



UNIVERSITY OF MARYLAND

SCHOOL OF PHARMACY

**EXPERIENTIAL LEARNING AND
PROFESSIONALISM (ELP)**

Policies and Procedures Manual

Revised 09/09/09

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INTRODUCTION

Experiential Learning and Professionalism (ELP) at the School of Pharmacy provides structured training in required and elective pharmacy practice experiences for student pharmacists. Learning takes place in actual practice settings, under the supervision of and interaction with qualified preceptors, and within the curriculum of the School. (See Appendix page 21 for Terminal Performance Outcomes.)

Per *ACPE Accreditation Standards and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree*¹ effective July 1, 2007, the curricular core for pharmacy practice experiences is categorized as **Introductory Pharmacy Practice Experiences (IPPEs)** and **Advanced Pharmacy Practice Experiences (APPEs)**. IPPE rotations occur concurrently with didactic courses during the first three professional years (P1 to P3) in community, institutional, and other patient care or practice settings. APPE rotations occur after the completion of didactic courses and during the final professional year (P4). APPE includes a variety of required and elective experiences in community, health-system, inpatient/acute care, ambulatory care, other direct patient care, and administrative or general practice settings.

Satisfactory completion of the required and elective experiential courses meets the experience requirements for the NAPLEX examination in the State of Maryland.

GOAL

The goal of Experiential Learning and Professionalism is to develop in each student pharmacist the professional judgment and competencies needed to skillfully perform the functions and meet the responsibilities of a pharmacist in a wide range of practice environments.

¹ ACPE Accreditation Standards and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree. Adopted January 15, 2006. Chicago, IL.
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Experiential Learning and Professionalism

www.pharmacy.umaryland.edu/elp

Introductory Pharmacy Practice Experience (IPPE) Courses

- **IPPE – Introduction to Community and Institutional Professional Practice (required)**
These IPPE courses introduce students in the first professional year (P1) to the pharmacists' professional practice of pharmacy. Career options are explored in traditional community and institutional practices. These courses also facilitate the initial integration of information and skills learned at School with pharmacy practice at experiential learning sites, and set the expectations for professionalism throughout experiential learning courses

_____ IPPE 101 – Intro to Community Professional Practice (one week – Fall and Spring)

_____ IPPE 103 – Intro to Institutional Professional Practice (one week – Fall and Spring)

- **IPPE – Patient Care I and II (required)**
During the Patient Care I rotation, students in the second professional year (P2) work primarily with older individuals to collect key elements of a pharmaceutical care database, develop a problem list, and make health maintenance recommendations. During the Patient Care II rotation, students in the third professional year (P3) are introduced to the Medication Therapy Management (MTM) services practice model as they learn to identify and assess medical and medication-related problems. Preceptors for these courses will need scheduling flexibility for student interactions.

_____ IPPE 201 – Patient Care I (Fall through Spring)

_____ IPPE 301 – Patient Care II (Fall through Spring)

- **IPPE 303 – Community Pharmacy Practice (required; 4 weeks; Summer and Winter)**
In this IPPE course, students develop competency and proficiency in the community pharmacy setting to participate in processing prescriptions and interacting with patients. Students learn to receive, interpret and verify the appropriateness of prescription orders and to efficiently dispense a variety of manufactured and compounded medications. Emphasis is placed on communication, prevention of medication errors, the role of technology, supervision of ancillary personnel in the medication order process, and health promotion.

Advanced Pharmacy Practice Experience (APPE) Courses

- **APPE 401 – Health-System Pharmacy Practice (required; 5 weeks; Summer to Spring)**
This comprehensive advanced experience in health-system pharmacy will prepare students to meet several terminal performance outcomes as they compile and evaluate patient-specific information and collaborate with prescribers, patients, and caregivers to optimize drug regimens. In an interdisciplinary setting, students will use technology to effectively carry out professional functions which may include monitoring patient outcomes, answering patient-specific or provider questions, providing medications for patient use, and participating in quality assurance processes. Preceptors should facilitate opportunities for students to compound the most commonly prescribed drug products in acute settings (e.g. IV admixtures, total parenteral nutrition) and/or chronic care settings (e.g. oral suspensions, topical preparations) to meet practice standards. Students will also participate in health policy decision-making processes for managing drug use. Compliance with legal, regulatory/legislative, and medication safety requirements, as well as accreditation quality standards to maintain professional competence, will be emphasized.

- **APPE 451 – Acute Care General Medicine (required; 5 weeks; Summer to Spring)**
For acute care general medicine rotations, students are required to participate in rounds* daily; the preceptor should participate in rounds most days of the week. The area in which students will participate in rounds is limited to caring for adult patients in the following areas: cardiology (not including cardiothoracic surgery), family medicine, endocrinology, geriatrics (not geropsychiatry or dementia service), internal medicine, infectious disease internal medicine, nephrology and pulmonology. Students will access the patient's medical records including laboratory data and medication administration records in order to conduct patient medication history review and provide medication counseling prior to discharge.

*Rounding is considered by the University of Maryland School of Pharmacy to be a daily meeting of members of the interdisciplinary health care team for the purposes of reviewing patients' medical needs and determining the goals and interventions for the patient. The rounding pharmacist is a regular member of that health care team rather than a consultant who is utilized on an as needed basis. The rounding team minimally includes an attending physician and a pharmacist. Rounds may occur in any hospital setting (both community and academic) and can also take place either at the patient bedside or in a centralized location (e.g. a conference room). On a rounding service, the pharmacist actively participates in reviewing and discussing all patients on the service, not selected patients.

- **APPE 453 – Community Pharmacy Practice (required; 5 weeks; Summer to Spring)**
Community pharmacy preceptors will provide at least one of the following cognitive services for which they seek compensation, in addition to order fulfillment: Collaborative Drug Therapy Management (CDTM) under protocol, immunizations, the Maryland P3 Program, and/or Medication Therapy Management (MTM) Services (including Outcomes). Students must be allowed to play a role in these services while at the practice site. Further, students will educate patients and health care professionals using appropriate drug information resources and a comprehensive approach to thoroughly analyze data, research questions, and provide appropriate answers. Advanced community sites will also provide self-care recommendations, health and wellness information, and/or blood pressure screenings.

