

University of Maryland School of Pharmacy
[Department of Pharmacy Practice and Science](#)



Course Manager's Handbook

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COURSE MANAGER POLICY

PPS Educational Mission: The Department of Pharmacy Practice and Science exists for the purpose of promoting the health and well-being of the public by advancing the practice of pharmacy and generating and disseminating new knowledge related to pharmacy practice and drug use. The Department approaches these goals by preparing professional students, graduate students, residents, fellows and pharmacists for the future through a variety of academic, training, and mentoring programs.

Scope: This policy is intended for PPS faculty to guide their activities as course managers and instructors in the Doctor of Pharmacy curriculum.

Course Manager Policy:

Accountability – A course manager is responsible for:

- designing, implementing, evaluating, and updating (annually) a course of instruction that meets an identified need within the Doctor of Pharmacy curriculum and enables at least 90% of students to meet the learning objectives of the course as approved by the curriculum committee.
- developing and distributing to all instructors and students a course syllabus that conforms to the standards established by the curriculum committee
- maintaining an electronic means for communicating with ALL students enrolled and posting basic information about the course on the University's Blackboard Internet site.
- submitting grades to the Office of Student Affairs at the end of each semester in a timely manner (e.g. on or before the deadline established by the Registrar's Office).
- providing a summary course evaluation (annually) to the Associate Dean of Academic Affairs, PPS Chair, and PPS Vice Chair of Education in conformity with departmental standards.

Authority – A course manager has the authority to:

- determine the specific content to be covered and the instructional methods to be employed to meet the learning objectives of the course
- determine the instructional materials to be used including recommended text(s), journals/newsletters/periodicals, computer software, videos/DVDs, and/or CDs/audio cassettes for students to purchase and/or borrow
- determine the student assessment method(s) to be employed to measure student achievement
- establish the criteria for determining student grades
- determine the class schedule as well as request classroom space based on availability (working through the Dean's Office)
- photocopy instructional materials in accordance with copyright law
- identify and invite outside experts or instructors to contribute to course development, deliver instruction, or serve as preceptors (**NOTE** honoraria payments MUST be approved by the Vice Chair of Education)
- develop and implement a course evaluation plan and quality assurance process in conformity to departmental standards

- design and develop a web site for posting instructional materials in an electronic format
- experiment with novel instructional and assessment methods (including the use of technology) in accordance with institutional policies
- Through the Vice Chair for Education:
 - ◆ request support from Academic Program Specialist to assist with specific administrative tasks
 - ◆ request teaching assistant(s) to assist in the delivery of instruction
 - ◆ request PPS faculty members to assist in the delivery of instruction
 - ◆ request honoraria payments for guest instructors

Resources – A course manager will have the following resources available:

- computer with Internet connection, e-mail account, and the school's standard software package
- memory space on the school's server
- classroom space including a model pharmacy practice laboratory (based on availability)
- consultation(s) as needed with the Vice Chair for Education
- consultation(s) as needed with Instructional Technology specialist
- Health Sciences Library
- Instructional design texts (through the Vice Chair of Education)
- With the approval of the Vice Chair of Education
 - support from Academic Program Specialist
 - Resident(s) to serve as teaching assistant(s)
 - Funds to purchase instructional materials



COURSE MANAGER RESPONSIBILITIES

At least 12 weeks prior to the beginning of the semester:

- Dust off course syllabus, schedule and notes made previously regarding potential course revisions
- Order textbooks for course when requested by bookstore (generally during the prior semester)
- Contact instructors for date availability and resource requests
- Communicate resource requests to appropriate personnel
 - Confirm instructor room requests and relay information to Dean's Office for scheduling
 - Notify Vice Chair, Education of requests for instructional assistance (TA or resident assistance)

At least 6 weeks prior to the start of class:

- Confirm course schedule with instructors (instructors are under no obligation to teach in a course when contacted less than 4 weeks in advance)
 - Confirm general content area and 2-3 specific learning objectives/Lecture Hour Equivalent for each activity
 - Confirm student responsibilities for each activity
 - Obtain electronic (preferable) or hard copy of any student materials for distribution (either duplication or posting to course WEB page)**
- Obtain citation of copyrighted materials and send to administrative staff responsible for securing copyright permission
- Notify curriculum committee of any MAJOR changes (content additions/deletions or change in educational method) in course
 - Ensure that contact hours approximate approved credit allocation
- Notify Dean's Office of desired dates for major assessments (please try to avoid scheduling major assessments around School functions)
- Submit paperwork for payment of outside instructors to Vice Chair, Education for approval and processing
- Revise Course Syllabus to include:
 - **Coursemasters** with appropriate contact numbers
 - **General Description**—Highlighting relevance to pharmacy education (This should be linked to the School of Pharmacy Catalog description)
 - **Textbook(s)** and Listing of Required Readings
 - **Terminal Outcomes/Course Objectives** (Potentially linked to terminal performance outcomes and general abilities based goals of curriculum)
 - Consider use of Coursemaps
 - Course policies (including grading policy, confidentiality, late and missed activities, attendance)
 - **Lecture and Instructor Schedule**
 - **Activity Schedule** (including labs, homework, small group activities)
 - **Assessment Plan** (including dates and point allocations for all assessed activities)

NOTE: The curriculum cmte is working on a standard WORD template to facilitate posting course information to the WEB. The **bolded** items are included in the standard template. The template also contains opportunities for posting answer keys and grades (password protected). Syllabus should be posted to course WEB page at least 2 weeks prior to the start of class**

During Class:

- Notify Teaching Assistant of specific responsibilities and train TA accordingly
- Communicate with the class regarding class-wide, course specific issues (eg, change in schedule)
- Notify instructors regarding availability of instructional assistance. Facilitate contact between instructors and residents, when necessary, to ensure adequate training.
- Compile Exams/Keys on the basis of instructor derived questions/answers
 - Confer with instructors regarding revision of ambiguous questions
 - Correct grammar and spelling errors
 - Ensure that exam is of an appropriate length
 - Format exams to a consistent format**
 - Arrange for duplication and security of exams**
 - Post keys and grades within 1 week of assessment**
- Construct Grade-sheet and assure quality maintenance
- Return all graded assignments (with feedback) to students within 10 days of activity

After Class:

- Complete grade sheet and deliver to Office of Student Affairs in a timely fashion
 - When to use an “Incomplete”, or “No Mark”
 - Incomplete: Students have not completed all assignments due to illness or for some other reason that has received coursemaster approval. If students have not received approval, then they should not be given credit for missing assignments and a final grade should be calculated.
 - No Mark: Students have completed all the assignments but the coursemaster cannot calculate a final grade (ie, final exams or assignments not graded).
- Administer student course evaluation:
 - Construct instrument based on standard questions and course specific questions
 - Collate and summarize findings
 - Share findings with course instructors (particularly summary and formative data regarding teaching effectiveness). Summary data sent to all faculty in a course should be distributed in a blinded fashion.
 - Share student responses to standard questions with Vice-Chair, Education
- Self-assess course conduct and summarize anticipated changes for next year

**Items marked could be accomplished by support personnel. Please try to avoid scheduling major assessments around School functions



NEW DIDACTIC COURSE – POLICY AND PROCEDURES

Section I: The following procedures shall be used when initiating a new DIDACTIC course:

1. A "**Memorandum Regarding New Courses**" shall be prepared and submitted to the Curriculum Committee no later than three months prior to the first day of the term in which the course is to be offered.
2. A subcommittee of the Curriculum Committee will be appointed by the chairperson and assigned to consider the proposal. This subcommittee will apply criteria (see Section II) to the proposal and seek additional information from the prospective coursemaster if necessary. A specific recommendation of **approval, disapproval, or modification** will be made to the Curriculum Committee.
3. The Curriculum Committee will act upon the subcommittee's recommendation.
4. Curriculum Committee approval will permit the course to be offered for one term under the special group study number (See Section III).
5. The Coursemaster will be responsible for designing and carrying out an evaluation of the course with the assistance of the subcommittee.
6. A report of the course evaluation shall be presented to the subcommittee within 30 days of the conclusion of the term. The subcommittee will make a recommendation to the Curriculum Committee as to whether the course should be **approved for listing in the catalog, reassigned as an experimental course for an additional term for further development, or be rejected**.
7. The Curriculum Committee will act upon the recommendation of the subcommittee. If the decision is to approve the course, the Dean's Office and the Faculty Assembly will be notified.

