

Preceptor Assessment of Student

I. PROFESSIONALISM (10 Points Maximum)				
Attendance & Punctuality	Student is <i>always</i> on time, communicated delay/ absences.	Students is not on time twice or less, but notified site of delays/ absences.	Students is not on time more than twice or failed to notify site of delays or absences.	<i>Failed</i> to meet attendance and punctuality requirements for rotation. Was late more than 3 times, absent 2 or more times, or failed to notify preceptor appropriately.
Midpoint Evaluation	Meets expectation for this stage of development <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant Improvement needed <input type="checkbox"/> Check Box	Much Improvement Needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation for this stage of development <input type="checkbox"/> 2 Points	Some Improvement needed <input type="checkbox"/> 1 Point	Significant Improvement needed <input type="checkbox"/> 0.5 Points	Much Improvement Needed <input type="checkbox"/> 0 Points
Dress Code & Personal Hygiene	The student follows the University and site dress code, is groomed and maintains good personal hygiene <i>all of the time</i> .	The student follows the University and site dress code, is groomed and maintains good personal hygiene <i>most of the time</i> .	The student <i>required coaching</i> with regard to the dress code requirements, grooming, or personal hygiene.	Student <i>did not follow</i> the University and site dress code, or exhibit professional grooming and/or good personal hygiene after coaching.
Midpoint Evaluation	Meets expectation for this stage of development <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant Improvement needed <input type="checkbox"/> Check Box	Much Improvement Needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation for this stage of development <input type="checkbox"/> 2 Points	Some Improvement needed <input type="checkbox"/> 1 Point	Significant Improvement needed <input type="checkbox"/> 0.5 Points	Much Improvement Needed <input type="checkbox"/> 0 Points
Behavior	Always demonstrates professional and courteous behavior and response to patients, customers, and/or employees in the pharmacy.	Always demonstrates professional behavior towards patients. With minor exceptions demonstrates professional and courteous behavior to employees in the pharmacy.	Behavior and/or attitude towards patients, customers, or employees in the pharmacy needs improvement.	Behavior and/or attitude towards patients, customers, or employees in the pharmacy was unacceptable at least on one occasion.
Midpoint Evaluation	Meets expectation for this stage of development <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant Improvement needed <input type="checkbox"/> Check Box	Much Improvement Needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation for this stage of development <input type="checkbox"/> 2 Points	Some Improvement needed <input type="checkbox"/> 1 Point	Significant Improvement needed <input type="checkbox"/> 0.5 Points	Much Improvement Needed <input type="checkbox"/> 0 Points
Self Direction / Engagement	The student is <i>self-directed</i> in undertaking tasks and completing assignments independently.	Requires <i>some guidance</i> in undertaking tasks and completing assignments independently.	Requires <i>significant guidance</i> in undertaking tasks and completing assignments.	<i>Unable to complete tasks</i> and assignments in a timely manner even with significant guidance and mentoring.
Midpoint Evaluation	Meets expectation for this stage of development <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant Improvement needed <input type="checkbox"/> Check Box	Much Improvement Needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation for this stage of development <input type="checkbox"/> 2 Points	Some Improvement needed <input type="checkbox"/> 1 Point	Significant Improvement needed <input type="checkbox"/> 0.5 Points	Much Improvement Needed <input type="checkbox"/> 0 Points
Cultural Competency	The student <i>always</i> recognizes and respects cultural differences of healthcare professionals and patients.	The student <i>sometimes</i> recognizes and respects cultural differences of healthcare professionals and patients.	The student <i>required coaching regarding</i> recognition and respect cultural differences of healthcare professionals and patients.	The student consistently <i>failed to</i> recognize and respect cultural differences of healthcare professionals and patients.
Midpoint Evaluation	Meets expectation for this stage of development <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant Improvement needed <input type="checkbox"/> Check Box	Much Improvement Needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation for this stage of development <input type="checkbox"/> 2 Points	Some Improvement needed <input type="checkbox"/> 1 Point	Significant Improvement needed <input type="checkbox"/> 0.5 Points	Much Improvement Needed <input type="checkbox"/> 0 Points
Professionalism Subtotal	Total Pts _____	10 Points Possible		