- **APPE 455 – Longitudinal Ambulatory Care (required; 12 weeks at ½ day per week; Summer to Spring)**

For ambulatory care rotations, preceptors will provide opportunities for students to access patient medical records; interview and physically examine (minimally vital signs) patients; assess and develop/implement pharmacotherapeutic recommendations; and document interventions in an office-based ambulatory care environment. Most sites are likely to operate under protocol-driven and/or collaborative management agreements with either direct or indirect supervision by physicians. Some sites may even allow for fully independent management by the pharmacist (e.g. VA Healthcare Systems). The majority (>80%) of patient interactions must occur in person. *(Please note that pharmacists who provide collaborative practice services from a community pharmacy setting will be utilized for the advanced community pharmacy rotation instead of ambulatory care.)*

- **APEX – Administrative and General Practice Experience Electives**

- **APPC – Advanced Pharmacy Patient Care Selectives (minimum of 2 required)**

Elective rotations allow students to pursue their own areas of interest and to develop greater skill, proficiency, and confidence. Patient care selectives in specialty therapeutic practices prepare students to competently care for patients and to monitor outcomes.

Administrative/General Practice Experience Electives (full-time, five weeks)	Patient Care Selectives (full-time, five weeks)
APEX 404 – Contemporary Pharmacy Practice	APPC 456 – Ambulatory Clinic
APEX 406 – Clinical Pcol/Drug Development	APPC 458 – Blood & Marrow Transplantation
APEX 408 – Drug Information	APPC 460 – Cardiology
APEX 410 – Food and Drug Administration	APPC 462 – Chemical Dependence
APEX 411 – Informatics	APPC 464 – Clinical Pharmacokinetics
APEX 412 – Investigational Drugs	APPC 465 – Compounding
APEX 414 – Legislative Experience	APPC 466 – Critical Care/Emergency Medicine
APEX 416 – Managed Pharmacy Care	APPC 470 – Geriatric Pharmacotherapy
APEX 417 – Medication Safety	APPC 472 – Hematologic Malignancies
APEX 418 – Pharm. Admin./ Org. Management	APPC 474 – HIV/AIDS
APEX 420 – Public Health	APPC 476 – Infectious Disease
APEX 424 – Research Experience	APPC 478 – Medical Oncology
APEX 426 – Teaching Experience	APPC 480 – Palliative Care
APEX 428 – Admin./ General Practice Experience	APPC 482 – Pediatrics
	APPC 484 – Poison Information
	APPC 486 – Psychiatry
	APPC 487 – Radiopharmacy/Nuclear Pharmacy
	APPC 488 – Transplant
	APPC 490 – Patient Care Practice Experience

EXPERIENTIAL LEARNING AND PROFESSIONALISM OFFICE

The Experiential Learning and Professionalism Office (ELO) is responsible for facilitating and coordinating the operational aspects of experiential learning, which is approximately 30% of the University of Maryland School of Pharmacy (UMSOP) curriculum. The ELO is a common point of contact for students, preceptors, coursemasters, and faculty regarding the ELP. The ELO is responsible for quality assurance and preceptor and site recruitment, retention, development and training. The ELO also maintains the educational records for experiential courses.

Director Responsibilities

- Directs overall operations of the ELO to assure efficiency, effectiveness, academic fairness, and quality.
- Implements School and departmental policies and procedures relative to experiential learning.
- Recruits, reviews, and recommends preceptors for clinical faculty appointment and/or promotion.
- Reviews affiliation agreements with assistance of University Counsel to meet the legal requirements of the University of Maryland School of Pharmacy.
- Develops, conducts, and coordinates preceptor development programs.
- Communicates experiential learning policies and procedures to coursemasters, preceptors, and students.

Assistant Director Responsibilities

- Conducts on-site visits (2-3 days per week) to evaluate preceptor and student experiences and monitor a quality assurance procedure for all pharmacy practice experiences.
- Ensures that all pharmacy practice experiences support the achievement of the professional competencies and the curriculum.
- Ensures consistency in assessment of student performance both within and across sites.
- Works with the Director and the faculty to further develop the ELP in accordance with the School's Strategic Plan.
- Identifies new experiential rotation sites and preceptors, especially sites with innovative opportunities which demonstrate exemplary pharmacy practice.
- Provides on-site development for preceptors at established and new sites.
- Employs appropriate technology to facilitate communication with stakeholders, record-keeping/management and academic program/faculty development delivery.
- Maintains documentation and reports in support of ELP initiatives.

Coordinator Responsibilities

- Collects, processes, and maintains the ELP educational records and administrative information in the School's portal, the ELP website, and annual preceptor evaluation summaries.
- Solicits and processes rotation availability from preceptors.
- Assigns students to preceptors and case presentation sessions consistent with this policy manual and course syllabi.

- Communicates student assignments to students, preceptors, and coursemasters.
- Arranges AHEC student housing with AHEC coordinators.
- Provides site specific forms to students.
- Monitors and tracks experiential grades and documentation in conjunction with the Student Affairs Office.
- Processes preceptor honoraria.
- Coordinates liability insurance coverage.
- Coordinates and processes preceptor appointment and reappointment documents.
- Provides experiential learning documentation for student licensure applications.
- Provides various reports to coursemasters, including assessment activities.
- Co-supervises work study students.

Academic Program Specialist Responsibilities

- Assists with the planning, implementation and management of the experiential learning procedures.
- Assists in the data management of the experiential learning office. Provides back up to the Coordinator to collect, process, and maintain experiential learning educational records and administrative information, including the website, preceptor evaluation summaries, and student and preceptor files. In addition, monitors for timely completion of experiential course documents for experiential learning.
- Assists in the planning, implementation, and evaluation of preceptor development programs, preceptor recognition programs, and others as assigned.
- Provides support for quality assurance for experiential learning by managing data including, but not limited to, preceptor evaluations, training documentation, and site visit evaluations.
- Collects, compiles, and organizes data for experiential learning courses.
- Assists in the maintenance of affiliation agreements for experiential learning sites.
- Coordinates and processes routine administrative and business needs of the unit including, but not limited to, procurement, travel, inventory and maintenance of supplies and materials.