Section II: Criteria for the Evaluation of New Courses

A. Basic Information

1. Are the credit and contact hours appropriate for the goals of the course? Can the goals of the course be reasonably accomplished in the time allowed?
2. Are the resources and facilities needed for this course available?
3. Will enough students take this course to justify the resources required?
4. Are the prerequisites realistic and have most students who could take the course attained them?

B. Course Content

1. Are the goals and objectives of the course clearly stated and understandable?
2. Do the goals form a unified course of study?
3. Are the instructional procedures appropriate to the content of the course?
4. Are the evaluation procedures adequate to determine if students have accomplished the objectives of the course?
5. Are guest lectures coordinated with the objectives of the course?

C. Justification

1. Is/are the instructor(s) qualified to teach the course in that they have:
 - a. Taken courses which covered the same content, or
 - b. Demonstrated some evidence of work in the area?
2. Is the course content relevant to some aspect of the practice of pharmacy?
3. If this course duplicates another course to which the students have access, is this duplication justified?

Section III: Special Group Studies

A. Basic Information

1. The course number is PHMY 529, Special Group Studies, 1-5 credits, repeatable up to 12 credits.
2. Prerequisites: consent of the instructor.
3. Catalog description: "An omnibus course permitting experimentation with new or different subject matter and/or instructional approaches."

B. Rules

1. Coursemasters desiring to offer a course under this number can do so only under the supervision and approval of the Curriculum Committee.

2. A complete course proposal must be submitted to the Curriculum Committee as described in Section I. Approval to teach a course under the 529 number must be obtained from the Curriculum Committee.
3. Proposals for the use of the 529 number must be submitted to the Curriculum Committee at least three months prior to the term in which the course is to be offered.
4. Notation of a specific course title shall be made in the student's file in the School.



*University of Maryland School of Pharmacy
Curriculum Committee*

Memorandum Regarding New Courses

Department(s) _____ Date Submitted _____

1. Type exactly as proposed:

Course number _____

Title _____

Credit hours _____ Distribution of Class Time _____

Term(s) _____

Repeatable? _____ to a maximum of _____ credit hours

Prerequisite(s) _____

- Catalog Description (25 words or less): _____

2. Coursemaster: _____

Other Instructors: _____

Required _____ Elective _____

Estimated Enrollment: _____

3. If this course is part of a sequence, list the number of other courses in sequence: _____

4. Note any special facilities or equipment required: _____

5. Are there other departments at UM,B or UMBC offering similar courses or having directly

related interests? _____ If so, explain in full: _____

6. Attach a summary course syllabus including educational outcomes, course content (by class meeting), student evaluation procedures, instructional procedures, and text and/or references.
7. State the qualifications of course master and instructors to teach the course:

8. Provide a complete statement of reasons for proposing this new course:

Coursemaster

Date

Approved:

Department Chair

Date

Curriculum Committee Chair

Date

Dean

Date

NEW EXPERIENTIAL COURSE – POLICY AND PROCEDURES

Section I: The following procedures shall be used when initiating a new EXPERIENTIAL course:

1. A "**Memorandum Regarding New Experiential Courses**" shall be prepared and submitted to the Curriculum Committee and the Director of Experiential Learning no later than three months prior to the first day of the term in which the course is to be offered.
2. All PHEX 589 courses must undergo review by the Curriculum Committee after being offered a maximum of 3 times (or after a maximum of 3 students have completed the rotation).
3. Either regular or clinical faculty may submit proposals for experiential courses.
4. A subcommittee of the Curriculum Committee will be appointed by the chairperson and assigned to consider the proposal. The Director of Experiential Learning will be a member of this subcommittee and will specifically report on the appropriateness of the course within the Experiential Learning Program. This subcommittee will apply criteria (see Section II) to the proposal and seek additional information from the prospective course manager if necessary. The course manager will be responsible for designing and carrying out an evaluation of the course with the assistance of the subcommittee.
5. A specific recommendation of **approval, disapproval, or modification** will be made to the Curriculum Committee.
6. A report of the course evaluation shall be presented to the subcommittee within 30 days of the conclusion of the term. The subcommittee will make a recommendation to the Curriculum Committee as to whether the course should be **approved for listing in the catalog, reassigned as an experimental course for an additional term for further development, or be rejected.**
7. The Curriculum Committee will act upon the recommendation of the subcommittee. If the decision is to approve the course, the memorandum will be forwarded to the Dean's office and the Faculty Assembly will be notified.

Section II: Criteria for the Evaluation of New Experiential Courses

A. Basic Information

1. Are the credit and contact hours appropriate for the goals of the course? Can the terminal objectives of the course be reasonably accomplished in the time allowed?
2. Are there sufficient sites available to meet the needs of the approximated annual enrollment?
3. Will enough students take this course to justify the resources required?
4. Are the prerequisites realistic and have most students who could take the course attained them?

B. Course Content

1. Are the terminal objectives of the course clearly stated and understandable?
2. Do the goals form a unified course of study?
3. Are the educational methods appropriate to the content of the course?
4. Are the assessment procedures adequate to determine if students have accomplished the objectives of the course?

C. Justification

1. Is/are the instructor(s) qualified to teach the course in that they have:
 - a. Taken courses which covered the same content, or
 - b. Demonstrated some evidence of work in the area?
2. Is the experience relevant to some aspect of the practice of pharmacy?
3. If this course duplicates another course to which the students have access, is this duplication justified?



University of Maryland School of Pharmacy
Curriculum Committee
Memorandum Regarding New Experiential Courses

Department(s) _____

Date Submitted _____

1. Type exactly as proposed:

Course number PHEX 589

Title _____

Credit hours Distribution of Experiential Time _____

Term(s)

Repeatable? to a maximum of credit hours

Prerequisite(s) _____

2. Catalog Description (25 words or less): _____

3. Course manager: _____ Site: _____

Other Preceptors: _____ Site: _____

_____ Site: _____

Required Elective

Estimated Annual Enrollment: _____

3. If this course is part of a sequence, list the number of other courses in sequence: _____

4. Note any special equipment required by students: _____

5. Attach a course syllabus. See template.

6. State the qualifications of course manager and preceptors to teach the course. Course managers are expected to approve preceptors based on these qualifications. _____

7. Provide a complete statement of reasons for proposing this new course:

Coursemaster

Date

Approved:

Director, Experiential Learning

Date

Chair, Curriculum Committee

Date

Dean

Date

University of Maryland School of Pharmacy
SPECIAL PROJECT STATEMENT - PHMY 539

Number of Credits ____ Semester _____ Year _____
(Approximately 50 hours of work on your project should approximate one credit)

Name of student taking elective _____

SS# _____

Name of faculty supervisor _____

Faculty Advisors Dept. **Pharmaceutical Sciences** (Dr. Dalby)
(check one box) **Pharmacy Practice & Science** (Dr. Haines)
 Pharmaceutical Health Services Research (Dr. Mullins)

Brief Description of Proposed Special Project (Please include a 1-2 sentence summary of the work, and a short description of how a letter grade will be assigned by the advisor)

Faculty advisor's signature _____ Date _____

Coursemaster's signature _____ Date _____

Please take the original form to The Office of Student Affairs, and give a copy to the faculty advisor and coursemaster. You should also keep a copy.