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II. COMMUNICATION SKILLS (15 Points Maximum)				
Patient Interaction	The student always speaks to the patients in a professional manner while treating them with courtesy and empathy.	The student almost always speaks to the patients in a professional manner while treating them with courtesy and empathy.	The student requires remediation in order to speak to the patients in a professional manner while treating them with courtesy and empathy.	The student did not speak to the patients in a professional manner in spite of repeated instruction.
Midpoint Evaluation	Meets expectation for this stage of development <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant Improvement needed <input type="checkbox"/> Check Box	Much Improvement Needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation for this stage of development <input type="checkbox"/> 5 Points	Some Improvement needed <input type="checkbox"/> 4 Points	Significant Improvement needed <input type="checkbox"/> 3 Points	Much Improvement Needed <input type="checkbox"/> 1 Points
Patient Confidentiality	The student protects patient privacy by <i>always following procedures</i> set forth to assure confidentiality of patient information.	The student protects patient privacy by following procedures set forth to assure confidentiality of patient information <i>with redirection</i> .	The student protects patient privacy by following procedures set forth to assure confidentiality of patient information with <i>repeated redirection</i> .	The student <i>failed</i> to protect patient privacy by following procedures set forth to assure confidentiality of patient information in <i>spite of redirection</i> .
Midpoint Evaluation	Meets expectation for this stage of development <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant Improvement needed <input type="checkbox"/> Check Box	Much Improvement Needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation for this stage of development <input type="checkbox"/> 5 Points	Some Improvement needed <input type="checkbox"/> 4 Points	Significant Improvement needed <input type="checkbox"/> 3 Points	Much Improvement Needed <input type="checkbox"/> 1 Point
Professional Communication Skills	The student is <i>able to communicate effectively</i> with the pharmacy staff and interact appropriately with colleagues at this site.	The student <i>usually able to communicate effectively</i> with the pharmacy staff and interact appropriately with colleagues at this site.	The student is <i>only able</i> to communicate effectively with the pharmacy staff and interact appropriately with colleagues at this site <i>after coaching</i> .	The student is <i>unable to communicate effectively</i> with the pharmacy staff and interact appropriately with colleagues at this site even after coaching and mentoring.
Midpoint Evaluation	Meets expectation for this stage of development <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant Improvement needed <input type="checkbox"/> Check Box	Much Improvement Needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation for this stage of development <input type="checkbox"/> 5 Points	Some Improvement needed <input type="checkbox"/> 4 Points	Significant Improvement needed <input type="checkbox"/> 3 Points	Much Improvement Needed <input type="checkbox"/> 1 Points
Communication Skills Subtotal	Total Points _____	15 Points Possible		

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III. Completion of Business or Administrative Project as Assigned by Preceptor (10 points)				
Timely and Professional Completion of Project	The student completed the preceptor assigned project on time with minimal preceptor support or guidance.	The student completed the Project on time but required some coaching to get it completed.	The student did not complete the project on time or required significant coaching or redirection to complete the project.	The student did not complete the project or did not complete the project at an acceptable level for the student even with significant coaching and redirection.
Midpoint Evaluation	Meets expectation for this stage of development <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant Improvement needed <input type="checkbox"/> Check Box	Much Improvement Needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation for this stage of development <input type="checkbox"/> 5 Points	Some Improvement needed <input type="checkbox"/> 4 Points	Significant Improvement needed <input type="checkbox"/> 2 Points	Much Improvement Needed <input type="checkbox"/> 0 Points
Quality of the Project	The Quality of Project from the student was acceptable for the student's level of training	The Quality of the project from the student was less than expected from a 3rd year student	The quality of the project was <i>much</i> less than expected from a 3rd year student even with coaching and preceptor guidance.	The Quality of the project was <i>extremely</i> poor and did not reflect evidence of the quality expected from a student at this level.
Midpoint Evaluation	Meets expectation for this stage of development <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant Improvement needed <input type="checkbox"/> Check Box	Much Improvement Needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation for this stage of development <input type="checkbox"/> 5 Points	Some Improvement needed <input type="checkbox"/> 4 Points	Significant Improvement needed <input type="checkbox"/> 2 Points	Much Improvement Needed <input type="checkbox"/> 0 Points
Administrative Project Subtotal	Total Points _____	10 Points Possible		