Experiential Learning Committee (ELC)

The Experiential Learning Committee is responsible for providing guidance and direction to the ELP. It serves as an advisory committee to the Curriculum Committee and the Director of the ELP and is appointed by the Dean.

Experiential Learning Coursemasters

Academic oversight of experiential courses is the responsibility of the coursemaster. The complex and interactive nature of the components of experiential learning requires that coursemasters work closely and communicate regularly with the ELO.

Responsibilities of the Experiential Learning Coursemasters:

1. Develop experiential course syllabi in conjunction with the ELC, including the specific performance objectives, educational methodology, criteria for assessing student performance, and parameters for determining grades.
2. Establish course-specific preceptor qualifications and identify potential preceptors.
3. Develop instruments for the evaluation of preceptor and student performance consistent with ELP guidelines.
4. Determine and submit student grades in a timely manner.

GENERAL STUDENT POLICIES

General School of Pharmacy and University Policies

Confidentiality:

Students are required to read and verify a confidentiality statement each year in the School portal by September 15th. See Appendix page 23.

Some rotation sites will require site-specific confidentiality forms to be completed before start of the rotation. The Coordinator will provide these forms to the students.

Drug and Alcohol Policy:

Experiential Learning will defer to the School of Pharmacy policy Promoting Drug Free Learning Environments, adopted 11/98, and revised 7/02. This policy can be found at <http://www2.pharmacy.umaryland.edu/administration/studentaffairs/policies/>

Certain rotation sites may require drug testing prior to the rotation and may require students to pay for the testing.

Sex-Based Discrimination Policy:

Experiential Learning will defer to the University of Maryland policy VI – 1.20(B) on sex-based discrimination of students, adopted 8/17/93; revised 4/9/98; revised 5/15/09. This policy can be found at www.umaryland.edu/hrpolicies/section6/t60120Bsa.html
The ELO will track and document any complaints.

HIPAA:

Students are required to complete a web-based tutorial for IPPE 101/103 in the fall semester of the first professional year prior to September 15th. Students will be responsible for discussing with the preceptor, two weeks before the start of rotation at the time of initial contact, additional requirements related to HIPAA.

Blood Borne Pathogens:

Students are required to complete a web-based tutorial annually prior to September 15th. Students will be responsible for discussing with the preceptor, two weeks before the start of rotation at the time of initial contact, additional requirements related to blood borne pathogen training for the site.

Cardiopulmonary Resuscitation (CPR):

Students are required to maintain active CPR certification throughout all four professional years. Proof of CPR needs to be submitted to the ELO at the start of each academic year for first (P1) and third (P3) professional year students.

Immunizations:

Experiential Learning will defer to the University of Maryland policy UMB V - 1.00(A) - UMB IMMUNIZATION POLICY, revised April 22, 2003. This policy can be found at http://www.umaryland.edu/health/immunization_policy.doc. Compliance with this policy is tracked by Student Health. Students are not allowed to register for courses if compliance is not met.

Students are responsible for checking site information in the portal to see if additional immunizations are required. It is also the responsibility of the student to provide the site with required health information. ELO will communicate site-specific requirements in the portal.

Liability Insurance:

The School will assure that each preceptor receives a professional liability insurance certificate applicable to acts or omissions of the student while participating in experiential learning. This insurance will be provided through a policy obtained by the Maryland State Treasurer for health occupations students in Maryland public colleges. The School will not provide professional liability insurance for the site, the site coordinator, the preceptor, or other site employees having responsibilities incidental to the experiential learning at the Site. It is the responsibility of the ELP Coordinator to renew the policies yearly. Students are strongly encouraged to maintain their own liability insurance such as the policy offered through APhA-ASP.

Background Checks:

If requested, students are responsible for providing information to complete background security checks which are required by some rotation sites. The School shall notify students that a background check is required by the site and that students may be required to pay the cost of the background check upon request of the site.

Evaluations and Grading Policies

Professionalism Criteria: Students are expected to achieve “meets competency” ratings on all professionalism criteria at the conclusion of each experiential rotation in order to receive a passing grade. These can be found in the School portal in each experiential syllabus. See page 24.

Rotation Attire/Dress Code: Students are expected to wear attire that is professional in appearance (e.g. appropriate to the culture of the institution/site as defined by the preceptor, site dress code, and professional norms). Students should also be well-groomed and minimize wearing of jewelry in patient care areas.

Where applicable, students will meet professional attire expectations by complying with the Abilities Lab dress policy at rotation sites.

Men: Dress shirt, tie and slacks

Women: Dress or blouse with skirt or slacks

Both: Clean and pressed laboratory coat (hip-length consultation coat) with School of Pharmacy name badge, which must be worn during all rotations.

Rotation Requirements:

Rotation activities and responsibilities are determined by the course objectives in the syllabus. Preceptors may incorporate these into site-specific learning contracts.

Student Evaluations by Preceptor:

Students will be evaluated by preceptors who hold a clinical faculty appointment with the University of Maryland School of Pharmacy. Therefore, preceptors have the authority to rate student performance using course-specific assessment tools. These evaluations should be completed by the end of the rotation period with a mid-point evaluation being completed if recommended in the course syllabus. Students should retain a copy of all evaluations in their portfolio and submit the original to the Experiential Learning Office no later than seven days after the conclusion of the rotation. It is also recommended that the preceptor retain a copy of the evaluation. These evaluations will be recorded by the Academic Program Specialist and maintained in the student's file.

Student Evaluations of Self/Preceptor/Site:

Students are responsible for submitting a self, preceptor, and site evaluation at the end of every rotation. This evaluation is accessible in the portal under "My Rotations." The evaluation should be completed no later than seven days after the end of the rotation. Students are encouraged to provide thoughtful, professional evaluations. The information is compiled, de-identified, and provided to preceptors as a quality measure to affirm best practices and to improve rotations.

Course evaluation by students is an important factor in the ongoing formative assessment of course success by faculty. All students are required to complete a course evaluation for all experiential, required and elective courses, at the time the course evaluation is made available at the end of each rotation. It is not necessary for students to wait until the final day of the rotation prior to completing the course evaluation. Students are advised not to wait for the last day of the evaluation cycle to complete course evaluations. Course evaluations will not be re-opened for students who fail to complete the evaluations during the scheduled evaluation period. Student registration for subsequent didactic or experiential courses may be withheld if course evaluations have not been completed.