Your faculty advisor will assign a grade, and e-mail it to the Office of Student Affairs and the appropriate coursemaster.

NOTE: This form must be submitted during registration or no later than the first week of classes



SYLLABUS – TEMPLATE

Course Title Semester and Year

- I. Course Description:** Type the 25 word catalog description here.
 - II. Prerequisites:** Specific courses students must have taken to be eligible to enroll.
 - III. Prior Learning:** Define the knowledge and skill competencies expected prior to beginning the rotation. If course masters propose a pre-test to assure these minimal competencies, they should indicate this here.
 - IV. Required Readings and Special Equipment:** List any required textbooks, readings, reference materials, or equipment that students are required to have for this course or experiential rotation.
 - V. Terminal Performance Outcomes:** Learning Objectives for Course or experiential rotation (regardless of the site).
 - VI. Educational Methods:** Teaching methods and activities during the course or experiential rotation (consistent between sites).
 - VII. Schedule:** State the dates, times, and location(s) of course events.
 - VIII. Student Assessment:** Clearly state how the students' performance will be assessed and how a grade will be determined. Link each assessment to terminal performance outcomes of the course.
- Preceptor Qualifications** (for experiential courses only): Identify the prior training and experiences which are necessary characteristics of a preceptor for this experiential rotation



COURSE MODIFICATIONS POLICIES

Modifications Requiring Prior Curriculum Committee Approval

1. Terminal Course Outcomes
 - Any additions or deletions to the outcomes of the **course**
 - Any additions or deletions to the general abilities based outcomes of the **course**
2. Content or Skills
 - Any deletions to content or skills which impact on future courses that build on these (prerequisite) content or skills
 - Any additions to content or skills which are redundant with that presented in prior or future courses
3. Assessment Strategy
 - Assessment strategies which are NOT in alignment with terminal course objectives

Modifications Requiring Curriculum Committee Periodic Review

1. Educational Methods
 - The Curriculum Committee will review the educational methods used within and between courses of a given year and assess the evaluations of student learning longitudinally in the ongoing curricular review.
 - Course managers should evaluate the impact of their chosen strategy on student learning
 - Course managers are empowered to choose the most appropriate educational methods to convey their material. These methods will typically include some combination of the following:
 - lectures (on-site or distance-based)
 - small group discussions (on-site or web-based)
 - laboratory exercises
 - individual and group assignments
2. Assessment Methods
 - The Curriculum Committee will review the assessment methods used within and between courses of a given year and evaluate the ability of these methods to document student achievement of course and curricular objectives.
 - Course managers should evaluate the impact of their chosen strategy on student achievement.

- Course managers are empowered to choose the most appropriate assessment methods to evaluate student achievement. These methods will typically include some combination of the following:
 - Multiple choice exams
 - Essay exams
 - Written exercises
 - Problem solving activities
 - Skills based assessment
 - Peer based assessment

PROCEDURES

1. Course managers should provide the Chair of the Curriculum Committee with the following at least 3 months prior to the start of the term in which the course is to be offered in the proposed format:
 - Current course syllabus
 - Proposed course syllabus with changes highlighted
 - Cover memo addressing:
 - Proposed changes
 - Rationale for changes
 - Impact on prior or future courses
 - How coursemasters in these courses propose to accommodate proposed changes
 - Impact on terminal outcomes or general abilities outcomes
 - Evaluation strategy proposed to assess student learning
2. The Curriculum Committee will review the changes proposed at their next meeting.
3. The Curriculum Committee will:
 - Approve changes as proposed
 - Recommend modification of proposal; If agreeable, course managers may offer the course with the modified revisions.
 - Seek additional information from the course managers. The proposed changes will not be approved and course managers will continue to offer the non-revised course until approval obtained.
4. The Chair of the Curriculum Committee will notify the course managers of their decision no later than 1 month before the start of the term.
5. The Chair of the Curriculum Committee will inform the Faculty Assembly of all changes approved on an annual basis.



Residency Program Policy

University of Maryland School of Pharmacy Department of Pharmacy Practice and Science

Resident's Teaching Responsibilities

Purpose: The purpose of the policy is to establish teaching responsibilities for the pharmacy residents employed by the Department of Pharmacy Practice and Science.

Scope: This policy applies to all residents employed by the Department of Pharmacy Practice and Science (PPS).

Policy: The PPS Vice Chair for Education working with faculty will determine the departmental teaching needs prior to the beginning of each semester. All residents will participate in teaching assignments as scheduled by the Academic Program Specialist. To screen for potential conflicts with other residency responsibilities, residency directors are responsible for reviewing teaching assignments with their resident(s).

Procedures:

1. The Academic Program Specialist will collect teaching requests from the faculty by the second week in July for the fall semester and the second week in November for the spring semester. The Vice Chair for Education and Residency Coordinator will review and approve all teaching requests.
2. The total number of hours of all teaching assignments approved will be tallied and divided by the number of residents. That number will represent the number of hours that each resident is expected to provide. Part-time residents are expected to provide 50% of a full-time resident's requirement.
3. Teaching assignments will be made by the Academic Program Specialist and approved by the Vice Chair for Education no later than the first week of August for the Fall semester and the third week of December for the Spring semester. The method of assigning residents to specific teaching responsibilities will vary from year to year based on input from faculty, residency directors and the Residency Coordinator. Residents are expected to review their teaching assignments with their respective residency director within one week. Potential conflicts between a teaching assignment and other residency responsibilities should be addressed with the Academic Program Specialist as soon as they are identified. If the Academic Program Specialist and resident cannot readily resolve the conflict, the residency director should address the matter with the Vice Chair for Education.
4. Residents will be expected to fulfill all teaching commitments. If a resident has been assigned to a teaching activity, s/he is responsible for the assignment. S/he is also responsible for notifying the faculty member coordinating the assignment. It is the resident's responsibility to find a replacement if s/he is unable to fulfill the assignment. In an emergency, the resident will contact the faculty member coordinating the activity

directly. If the resident is unable to reach the faculty member, the resident should contact the Academic Program Specialist or Vice Chair for Education.

5. At least 1 week prior to each scheduled event, faculty coordinating the teaching activity are responsible for meeting with the resident(s) and distributing a detailed instructor's guide. Each resident should also be given a copy of all pertinent supporting materials (e.g. handouts from lectures, assigned readings) at least 1 week prior to the assignment.