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IV. Inventory Management (20 points)				
Inventory Turnover	The Student was able to calculate inventory turnover without assistance	The Student was able to calculate inventory turnover with minimal assistance	The Student after moderate assistance was able to calculate inventory turnover	The student is not able to consistently calculate inventory turnover
Midpoint Evaluation	Meets expectation <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant Improvement needed <input type="checkbox"/> Check Box	Much Improvement Needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation <input type="checkbox"/> 3 Points	Some Improvement needed <input type="checkbox"/> 2 Points	Significant Improvement needed <input type="checkbox"/> 1 Points	Much Improvement Needed <input type="checkbox"/> 0 Points
The student can calculate the minimum, maximum quantities (EOQs) for the amount of items to be on the shelf (in inventory)	The Student was able to perform the calculation without assistance	The Student was able to perform the calculation with minimal assistance	The Student was able to perform the calculation with moderate assistance	The student is not able to consistently perform the calculation
Midpoint Evaluation	Meets expectation <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant Improvement needed <input type="checkbox"/> Check Box	Much Improvement Needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation <input type="checkbox"/> 3 Points	Some Improvement needed <input type="checkbox"/> 2 Points	Significant Improvement needed <input type="checkbox"/> 1 Points	Much Improvement Needed <input type="checkbox"/> 0 Points
DEA Form 222 and electronic 222 (Controlled Substance Ordering Systems - CSOS)	The student after instruction by the preceptor can accurately fill out a DEA form 222	The student after instruction by the preceptor can with <i>minimal prompting</i> fill out a DEA form 222	The student after instruction by the preceptor can with <i>substantial prompting</i> fill out a DEA form 222	The student after instruction by the preceptor <i>cannot</i> fill out a DEA form 222
Midpoint Evaluation	Meets expectation <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant Improvement needed <input type="checkbox"/> Check Box	Much Improvement Needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation <input type="checkbox"/> 3 Points	Some Improvement needed <input type="checkbox"/> 2 Points	Significant Improvement needed <input type="checkbox"/> 1 Points	Much Improvement Needed <input type="checkbox"/> 0 Points
Protocol to perform inventory on CII substances	The student after instruction by the preceptor can accurately describe and conduct a CII inventory.	The student after instruction by the preceptor can with <i>minimal prompting</i> describe and conduct a CII inventory.	The student after instruction by the preceptor can with <i>substantial prompting</i> describe and conduct a CII inventory	The student after instruction by the preceptor <i>cannot</i> describe or conduct a CII inventory.
Midpoint Evaluation	Meets expectation <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant Improvement needed <input type="checkbox"/> Check Box	Much Improvement Needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation <input type="checkbox"/> 4 Points	Some Improvement needed <input type="checkbox"/> 2 Points	Significant Improvement needed <input type="checkbox"/> 1 Points	Much Improvement Needed <input type="checkbox"/> 0 Points
Documentation of discrepancies in controlled substances	The student after instruction by the preceptor can accurately describe how to handle and document discrepancies in controlled substance inventories.	The student after instruction by the preceptor can with <i>minimal prompting</i> describe how to handle and document discrepancies in controlled substance inventories.	The student after instruction by the preceptor can with <i>substantial prompting</i> describe how to handle and document discrepancies in controlled substance inventories.	The student after instruction by the preceptor <i>cannot</i> describe how to handle and document discrepancies in controlled substance inventories.
Midpoint Evaluation	Meets expectation <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant Improvement needed <input type="checkbox"/> Check Box	Much Improvement Needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation <input type="checkbox"/> 3 Points	Some Improvement needed <input type="checkbox"/> 2 Points	Significant Improvement needed <input type="checkbox"/> 1 Points	Much Improvement Needed <input type="checkbox"/> 0 Points
Inventory Check-In, Ordering, and Returns	The student after instruction by the preceptor can describe accurately the procedure to order, check-in, and return medications for the site	The student after instruction by the preceptor can describe <i>minimal prompting</i> the procedure to order, check-in, and return medications for the site	The student after instruction by the preceptor can describe <i>substantial prompting</i> the procedure to order, check-in, and return medications for the site	The student after instruction by the preceptor <i>cannot</i> describe the procedure to order, check-in, and return medications for the site
Midpoint Evaluation	Meets expectation <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant Improvement needed <input type="checkbox"/> Check Box	Much Improvement Needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation <input type="checkbox"/> 4 Points	Some Improvement needed <input type="checkbox"/> 2 Points	Significant Improvement needed <input type="checkbox"/> 1 Points	Much Improvement Needed <input type="checkbox"/> 0 Points
Inventory Management Subtotal	Total Points _____	20 Points Possible		