Students who fail to complete a course evaluation prior to the designated completion time and date will receive an "Incomplete" grade for the course or rotation. The "I" grade will remain on the student transcript until all course evaluations are successfully completed for the next semester's courses (didactic courses), or the end of the current semester (most ELP rotations). Failure to complete a course evaluation for ELP rotations in the spring of year 4 could delay graduation. Grades for summer ELP rotations are not posted until December; therefore, "I" grades will remain in place until the following spring semester.

Rotation-specific Policies

Rotation Assignments and Approvals:

The following procedures will be followed for all rotation assignments and approvals:

1. Students submit rotation preferences requests by the date specified by ELO.
2. The Coordinator randomly assigns students to rotation sites based on preceptor availability and the experiential curricular requirements.
3. The ELO provides proposed student rotation assignments to the appropriate coursemaster for review.

4. Prior to student notification, the coursemaster communicates approval and/or requested changes to the ELO. Generally, each preceptor will be limited to a maximum of 2 students per rotation unless specific permission is given by the coursemasters to do otherwise.
5. Once approved by the coursemaster, students will be notified of their assignments for the academic year.
6. Students are required to contact each preceptor 14 days prior to the scheduled rotation start date for instructions and site-specific requirements.

Guidelines for Avoiding Conflicts of Interest: Employment, Family/Relative, Other Relationships:

The following criteria must be met in order for students to be assigned to a rotation in an institution/organization with which they are currently or previously employed and/or have potential conflict of interests:

1. For community/ambulatory practice, students may not be assigned to the same pharmacy/store or clinic.
2. For institutional practice, students may not be assigned to the same satellite or division.
3. The preceptor should not be a person to whom the student has reported as an employee. If the preceptor is the student's former employer, the rotation roles, responsibilities, and activities must be substantially different from those performed while employed.
4. The preceptor must not be a family member, relative, or significant other of the student.
5. The preceptor must not report to an employer/supervisor who is the student's family member, relative, and/or significant other.

Rotation Hours:

Students are expected to complete the hours specified for each experiential course. These vary but generally are equivalent to 45 experiential hours per academic credit. Many rotations will require students to spend more time on site than this minimum, and it is expected that students accept this as part of their professional responsibility. Scheduling is up to each individual preceptor, and students may be required to be present at a rotation site during an evening, night, or weekend shift to complete rotation responsibilities. Any special scheduling needs should be addressed by the student and preceptor prior to starting the rotation; and any unresolved issues should be directed to the ELP Director.

The total number of UMSOP experiential hours meets the requirements for pharmacist licensure in the State of Maryland. However, other state licensing boards may have different requirements. If a student is planning to become licensed outside the State of Maryland, it is his/her responsibility to contact that state's Board of Pharmacy for requirements and to formulate a plan to meet those requirements.

Attendance Policy:

Extenuating circumstances may arise that require students to miss rotation time. It is at the preceptor's discretion to determine if the absence is excused or unexcused. Time missed for all unexcused absences must be made up, and repeated unexcused absences will result in an "F" for the rotation (see professionalism criteria). Time missed for excused absences will also need to be made up if the minimum number of rotation hours cannot be met. Examples of excused absences include:

- ◆ Medical illness of student or family member (The preceptor may request a physician's note for confirmation.)
- ◆ Death of an immediate family member
- ◆ Participation in a professional activity (e.g. attendance at national meetings) which must be approved by the preceptor prior to participation

For students on APPE rotations, attendance at case presentation or ambulatory clinic may also cause the student to be absent from the rotation site. In such situations, the student is expected to still be present at the site to the extent possible, even if it is only for two to three hours.

Students must notify preceptors of absences as soon as possible and before the anticipated absence (or, at a minimum, within 2 hours of the time the student was supposed to be onsite). The student should leave the preceptor a voicemail message with the reason for the absence and anticipated date of return.

Concurrent Responsibilities:

The University of Maryland School of Pharmacy recognizes students' responsibilities outside of School. However, these responsibilities should not interfere with rotation requirements.

Rotations are full-time commitments. In most cases, students should expect that they will have to complete work (such as working on special assignments, looking up information, preparing for patient case presentations, etc.) before coming to rotation and/or after they get home from the rotation site. The student must meet with the preceptor to discuss responsibilities of the rotation and prioritize the rotation before work or non-pharmacy classes. Leaving a rotation site for non-ELP class or for other work (such as evening or weekend employment) is NOT an excused absence.

Transportation and Parking:

All students must have reliable transportation during the times they are on rotations. There is no guarantee that a student's rotation will be on a bus line or near other students for carpooling. Whenever possible, attempts will be made to assign students to rotation sites near where they live. Traveling for up to 60 miles one way is considered "commutable distance" for rotations. For individuals with physical disabilities as supported by the Americans with Disabilities Act (www.ada.gov), special considerations will be given. Some sites, especially larger teaching hospitals, have limited parking available for students. Students should ask their preceptors about parking availability and policies. Some sites may require students to pay for parking, and students should comply with all parking rules at their assigned rotation sites.

Inclement Weather Policy:

In the case of inclement weather, students should contact their individual preceptor for instructions on whether attendance on site is mandatory. Students should not follow the UMB or USG inclement weather schedule. Instead, the student will follow the inclement weather policy for each individual practice site. Students and preceptors should discuss this during the orientation.

Holiday Policy:

While on rotation, students should not assume that they will receive the same holidays as dictated by the UMB schedule. Instead, students should discuss with their preceptor whether they will receive time off for holidays. Students should expect that they may be required to work on any given holiday and should not make travel plans, etc. until confirming time off with their preceptor. A preceptor may also ask the student to make up any time missed for holidays if he/she feels that the student needs to do so to meet minimum rotation hours.

Rotation Changes:

Changes requested by the student:

Every attempt will be made to assign each student's rotations from his/her preference lists. Once rotations are assigned, requests for changes may be submitted only for one of the following circumstances:

- ◆ Medical or family emergency – Rotations may be changed in the case of medical or family emergency. The student must provide documentation that supports the need for a change and receive coursemaster approval.
- ◆ Change in career goals – In late fall, fourth year students will be given the opportunity to request rotation changes for elective rotations which occur in the following spring in order to accommodate changes in career goals.