Date adopted: July 1, 2002



RESERVING INSTRUCTIONAL MATERIALS

Health Sciences and Human Services Library

General Information

Faculty who wish to place required readings on reserve may submit their syllabus or their marked bibliography to Course Reserves. The HS/HSL library puts items on reserve in compliance with the Copyright Laws (please see the section on Copyright guidelines). When possible, journal articles are scanned into the electronic reserves system (Eres). If readings are from books, the library places the books on reserve. General course reserve policies:

1. Requests are processed in the order received.
2. Up to 50 items may be placed on reserve for each course an instructor teaches.
3. Only one copy (photocopy or scanned) of a journal article is placed on reserve.
4. One book per 40 students may be placed on reserve.
5. No item remains on reserve permanently.

- **What is the Course Reserve Service?**

The Health Sciences and Human Services Library (HS/HSL) Course Reserve Unit maintains, for use in specific courses, a collection of materials including books, book chapters, periodical articles, lecture outlines, sample exams, and class notes. Items are placed on reserve at the request of instructors and are either held for use at the Circulation Desk or are made available via the electronic reserve system depending on format and copyright permissions status.

- **What is Electronic Reserve?**

The Library's primary reserve service is the [ERes system](#) through which documents are made available via the World Wide Web. Students are able to view, print, or download electronic reserves in the HS/HSL or remotely, using a web browser such as Netscape or Internet Explorer. Documents in the EReserve system are stored in Portable Document Format (PDF) and require Adobe Acrobat software for viewing or printing. Download [Acrobat](#) for free.

The Library keeps a physical copy of reserve items that cannot be stored electronically. Length and/or copyright considerations are among the reasons that prevent electronic dissemination. Entire books and articles for which the publisher denies electronic access are not available through electronic reserve. Paper reserves are kept at the Circulation Desk in the HS/HSL.

- **How do students access course reserve materials?**

Some materials can be accessed directly from the ERes Course page, while others must be obtained at the Circulation Desk or through library databases. For detailed instructions, please see "[Getting Started with ERes.](#)" To access ERes, students must obtain passwords from instructors.

- **Can ERes be accessed off-campus?**

Yes, provided a student has a UMBNet account and has connected to the UMB proxy according to the [instructions](#) available on the HS/HSL web site. Additionally, students will need Adobe Acrobat Reader installed on their computers to view and print scanned articles. Download [Acrobat](#) for free.

- **Can students print items found in the ERes system?**

Yes. Scanned documents that have been posted to ERes or documents from other web sites that are available via a link in ERes, can be printed directly from the system. If the required reading is from a book, students must borrow the book from the Circulation Desk.

- **Whom do I contact if I have questions about course reserve?**

Please contact the HS/HSL Course Reserve Unit at 410-706-7928.

Submitting Material

- **How do I place material on course reserve?**

Faculty who wish to place required readings on reserve may submit a required reading list or their marked bibliographies to the HS/HSL Course Reserve Unit in the Circulation Department. In order to expedite processing, we ask that you include your name, phone number, class size (required to obtain copyright clearance), course number and title, and the date items should be put on and taken off reserve. Full citations are necessary in order to accurately process the items. Items without a citation will not be put on reserve. Once a reading list is processed, the faculty member will receive a password for the course. **NOTE:** Faculty members are responsible for distributing the password to students.

- **When should I submit materials for course reserve?**

July 3 and November 23 are the usual deadline dates for submitting required readings for the Fall and Spring semesters, respectively. Required reading lists received after these dates may not be processed in time to meet the needs of the students.

- **How long will it take for my materials to be added to course reserve?**

All or most of the items on required reading lists received by the submission deadlines will be ready and accessible through the Course Reserve Service on the first day of classes. Lists received after the deadlines are processed in the order received.

- **Is there a limit to the number of items I may place on course reserve?**

A limit of 50 required readings per course may be placed on reserve; only one copy (photocopy or scanned) of a journal article is placed on reserve, and one copy of a book per 40 students may be placed on reserve, to a maximum of three copies.

Faculty members who feel they must exceed the limit of 50 items should contact the HS/HSL Course Reserve Unit no later than 10 weeks prior to the beginning of the semester and should have a required reading list to submit at that time. If a required reading list exceeds 50 items, only the first 50 will be placed on reserve, unless the instructor contacts the HS/HSL Course Reserve Unit.

- **What happens if the library does not own the material I wish to place on course reserve?**

If the HS/HSL does not own the material you request, we will attempt to obtain it. It may take six to eight weeks for a book order, and up to three weeks for an Interlibrary Loan order to be filled. Please note that the Library will purchase a maximum of two copies of a book for reserve use.

- **What if the book I want to place on course reserve is checked out?**

The HS/HSL Course Reserve Unit will place a recall upon the item. Patrons have 7 days from the day the recall is placed to return the item. If the item is not returned in a timely fashion, the patron is charged for replacement and a new copy is ordered for reserve.

- **May I place books from other libraries on course reserve?**

No. The HS/HSL will place only materials owned by the Library or the instructor on reserve.

- **Can I place personal material on course reserve?**

Yes. However, be aware that it is likely personal material will suffer wear and tear. Moreover, the Library must mark the item for reserve. It is unlikely that the material will be returned in the same condition as when it was given into the Library's care.

- **Can journals be placed on course reserve?**

Generally, entire journals may not be placed on reserve. Individual articles can be copied and, "fair use" or copyright clearances permitting, placed on electronic or paper reserve.

- **Can book chapters be placed on ERes?**

Due to the complexity of copyright law involving book chapters or excerpts, the HS/HSL does not usually place book chapters on electronic reserve. The book is placed in its entirety in the regular reserve collection.

Copyright Issues

- **Is copyright an issue in course reserve?**

Yes, copyright is an issue, particularly with journal articles that are copied or scanned for reserve purposes.

- **Who is responsible for obtaining copyright clearance?**

The HS/HSL pursues copyright permission as a courtesy to our faculty, whereas some universities/colleges defer this responsibility to their faculty. However, there is no guarantee that copyright clearance will be obtained. The copyright holder's fees or stipulations may be outside the range set by the Library.

- **If there are copyright fees, who is responsible for paying them?**

Currently, HS/HSL pays up to \$50.00 per article for royalty fees invoiced by the copyright holder. The Library will only put articles that exceed \$50.00 in royalty fees on reserve if the faculty member is willing to pay the remaining amount.

- **What if copyright clearance is not obtained?**

If copyright clearance is not obtained, the faculty member will be notified of the options available, which may be to supplement the fees already paid by the Library or to place an alternate reading on reserve.

- **What about Fair Use? How do we determine if an item is fair use or not?**

We interpret Fair Use to mean that the first time an article is put on reserve, no request for copyright clearance is needed. The second time the same article is used for the same class by the same instructor during a subsequent semester, copyright clearance must be obtained.

- **Does the HS/HSL use the [Copyright Clearance Center \(CCC\)](#)?**

The HS/HSL will request permissions from either the CCC or the individual copyright holder and will pay fees up to \$50.00 to obtain permission for a single article.

End of Semester Issues

- **What happens to my course reserve material at the end of the semester?**

Scanned articles are archived at the end of each semester and books are returned to the stacks.

- **Will my course reserve list be saved for the next semester?**

HS/HSL Course Reserve staff do not automatically keep items on reserve for the following semester. A faculty member must contact us if she/he is teaching the same course and wants the same readings on reserve.



