

# University of Wisconsin-Madison School of Pharmacy

728-760



**School of Pharmacy**  
UNIVERSITY OF WISCONSIN-MADISON

## Elective Pharmacy Practice Clerkship

2023-2024

Course Manual

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# Course Description

## Elective Pharmacy Practice Clerkship (728-760)

### 1-6 Credits

This course is a continuation of the PharmD student's experiential course work. It builds on prior didactic course work in: drug literature evaluation, introductory clerkships, pharmacy law and ethics, nonprescription products, and the pharmacotherapy course sequence.

Specific student activities are guided by site-specific course objectives, professional competencies and outcome expectations set by the Accreditation Council for Pharmacy Education Accreditation Standards and Key Elements for the Professional Program in Pharmacy Leader to the Doctor of Pharmacy Degree ("Standards 2016") approved January 25, 2015 and released February 2, 2015 in conjunction with the UW-Madison Doctor of Pharmacy (PharmD) Program Educational Outcomes approved June 8, 2015.

- Students are expected to be integrated into and participate in advanced pharmacy practice activities appropriate to the specific site under the supervision of a clinical instructor/preceptor.
- Students will become progressively independent in their activities as they complete more clerkships.
- This course is designed to foster student development of professional independence, keeping in mind that all student activities will be appropriately supervised by the site instructor.
- Students will further develop their written and verbal communication skills working with patients and health care professionals, as appropriate.
- Course activities include but are not limited to: direct patient care, drug information, guideline and policy development, administrative support, and teaching.

The Elective Advanced Pharmacy Practice Experience includes rotation sites where students perform both direct and indirect patient care activities. The Pharmacists Patient Care Process (PPCP) may be applied to both types of activities. A student completing a rotation focused on direct patient care will perform all aspects of the PPCP. Examples include **COLLECT**ing medication histories and physical assessment findings; **ASSESS**ing medication problems and determining if health goals are met; designing **PLANS** to optimize medication therapy; **IMPLEMENT**ing the care plan and providing education; **MONITOR**ing clinical endpoints; and **DOCUMENT**ing in electronic health records.

Students completing rotations focused on indirect patient care (such as managed care, administrative, or teaching rotations) will also have opportunities to apply PPCP. Examples include **COLLECT**ing electronic or health insurance records; **ASSESS**ing error reports for trends, drug cost use, or aggregate student performance data; **PLAN**ning at the classroom, system, or population level; use of **IMPLEMENT**ation strategies; **MONITOR**ing the strategy or intervention; and **DOCUMENT**ing via memos or reports.



## Evaluation & Grading

### Grading Summary

A	93-100
AB	89-92
B	83-88
BC	77-82
C	70-76
D	60-69
F	Less than 60

### Grading Rubric

Final letter grades will be assigned by a Course Coordinator, NOT the clinical instructor. Course grades are determined according to the following:

<u>Student Performance Evaluation</u>	
Midpoint	Required
Final	60%
<u>Project</u>	
Presentation	10%
Clinical Instructor Evaluation	10%
<u>Clinical Inquiry</u>	
	15%
<u>Journal Article Review</u>	
	3%
<u>DEI Activity</u>	
	1%
<u>Professional Writing Skills</u>	
	1%

<a href="#">Update Student Profile</a>	Required
<a href="#">Rotation SMART Goals</a>	Required
<a href="#">Attendance (Site)</a>	Required
<a href="#">APPE Seminar</a>	Required
<a href="#">Student Rotation Self-Evaluation</a>	Required
<a href="#">Preceptor, Site &amp; Course Evaluations</a>	Required
<a href="#">Reflection Document</a>	Required
<a href="#">Experiential Checklist</a>	Optional
<a href="#">iTOFT (Interprofessional Observation)</a>	Optional

- See the [760 Grading Record](#).
- For rotation-specific activities assigned by the site clinical instructor(s), if a student misses deadlines and/or does not complete the work in the timeframe assigned, the course coordinators may adjust the final course grade downward.
- The final course grade may also be adjusted downward at the discretion of the course coordinators given assessment of the student's overall course performance, including issues related to nonadherence to the School's professionalism policy.
- See additional information in the [General Manual](#) regarding point deductions or loss of credit as related to other course requirements.

## Assignments

The following information provides explanation and expectations for the course's major assignments. Readings and tools to assist in completing assignments are also available on Canvas. The Experiential Checklists and evaluation forms can be found in the [Appendices](#).

### *Student Performance Evaluation by Clinical Instructor (60%)*

**Explanation:** Although frequent feedback will be provided to students by clinical instructors, student performance in this course will be formally evaluated at the midpoint and at the end of the rotation.

**Expectations:** The clinical instructor will use the Midpoint evaluation to provide formative feedback on student performance at the 3-week point in the course. Only the final evaluation will factor into the student's course grade at the end of the rotation.

**Evaluation:** The clinical instructor will use the online Student Performance Evaluation form to evaluate the student, score will be entered in the Grading Record. Grades will not

be submitted until all requirements are complete. See the [Student Performance Evaluation](#) in the General Manual for more information.

## *Project (10%)*

**Explanation:** The objectives of this assignment are to (1) refine project development and time management skills, and (2) promote pharmacy services at rotation sites and support the [Wisconsin Idea](#).

### **Expectations:**

- One project will be completed for each 760 rotation. Additional projects may be assigned by the site clinical instructor, but only one project is to be identified as “the” project related to course requirements.
- Project assignments will be made by the site clinical instructor.
- Topics should be determined during week 1 or week 2 of the clerkship rotation.
  - Topic should be different from the clinical inquiry topic. For example, a separate search should be conducted for the clinical inquiry assignment as compared to the presentation evidence-based background.
  - For lists on types of past projects and what preceptors perceived as valuable APPE projects see [Judson K, et al](#). Preceptor perceived value from pharmacy practice development projects during advanced pharmacy practice experiences. *J Pharm Soc Wis. 2023*.
  - For ideas on determining a manageable scope for a 6-week project, consider dividing a larger project across multiple students/blocks. [See Reindeau AB, Heim ME. Precepting tips: precepting research projects for success. J Pharm Soc Wis. 2017;20\(6\):22-24.](#)
  - If 2 students are working on the same project during the same rotation, each student should identify a unique aspect of the work as “their” project responsibility.
  - See the appendices for [Project Topic Examples](#).
- The Clinical Instructor will evaluate the project online using the [Project Evaluation by Clinical Instructor Form](#) and will follow to the [Project Evaluation Rubric](#).

