or site representative may temporarily or permanently remove the student from the site prior to completion of a rotation. In the event of a student being dismissed during a rotation for unprofessional behavior, the preceptor/site representative and the student must contact the OEE immediately. An OEE faculty may fail a student for a rotation for action relating to serious unprofessional behavior. The student will be subject to the school's Progression Policy and evaluation by the Academic Oversight Committee (AOC).

Monitoring Student Performance and Intervention

APPE

Upon receiving completed midpoint evaluations, the OEE screens all evaluations to identify students performing below the minimum level of competency. Flagged evaluations are reviewed by OEE faculty to determine the need for intervention. Preceptors are requested to contact the OEE promptly upon identifying performance concerns that could lead to rotation failure, including before the midpoint evaluation. Students who receive a "Fail" at midpoint, or whose preceptor has contacted the OEE with concerns about potential failure, will be identified for further follow-up by the OEE. Students who receive a "Fail" at the midpoint should be given an individualized and clear written action plan with measurable and timely objectives to allow for early intervention and support by the primary preceptor.

IPPE

Preceptors are requested to proactively notify the OEE if a student is at risk of failing a rotation prior to submitting the summative evaluation, ideally no later than the midpoint of the rotation. The OEE assesses the circumstances to determine whether intervention is warranted, and the student may be identified for further follow-up. Students who have been identified as requiring assistance should be given an individualized and clear written action plan with measurable and timely objectives to allow for early intervention and support by the primary preceptor.

Early Intervention and Support of Students at Risk of Failing a Rotation

Preceptors who identify a student at risk of failing anytime during a rotation should contact OEE as soon as possible. The OEE will collaborate with preceptors to develop an early intervention and support plan for the student. When a preceptor identifies a struggling student, the preceptor should meet with the student face-to-face to discuss and document opportunities for improvement and support. Early interventions include and are not limited to:

- Increased clinical observation with feedback
- Additional formative or summative assessments
- Established professionalism expectations and desirable behaviors
- Additional didactic work
- Working with a tutor

The student should be provided with an individualized and clear written action plan with measurable and timely objectives from the preceptor to improve identified deficiencies. The student should be involved in the development of the action plan and provide input where applicable. The OEE recommends that preceptors who are providing an early intervention plan should meet with the student **at least weekly** to review performance based on the plan and provide specific feedback to the student. A copy of the plan and other support provided should be forwarded to the OEE. OEE faculty may assist with developing action plan items and deliverables.

Failed Rotations

For students who fail a rotation, the following rules will be applied as per SSPPS policies and guidelines:

1. The student may be given an opportunity to complete the same type of experience during:
 - a. APPE: after completion of the last scheduled APPE.

- b. IPPE: during a time as determined by the OEE.
- 2. The practice site for the repeat experience will be based on preceptor and site availability.
- 3. For APPEs, the student may be allowed to continue their remaining, scheduled APPE rotations.
 - a. The student will **not** be eligible to participate in an international elective.
- 4. The OEE will report the failing grade to the AOC, which will follow SSPPS policies.