Abilities Assessment

Pharmaceutical Care Database, Assessment, and Plan

The University of Maryland School of Pharmacy curriculum has **Patient Level Terminal Performance Outcomes** that directly relate to the collection and assessment of patient-specific data as well as developing patient-specific drug therapy plans. Abilities Assessment Activities will be used to assess a student's ability to:

- **Collect and communicate in writing relevant patient-specific subjective and objective data.**
- **Assess collected data, identify problems, develop a prioritized problem list, and assess problems in terms of stability, cause, and severity**
- **Establish goals of therapy, assess current therapy, identify and evaluate variables effecting therapy**
- **Establish treatment plans consistent with an assessment of the patient, goals of therapy, variables effecting therapy, and available literature evidence.**
- **Identify specific monitoring parameters to measure therapeutic responses and drug toxicities**
- **Establish a patient education plan**

Students should be able to demonstrate at least an "Acceptable" level of performance as defined in this assessment tool.

Patient Database:

ITEM 1: Demographic Information		
Performance Level	Performance Criteria	Comments
Outstanding	As in Acceptable AND includes the source(s) of information AND the location of the patient at the time of the encounter (e.g. clinic, home, nursing home, assisted living, hospital, shelter, etc).	
Acceptable	Includes the patient's age, gender, and race.	
Not Acceptable	Does not contain all criteria for Acceptable	

ITEM 2: Chief Complaint & History of Present Illness (HPI)			
Performance Level	Performance Criteria		Comments
	For Patient's seeking care for a new complaint or symptom	For patient's whose encounter is <u>NOT</u> related to a new complaint or symptom	
Outstanding	As in Acceptable AND (1) HPI includes a complete review of the system(s) in which the chief complaint resides AND (2) If the chief complaint is an exacerbation of a chronic problem; HPI includes a description comparing current symptoms with how the patient usually feels	As in Acceptable AND includes a chronology of the problems or disease related to the reason for the encounter including its treatment.	
Acceptable	Chief complaint is what bothers the patient most (using the patient's own words) and a duration of the complaint (how long has the patient been experiencing this symptom) HPI includes a an accurate symptom analysis of the chief complaint (e.g. Precipitating factors, Quality, Radiation & relief, Severity, Temporal factors, and Associated symptoms)	Chief complaint states the reason for the encounter (examples: follow-up for evaluation of drug therapy; anticoagulation follow-up; diabetes follow-up, etc.) HPI includes a review of symptoms in the involved system(s) AND the common side effects of any medication(s) the patient is using to treat the problem or disease.	
Not Acceptable	Does not contain all criteria for Acceptable	Does not contain all criteria for Acceptable	

ITEM 3: Past medical History		
Performance Level	Performance Criteria	Comments
Outstanding	As in Acceptable AND lists (or has a negative statement if none) (1) Resolved medical problems, (2) Major childhood illnesses, (3) Dates of diagnoses for active illnesses (4) Dates of prior surgeries and hospitalizations, and (5) Reasons for recent hospitalizations and prior surgeries	
Acceptable	Lists active medical problems AND any history of recent hospitalizations and surgeries.	
Not Acceptable	Does not contain all criteria for Acceptable	

ITEM 4: Drug History		
Performance Level	Performance Criteria	Comments
Outstanding	As in Acceptable AND at least ONE of the following: (1) Prescription medications recently discontinued and reason for discontinuation, OR (2) If there is a history of any adverse drug events or allergies a description of the circumstances and what happened, OR (3) A description of medication use behaviors (such as adherence, administration technique, storage)	
Acceptable	Contains accurate information regarding ALL of the following: (1) Current prescription drugs (name, strength, dosage form, dose, regimen) being used at the time of the encounter OR a negative statement if prescription drugs are not being used, AND (2) Current OTC use including herbals, supplements, and nutraceuticals (name, strength, dosage form, dose, regimen) OR a negative statement if are not used, AND (3) Duration of drug use, AND (4) Any history of adverse drug events or allergies (including a negative statement of no known drug allergies or no known adverse drug events), AND (5) Immunization history	
Not Acceptable	Does not contain all criteria for Acceptable as stated above	

ITEM 5: Family and Social History		
Performance Level	Performance Criteria	Comments
Outstanding	As in Acceptable AND at least TWO of the following: (1) Quantification of the patient's substance use (including alcohol, tobacco, and illicit drugs); (2) Occupation; (3) Sexual history; (4) Infectious exposure within the household (5) Dietary habits	
Acceptable	Includes a description of where the patient resides at time of the chief complaint (not address; but type of residence: e.g. home, assisted living; nursing home; hospital, etc). Family history includes age of all living first-degree relatives (parents, siblings, children), history of major illnesses in all first-degree relatives (parents, siblings, children), AND for deceased first-degree relatives (parents, siblings, children), the age at time of death and cause of death.	
Not Acceptable	Does not contain all criteria for Acceptable	

ITEM 6: Review of Systems (ROS)		
Performance Level	Performance Criteria	Comments
Outstanding	As in Acceptable AND the ROS contains a complete symptom analysis for each positive response.	
Acceptable	Complete ROS including positive responses and pertinent negatives responses to ROS questions for each system.	
Not Acceptable	Does not contain all criteria for Acceptable	

ITEM 7: Objective Data		
Performance Level	Performance Criteria	Comments
Outstanding	As in Acceptable AND contains evidence that the student personally collected portions of the objective data directly from the patient <u>OR</u> identifies needed data not readily available in the practice setting where the patient was encountered and has a description of how the data will be obtained	
Acceptable	Contains vital signs, physical examination, and/or laboratory data needed to define and assess the patient's problem(s). In a general care environment, this data must include all elements of the standard general practice objective database. In problem-oriented environments, this data must include discriminating data related to the reason for the encounter AND includes a statement about the source of the data.	
Not Acceptable	Does not contain all criteria for Acceptable as stated above	

Problem List and Assessment:

ITEM 1: Problem List		
Performance Level	Performance Criteria	Comments
Outstanding	As in Acceptable AND (1) The problems on the problem list are not merely a listing of abnormal data, but demonstrate the student's ability to synthesize findings into problems (for example: lists CHF rather than SOB, Cardiomegaly; S-3 gallop; edema), AND (2) The information included in the "Data Used to Define Problem" column is present in the patient database AND does not contain irrelevant data that is not needed to define the problem	
Acceptable	(1) Includes a list of problems consistent with the patient's database, AND (2) For each problem includes a problem number, date of onset (or approximation if unknown); and date recorded, AND (3) Indicates date resolved for all inactive problems	
Not Acceptable	Does not contain all criteria for Acceptable	

ITEM 2: Assessment of Problem		
Performance Level	Performance Criteria	Comments
Outstanding	As in Acceptable AND (1) An assessment of the severity of the problem that indicates one of the following: a) Mortality/significant morbidity likely in <48 hours (emergent/urgent care needed) b) Mortality/significant morbidity likely in >48 hours if untreated c) Mortality/significant morbidity unlikely if untreated AND (2) The severity assessment is consistent with published disease guidelines if available (e.g. staging of blood pressure according to JNC VI; Tumor staging in cancer; asthma assessment guidelines) or other primary literature if available.	
Acceptable	Must include an assessment of the problem that includes a statement regarding: (1) Is the problem stable or unstable? If the problem is unstable, a statement explaining why the problem is unstable, AND (2) Is the problem currently controlled or uncontrolled, AND (3) The etiology of the problem OR The patient's risk factors for the problem	
Not Acceptable	Does not contain all criteria for Acceptable or lists data without an assessment interpretation (e.g. . merely repeating data present in the database but does not ASSESS the data)	