## *Project Presentation (10%)*

**Explanation:** The objective of the project presentation is to enhance public speaking skills and to provide a format for practicing professional presentations.

### **Expectations:**

- During each 760 rotation, each student will give a formal presentation about their project. All students must present their projects at the end of each block & students may only give their project presentations at their scheduled sessions.
- Please remember that if the project is an inservice, presentation of the inservice IS PART OF the project itself; the project presentation as required for the course is a completely separate activity.
- See 760 Canvas course for “Content” information related to:
  - Examples of well-done project presentation
  - SMART objective guidance
  - Project presentation schedule
  - Presentation handout dropbox (due before end of block)
  - Postings that include tips for giving presentations
- The Project Presentation will be evaluated online using the [Project Presentation Evaluation Form](#).
  - Students should review the evaluation form in order to prepare the presentation according to expectations.
  - 15 minutes maximum in length (13 minutes for presentation + 2 minutes for Q & A)
  - Audiovisual aids (slides in PowerPoint format) are required.
  - The handout must be emailed to the evaluator by 5PM the evening prior to the presentation date.
  - **Handout** materials consist of:
    - PowerPoint slide set
    - Any supplemental materials such as something you have created or used as part of the project— survey/quiz, informational handout, blank example data collection form, slide deck if your project is an inservice, etc. You can either share the supplemental material within the PowerPoint presentation or as a separate document.
  - Students in the presentation audience are **REQUIRED** to ask one (1) question to each presenter.
  - The presentation handout **MUST** be uploaded to Canvas before the last day of the clerkship block. Failure to submit the handout will result in an “incomplete” for the block.

- Because of the limited evaluator availability, it is not possible to schedule make-up project presentation sessions if a student misses their assigned date/time. **Students should put their scheduled project presentation dates in their calendar and double-check the schedule and calendar for accuracy.**
- See the [Project Presentation Details](#) page for further details.

## *Clinical Inquiry (15%)*

**Explanation:** The purposes of the assignment are:

1. to foster critical thinking skills related to evidence-based decision-making
2. to practice and refine written communication skills

**Expectations:** See the [Clinical Inquiry Manual](#) for assignment specifics, writing guidance, and evaluation rubric.

- One clinical inquiry is required each 760.
- The site clinical instructor will determine the topic—please work with the clinical instructor to create the PICO construct and the final question.
  - The clinical inquiry topic **MUST** be different than the project topic.
  - Non-clinical questions are permitted as long as the question requires synthesis of primary and/or secondary literature to formulate an evidence based answer.
- The document must be submitted to the 760 Canvas **PRIOR TO 11:59PM OF FRIDAY DURING WEEK 3 OF THE BLOCK.**

### **ALL STUDENTS MUST UPLOAD BY THE DEADLINE TO RECEIVE CREDIT FOR THE ASSIGNMENT.**

- Students are **STRONGLY ADVISED** to immediately check the course website to self-verify that the clinical inquiry document was uploaded successfully. Inquiries not submitted by the designated deadline will result in a score of zero (0) points.
- If a student disagrees with the evaluation of a clinical inquiry, they may contact a course coordinator to request re-evaluation. The re-evaluated score, whether higher or lower, will be considered t
- he final score for the assignment.

## *Journal Article Review (3%)*

**Explanation:** The objective of journal article review is to evaluate a research study and to discuss implications of the study for practice.

### **Expectations:**

- Students will select one research article (primary or secondary literature), and complete a journal article template to guide student preparation and discuss the article with their clinical instructor.
- Please see the journal club template posted on Canvas.
  - An article used in the clinical inquiry or project is acceptable.

**Evaluation:** Using a journal club template available on Canvas, students will evaluate one article and complete the journal club template. The clinical instructor will discuss and evaluate the article review.

The clinical instructor will evaluate the student using the following scale:

<b>0 (NO)</b> Not done or Unacceptable	<b>1 (Inconsistent)</b> Some deficiencies with information provided.	<b>2 (YES)</b> Acceptable. Sufficient information provided
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The Clinical Instructor will enter the score on the grading record.

## *DEI Activity (1%)*

**Explanation:** The objective of the diversity, equity, and inclusion (DEI) activity is for students to reflect on how pharmacists or healthcare providers or systems can provide culturally responsive and whole person-centered care to reduce healthcare disparities and advocate for systems change.

### **Expectations**

- Students will work with their preceptor to select one of the following activities. Students should not select the same activity more than once within the same health-system or company.
- All activity deliverables must be completed in Canvas by 11:59 PM on Friday of Week 6 of each 760 clerkship block.
- The Clinical Instructor will enter the score on the grading record.
- Failure to complete a DEI activity by the deadline or if the activity does not meet the clinical instructor's expectations, this activity will result in a score of zero (0) points.
- This activity is worth 1% of the course grade.



### Activity options:

1. Review the current DEI policies or statements at your rotation site. Write and upload 1 paragraph summarizing your reflection of the policies and/or statements; include at least one recommendation for improvement or enhancement.
2. Attend a DEI committee meeting. Write and upload a one paragraph reflection describing at least one takeaway for you from that meeting.
3. Create a site specific DEI calendar. Discuss the specific populations of interest to include with your preceptor. Upload the 12 month calendar. Write and upload a one paragraph reflection describing what you learned while creating the calendar.
4. Discuss a marginalized/medically underserved patient population that is served by the site with your preceptor. Review any tools or resources the site regularly uses, if any, related to this population. Write and upload a one paragraph reflection describing at least one takeaway for you from the discussion with your preceptor; include at least one recommendation for improvement or enhancement the site could adopt for the care of that population.
5. Read a piece of published literature (i.e., available in PubMed or similar) related to healthcare for a marginalized/medically underserved patient population or about social determinants of health. Either write and upload a two paragraph summary or discuss the article with your preceptor. Write and upload a one paragraph reflection describing at least one takeaway for you from the activity (needs to be completed whether the written or discussed option is chosen).