Rotation changes for reasons not listed above may be made at the discretion of the coursemaster with substantial and significant justification. If necessary, the student may appeal the coursemaster's decision to the ELP Director, and finally to the Associate Dean of Academic Affairs.

Changes requested by preceptor:

- ◆ Preceptors may also need to request changes to rotation availability and/or student assignments and are asked to contact the ELO as soon as possible with such requests so that students can be reassigned to other preceptors.

Changes requested by Coursemaster:

- ◆ Coursemasters may need to request changes to rotation assignments based on student performance or change in preceptor status.

Dropping a rotation once started:

If a student is in an environment that does not meet course objectives or is subjected to unprofessional behavior or inappropriate activities including, but not limited to, those violating state pharmacy law, discrimination, sexual harassment or conflict of interest, the student should immediately notify the appropriate coursemaster who will decide upon a course of action.

If a site desires to drop a student from a current rotation, this will be done in accordance with the site affiliation agreement on record with ELO.

Rarely, students may be removed from a rotation once it has started. For a partially completed rotation, the coursemaster may choose to assign a grade. If a student is removed from a rotation for unprofessional behavior or legal infractions, a grade of F will be assigned regardless of the amount of time completed.

Out-of-Program Rotations:

Students may complete one experiential elective in an out-of-program rotation during the fourth professional year. Students must complete the "Out-of-Program Rotation Request" form and submit it to the ELO by December 15 during their third professional year. The ELO will verify the potential preceptor's university affiliation and suitability for the course. Once the rotation requirements have been finalized, the rotation will be approved and an insurance certificate will be issued by the ELO for the temporary site. ELO will notify students of their out-of-program rotation assignments.

Pharmacists' Education and Advisory Council (PEAC) Student Placement:

The ELP Director will contact each preceptor to assure he/she can accommodate a PEAC contract student. If not, the student will be assigned to another preceptor.

AHEC Notification:

Once rotation assignments are finalized, the Western Maryland and Eastern Shore AHEC coordinators will be contacted by the Coordinator to arrange student housing.

GENERAL PRECEPTOR POLICIES:

Recruitment/Appointment/Development/Training Policies

Academy of Preceptors:

The Academy of Preceptors members are preceptors for the University of Maryland School of Pharmacy.

Preceptor Recruitment:

From their contacts with a diverse group of pharmacy practitioners and experts that impact the profession of pharmacy, faculty members in the School of Pharmacy should be involved in preceptor recruitment.

When a School faculty member identifies a pharmacist or other qualified individual as a potential preceptor for the experiential curriculum (required or elective), he/she should ask if it is acceptable to have someone contact the individual for further information regarding a clinical appointment. Contact information should be obtained and forwarded to the ELO along with the name of the person making the referral. Referrals are welcome from faculty and clinical faculty, existing site coordinators, regional managers, alumni, and students; self-referrals are encouraged. ELO will assure there are sufficient preceptors for experiential courses.

Preceptor Appointment:

Individuals who provide student education and training in experiential learning courses on a regular basis are required to hold a limited-term, contractual faculty appointment with the University of Maryland School of Pharmacy. Such part-time faculty appointments include the ranks of Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor. Refer to the University of Maryland School of Pharmacy Faculty Handbook for policies and procedures regarding clinical track faculty appointment.

Preceptor appointments are usually made four times a year. Potential preceptors complete a Preceptor Application and forward it to the ELP Director, along with a copy of their license and curriculum vitae or resume. The candidate's credential portfolio is then forwarded to the Chair of the Department of Pharmacy Practice and Science, who reviews the materials and addresses any questions to the ELP Director. The portfolio is then forwarded to the Dean for final approval and appointment. Once approved, each new preceptor's information is entered into the database.

Resident Appointments:

Residents of the University of Maryland School of Pharmacy are automatically appointed as Clinical Instructors by the ELO. Residents' names are provided to the Dean for approval. Residents from other sites must complete a Preceptor Application and forward it to the ELP Director along with a copy of their license and current curriculum vitae or resume. These will be processed in the same manner as mentioned above.

Preceptor Orientation:

Upon completion of the appointment process, the ELO will send the new preceptor packet which includes the appointment letter, preceptor benefits, the ELP overview, and preceptor training materials. ELO is responsible to ensure that new preceptors are adequately oriented, prepared and trained to assume teaching responsibilities for their courses prior to taking students.

Preceptor Development:

Preceptor development is the constellation of educational and continuing education activities, resources (including faculty and mentors), and preceptor events and recognition which empowers preceptors to optimally facilitate experiential courses and which nurtures professional satisfaction throughout preceptors' clinical faculty careers.

The School seeks to stimulate preceptor development through the Academy of Preceptors to:

- Promote excellence in the Experiential Learning Program
- Improve the delivery of experiential learning courses
- Develop the educational expertise of preceptors
- Facilitate networking opportunities among preceptors
- Foster professional growth

Preceptor Reappointments:

The Chair of the PPS Department must approve each preceptor reappointment every three years during the month of June. A preceptor's signature on the reappointment letter indicates agreement to uphold these policies and procedures. The preceptor will return one signed copy of the letter, with a copy of his/her pharmacy license and updated demographic and specialty/practice focus information to the ELO.

Responsibilities/Evaluations/Changes in Status Policies

Preceptor Responsibilities:

Preceptor responsibilities include but are not limited to:

- Assuring that the student receives the required experiences to meet the learning objectives of the course, as outlined in the syllabus.
- Promoting students' active learning by asking questions and engaging them in discussion
- Providing individualized instruction, guidance, supervision, and assessment; and ensuring significant interaction with students.
- Assessing student performance using the course-specific evaluation instrument; and providing regular feedback to the student, both orally and in writing.
- Providing timely documentation of student performance to the coursemaster according to established guidelines, and accessing email and the School's web-based resources regularly. Availability requests and student rotation assignments will be sent electronically to the preceptor.
- Assuring that adequate instructional time is given to each student as described in the course syllabus.
- Providing information when requested to the coursemaster and the ELO regarding professional credentials, the practice site, and availability.
- Participating in preceptor development and training activities on a regular basis.
- Maintaining membership in a state and/or national pharmacy organization.

