

PROFESSIONALISM				
Attendance	Student is <i>always</i> on time, communicated delay/ absences.	Students is <i>not</i> on time twice or less, but notified site of delays/ absences.	Students is <i>not</i> on time more than twice <i>or</i> failed to notify site of delays or absences.	Student <i>failed</i> to meet attendance requirements for rotation.
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"/> 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 Point
Dress Code	The student follows the MUSOP and site dress code <i>all of the time</i> .	The student follows the MUSOP and site dress code <i>most of the time</i> .	The student <i>required coaching</i> with regard to the dress code requirements.	Student <i>did not follow</i> the University or site dress code in spite of 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"/> 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 Point
Personal Hygiene	The student is <i>always</i> neatly groomed and maintains good personal hygiene.	The student is neatly groomed and maintains good personal hygiene <i>most of the time</i> .	The student <i>required coaching</i> regarding grooming and personal hygiene.	The student <i>did not</i> meet expectations for grooming and 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"/> 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 Point
Self Direction	The student is <i>self-directed</i> in undertaking tasks and completing assignments independently.	The student <i>requires some guidance</i> in undertaking tasks and completing assignments independently.	The student <i>required significant guidance</i> in undertaking tasks and completing assignments.	The student was <i>unable to complete</i> tasks and assignments 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"/> 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 Point

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"/> 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 Point
Professionalism Subtotal	Total Points _____	20 Points Possible		
COMMUNICATION SKILLS				
Patient Interaction	The student <i>always</i> speaks to the patients in a professional manner while treating them with courtesy and empathy.	The student <i>almost always</i> speaks to the patients in a professional manner while treating them with courtesy and empathy.	The student <i>requires redirection</i> in order to speak to the patients in a professional manner while treating them with courtesy and empathy.	The student <i>did not</i> speak to the patients in a professional manner in spite of repeated redirection.
Midpoint Evaluation <input type="checkbox"/> N/A	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"/> 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 Point
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 <i>with repeated redirection</i> .	The student <i>failed to</i> protect patient privacy by following procedures set forth to assure confidentiality of patient information <i>in 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"/> 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 Point

Professional Interaction	The student is <i>able to communicate effectively</i> with the pharmacy staff and interact appropriately with colleagues at this site.	The student is <i>sometimes able to communicate effectively</i> with the pharmacy staff and interact appropriately with colleagues at this site.	The student is <i>only able to communicate effectively</i> 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"/> 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 Point
Language Skills	The student <i>always</i> uses appropriate oral, written, and nonverbal language.	The student <i>almost always</i> uses appropriate oral, written, and nonverbal language.	The student uses appropriate oral, written, and nonverbal language <i>with the help of the preceptor</i> .	The student is <i>unable to use</i> appropriate oral, written, and nonverbal language.
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"/> 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 Point
Electronic Devices (Smart/Cell phones, PDA, internet, email etc.)	The student <i>always</i> uses electronic devices and resources professionally and according to the sites policies.	The student <i>almost always</i> uses electronic devices and resources professionally and according to the sites policies.	The student uses electronic devices and resources professionally and according to the sites policies <i>only after redirection</i> .	The student consistently <i>fails to use</i> electronic devices and resources professionally and according to the sites policies <i>in spite of redirection</i> .
Midpoint Evaluation	Meets expectation for this stage of development <input type="checkbox"/> Check Box	Focused Attention Required <input type="checkbox"/> Check Box	Less than Expected for State of Development <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"/> 4 Points	Focused Attention Required <input type="checkbox"/> 3 Points	Less than Expected for State of Development <input type="checkbox"/> 2 Points	Much improvement Needed <input type="checkbox"/> 1 Point

Telephone Etiquette	The student <i>always</i> exhibits professional telephone skills and electronic communications etiquette.	The student <i>sometimes exhibits</i> professional telephone skills and electronic communications etiquette.	The student exhibits professional telephone skills and electronic communications etiquette <i>only after coaching</i> .	The student <i>fails to exhibit</i> professional telephone skills and electronic communications etiquette even 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"/> 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 Point
Communication Skills Subtotal	Total Points _____	24 Points Possible		