### *Professional Writing Skills (1%)*

**Explanation:** The objective of this assignment is to refine literature searching and professional writing skills.

### **Expectations:**

6. **Two** of the following activities will be assigned and must be completed in Canvas by 11:59 PM on Friday of **Week 2** of each 760 clerkship block.
7. All students who complete the activity will earn full credit. Failure to complete these activities by the deadline will result in a score of zero (0) points.
8. Each activity is worth 0.5% of the course grade.
9. Following the activity deadline, an answer key will be posted in Canvas.

### **Activity Options:**

#### 10. **PICO Practice**

Part 1: Students will be given a well-constructed clinical question. The

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student action for the activity is to complete the PICO formula for the question.

Part 2: Students will be given a question that cannot be broken into a PICO format. The student action for the activity will be to explain why the question cannot be put into a PICO format.

11. **Paraphrasing**

Students will be provided a passage of original text and a sample paragraph, which was part of an assignment to incorporate the original text concepts into a section of a paper/assignment. Students will be required to identify if the sample paragraph is (1) word-for-word plagiarism, (2) a patchwork paraphrase (also considered plagiarism), or (3) a legitimate paraphrase.

12. **Reference Formatting/Information Source**

Part 1: Students will be provided a reference citation and must identify and state two errors in reference format.

Part 2: Identify the appropriate resource database to efficiently find appropriate resources.

**Professional Writing Skills Frequently Asked Questions:**

13. **When are these available and when is the key available?**

**Answer:** These are ONLY available through a link in Canvas from THE BEGINNING of the block until 11:59 PM ON FRIDAY OF WEEK 2 of the block. The answer key is made available in Canvas following the quiz deadline.

14. **When do these activities have to be completed?**

**Answer:** By the stated deadline with NO make-ups allowed.

*Student Rotation Self-Evaluation (Required)*

**Explanation:** See the [Student Rotation Self-Evaluation Process](#) for details.

**Expectations:** The following is an overview of the process:

15. A BASELINE self-evaluation is done ONCE prior to the start of the first APPE rotation of the year. The baseline self-evaluation must be reviewed with the site clinical instructor during the first week.
16. Finalized SMART Goals must be entered by the end of week 2.
17. A post-rotation self-evaluation must be completed at the end of each rotation. It must be reviewed by the student and site clinical instructor during the last week of each block.
18. In subsequent blocks, the post-rotation self-evaluation from the previous block must be reviewed with the site clinical instructor during the first week.

## *Reflection Document (required)*

19. At the end of each 728-760 rotation, each student must upload a reflection document to the 760 Canvas course reflection assignment.
  - The reflection document must respond to this:

*Reflect upon and describe one experience during this rotation that made an impact on your learning experience, and explain why.*

## *iTOFT (Optional)*

**Explanation:** The iTOFT evaluation is optional for 760. See the [APPE Evaluations](#) in the General Manual for a full description of the tool.

**Expectations:** Instructors will verify when the iTOFT evaluation is completed. The iTOFT evaluation is accessible from the grading record.

**Evaluation:** When an instructor chooses to complete the iTOFT, the evaluation is not factored into the final course score/grade.

## **Resources**

- **Project Resource**  
[Reindeau AB, Heim ME. Precepting tips: precepting research projects for success. J Pharm Soc Wis. 2017;20\(6\):22-24.](#)
- **Journal Article Review Resource**  
Miser WF. Finding truth from the medical literature: how to critically evaluate an article. Prim Care Clin Office Pract. 2006;33:839-862.
- Ebling Library: <https://ebling.library.wisc.edu/>

## **Appendices**

## 728-760 Experiential Site Activity Checklist (For Both Student and Site Clinical Instructor [CI])

Date Completed	Student Initials	CI Initials	Prior to Rotation
			1. Student contacts clinical instructor 2 weeks prior to start <b>and posts or updates student profile</b>
			2. Clinical instructor sends map/parking/bus schedule information to student if requested
			3. Review unique health status requirements. Student should have copies of forms for sites needing actual documents.
			4. Discuss personal requirements (housing, nametag, white coat, calculator, background reading, etc.)

Date Completed	Student Initials	CI Initials	First Day/s of Rotation (arrange time to meet in uninterrupted environment)
			1. Give a schedule (hours to attend, etc.) to each other. Discuss workflow and student responsibilities. Discuss procedure to make up days missed if needed. Discuss how many professional days have been used to date & what plans the student has this block for using any professional days. <i>Review clerkship policy regarding the use of professional days.</i>
			2. Computer access, security system, paging
			3. Medical Record review and/or profile review
			4. Policy and procedures, health policy, universal precautions, and site safety issues
			5. Introduction to all pharmacy staff and other personnel (i.e., tour unit or clinic, orient to store, etc.)
			6. Location of references
			7. Review site objectives
			8. Assess student baseline knowledge and identify student interests. Discuss rotation SMART goals based on student skill and experience.
			9. Discuss conduct, ethics, and confidentiality issues
			10. Student reviews Student Performance Evaluation (SPE) History with instructor and identify student areas needing improvement

<b>Date Completed</b>	<b>Student Initials</b>	<b>CI Initials</b>	<b>Continuous Throughout Rotation</b>
			1. Have conferences at appropriate intervals between student and instructor (suggest weekly if not daily)
			2. Give immediate and specific feedback when needed or when requested
			3. Notify faculty coordinator immediately regarding students with poor attendance or performance
			4. Review assignment deadlines
			5. Share copies of assignments with clinical instructor
			6. Complete iTOFT as applicable

<b>Date Completed</b>	<b>Student Initials</b>	<b>CI Initials</b>	<b>No Later Than Week 2</b>
			1. Discuss and establish student's rotation SMART goals for the rotation and document as instructed in the general manual

<b>Date Completed</b>	<b>Student Initials</b>	<b>CI Initials</b>	<b>Midway Through Rotation (arrange time to meet in uninterrupted environment)</b>
			1. Schedule verbal evaluation stating accomplishments, problems and concerns; and new goal setting for remainder of rotation. Use Student Performance Evaluation and discuss progress.

<b>Date Completed</b>	<b>Student Initials</b>	<b>CI Initials</b>	<b>Last Week of Rotation (arrange time to meet in uninterrupted environment)</b>
			1. Fill out the rotation self-evaluation; clearly and completely document strengths and weaknesses based on the evaluation criteria
			2. Instructor discusses with student: <ul style="list-style-type: none"> <li>• Student performance evaluation</li> <li>• Rotation self-evaluation</li> <li>• Grading record</li> </ul>
			3. Student to complete course/site/preceptor evaluations
			4. Student to upload to Canvas: <ul style="list-style-type: none"> <li>• DEI activity</li> <li>• Project presentation handout</li> <li>• Reflection document</li> <li>• Journal article review template</li> </ul>
			5. Student to return computer access card, ID, etc.