Preceptor Use and Disclosure of Student Information

Preceptors are reminded that federal privacy law (the Family Educational Rights and Privacy Act) limits use and disclosure of student information in much the same way as HIPAA protects patient information. It is the policy of the university to limit disclosure of personally identifiable information from a student's education record to those who have a legitimate educational interest in the student. Preceptors should not re-disclose student information to persons who do not have a legitimate educational interest in the student's experiential learning education. Exceptions are permitted when the student provides written authorization for additional use or disclosure or when there is an emergency, and knowledge of information about the student is necessary.

Preceptor Evaluations:

Anonymous summaries of student evaluations of preceptors will be provided annually to the preceptors by the ELO. If only one student has completed a rotation with a preceptor, summaries will be delayed until at least one other student has completed a rotation with the preceptor.

Preceptors Changing Practice Sites

Preceptors who change practice sites should be evaluated by the ELP Director to determine which course requirements can be met at the new site.

Before re-assignment, the ELP Director should evaluate the preceptor's performance from previous student evaluations and the preceptor's teaching interests.

Benefits/Awards/Promotion Policies

Preceptor Benefits:

Preceptors are entitled to receive a UMB account which will provide access to the University of Maryland Health Sciences / Human Services Library (HS/HSL) and drug information resources.

Honoraria Payments:

Preceptors will receive honoraria payment once each year. Starting with the 2009-2010 academic year, honorarium will be paid annually in July.

IPPE 101/IPPE 103:	\$75.00 per student per rotation (1 week)
IPPE 201/IPPE 301:	\$60.00 per student per rotation (longitudinal)
IPPE 303:	\$150.00 per student per rotation (4 weeks)
APPE 401/APPE 451/APPE 453:	\$300.00 per student per rotation (5 weeks)
APPE 455:	\$120.00 per student per rotation block (12 weeks)
APEX/APPC: (Electives & Selectives)	\$225 per student per rotation (5 weeks)

Preceptor Awards:

Preceptors are eligible to be nominated for several awards which include the Introductory Pharmacy Experience (IPPE) Preceptor of the Year, Advanced Pharmacy Practice Experience (APPE) Preceptor of the Year, New ("Outstanding Rookie") Preceptor of the Year, and Faculty

(Internal) Preceptor of the Year. Eligibility for awards is as follows: IPPE and APPE Preceptor of the Year must have served as clinical track or adjunct faculty for the School for at least three consecutive years AND must have precepted a minimum of 6 students during the three-year period AND must not have received the award within the last five years. New Preceptor of the Year has served fewer than three years since his/her academic appointment.

Nominations will be accepted from students, staff, faculty, clinical faculty and alumni within their first post-graduate year. Self-nominations are also permitted. Any student may nominate for IPPE Preceptor of the Year, but only students in their fourth year may nominate for the APPE Preceptor of the Year. Nomination forms can be found at <http://www2.pharmacy.umaryland.edu/administration/elp/forms.html> Nominations can be turned into the ELO throughout the year with a deadline of March 30.

Nominated preceptors will demonstrate:

- High standards of professionalism: e.g. pharmacy leadership, service, and involvement; expression of genuine concern for patients; development of innovative or progressive practice; demonstration of a continuous desire to enhance practice/professional skills; employment of mutual respect, patience, and a constructive/positive attitude with students, fellow practitioners, and other health professionals; consistent exhibition of professional ethics within the constraints of professional standards and the federal and state laws that govern the profession
- A spirit of cooperation with the School of Pharmacy: e.g. presence at preceptor programs; open communication between the preceptor and the school; flexibility in accepting students; timeliness and quality of documentation; enthusiasm for working with students
- Commitment to students as a professional mentor and teacher: e.g. development of unique teaching techniques; development of student-specific programs at the site; involvement of students in pharmacist-specific activities; ongoing professional involvement with student after the rotation has ended; provision of regular feedback, encouragement, and support; ability to establish goals, expectations, and valuable learning activities for the rotation; consistently excellent/outstanding student evaluations

Selection process: ELO will provide preceptor files to ELC volunteers to review nominees by April 15th. Results are compiled by ELO and confirmed by ELP Director. Recommendations are forwarded to the Chair of Pharmacy Practice and Science Department who will seek approval from the Associate Dean of Academic Affairs. Awardees are notified of selection by May 1st. Awardees will be honored at the May Graduation Convocation and/or the Fall Preceptor and Alumni Event.

Preceptor Promotion:

For criteria and procedures for promotion, refer to the School's Web site at: <http://www2.pharmacy.umaryland.edu/faculty/development/promotion.html>. The promotion process may be initiated by the Director of Experiential Learning in consultation with the Chair of Pharmacy Practice and Science, or it may be initiated by the clinical faculty member.

ELP Director and Chair of the Department of Pharmacy Practice and Science are responsible for the detailed evaluation of the candidate's credentials. The Faculty Affairs Committee will review the documentation and forward a letter of recommendation to the Dean.

Dismissal/Grievance/Termination Policies

Preceptor Dismissal from a Course:

Preceptors may be dismissed from a course on the following conditions:

- It is deemed by the ELP Director that the preceptor no longer meets course requirements.
- Changes in a preceptor's job responsibilities do not allow him/her to adequately precept a student for a particular course.
- The ELP Director determines, based on student feedback regarding the site and/or during site visitation, the preceptor is not able to meet requirements of the course, for reasons such as, but not limited to, preceptor responsibilities not being met, inappropriate activities including those violating state pharmacy law, discrimination, sexual harassment or conflict of interest.
- Preceptor has a suspended or revoked pharmacy license.

Investigations of site and preceptor issues will be as follows:

- If problems with a site and/or preceptor are identified, the ELP Director will gather past student evaluations of the site and preceptor and any other written documentation regarding site experiences.
- After gathering the appropriate information, the ELP Director will determine a course of action which may include, but is not limited to, dismissal from the course or remediation. If student reports are of no merit, no action will be necessary.
- A preceptor may be requested to make revisions to current activities at the site to better fit course requirements, and a re-evaluation by ELP Director will occur. If no change has occurred within the period of two rotations, the preceptor will be recommended for removal from the course. A written request for removal must be submitted from the ELP Director to the Chair of the Department of Pharmacy Practice and Science and the Dean.