ORDER PROCESSING

Order Intake	The student can verbalize, without prompting, the minimum patient information required for processing a order.	The student can verbalize, with prompting, the minimum patient information required for processing a order.	The student can verbalize, with extensive prompting, the minimum patient information required for processing a order.	The student can not verbalize, with prompting, the minimum patient information required for processing a order.
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"/> 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 Point

Order Processing	The student can diagram the steps required to process a medication order, without prompting.	The student can diagram the steps required to process a medication order, with some prompting.	The student can diagram the steps required to process a medication order with an extensive amount of prompting.	The student could not diagram the steps required to process a medication order.
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"/> 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 Point

Formulary Management	The student can verbalize, without prompting, the institution's formulary process outlining the difference between formulary and non-formulary medications.	The student can verbalize, <i>with some prompting</i> , the institution's formulary process outlining the difference between formulary and non-formulary medications.	The student can verbalize, <i>with an extensive amount of prompting</i> , the institution's formulary process outlining the difference between formulary and non-formulary medications.	The student <i>can not</i> verbalize the institution's formulary process.
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"/> 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 Point
Order Types	The student can verbalize, <i>without prompting</i> , the different medication dispensing types such as controlled substance, intravenous, oral, compounded medications and chemotherapy.	The student can verbalize, <i>with some prompting</i> , the different medication dispensing types such as controlled substance, intravenous, oral, compounded medications and chemotherapy.	The student can verbalize, <i>with an extensive amount of prompting</i> , the different medication dispensing types such as controlled substance, intravenous, oral, compounded medications and chemotherapy.	The student <i>can not</i> verbalize the different medication dispensing types such as controlled substance, intravenous, oral, compounded medications and chemotherapy.
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"/> 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 Point
Legal Requirements of a Medication Order	The student can identify, without prompting, all the legal requirements of a medication order and order label.	The student can identify, with some prompting, the legal requirements of a medication order and order label.	The student can identify, with an extensive amount of prompting, the legal requirements of a medication order and order label.	The student can not identify the legal requirements of a medication order and order label.
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"/> 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 Point

Calculations	The student is able to calculate dose, days supply and total quantity, <i>without assistance</i> .	The student is able to calculate dose, days supply and total quantity <i>with minimal help from the pharmacy staff</i> .	The student <i>requires extensive assistance</i> in order to calculate dose, days supply and total quantity.	The student is <i>unable to perform</i> calculations to determine dose, days supply and total quantity.
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"/> 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 Point
Drug Dispensing Safety	The student can discuss, <i>without prompting</i> , key components of the institution's drug safety program such as double checks, automation, database alerts, formulary restrictions, medication error tracking and policies.	The student can discuss, <i>with some prompting</i> , key components of the institution's drug safety program such as double checks, automation, database alerts, formulary restrictions, medication error tracking and policies.	The student can discuss, <i>with extensive prompting</i> , key components of the institution's drug safety program such as double checks, automation, database alerts, formulary restrictions, medication error tracking and policies.	The student is <i>unable to</i> discuss key components of the institution's drug safety program such as double checks, automation, database alerts, formulary restrictions, medication error tracking and policies.
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"/> 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 Point
Interprofessional Experience	The student spent at least 2 hours with a medication nurse and can discuss, <i>without prompting</i> , key aspects of obtaining and administering medications.	The student spent at least 2 hours with a medication nurse and can discuss, <i>with some prompting</i> , key aspects of obtaining and administering medications.	The student spent at least 2 hours with a medication nurse and can discuss, <i>with extensive prompting</i> , key aspects of obtaining and administering medications.	The student spent at least 2 hours with a medication nurse and is <i>unable to</i> describe, <i>with extensive prompting</i> , key aspects of obtaining and administering medications.
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"/> 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 Point

<i>Professionalism (30 points possible after multiplier)</i>	Points _____ =	<u>Section Points x 1.5</u>		
<i>Communication (24 Points possible)</i>	Points _____			
<i>Order Processing Subtotal (32 points possible)</i>	Points _____			
<i>Workbork (10 points possible)</i>	Points _____ =	(points = 10 x % grade)		
<i>Refelection Paper (4 points possible)</i>	Points _____	Paper Completed: 4 Points Not Completed: 0 Points		
Final Number of Points (100)	Total Points _____	Out of 100 Points		
Comments:				