## Grading Record for 760

(Activity due at the end of the block unless otherwise noted.)

Activity	Where to Submit	Record Scores
<b>Student Profile</b> (update and contact Clinical Instructor 2 weeks prior to start of block)	Student Clerkship Webpage	(Instructor Initials)
<b>Experiential Checklist</b> (reviewed only)		(Instructor Initials)
<b>Student's Rotation Self-Evaluation</b> (reviewed last week of block)	Student Clerkship Webpage	(Instructor Initials)
<b>Clinical Inquiry</b> (Friday of week 3)	Course Dropbox	(0-100)
iTOFT (Optional)	CI Evaluation Optional	(Instructor Initials)
<b>Journal Article Review</b>	Course Dropbox	(0-2)
<b>DEI Activity</b>	Course Dropbox	(0-1)
<b>Practice Development Project</b>		
<b>Presentation Evaluation</b>	Course Dropbox	(0-10)
<b>Project Evaluation by Clinical Instructor</b>	CI Evaluation	(0-10)
<b>Student Performance Evaluation (SPE)</b>		
<b>Midpoint Evaluation</b> (end of week 3)	CI Evaluation	(0-100)
<b>Final Evaluation</b>	CI Evaluation	(0-100)
<b>School of Pharmacy Grading</b>		
<b>Course/Site/Preceptor Evaluations</b>	Student Clerkship Webpage	
<b>Professional Writing Skills</b>		
<b>Writing Skills #1</b>	Course Dropbox	(required)
<b>Writing Skills #2</b>	Course Dropbox	(required)
<b>Seminar</b>	See General Manual	
<b>Reflection Document</b>	Course Dropbox	
<b>Rotation Hour Log</b>	Course Dropbox	

### Modified Interprofessional Teamwork and Observation and Feedback Tool for Pharmacists

Observable behavior	Item descriptor	Inappropriate	Appropriate	Responsive	N/A
Plans patient care intervention with team members	The student actively engages with the team to achieve an integrated care management plan and identifies actions within their scope of practice that address patient care needs. <b>Includes:</b> creates, plans, negotiates, speaks up, agrees.				
Prioritizes actions relevant to the management of the patient	The student actively engages with the team to prioritize the actions identified in the integrated care management plan. <b>Includes:</b> negotiates, speaks up, agrees.				
Includes relevant health professionals as appropriate	The student recognizes the boundaries of their and colleagues' scope of practice and identifies a knowledge gap that may be met by another health professional. <b>Includes:</b> questions, evaluates, sources, refers.				
Demonstrates respect for others in and outside the team	The student is polite and shows consideration of the contributions of other people. <b>Includes:</b> acknowledges another's opinion, actively listens, is kind, is mindful, appreciates.				

#### Scale Descriptors

<b>Inappropriate</b>	The student's teamwork behavior is not appropriate. <b>For example:</b> doesn't respond when asked a question; disrespectful or insufficient communication; insensitive behavior; inadequate or incorrect information given; aggressive behavior.
<b>Appropriate</b>	The student is engaged with the team in the activity. However, does not take the opportunity to further develop teamwork behaviors. <b>For example:</b> gives accurate responses to questions when asked but does not ask questions or seek clarification; listens to feedback but does not initiate discussion; does not offer suggestions.
<b>Responsive</b>	The student is actively engaged with the team in the activity and demonstrates commitment in learning about teamwork. <b>For example:</b> speaks up, asks for information; integrates the perspectives of others; reflects back to others; clarifies, motivates, acknowledges the contribution of others; builds upon the ideas of others; encourages others.
<b>Not applicable to this observation</b>	It is not possible to demonstrate this behavior in this observation.

## Project Evaluation by Clinical Instructor Online Form

**Clinical Instructor Directions for completing the evaluation:**

This evaluation is entered online by the clinical instructor. The copy in the manual is available as a reference throughout the rotation. The online Project Evaluation by Clinical Instructor is available during the time period that the final student performance evaluation is available.

- Access this form through Evaluate Student Performance/Record Grades on the clerkship website
- Select the “CI Project Evaluation” button
- All preceptors linked with the rotation will have access to complete the project evaluation
- [Project Evaluation Rubric](#)

Project Title: \_\_\_\_\_

<b>1 = Unsatisfactory</b>	<b>2 = Minimally meets expectations</b>	<b>3 = Moderately meets expectations</b>	<b>4 = Fully meets expectations</b>
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Please note use of half points is acceptable.

	Evidence for Scoring (required)
<p>I. <b><u>Methods, process &amp; implementation</u></b> (40%)</p> <p>Consider for evaluation:</p> <ul style="list-style-type: none"> <li>• Steps used to complete project</li> <li>• Overcoming project barriers</li> <li>• Student self-directedness for project work</li> <li>• Timeliness of project work (considerations: deadlines, time needed to complete project steps)</li> </ul>	
<p>II. <b><u>Finished project/product</u></b> (50%)</p> <p>Consider for evaluation:</p> <ul style="list-style-type: none"> <li>• Did the end product meet your expectations?</li> <li>• Also consider quality, focus, and depth</li> </ul>	
<p>III. <b><u>Project Status at End of Rotation</u></b> (10%)</p> <p>Consider for evaluation:</p> <ul style="list-style-type: none"> <li>• Overall project status</li> <li>• Documentation provided to allow others to follow-up</li> </ul>	
<p>IV. <b><u>Project Value:</u></b></p> <p>Please describe the value this student project adds to your practice site.</p>	



## Project Evaluation by Clinical Instructor Rubric

This rubric is considered guidance for the clinical instructor to evaluate the student's project work. To use, please consider the criteria description which best fits the student's performance and final work on the project. Use of half points is acceptable.