ITEM 3: Therapeutic Objective(s)		
Performance Level	Performance Criteria	Comments
Outstanding	As in Acceptable but is individualized to THIS PATIENT's medical and social circumstance.	
Acceptable	Must state goals of treatment that are (1) Consistent with published national disease guidelines when available, (2) achievable with available treatment modalities, AND (3) measurable.	
Not Acceptable	Does not contain all the criteria for Acceptable	

ITEM 4: Assessment of Therapy		
Performance Level	Performance Criteria	Comments
Outstanding	As in Acceptable AND includes: (1) references of available standards of care (e.g. JNV VI) OR primary literature, AND (2) Assessment of the impact of identified drug related problems, AND (3) Lists potential treatment choices if the problem is currently untreated or if therapeutic goals are not being achieved or if there are drug related problems.	
Acceptable	(1) Lists current therapy being used by the patient for the problem (including a negative statement if the patient is not using drug therapy for the problem), AND (2) States whether or not the therapeutic goals are being achieved, AND (3) Identifies actual or potential Drug Related Problems (e.g. untreated indication, improper drug selection, sub-therapeutic dose/ineffective treatment regimen, failure to receive/take drug, overdose, adverse drug reaction, drug interaction, drug use without indication)	
Not Acceptable	Does not contain all criteria for Acceptable	

ITEM 5: Patient-Related Variables		
Performance Level	Performance Criteria	Comments
Outstanding	As in Acceptable AND includes a description of how each listed patient related variable impacts on drug therapy decision making or response to therapy.	
Acceptable (See Note below)	Lists patient variables that should be considered OR that are in the patient's database that will directly effect one or more of the following: (1) Choice of drug(s) (2) Dose of drug(s) (3) Route of administration (4) Frequency of administration (5) The patient's likely therapeutic response, AND/OR (6) The patient's risk for developing an adverse event	
Not Acceptable	Does not contain all criteria for Acceptable	

NOTE: For early educational experiences (such as Longitudinal Care) students will be asked to list patient variables they need to consider AND identify the patient variables actually present in the database. This allows faculty to determine if the student has considered all variables and then determined if the patient has that variable. In later learning experiences (such as Phase IV) or advanced courses (such as Pharmacotherapy), the student should list only those variables that are in the patient's database.

ITEM 6: Agent-Related Variables		
Performance Level	Performance Criteria	Comments
Outstanding	As in Acceptable AND (1) Compares the agent related variables of current therapy with potential alternate therapies, AND (2) Explains how these agent variables relate to the identified patient related variables	
Acceptable	Lists variables related to the patient's current drug therapy and potential alternate therapies known to impact the efficacy, safety, cost, or convenience	
Not Acceptable	Does not contain all criteria for Acceptable	

Plan:

ITEM 1: Treatment Recommendation		
Performance Level	Performance Criteria	Comments
Outstanding	As in Acceptable AND (1) Justifies the recommendations based upon the patient and agent related variables discussed in assessment, AND (2) Includes non-drug intervention where appropriate, AND (3) Provides literature evidence supporting the recommendations	
Acceptable	States a specific drug therapy recommendation that is likely to have a positive effect on the patient's well being. If drug therapy is to be initiated or changed, the plan must include the generic name of the recommended agent(s), dose, route, dosing frequency (interval), & duration (if < 1 year). If drug therapy is to be discontinued, the plan must include the generic name of the drug to be discontinued and a specific dose-tapering schedule (if needed). If no changes in drug treatment are recommended, the plan should specifically state this.	
Not Acceptable	Does not contain all criteria for Acceptable OR the recommended treatment is unlikely to improve the patient's health and well-being OR the recommended treatment is likely to significantly worsen the patient's health.	

ITEM 2: Referral OR Triage Plan		
Performance Level	Performance Criteria	Comments
Outstanding	As in Acceptable AND (1) states specific reason(s) for the referral, AND (2) the URGENCY for the referral.	
Acceptable	Contains a specific statement as to whether or not the patient should be referred to other health care professionals for further evaluation and/or treatment. If a referral is indicated, the Plan should state the specific health care professional (e.g. physician, dentist, podiatrist, certified diabetic educator, smoking cessation counselor, dietician, physical therapist, etc) or health care facility (e.g. Emergency Department, Urgent Care Center, physician office, medical clinic, etc) to whom the patient is being referred	
Not Acceptable	Does not contain all the criteria for Acceptable	

ITEM 3: Monitoring Plan for Treatment Efficacy.		
Performance Level	Performance Criteria	Comments
Outstanding	As in Acceptable AND includes (1) ONLY those parameters that are discriminating measures of response to the recommended treatment (or implemented treatment, if the recommendations were not accepted or no recommendations for change of treatment were made), AND (2) Clearly differentiate treatment response from other responses not related to treatment, AND (3) Indicates the frequency of monitoring for each parameter consistent with the severity of the problem or pharmacokinetics of the drug(s)	
Acceptable	Lists specific and measurable parameters (e.g. not hyperglycemia, but rather serum glucose) that (1) are consistent with the known therapeutic effects of the recommended treatment (or the implemented treatment, if the recommendations were not accepted or no recommendations for change of treatment were made), AND (2) enable the practitioner to determine whether the treatment is achieving the desired therapeutic goals, AND (3) correctly identifies parameters as being either subjective or objective data.	
Not Acceptable	Does not contain all criteria for Acceptable AND/OR the majority of listed parameters are irrelevant measures of treatment response.	

ITEM 4: Monitoring Plan for Drug Toxicity.		
Performance Level	Performance Criteria	Comments
Outstanding	As in Acceptable AND includes (1) Only those parameters that clearly differentiate toxic or adverse response from other responses not related to treatment, AND (2) Includes a frequency of monitoring for each parameter that is consistent with product labeling and the severity of the problem.	
Acceptable	Lists specific and measurable parameters that are (1) consistent with known toxic effects of the recommended treatment (or implemented treatment, if the recommendations were not accepted or recommendations for change of treatment were not made), AND (2) enable the practitioner to determine whether or not the treatment is resulting in toxic (adverse) drug, AND (3) correctly identifies parameters as being either subjective or objective data.	
Not Acceptable	Does not contain all criteria for Acceptable AND/OR the majority of listed parameters are irrelevant measures of toxic or adverse drug response	

ITEM 5: Patient Education.		
Performance Level	Performance Criteria	Comments
Outstanding	As in Acceptable AND includes (1) Self monitoring parameters and action(s) to take based on this information, AND (2) Special storage instructions (e.g. other than “store in a cool dry place”) if warranted.	
Acceptable	Plan should contain a specific patient education plan that states (using lay language): (1) Expected benefits from the treatment plan, AND (2) Directions for use including any "special" instructions regarding drug administration (i.e. administered other than "by mouth"), AND (3) The most common and significant side effects of the drug treatment regimen	
Not Acceptable	Does not contain all criteria for Acceptable OR provides inaccurate information to the patient.	



STUDENT EVALUATION OF TEACHING STANDARDIZED COURSE EVALUATION INSTRUMENT

Course Syllabus

Please use the following key to answer questions 1-4.