VI. INFORMATION SYSTEMS AND TECHNOLOGY MANAGEMENT (10 points)					
Explain the the use and management of technology (pharmacy information system, scanning, ect) and automation (robots, scanning, counters) in the pharmacy.	Accurately and fully describes the use and management of technology and automation in the pharmacy.	Describes the use and management of technology and automation in the pharmacy with minimal assistance or omissions	Describes the use and management of technology and automation in the pharmacy with substantial assistance or omissions and requires prompting	Could not describes the use and management of technology and automation in the pharmacy with substantial assistance or omissions even with some prompting	
Midpoint Evaluation	Meets expectation <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant Improvement needed <input type="checkbox"/> Check Box	Much Improvement Needed <input type="checkbox"/> Check Box	
Final Evaluation	Meets expectation <input type="checkbox"/> 10 Points	Some Improvement needed <input type="checkbox"/> 7 Points	Significant Improvement needed <input type="checkbox"/> 5 Points	Much Improvement Needed <input type="checkbox"/> 2 Points	
<i>Info Systems & Technology Mgmt. Subtotal</i>	<i>Total Points _____</i>		<i>10 Points Possible</i>		

VI. MANAGEMENT RELATED ACTIVITIES (25 points)					
Accreditation: Student is able to explain pharmacy's role and how to handle accreditation or audit processes in applicable practice setting (Joint Commission, URAC, CARF, third party, etc.)	The student can verbalize pharmacy's role and requirements in the accreditation, audit, and inspection process, <i>without prompting.</i>	The student can verbalize pharmacy's role and requirements in the accreditation, audit, and inspection process, <i>with some prompting.</i>	The student can verbalize pharmacy's role and requirements in the accreditation, audit, and inspection process, <i>with an extensive amount of prompting.</i>	The student <i>could not</i> verbalize pharmacy's role and requirements in the accreditation, audit, and inspection process.	
Midpoint Evaluation	Meets expectation <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant Improvement needed <input type="checkbox"/> Check Box	Much Improvement Needed <input type="checkbox"/> Check Box	
Final Evaluation	Meets expectation <input type="checkbox"/> 3 Points	Some Improvement needed <input type="checkbox"/> 2 Points	Significant Improvement needed <input type="checkbox"/> 1 Point	Much Improvement Needed <input type="checkbox"/> 0 Points	