<b>Methods, Process &amp; Implementation</b>				
Criteria	1 – Unsatisfactory	2 – Minimally meets expectations	3 – Moderately meets expectations	4 – Fully meets expectations
Consider for evaluation: <ul style="list-style-type: none"> <li>• Steps used to complete project</li> <li>• Overcoming project barriers</li> <li>• Student self-directedness for project work</li> <li>• Timeliness of project work (considerations: deadlines, time needed to complete project steps)</li> </ul>	Student <u>does not</u> conduct data collection or complete data analysis. Student does not recognize project barriers or attempt to identify appropriate strategies to overcome barriers. Student was highly dependent on clinical instructor for initiation of project tasks and project guidance. Student was disorganized and did not meet required deadlines; amount of time needed for each project step was largely miscalculated or downtime was not used.	Student conducts data collection and analysis with <u>significant</u> help from clinical instructor; data collection is incomplete and analysis does not reinforce objectives. Student requires significant help of clinical instructor to identify project barriers or execute appropriate strategies to overcome barriers as appropriate. Student initiated few project tasks and expected guidance/ direction; independence was difficult even with support. Organization was unclear and student missed two or more required deadlines; amount of time needed for each project step was often miscalculated or downtime was not used.	Student conducts data collection and analysis with <u>moderate</u> help from clinical instructor; data collection is incomplete or analysis does not reinforce objectives. Student is able to identify some project barriers and executes strategies to overcome barriers with minimal help from clinical instructor as appropriate. Student initiated most project tasks and/or asked for guidance/direction when appropriate; student was involved but not as independent as expected. Student was organized, but missed one required deadline; amount of time needed for each project step was appropriately budgeted.	Student conducts data collection and analysis with <u>minimal</u> help from clinical instructor; data collection is accurate and analysis reinforces objectives. Student identifies project barriers and executes strategies to overcome barriers with minimal help from clinical instructor as appropriate. Student initiated all project tasks and asked for guidance/direction when appropriate. Student was self-directed and completed work independently as expected. Student was well-organized and met all required deadlines; amount of time needed for each project step was appropriately budgeted.
<b>Finished Project/Product</b>				
Criteria / Scoring	1 – Unsatisfactory	2 – Minimally meets expectations	3 – Moderately meets expectations	4 – Fully meets expectations
Consider for evaluation: <ul style="list-style-type: none"> <li>• Did the end product meet your expectations?</li> <li>• Also consider quality, focus, and depth</li> </ul>	Student work on project does <u>not</u> meet predetermined expectations; project components are not addressed at an appropriate quality, are too vague, <u>or</u> depth is inappreciable	Student work on project partially meets predetermined expectations; two or more project components are not addressed at an appropriate quality <u>or</u> are too vague	Student work on project meets most predetermined expectations; one project component is not addressed at an appropriate quality <u>or</u> is too vague	Student work on project meets predetermined expectations; each component is addressed to appropriate quality <u>and</u> depth
<b>Project Status at End of Rotation</b>				
Criteria / Scoring	1 – Unsatisfactory	2 – Minimally meets expectations	3 – Moderately meets expectations	4 – Fully meets expectations
Consider for evaluation: <ul style="list-style-type: none"> <li>• Overall project status</li> <li>• Documentation provided to allow others to follow-up</li> </ul>	Expected portion of project is < 50% completed <u>or</u> handoff was <u>not</u> communicated effectively	Expected portion of project is 50-79% completed and handoff was communicated but required clarification	Expected portion of project is 80-99% completed and handoff was communicated effectively	Expected portion of project is 100% completed and handoff was communicated effectively

## Practice Development Project Presentation Evaluation Form

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Project Title: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

### Content of Presentation (64%)

#### Introduction (19%)

#### **Comments**

~ 1  
min.  
total

		<b>Comments</b>		
<b>Site info</b>	<b>2%</b>	Introduced self, clinical instructor, rotation site & provided some demographics (i.e., populations served, volume/beds, number of pharmacists, etc.)		YES/NO
<b>Project purpose</b>	<b>2%</b>	Stated single purpose, the “overarching” thing you want to accomplish with your project		YES/NO
<b>Project SMART objectives</b>	<b>6%</b>	• Zero or one objective		<input type="checkbox"/> (0%)
		• Two to three SMART objectives for the project (not the presentation) which do <u>not</u> use actionable <u>or</u> measurable verbs		<input type="checkbox"/> (50%)
		• Two to three SMART objectives for the project (not the presentation) which <u>do</u> use verbs that are actionable or measurable <u>but not both</u>		<input type="checkbox"/> (80%)
		• Two to three SMART objectives for the project (not the presentation) which <u>are both actionable and measurable</u> (note: completion of an objective –i.e. a presentation or a patient info brochure--is <u>not</u> a measurable outcome for an objective; students should consider the goal of the objective when determining their measurements.)		<input type="checkbox"/> (100%)

<b>Evidence-based background (~3 minutes total)</b>	<b>6%</b>	<b><u>Description/rationale from literature of why project/topic is important:</u></b> <ul style="list-style-type: none"> <li>o No evidence-based background</li> </ul>		<input type="checkbox"/> (0%)
		<ul style="list-style-type: none"> <li>o Evidence-based background <u>not tied</u> to project <u>appropriately</u> or does <u>not use</u> any <u>primary or secondary literature, as applicable</u></li> </ul>		<input type="checkbox"/> (25%)
		<ul style="list-style-type: none"> <li>o Provides need/rationale for project however does <u>not</u> support with references from published primary &amp; secondary literature and other non-industry peer-reviewed sources, as applicable. Spends an excess amount of time discussing evidence-based background.</li> </ul>		<input type="checkbox"/> (50%)
		<ul style="list-style-type: none"> <li>o Provides need/rationale for project with support from published primary &amp; secondary literature and other non-industry peer-reviewed sources, as applicable; expectation is <u>at least 2 slides</u> of information. Spends an appropriate amount of time on evidence-based background.</li> </ul>		<input type="checkbox"/> (100%)
	<b>3%</b>	<b><u>Evidence-based detail/statistics:</u></b> <ul style="list-style-type: none"> <li>o No data/statistics included</li> </ul>		<input type="checkbox"/> (0%)
		<ul style="list-style-type: none"> <li>o Specific data/statistics included for at least 1 reference, but details from remaining applicable references are not adequately explained; as a reminder, students can include data/statistics on slides but verbally describe more generally</li> </ul>		<input type="checkbox"/> (50%)
		<ul style="list-style-type: none"> <li>o Includes specific data/statistics &amp; information from published primary &amp; secondary literature and other non-industry peer-reviewed sources, as applicable</li> </ul>		<input type="checkbox"/> (100%)