Grievance Against and/or Termination of a Preceptor:

See grievance and termination policies in the faculty handbook:

<http://www2.pharmacy.umaryland.edu/faculty/development/pdf/facultyhandbook.pdf>

WHO TO CONTACT

Students:

Case presentation scheduling: ELP Coordinator

Academic questions: Coursemaster as listed in syllabus

Site/rotation questions: Preceptor assigned

Preceptors:

Scheduling conflicts (need to drop, add student): ELP Coordinator

Change of practice site: ELP Director

Academic ability of student: Coursemaster

Professionalism or behavior issues with students: ELP Director

This manual is not a contract and all information is subject to change without notice.

Revision Date: 09-09-09

TERMINAL PERFORMANCE OUTCOMES: The following statements describe specific abilities all pharmacists are expected to competently perform in order to fulfill their professional responsibilities. Throughout our curriculum, faculty will engage students in a series of learning activities that will foster the development of these abilities. Each student must demonstrate that she or he possesses these abilities prior to graduation.

TPO 1: *Participate in the development of patient-specific therapeutic plans*

- **TPO 1.1:** Compile and evaluate patient-specific information
- **TPO 1.2:** Collaborate with physicians, other prescribers, patients, and caregivers to:
 - **TPO 1.2.1:** establish therapeutic objectives
 - **TPO 1.2.2:** select an appropriate drug regimen to achieve the therapeutic objective(s)
 - **TPO 1.2.3:** determine the dose and dosage schedule
 - **TPO 1.2.4:** assess an existing drug regimen and recommend modifications

TPO 2: *Select the appropriate dosage form, formulation, route of drug administration, and /or drug delivery system*

- **TPO 2.1:** Collaborate with physicians, other prescribers, patients, and caregivers to select the most appropriate dosage form to achieve the therapeutic objective(s)
- **TPO 2.2:** Select the route and method of drug administration

TPO 3: *Provide drug products to patients*

- **TPO 3.1:** Oversee a drug delivery system that provides drug products to patients in a timely, safe, and efficient manner
- **TPO 3.2:** Ensure the security, integrity, and proper storage of drug products

TPO 4: *Use technology effectively to carry out professional functions*

- **TPO 4.1:** Use technologies to safely and efficiently prepare and deliver drug products to patients
- **TPO 4.2:** Use technologies to store and retrieve information
- **TPO 4.3:** Use technologies to perform patient monitoring activities

TPO 5: *Prepare medications for patient use*

- **TPO 5.1:** Ensure that drug products are labeled appropriately
- **TPO 5.2:** Employ professional practice standards to compound the most commonly prescribed drug products in acute (e.g. IV admixtures, total parenteral nutrition) and chronic care (e.g. oral suspensions, topical preparations) settings

TPO 6: *Educate patients regarding patient-specific therapeutic plans*

- **TPO 6.1:** Communicate with patients and caregivers to assure they understand the importance, nature, and scope of the therapeutic plan(s) being recommended
- **TPO 6.2:** Communicate with patients and caregivers to inform them about the potential benefits and risks of the therapeutic plan(s) being recommended
- **TPO 6.3:** Determine if patients and caregivers are able to appropriately use (including administration techniques) the drug regimen included in their therapeutic plan(s)

TPO 7: *Administer drug products to patients*

- **TPO 7.1:** Employ professional practice standards to administer drug products to patients.

TPO 8: *Perform basic life support measures and triage patients*

- **TPO 8.1:** Achieve and maintain certification in first aid and cardiopulmonary resuscitation (CPR)
- **TPO 8.2:** Recognize situations which are beyond one's own scope of practice or professional competence
- **TPO 8.3:** Refer patients to other health care professionals or institutions for advanced levels of care

TPO 9: *Maximize appropriate drug use behaviors*

- **TPO 9.1:** Determine the extent to patients adhere with their therapeutic plan(s) including recommended drug regimens

- **TPO 9.2:** Determine whether patients engage in and use appropriate techniques to perform self-monitoring activities as part of their therapeutic plan(s)
- **TPO 9.3:** Identify the root cause(s) that prevent patients from engaging in optimal drug use behaviors
- **TPO 9.4:** Influence patients to improve adherence to recommended lifestyle behaviors, drug regimens, and self-monitoring

TPO 10: *Participate in the process of monitoring patient outcomes*

- **TPO 10.1:** Collaborate with physicians, other prescribers, patients, and caregivers to:
 - **TPO 10.1.1:** develop monitoring plans to determine if the therapeutic objective(s) is being achieved
 - **TPO 10.1.2:** develop monitoring plans to detect adverse drug effects
 - **TPO 10.1.3:** evaluate the actual or potential impact of drug-drug and drug-food interactions on patient outcomes
- **TPO 10.2:** Collaborate in the patient monitoring process by:
 - **TPO 10.2.1:** interviewing patients to determine if the therapeutic objectives are being achieved or if the patient is experiencing an adverse drug effect
 - **TPO 10.2.2:** performing targeted physical examinations (e.g. vital signs, visual inspection) to determine if the therapeutic objectives are being achieved or if the patient is experiencing an adverse drug effect
 - **TPO 10.2.3:** Record patient-specific monitoring data in an organized manner using appropriate medical terminology

TPO 11: *Answer patient-specific questions*

- **TPO 11.1:** Identify appropriate sources of information and evaluate primary literature to synthesize answers to patient-specific questions
- **TPO 11.2:** Communicate information to physicians, other prescribers, patients, and caregivers in a timely and effective manner

TPO 12: *Identify payment sources and mechanisms for professional services and products*

- **TPO 12.1:** Use electronic payment systems effectively to receive payment for professional services and products
- **TPO 12.2:** Identify codes that describe the most common professional services provided by pharmacists

TPO 13: *Participate in quality assurance processes related to drug use*

- **TPO 13.1:** Participate in and perform drug use evaluations
- **TPO 13.2:** Identify the root cause(s) of patient safety problems related to drug use
- **TPO 13.3:** Recommend changes in the drug use system to optimize patient outcomes