Scheduling: Student is able to at a minimum describe the practice site's scheduling process to the preceptor and how to handle OT, PTO, FMLA, sick time, payroll, etc)	The student can verbalize the scheduling process and associated issues and can complete a basic schedule, <i>without prompting.</i>	The student can verbalize the scheduling process and associated issues and can complete a basic schedule, <i>with some prompting.</i>	The student can verbalize the scheduling process and associated issues and can complete a basic schedule, <i>with an extensive amount of prompting.</i>	The student <i>could not</i> verbalize the scheduling process and associated issues and/or complete a basic schedule.	
Midpoint Evaluation	Meets expectation <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant Improvement needed <input type="checkbox"/> Check Box	Much Improvement Needed <input type="checkbox"/> Check Box	
Final Evaluation	Meets expectation <input type="checkbox"/> 3 Points	Some Improvement needed <input type="checkbox"/> 2 Points	Significant Improvement needed <input type="checkbox"/> 1 Point	Much Improvement Needed <input type="checkbox"/> 0 Points	

Employee Evaluations: Student is able to at a minimum describe how to conduct an employee evaluation and the required documentation.	The student can verbalize the process to handle an employee evaluation and the associated documentation, <i>without prompting.</i>	The student can verbalize the process to handle an employee evaluation and the associated documentation, <i>with some prompting.</i>	The student can verbalize the process to handle an employee evaluation and the associated documentation, <i>with an extensive amount of prompting.</i>	The student <i>could not</i> verbalize how to handle an employee evaluation and the associated documentation.	
Midpoint Evaluation	Meets expectation <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant Improvement needed <input type="checkbox"/> Check Box	Much Improvement Needed <input type="checkbox"/> Check Box	
Final Evaluation	Meets expectation <input type="checkbox"/> 3 Points	Some Improvement needed <input type="checkbox"/> 2 Points	Significant Improvement needed <input type="checkbox"/> 1 Point	Much Improvement Needed <input type="checkbox"/> 0 Points	

Employee Competencies: Student should be able to at a minimum describe required competencies for employees, how to administer, and documentation required.	The student can verbalize the requirements for, how to conduct, and the documentation required for employee competency training, <i>without prompting.</i>	The student can verbalize the requirements for, how to conduct, and the documentation required for employee competency training, <i>with some prompting.</i>	The student can verbalize the requirements for, how to conduct, and the documentation required for employee competency training, <i>with an extensive amount of prompting.</i>	The student <i>could not</i> verbalize therequirements for, how to conduct, and the documentation required for employee competency training.	
Midpoint Evaluation	Meets expectation <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant Improvement needed <input type="checkbox"/> Check Box	Much Improvement Needed <input type="checkbox"/> Check Box	
Final Evaluation	Meets expectation <input type="checkbox"/> 3 Points	Some Improvement needed <input type="checkbox"/> 2 Points	Significant Improvement needed <input type="checkbox"/> 1 Point	Much Improvement Needed <input type="checkbox"/> 0 Points	

Medication Errors and Adverse Drug Events: Student should be able to describe how to handle a medication error or adverse event when discovered, required reporting, and documentation.	The student can verbalize the process to address a discovered adverse drug event or medication error, required reporting, and associated documentation, <i>without prompting.</i>	The student can verbalize the process to address a discovered adverse drug event or medication error, required reporting, and associated documentation, <i>with some prompting.</i>	The student can verbalize the process to address a discovered adverse drug event or medication error, required reporting, and associated documentation, <i>with an extensive amount of prompting.</i>	The student <i>could not</i> verbalize the process to address a discovered adverse drug event or medication error, required reporting, and associated documentation.	
Midpoint Evaluation	Meets expectation <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant Improvement needed <input type="checkbox"/> Check Box	Much Improvement Needed <input type="checkbox"/> Check Box	
Final Evaluation	Meets expectation <input type="checkbox"/> 4 Points	Some Improvement needed <input type="checkbox"/> 3 Points	Significant Improvement needed <input type="checkbox"/> 2 Points	Much Improvement Needed <input type="checkbox"/> 1 Points	