- a. Strongly Agree
- b. Agree
- c. No opinion
- d. Disagree
- e. Strongly Disagree

1. The expected outcomes of the course were clearly articulated.
2. The grading policy for the course was clearly articulated.
3. The policies of the course regarding confidentiality, attendance, and absences were clearly articulated.
4. The due-dates and point allocation for all assessed activities were provided in the course syllabus.

Course Administration

Please use the following key to answer questions 5-10.

- a. Strongly Agree
- b. Agree
- c. No opinion
- d. Disagree
- e. Strongly Disagree

5. All student responsibilities were clearly articulated at the beginning of the course.
6. The class schedule was clearly articulated at the beginning of the course.
7. The coursemaster(s) was available to address any class-wide issues.
8. The coursemaster(s) implemented all course policies as described in the syllabus.
9. The course was organized and managed effectively.
10. Exams were of reasonable length and difficulty.

Content Presentation

Please use the following key to answer questions 11-18.

- a. Strongly Agree
- b. Agree
- c. No opinion
- d. Disagree
- e. Strongly Disagree

11. The overall outcomes of the course were achieved
12. Overall, the course was excellent
13. Specific learning objectives were provided for each educational offering within the course

14. The relationship of the course content to pharmacy was articulated by the faculty
15. The pace of the course was appropriate
16. The prerequisite courses adequately prepared me for the content requirements of this course
17. The textbook(s) for this course were referred to by the faculty
18. This course has effectively challenged me to think

For questions 19-23, use the following key to rate value that the specific educational experiences had on your overall learning in the course:

- a. I learned a great deal from this experience
 - b. I benefited from this experience
 - c. I learned little from this experience
 - d. I found this experience to be a complete waste
 - e. These types of experiences were not encountered in this course.
19. Laboratory experiences
 20. Small group discussions
 21. Independent activities (homework)
 22. Lectures
 23. Feedback from exams and other assessments

Instructor Effectiveness (Please note that questions 24-33 are to be repeated for each instructor in the course)

Please use the following key to answer questions 24-31.

- a. Strongly Agree
 - b. Agree
 - c. No opinion
 - d. Disagree
 - e. Strongly Disagree
24. Instructor X paced lectures at a rate that was comfortable for me
 25. Instructor X geared lecture presentations to my level of background
 26. Instructor X presented facts in a way that showed their conceptual organization
 27. Instructor X defined new terms by using them in context or by providing an example
 28. Instructor X related new material to that previously covered
 29. Instructor X provided handouts or other audiovisual aids that clarified the lecture material
 30. Instructor X allowed in-class opportunities to ask questions and seek clarification
 31. Instructor X provided a list of learning objectives prior to each session

32. Instructor X treated the students with respect:
- a. Consistently
 - b. Often
 - c. Usually
 - d. Rarely
 - e. Never
33. The overall quality of this Instructor X's teaching was:
- a. Among the best I have seen
 - b. Better than many I have seen
 - c. The same as many
 - d. Worse than many I have seen
 - e. Among the worst I have seen



University of Maryland School of Pharmacy – Peer Evaluation Form

Course Number		Educator				Date:	
PHAR <input type="radio"/>	⑤	⑥	⑦	⑧	Course Title		
PHEX <input type="radio"/>	⑥	①	①		Coursemaster		
PHMY <input type="radio"/>	⑦	②	②				
NTPD <input type="radio"/>	⑧	③	③				
	⑨	④	④				
		⑤	⑤				
		⑥	⑥				
		⑦	⑦				
		⑧	⑧				
		⑨	⑨				
		Number of Credits	①	Required Course <input type="radio"/>	% < 20% <input type="radio"/>		
			②	Elective Course <input type="radio"/>	Sessions you Attended		
			③	Evaluator			
			④	Student <input type="radio"/>	20-40% <input type="radio"/>		
			⑤	Faculty <input type="radio"/>	40-60% <input type="radio"/>		
			⑥	Coursemaster/Mentor <input type="radio"/>	60-80% <input type="radio"/>		
			⑦	Other <input type="radio"/>	80-100% <input type="radio"/>		
			⑧				

This form is designed for evaluation of individual educators by students, faculty and other appropriate assessors. **Please complete both sides of the form.** The criteria are based on the faculty-approved guidelines for evaluation of teaching. Please respond candidly to the following statements. You are particularly encouraged to offer constructive suggestions that may help improve the effectiveness of the educator.

		NA	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Organization and Management of the Learning Environment							
1	Provided educational objectives.	①	②	③	④	⑤	⑥
2	Organized course/unit to facilitate learning.	①	②	③	④	⑤	⑥
3	Provided course information to faculty and students	①	②	③	④	⑤	⑥
4	Provided appropriate supporting materials such as texts, chapters, handouts, and/or audio-visual aids.	①	②	③	④	⑤	⑥
5	Exhibited appropriate management of students and other elements of the educational environment.	①	②	③	④	⑤	⑥
Proficiency							
6	Demonstrated knowledge of the subject.	①	②	③	④	⑤	⑥
7	Used appropriate educational strategies to facilitate learning.	①	②	③	④	⑤	⑥
8	Established relationships between course content and objectives and performance outcomes of the program.	①	②	③	④	⑤	⑥
Communication Skills							
9	Demonstrated effective oral and written communication skills.	①	②	③	④	⑤	⑥
10	Used data, media and information technology to facilitate learning.	①	②	③	④	⑤	⑥
11	Effectively managed discussion, review, or laboratory sessions.	①	②	③	④	⑤	⑥
12	Helped students develop oral and written communication skills	①	②	③	④	⑤	⑥

		NA	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Assessment of Students							
13	Explained and employed an appropriate student assessment plan.	①	②	③	④	⑤	
14	Completed exams and other assessment items and provided grades in a timely manner.	①	②	③	④	⑤	
15	Provided regular feedback on student progress toward and achievement of course goals.	①	②	③	④	⑤	
Continuous Improvement							
16	Regularly conducted course/unit evaluations to assess educational effectiveness.	①	②	③	④	⑤	
17	Participated in faculty development program(s) to improve knowledge, skills, and attitudes.	①	②	③	④	⑤	
18	Made appropriate changes in course design and/or during implementation to improve educational effectiveness.	①	②	③	④	⑤	
Summary							
19	Effectively facilitated the development of student abilities (e.g., critical thinking, problem solving, communication skills, ethics, social responsibility and interaction.)	①	②	③	④	⑤	
20	Effectively facilitated student learning.	①	②	③	④	⑤	
		STRENGTHS			SUGGESTIONS FOR IMPROVEMENT		
	Please comment on the educator's organization and management of the course/unit.						
	Please comment on the educator's proficiency in terms of knowledge of the material.						
	Please comment on the educator's ability to communicate.						
	Please comment on the educator's assessment of students (e.g., questions, exams, methods, feedback)						
	Please comment on the educator's efforts to continually improve the course/unit.						
	Please comment on the overall performance of the educator.						

**Department of Pharmacy Practice and Science
Policy and Procedures**

Honoraria Payments for Teaching

Policy: Full-time members of the School of Pharmacy faculty are responsible for conducting all instructional activities in the Doctor of Pharmacy curriculum. Based on their expertise and availability, adjunct faculty and guest instructors may be periodically asked to provide specific instructional services. Course managers are responsible for determining whether adjunct faculty and guest instructors require/desire payment for these services. All payments for instructional services must be approved by the Vice Chair for Education or Department Chair PRIOR to the instructional event.