Project Information (35%)		Comments	
Project methods (~3 minutes total)	11%	<b>Methods:</b>	
		○ No methods sections	<input type="checkbox"/> (0%)
		○ List of steps taken is unclear for the audience to understand the project operationalization	<input type="checkbox"/> (50%)
		○ Lists & describes the steps/information that the student carried out but <u>not in enough detail</u> for another person to be able <u>to replicate</u> the project (i.e. understandable list of steps taken)	<input type="checkbox"/> (80%)
		○ Lists & describes the <u>detailed</u> steps/information that would be needed in order to replicate the project; expectation is <u>at least 2 slides</u> of information	<input type="checkbox"/> (100%)

Student role: overall time commitment/ workload & student role (~1 minute total)	2%	Student role: discusses student's specific role in the project including who generated the project topic/concepts, which parts of the project are attributed to the student's own work, and how the student chose to operationalize the project		YES/NO
	2%	Time commitment/workload: itemizes time allocation by major project steps/activities to date and anticipated additional project time (note: Projects are expected to require at least 8 to 10 hours) <ul style="list-style-type: none"> <li>○ Extensive &gt;20 hours</li> <li>○ Significant 11-20 hours</li> <li>○ Moderate 8-10 hours</li> <li>○ Minimal &lt;8 hours</li> </ul>		YES/NO

<b>Project outcomes/ results-to-date (~3 minutes)</b>	<b>11%</b>	<ul style="list-style-type: none"> <li>No outcomes reported</li> </ul>		<input type="checkbox"/> (0%)
		<ul style="list-style-type: none"> <li>Reports that outcomes are completed, but does not describe the measurement or quality of the completed outcome <u>AND not in context of project SMART objectives</u></li> </ul>		<input type="checkbox"/> (50%)
		<ul style="list-style-type: none"> <li>Reports measured outcomes/results (or details of planned measurement if project is still in progress) <u>but not in context</u> of project SMART objectives <b>OR</b> inadequately presents outcomes in context of project SMART objectives</li> </ul>		<input type="checkbox"/> (80%)
		<ul style="list-style-type: none"> <li>Reports <u>measured</u> outcomes/results or quality SMART objective assessment (or details of planned measurement if project is still in progress) in context of project objectives; expectation is <u>at least 2 slides</u> of information               <ul style="list-style-type: none"> <li><i>Note: even if measurement of an objective is not feasible, the student should report measurement of objectives in an ideal setting as well as report feedback from clinical instructor/preceptor on current project.)</i></li> </ul> </li> </ul>		<input type="checkbox"/> (100%)

<b>Limitations, conclusions, future directions (~1 minute total)</b>	<b>3%</b>	<b><u>Limitations:</u></b>		
		○ No limitations reported		<input type="checkbox"/> (0%)
		○ Explains one limitation that is not specific to the project		<input type="checkbox"/> (33%)
		○ Explains only one <u>OR</u> limitations are not specific to the project		<input type="checkbox"/> (67%)
		○ Explains at least two restrictions, shortcomings, limitations or defects specific to the plan/project (i.e., what prevents generalization of the project to other settings, either internal or external to the organization?)		<input type="checkbox"/> (100%)
	<b>3%</b>	<b><u>Conclusions:</u></b>		
		○ No conclusions reported		<input type="checkbox"/> (0%)
		○ Explains one conclusion that is not specific to the project		<input type="checkbox"/> (33%)
		○ Explains only one <u>OR</u> not all conclusions are specific to the project		<input type="checkbox"/> (67%)
		○ Explains at least two “take home” messages the audience should learn from <u>the student’s specific project</u> (as opposed to the topic in general)		<input type="checkbox"/> (100%)
	<b>3%</b>	<b><u>Future directions:</u></b>		
		○ No future directions reported		<input type="checkbox"/> (0%)
		○ Only one future direction <u>AND</u> not done well		<input type="checkbox"/> (33%)
○ Explains only one future direction <u>OR</u> future directions stated is actually remaining project work to be completed during current block			<input type="checkbox"/> (67%)	
○ Explains at least two future directions for the project and/or topic at the site after the rotation ends (note: consider future projects for future students related to the current project; think plan-do-check-act cycle)			<input type="checkbox"/> (100%)	

References (10%)		Comments	
References	10%	<ul style="list-style-type: none"> <li>No references</li> </ul>	<input type="checkbox"/> (0%)
		<ul style="list-style-type: none"> <li>Less than 5 required references &amp; includes trivial references such as class notes</li> </ul>	<input type="checkbox"/> (25%)
		<ul style="list-style-type: none"> <li>Systematic reviews/meta-analyses, clinical trials/primary literature &amp; guidelines referenced, as applicable (less than 5 reference)</li> </ul>	<input type="checkbox"/> (75%)
		<ul style="list-style-type: none"> <li>Systematic reviews/meta-analyses, clinical trials/primary literature &amp; guidelines referenced, as applicable (minimum of 5)—may also include tertiary references beyond the required 5 Non-peer reviewed Industry websites are NOT ACCEPTABLE</li> </ul>	<input type="checkbox"/> (100%)

<b>Presentation Style (27%)</b>			<b>Comments</b>	
<b>Presentation structure &amp; organization</b>	<b>2%</b>	Follows required presentation order		YES/NO
<b>Presentation Delivery</b>	<b>2%</b>	Free from distracting mannerisms, dressed appropriately, good eye contact within presentation setting. Speaking rate and volume adequate for professional audience. Presentation is free from use of excessive filler words such as “um” and “ah”		YES/NO
<b>Expands on slides</b>	<b>3%</b>	Verbally expands upon slide information rather than reading slide info		YES/NO
<b>Professional Presence</b>	<b>3%</b>	Maintains professional presence and poise Projects expertise and command of material when presenting. Attends presentation session on time. Sends slides to session evaluator in advance by stated deadline.		YES/NO
<b>Ability to answer audience questions</b>	<b>3%</b>	Demonstrates command of content & able to answer audience questions		YES/NO
<b>Time</b>	<b>5%</b>	<ul style="list-style-type: none"> <li>• More than 2 minutes over the 15 min time limit (including Q&amp;A)</li> <li>• 1-2 minutes over the 15 min time limit (including Q&amp;A)</li> <li>• Stays within time limit for speaking (15 min, including Q&amp;A)</li> </ul>		<input type="checkbox"/> (0%) <input type="checkbox"/> (50%) <input type="checkbox"/> (100%)
<b>Visual aids &amp; handout</b>	<b>2%</b>	Complements verbal presentation; includes materials other than slides in handout format, as applicable		YES/NO
	<b>2%</b>	Slides generally follow the rule of six (no more than 6 words per line and max of 6 lines per slide), use of graphics to assist visual learners		YES/NO
	<b>1%</b>	Reference list on separate page/slide as required		YES/NO
	<b>2%</b>	Superscripts reference numbers in order presented		
		<input type="checkbox"/> No attempt at citations on slides		<input type="checkbox"/> (0%)
		<input type="checkbox"/> Yes, but incorrectly done		<input type="checkbox"/> (50%)
	<input type="checkbox"/> Yes, fully correct		<input type="checkbox"/> (100%)	
<b>2%</b>	Free of spelling, grammar errors or formatting errors on slides or in handout		YES/NO	