TPO 14: *Participate in health education*

- **TPO 14.1:** Respond to general drug information requests from patients, health professionals, and lay media
- **TPO 14.2:** Prepare and deliver educational programs to lay audiences regarding health promotion and appropriate drug use
- **TPO 14.3:** Prepare and deliver educational programs to health professionals regarding drug therapy

TPO 15: *Participate in health policy decision-making processes related to drug use*

- **TPO 15.1:** Identify appropriate sources of information, analyze data, and evaluate primary literature to assist policy makers and prescribers with making well-informed decisions about drug therapy

TPO 16: *Maintain professional competence*

- **TPO 16.1:** Identify and analyze emerging issues, products, and services related to drug therapy and health
- **TPO 16.2:** Carry out responsibilities in accordance with legal, ethical, social, economic, and professional norms
- **TPO 16.3:** Demonstrate self-awareness, identify self-learning needs, and engage in a process of continual professional development

Confidentiality Statement

I acknowledge and agree that some of the information I obtain as a student during my clerkship experiences is strictly confidential under law or by policy of the site. Confidential Information specifically includes, but is not limited to, employee information, patient information, computer or access password(s) issued to me, financial information, business activity information, details about the computer systems and software, displayed and printed information, and proprietary vendor information. I may receive Confidential Information through patient, visitor, staff, student, preceptor, or community contact; from written records; or through use of a site's computer systems.

I will:

1. use Confidential Information strictly in connection with, and for the sole purpose of, performing my assigned educational and patient care responsibilities;
2. not disclose or communicate any Confidential Information to any person or entity whatsoever, except in performance of my assigned educational and patient care responsibilities at the site or in the classroom;
3. not disclose to any other person or entity, password(s) issued to me;
4. always clear Confidential Information from my terminal screen and sign off the system when my tasks are completed;
5. report immediately to my preceptor or coursemaster any unauthorized use, duplication, disclosure, or dissemination of Confidential Information by any person, including other students;
6. when presenting Confidential Information orally or in writing, as part of my assigned educational and/or patient care duties, mask the identity of the patient or employee, and site, taking the following precautions:
 1. not revealing in writing or orally names (patient, employee, student, or site), addresses, phone numbers, social security numbers, or other specific identifiers;
 2. not revealing any other specific details that may inadvertently compromise the confidentiality of said information.
7. consult with the preceptor or his/her designee if in doubt about the confidentiality of any information or the extent to which Confidential Information may be disclosed.

My failure to fulfill any of the obligations set forth in this confidentiality agreement or my violation of any of the terms of this agreement may result in:

1. disciplinary action by the University of Maryland School of Pharmacy, including but not limited to, action taken under the School's academic dishonesty policy,
2. disciplinary action by the site, according to the site's policies and procedures, including removal from the site;
3. appropriate legal action, including, but not limited to, civil or criminal prosecution.

By typing my full name below and submitting it as my signature, I acknowledge that I have read and understood the agreement above, and that I intend to be bound by my signature. I understand and agree that my electronic signature is the equivalent of a manual signature and that the School and UMB may rely on it as such.

Professionalism and Behavior Criteria

This evaluation should be completed by the preceptor at both the mid-point and at the conclusion of the student rotation. By the end of the rotation, a student must earn "Meets Competency (MC)" for all four professionalism criteria in order to pass the rotation. These criteria do not count toward the evaluation points for a grade.

Item 1: Patient & Provider Communications	<u>Midpoint</u> (Select one)	<u>Final</u> (Select one)
The student <u>consistently</u> (>90%): (1) Introduces self at first encounters; (2) Greets patients and other health care professionals with a smile and/or positive inflection in voice; (3) Guards patient information from disclosure and seeks permission to disclose information to other parties (e.g. family, other health care professionals); (4) Demonstrates effective listening skills (good eye contact, non-verbal cues); <u>AND</u> (5) Speaks effectively and respectfully (e.g. not condescending, sarcastic, meek, nor overly-assertive).	Meets Competency	Meets Competency
(1) Does not meet criteria for Meets Competency as stated above; <u>OR</u> (2) The student inappropriately disclosed patient information on more than 1 occasion; <u>OR</u> (3) The student made negative or inappropriate public remarks about colleagues or patients on >1 occasion.	Significant Deficiency	Significant Deficiency
Comments:		
Item 2: Appearance, Attire	<u>Midpoint</u> (Select one)	<u>Final</u> (Select one)
The student <u>consistently</u> (>90%): (1) Wears clothing that is professional in appearance (e.g. appropriate to the culture of the institution as defined by the preceptor, site dress code, and professional norms); (2) Minimizes wearing of jewelry in patient care areas; (3) Is well-groomed; <u>AND</u> (4) Wears name badge.	Meets Competency	Meets Competency
Does not meet criteria for Meets Competency as stated above.	Significant Deficiency	Significant Deficiency
Comments:		
Item 3: Timeliness, Commitment	<u>Midpoint</u> (Select one)	<u>Final</u> (Select one)
The student <u>consistently</u> (>90%): (1) Completes assignments on or before deadline; (2) Arrives on time; (3) Calls/notifies preceptor when unable to meet deadline or arrive on time; (4) Gives high priority to completing course requirements during allotted rotation hours; <u>AND</u> (5) Arrives prepared with equipment and assignments as directed.	Meets Competency	Meets Competency
(1) Does not meet criteria for Meets Competency as stated above; <u>OR</u> (2) The student completes some responsibilities in such an untimely manner that it jeopardizes patient health or institutional efficiency.	Significant Deficiency	Significant Deficiency
Comments:		
Item 3: Initiative	<u>Midpoint</u> (Select one)	<u>Final</u> (Select one)
The student <u>consistently</u> (>90%): (1) Accepts responsibility and demonstrates accountability without repeated reminders; (2) Demonstrates a sense of duty; (3) Demonstrates an earnest desire to learn; (4) Demonstrates the willingness and flexibility to contribute to the well-being of others; <u>AND</u> (5) Applies knowledge, experience, and skills to the best of his/her ability.	Meets Competency	Meets Competency
Does not meet criteria for Meets Competency as stated above.	Significant Deficiency	Significant Deficiency
Comments:		

Professionalism and Behavior Criteria Revised 8-19-04.