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Budgeting: Student should be able to at a minimum discuss the budgeting process, how to plan for surprises, required documentation, and how to handle budget variances.	The student can verbalize the budgeting process for pharmacies including how to plan for surprises and document variances, <i>without prompting.</i>	The student can verbalize the budgeting process for pharmacies including how to plan for surprises and document variances, <i>with some prompting.</i>	The student can verbalize the budgeting process for pharmacies including how to plan for surprises and document variances, <i>with an extensive amount of prompting.</i>	The student <i>could not</i> verbalize the budgeting process for pharmacies including how to plan for surprises and document variances.
Midpoint Evaluation	Meets expectation <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant Improvement needed <input type="checkbox"/> Check Box	Much Improvement Needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation <input type="checkbox"/> 3 Points	Some Improvement needed <input type="checkbox"/> 2 Points	Significant Improvement needed <input type="checkbox"/> 1 Point	Much Improvement Needed <input type="checkbox"/> 0 Points
Reporting: Student should be able to at a minimum discuss key pharmacy reports and how to interpret the data found on them.	The student can discuss the different pharmacy reports and their significance and how to interpret them, <i>without preceptor assistance.</i>	The student can discuss the different pharmacy reports and their significance and how to interpret them, <i>with some prompting.</i>	The student can discuss the different pharmacy reports and their significance and how to interpret them, <i>with an extensive amount of prompting.</i>	The student <i>could not</i> discuss the different pharmacy reports, their significance or how to interpret them.
Midpoint Evaluation	Meets expectation <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant Improvement needed <input type="checkbox"/> Check Box	Much Improvement Needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation <input type="checkbox"/> 3 Points	Some Improvement needed <input type="checkbox"/> 2 Points	Significant Improvement needed <input type="checkbox"/> 1 Point	Much Improvement Needed <input type="checkbox"/> 0 Points
Personnel: Student should be able to at a minimum discuss how to hire an employee, the process of termination, drug testing, discipline, having difficult conversations, development of employees, handling meetings, and required documentation.	The student can verbalize the hiring, discipline, and termination process and required documentation, <i>without prompting.</i>	The student can verbalize the hiring, discipline, and termination process and required documentation, <i>with some prompting.</i>	The student can verbalize the hiring, discipline, and termination process and required documentation, <i>with an extensive amount of prompting.</i>	The student <i>could not</i> verbalize the hiring, discipline, and termination process and required documentation.
Midpoint Evaluation	Meets expectation <input type="checkbox"/> Check Box	Some improvement needed <input type="checkbox"/> Check Box	Significant Improvement needed <input type="checkbox"/> Check Box	Much Improvement Needed <input type="checkbox"/> Check Box
Final Evaluation	Meets expectation <input type="checkbox"/> 3 Points	Some Improvement needed <input type="checkbox"/> 2 Points	Significant Improvement needed <input type="checkbox"/> 1 Point	Much Improvement Needed <input type="checkbox"/> 0 Points

Management Related Activities Subtotal	Total Points _____	25 Points Possible		
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VIII. REFLECTION PAPER		10 points possible		
Reflection Paper was completed and shown to the preceptor at end of rotation	Reflection Paper was completed and shown to the preceptor			Reflection Paper was NOT completed
Midpoint Evaluation	NA	NA	NA	NA
Final Evaluation	Completed <input type="checkbox"/> 10 Points	NA	NA	Not Completed <input type="checkbox"/> 0 Points
Reflection Paper Subtotal	Total Points _____	10 Points Possible		

ASSESSMENT TOTALS	Total Points By Category	Comments
Professionalism (10 points possible)	Points _____	
Communication Skills (15 points possible)	Points _____	
Completion of Business/Admin. Project (10 points possible)	Points _____	
Inventory Management (20 points possible)	Points _____	
Information Systems and Technology (10 points possible)	Points _____	
Management Related Activities (25 points)	Points _____	
Reflection Paper (10 points possible)	Points _____	Paper Completed: 10 Points
Final Number of Points (100)	Total Points _____	Out of 100 Points