<b>Other (9%)</b>			<b>Comments</b>	
<b>Focus</b>	<b>1%</b>	Project was focused & able to be achieved successfully during rotation (Does not need to be in slides or vocalized)		YES/NO
<b>Depth</b>	<b>1%</b>	Project was of sufficient depth as to challenge DPH-4 student (Does not need to be in slides or vocalized)		YES/NO
<b>Suitability</b>	<b>1%</b>	Project was requested by site/appropriate for site practice (Does not need to be in slides or vocalized)		YES/NO
<b>Reference Format</b>	<b>6%</b>	<b><u>Reference formats per AMA manual of style:</u></b>		
		○ 3 or more error types		<input type="checkbox"/> (0%)
		○ 2 error types		<input type="checkbox"/> (50%)
		○ 1 error type		<input type="checkbox"/> (75%)
		○ Completely correct		<input type="checkbox"/> (100%)

# Project Examples

The following are some examples of projects DPH-4 pharmacy students have completed at 760 clerkship sites. Please note that the projects vary in content creativity, data synthesis, site suitability, and workload.

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## Inservice/Provider Presentation Projects

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- Drugs in Breast/chest feeding
  - Drugs in Dialysis
  - Drug class updates
    - Hepatitis C
    - Transplant
    - Weight loss
  - Guideline updates
    - Asthma
    - COPD
    - Diabetes
    - Hyperlipidemia
    - Hypertention
    - Schizophrenia
  - Hypokalemia Protocol / Inservice
  - Medications and Genetics
  - Medication Errors / Workflow
  - Pain Medications During Labor
- 

## DUE/MUE Projects

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- Concentrated insulin
  - Penicillin allergy appropriateness
  - Pneumococcal vaccine in nursing home
  - PPI utilization
  - TNF-Alpha inhibitor hep B and TB screening
-

## Patient Education Projects

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- Asthma education
  - Cholesterol management
  - Grapefruit interactions
  - HTN screening
  - Immunizations
  - Lyme disease prevention
  - OTC information
  - Patient safety projects
  - Sinusitis guidelines
  - Tobacco treatment
- 

## Other Projects

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- Assessment of asthma care for mail order
- Assessment of nursing home pharmacy services
- Assist with research being conducted at rotation site
- Chemo dose rounding protocol/algorithm
- Cost analysis of infusion pump hardware
- Cost analysis of fentanyl vial size for anesthesiology
- Development / assessment of a new pharmacist service / role
- Development of collaborative practice agreement/protocol
- Develop recommendations for P&T committee
- Dosing standardization / building order sets
- Health literacy: identifying and addressing
- Immunization reminders and promotion
- New hire / onboarding handbook
- New medication monographs
- Osteoporosis screen / protocol
- Patient consultation projects
- Pharmacist billing for cognitive services
- Pharmacist handoff procedure
- Prepare information to aid in pharmacy business decisions (e.g., cost-benefit analysis)
- Reducing controlled substance waste
- Reference guide for specialty medications
- Renal dosing in LTCF
- Retrospective review of drug-drug interactions

# Project Presentation

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## Project Presentation Details

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- Project presentations will be evaluated utilizing the [Project Presentation Evaluation](#).
  - Students should review the evaluation in order to prepare the presentation according to expectations.
- 15 minutes maximum in length (13 minutes for presentation + 2 minutes for Q & A)
  - Introduction, purpose, SMART objectives: ~1 minute total
  - Evidence-based background: ~3 minutes total
  - Methods: ~3 minutes total
  - Student role, time/workload: ~1 minute max
  - Project outcomes/results to date: ~3 minutes total
  - Limitations, conclusions, future directions: ~1 minute total
  - Questions & answers: ~2 minutes total
- Audiovisual aids (slides in PowerPoint format) are required.
- A handout must be provided
  - The handout should include the PowerPoint slide set and any supplemental materials such as something you have created or used as part of the project— survey/quiz, informational handout, blank example data collection form, slide deck if your project is an inservice, etc.
  - Students should email their handout to their evaluator by 5PM the day prior to their presentation
- Students in the presentation audience are **REQUIRED** to ask one (1) question to each presenter.
- The presentation handout **MUST** be uploaded to Canvas before 11:59PM on the last day of the clerkship block. Failure to submit the handout will result in an “incomplete” for the block.
- Because of the limited evaluator availability, it is not possible to schedule make-up project presentation sessions if a student misses their assigned date/time. **Students should put their scheduled project presentation dates in their calendar and double-check the schedule and calendar for accuracy.**

## Required Presentation Outline

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1. Title slide
  2. Site info
  3. Purpose
  4. SMART Objectives
  5. Evidence-based background (MULTIPLE SLIDES REQUIRED)
  6. Methods
    - Detailed methods
    - Student role
    - Time/workload
  7. Project Outcomes/Results (MULTIPLE SLIDES REQUIRED)
  8. Limitations
  9. Conclusions
  10. Future Directions
- 

## DO'S and DON'TS for 728-760 Project Presentations

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### DO:

1. Rehearse
2. Contract Drs. Pigarelli or Margolis with questions or concerns **at any time in the preparation process**
3. Follow the format provided exactly and read carefully the relevant information in the course manual and in Canvas.
4. Write measureable SMART objectives
  - See “How to write SMART objectives” in Canvas
5. Read over the “10 minute talk” paper in Canvas for general tips (although your talk is of a different type)
6. Look over the presentation evaluation rubric in the 760 manual and review how your talk meets the criteria
7. Watch the example project presentations on Canvas
8. Create readable slides
  - Strive to follow the “Rule of Six”: No more than six words per line and a max of six lines per slide
  - Use figures to present data when able
  - See Canvas for additional presentation tips
9. Stick to the time limit (15 minutes total: 13 minutes for the presentation + 2 minutes for questions & answers)

10. Make it flow (e.g., use of transitions, summaries)
11. Make sure the project outcomes address the stated SMART objectives
12. Look at your audience. Use the computer monitor for reference; but remember to look at camera periodically. Avoid reading slide text.