Scope: This policy applies to all honoraria payments made to adjunct faculty and guest lecturers who perform instructional activities in the Doctor of Pharmacy Curriculum on behalf the Department of Pharmacy Practice and Science. This policy does not apply to honoraria payments made to clinical faculty acting in the role of preceptor in an experiential learning course.

Procedure:

1. Prior to each semester, the assigned course manager determines the instructional topics, educational methods, and course schedule based on the course syllabus (as approved by the curriculum committee).
2. Course manager identifies the most appropriate faculty to deliver the instruction or perform assessment activities. If adjunct faculty or guest instructors are deemed necessary (due to unique expertise or lack of full-time faculty availability), course manager identifies individuals who are qualified and available to teach.
3. Course manager inquires whether the adjunct faculty or guest instructor requires / desires payment for services. If no payment is requested, no further action is required.
4. Payment for teaching services should generally be based on the following guidelines:
 - a. Lecture 1hr = \$100 2hr = \$200
 - b. Recitation/Case Studies 1hr = \$50 2hr = \$75 3hr = \$100
 - c. Grading Care Plans / Papers \$30/hour
 - d. Course Manager \$1500/credit hour

Payments in excess of these amounts must be negotiated with the Vice Chair of Education or the Department Chair.

5. Course manager completes Part 1 of the Honoraria Payment for Teaching request form and submits it to the Vice Chair for Education at least 30 days prior to the instructional event. In case of absence, the Department Chair may approve honoraria payment requests.

6. Vice Chair for Education reviews the honoraria request. If approved, the Vice Chair signs Part 2 of the request form and returns it to the course manager. If denied, the Vice Chair for Education will call or e-mail the course manager.
7. Vice Chair for Education gives a copy of the honoraria request to the Academic Specialist to track payment request.
8. Course manager gives original honoraria request form to the adjunct faculty or guest instructor.
9. Adjunct faculty or guest instructor completes Part 3 of honoraria request form after completing the instructional activity and mails it to the Academic Specialist to request payment.
10. Academic Specialist prepares internal paperwork to request a check from accounts payable. A check request should be submitted to accounts payable within 2 weeks of receipt.
11. Academic Specialist mails check with a cover letter to adjunct faculty or guest instructor.



**University of Maryland School of Pharmacy
Department of Pharmacy Practice and Science**

Honoraria Payment for Teaching

PART 1 – DESCRIPTION OF TEACHING ACTIVITY / HONORARIA REQUEST

Course Title: _____

Course Number: _____ Credits: _____ Semester/Year: _____

Course Manager: _____

Instructor's Name: _____

Title of Teaching Activity: _____

Instructor's Role: Content Expert Course Manager

Teaching Method(s): Lecture(s) Case Studies Other _____

Date(s) for Instructional Activity: _____

Anticipated Duration: _____ (hours)

Honoraria Requested: \$ _____

Course Manager: _____ Date: _____

PART 2 – DEPARTMENT APPROVAL

___ Approved ___ Denied Acct #: _____

VC for Education or Chair: _____ Date: _____

PART 3 – PAYMENT REQUEST

This is to confirm that I have provided the services listed above and I agree to accept the payment indicated:

Instructor's Signature: _____ Date: _____

Make Check Payable to: _____

Social Security #: _____

Address: _____

City: _____ State: _____ Zip: _____

Home Tel #: _____ Business Tel #: _____

Mail request to: Aynsley Hamel
University of Maryland School of Pharmacy
100 Penn Street – Suite 240
Baltimore, MD 21201-1082
(410) 706-8334

PART 4 – PAYMENT PROCESSED (Process within 2 weeks of receipt)

Date Received: _____ Date Request Processed: _____ Initials: _____



Reporting Teaching Workload - Guidelines

University of Maryland School of Pharmacy
Department of Pharmacy Practice and Science

Purpose: The purpose of the policy is to establish guidelines for reporting teaching workload on reports submitted to the Chair (or designee) of the Department of Pharmacy Practice and Science.

Scope: This guideline applies to all faculty and residents employed by the Department of Pharmacy Practice and Science (PPS).

Reporting Teaching Workload Statements:

1. Faculty and residents should routinely document their teaching effort in a systematic manner. Residents are required to report their teaching workload every month to the Vice Chair for Education through the department's Academic Program Specialist. Faculty are strongly encouraged to use a calendaring system to track teaching workload, recording not only face-to-face instructional activities with students but also preparation, assessment (e.g. grading), and course management activities. All faculty are required to provide a best estimate of their teaching workload on their annual faculty effort report.
2. Faculty teaching workload reports may be audited by the Dean's office or other state officials. The school's official classroom calendar (CelCat) may be used as a mechanism to validate classroom teaching hours – so it is important that faculty assure that their classroom teaching hours are accurately recorded (credited) on the school's official calendar. This includes not only lectures but workshops, recitation sessions, exams, assessments, and labs.
3. Guidelines for reporting didactic teaching hours:
(If reported hours EXCEED these guidelines, an explanation should be given)
 - Lecture – 1 hour for every hour or portion thereof spent in the classroom
 - Workshop/Recitation/Lab – 1 hour for every hour or portion thereof spent in the classroom
 - Exam/Assessment – 1 hour for every hour or portion thereof spent in the classroom proctoring
 - Preparation
 - Lectures – 8 hours for each new 1-hour lecture and 12 hours for each new 2-hour lecture you develop; 2 hours to update a lecture previously developed
 - Workshops – 8 hours for each new workshop you develop; 2 hours to update and prepare for each workshop previously developed
 - Recitations – 2 hours to prepare for each recitation session
 - Exams and Assessments – 2 hours for each lecture or workshop session to develop exam materials; up to 20 minutes/student to grade essay exams, care plans, or other written assessments

- ISAT Module Coordinators – 5 hours / week
 - Didactic Course Administration (e.g. Course Manager Role) – 15 hours for each credit hour
4. Guidelines for reporting experiential learning hours:
(If reported hours EXCEED these guidelines, an explanation should be given)
- Introduction to Pharmacy Practice – 1 hour for each day spent with student
 - Longitudinal Care I and II (Phase II)– report all group and 1-on-1 sessions as a workshop/recitation (using didactic course guidelines above); up to 30 minutes/student to grade and provide feedback on each written assignment
 - Safe Medication Order Processing (Phase III) – 1 hour for each day spent with student
 - Pharmaceutical Care (Phase IV) – 30 hours per student plus up to 60 minutes to grade and provide feedback on each written care plan or other assignment
 - Ambulatory Clinic (Phase IVa) – 1 hour per student / week (12 hours for a twelve week rotation); 1.5 hours per 2 students supervised simultaneously
 - Elective Advanced Practice Rotations (Phase VI) – 20 hours (2 credit rotation) to 30 hours (3 credit rotation) per student plus up to 60 minutes to grade and provide feedback on each written care plan or other assignment.
 - Special Project Electives (either didactic or experiential) – 10 hours for each credit hour
 - Experiential Course Administration (e.g. Course Manager Role) – 150 hours / academic year for required courses; 30 hours / academic year for elective courses
5. These guidelines for reporting teaching workload are mere “benchmark” suggestions. If the actual number of hours spent is substantially greater (or less) than the suggested benchmark for the activity, faculty should report the actual number of hours spent engaged in the activity. If the number of hours exceeds the benchmark for that activity, faculty should provide a brief written explanation or justification on the report.

Stuart Haines

Vice Chair for Education

Department Chair

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