**DON'T:**

1. Read your notes or slides
  2. Use slides with complex background motifs
- 

**Project Presentations**

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Tips for presenting via teleconference:

- Give the presentation from a desktop/laptop (i.e. not a phone)
  - Present using downloaded software rather than a web version
  - Be in as quiet a location as possible with minimal distractions
  - Please turn on your camera if you have one and have adequate internet access
  - Adjust your name in the webinar so the evaluator can call you by your preferred name
  - Mute your microphone if you are not speaking
- 

**Project Presentation FREQUENTLY ASKED QUESTIONS**

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1. **WHAT SHOULD BE PRESENTED FOR OUTCOMES IF THE PROJECT HAS NOT BEEN COMPLETED BY THE PRESENTATION DATE?**
  - a. Please report details of planned measurement if the project is still in progress (still in the context of the project SMART objectives)
2. **WHAT IS EXPECTED FOR AN OUTCOME OF QUALITATIVE FEEDBACK?**
  - a. Specific feedback about the quality of the project should be presented as the outcome. Report specifically what was done well and what specific changes were needed.
  - b. DO NOT just state “the preceptor provided feedback”. This is NOT considered adequate as a project presentation outcome.
3. **WHAT DOES “MEASURABLE” SMART OBJECTIVES MEAN?**

- a. This means that your SMART objectives should be measurable according to the outcomes of the project. In other words, the results/outcome shared during the presentation should be qualitative or quantitative results/outcomes related to each of the SMART objectives.
  - b. The example presentation videos posted in the 760 Canvas course show how the student linked and presented measurable outcomes
  - c. See the SMART objective guidance on Canvas.
4. **WHAT SHOULD BE INCLUDED IN THE EVIDENCE-BASED BACKGROUND OF THE PRESENTATION?**
- a. Think about the evidence-based background part of the presentation as the first pharmacotherapy lecture on a topic or presentation at a PSW meeting. Presenters usually begin with background information, studies, prevalence/magnitude to help the audience understand why the topic is important. Also consider evidence related to the type of project and impact demonstrated at other sites.
  - b. Appropriate sources of information are often found by searching:
    - i. PubMed and International Pharmaceutical Abstracts for primary and secondary literature sources
    - ii. Peer-reviewed (think authoritative, professional organizations) web sites, government web sites
    - iii. View the example presentations posted in the 760 Canvas course to see what is expected

**2022-2023 APPE Student Performance**  
**Evaluation Student Performance Evaluation Scale**

	<b>Does not know DNK</b>	<b>Knows K</b>	<b>Knows How KH</b>	<b>Shows How SH</b>	<b>Does D</b>
Knowledge & Application	Student does not have knowledge of how to perform task	Student has knowledge, but cannot explain how to perform task	Student has knowledge and can explain how to perform task	Student applies knowledge to perform task	Student applies knowledge to perform task
Guidance	Needs full direction from instructor	Needs extensive direction from instructor	Needs frequent direction from instructor	Needs infrequent direction from instructor	Needs rare direction from instructor although the student may still ask for occasional input from the instructor
Autonomy	No autonomy	Limited autonomy; often instructor must complete the task	Some autonomy. Occasionally instructor must complete the task	Some autonomy. Instructor monitors but does not need to complete the task	High level of autonomy

Application = The action of putting something into operation or practice

Guidance = Advice or information or direction provided to resolve a problem or difficulty completing a task

Autonomy = Self-direction and independence

N/A – Not Applicable = Task does not apply to rotation



## APPE Student Performance Evaluation Form

Performance Categories	DNK	K	KH	SH	D	N/A
<b>Foundational Knowledge</b> - Recalls, develops, integrates, and applies knowledge from the foundational sciences to evaluate the scientific literature, explain drug action, and solve therapeutic problems using critical thinking skills.						
<b>PPCP Collect</b> - Collects subjective and objective evidence/data related to patient, medication, allergies/adverse reactions, and disease or overarching question, by performing patient assessment from chart/electronic health records, pharmacist records, and patient/family interviews.						
<b>PPCP Assess</b> - Assesses and interprets evidence and patient data.						
<b>PPCP Plan</b> - Plans and formulates evidence-based care plans, assessments, and recommendations; determines intervention.						
<b>PPCP Implement</b> - Implements patient care plans or interventions						N/A
<b>PPCP Monitor</b> - Monitors the patient/intervention and adjust plans as needed.						N/A
<b>PPCP Document</b> - Documents patient care related activities / intervention.						
<b>Medication Use System Manager</b> - Manages patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.						N/A
<b>Health Promotion</b> - Designs prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.						N/A
<b>Population-Based Care</b> - Demonstrates how <i>population-based care</i> influences <i>patient centered care</i> and influences the development of practice guidelines and evidence-based best practices.						N/A
<b>Interprofessional Team</b> – Actively participates and engages as a multi- disciplinary healthcare team member; engages in shared decision making and demonstrates mutual respect, understanding, and values to meet patient care needs.						N/A
<b>Verbal Communication</b> - Uses effective verbal communication.						
<b>Written Communication</b> - Uses clear and concise written communication (ie how it is documented).						
<b>Self-awareness</b> – Examines and reflects on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.						
<b>Leadership</b> - Demonstrates responsibility for creating and achieving shared goals, regardless of position.						N/A

Performance Categories	Meets Expectations	Does Not Meet Expectations	N/A
<b>Patient Advocacy</b> - Assures that patients' best interests are represented.			N/A
<b>Cultural Sensitivity</b> - Recognizes <i>social determinants of health</i> to diminish disparities and inequities in access to quality care.			
<b>Innovation</b> - Engages in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.			N/A
<b>Professionalism</b> - Exhibits behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.			