APEX 424 Research Experience

This page must be submitted to the Course Manager by 3rd Monday in November of the P3 year

Student Information

Student Name: ____________________________ ID #: ____________________________
Address: ____________________________ Telephone #: ____________________________

Academic Credit and Registration

Estimated # of hours to complete project: ________ # of credits to be awarded: ________
Start Date: ________ Semester: ________ Anticipated Completion Date: ________

Title of Project/Experience:

☐ APEX 424 Research Experience – 4th Year ONLY (5 credits, 5-week rotation- 200 hours)

Course manager and Faculty Mentor Information

Course manager signature: ____________________________ (Please submit approved forms to ELP by 1st week in December)

☐ Joey Mattingly, PhD, PharmD, MBA for APEX 424 in PHSR Department
  Vice Chair for Academic Affairs, Pharmaceutical Health Services Research
  Saratoga Building; Room 01-224 410-706-8068; jmattingly@rx.umaryland.edu

☐ Paul Shapiro, PhD for APEX 424 in PSC Department
  Chair of Pharmaceutical Sciences
  Pharmacy Hall, S561 410-706-8522; pshapiro@rx.umaryland.edu

☐ Neha Sheth Pandit, PharmD for APEX 424 in PPS Department
  Vice Chair for Research and Scholarship, Pharmacy Practice and Science
  Pharmacy Hall, N417 410-706-2997; npandit@rx.umaryland.edu

Faculty Mentor/Preceptor Name:

Faculty Mentor/Preceptor Title:

Project Location:

Project Description

Student Signature ____________________________ Date ____________
I will supervise ____________ during this experience and will evaluate his/her performance according to the learning objectives stated above.

Faculty Mentor/Preceptor Signature ____________________________ Date ____________

SUBMISSION PROCESS: Student to submit page one, signed by faculty mentor and student to course manager by 3rd Monday in November of their P3 year. Once approved and signed by course manager, the course manager will submit form to Mr. Thomas (nthomas@rx.umaryland.edu) by first week in December.
Goal Statement

Learning Objectives (please write at least 2 but not more than 6 learning objectives no later than when the rotation begins)

At the conclusion of this experience, the student should be able to:

1
2
3
4
5
6

Evaluation
At the conclusion of this experience, the student’s performance will be evaluated by the faculty mentor/preceptor using CORE ELMS (RXpreceptor). The letter grade will be determined by the total number of points earned. The relative weight of each learning objective will be:

Objective 1 %
Objective 2 %
Objective 3 %
Objective 4 %
Objective 5 %
Objective 6 %

I understand that it is my responsibility to review my course of study with my academic advisor.

Student Signature Date

I will supervise during this experience and will evaluate his/her performance according to the learning objectives stated above.

Faculty Mentor/Preceptor Signature Date
APEX 424 is an EXPERIENTIAL elective involving a faculty researcher and a specific research focus. Data are collected during this experience for the purposes of dissemination. This is available only during the 4th year.

Complete Page 2 no later than the beginning of the research experience
[At the completion of the project, your faculty mentor/preceptor will complete the final evaluation on CORE ELMS (RXpreceptor) where grades are visible to the student only after they have completed their assessment of the site and preceptor. The course manager will complete a supplement grade form for SURFS if needed and follow the Student Affairs process for submitting grades to complete the process.]

APEX 424 Research Experience

FACULTY MENTOR’S EVALUATION OF STUDENT PERFORMANCE

The student’s performance is assessed on each learning objective in CORE ELMS (RXpreceptor) by following the step-by-step instructions on the following page. Evaluating/Rating Student Performance (Enter in CORE ELMS (RXpreceptor):
Select the appropriate rating (AB, BG, DV, IN, P, HP, which correspond to Absent, Beginning, Developing, Intermediate, Proficient, and Highly Proficient, respectively) in each column for each item and add comments as needed. Please see the table on the next page for descriptions of each rating.

• Comments are strongly encouraged and must be included for any rating of “AB” for any item.
• The midpoint evaluation tracks student progress, provides formative feedback for students to improve performance, and guides activities for the remainder of rotation.
• If the student’s overall performance at midpoint is deficient (i.e. numerous “AB” and/or “BG” ratings), contact the course manager and/or ELP office.
• Grades will be assigned based on the final evaluation.
Performance Outcomes Criteria
The preceptor should evaluate the student at both the mid-point and at the conclusion of the rotation, using the following competency levels and descriptors. Each performance item on the assessment tool, with the exception of professionalism items will be rated using the competency levels of Absent, Beginning, Developing, Intermediate, Proficient, or Highly Proficient. The student may fit into more than one category; please select the competency level using the corresponding examples that best describe the student’s performance at the point of assessment.

<table>
<thead>
<tr>
<th>Awareness</th>
<th>Absent</th>
<th>Beginning</th>
<th>Developing</th>
<th>Intermediate</th>
<th>Proficient</th>
<th>Highly proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not aware of how to approach the skill</td>
<td>Not aware of how to approach the skill</td>
<td>Initiates practice of the skill</td>
<td>Familiarity with skill develops through practice</td>
<td>Consistently demonstrates accurate performance of the skill</td>
<td>Demonstrates skill to a less experienced learner</td>
<td></td>
</tr>
<tr>
<td>Ability</td>
<td>Lacks ability to independently complete the skill</td>
<td>Sporadically, but rarely able to perform the skill</td>
<td>Sometimes able to complete this skill</td>
<td>Ability to complete this skill is adequate, but not independent</td>
<td>Able to independently complete the skill</td>
<td>Student is consistently confident and able to complete the skill</td>
</tr>
<tr>
<td>Supervision</td>
<td>Requires major supervision to complete the skill</td>
<td>Constant supervision and feedback required, but need is decreasing</td>
<td>Supervision and feedback are required, but need is decreasing</td>
<td>Supervision needed to master major concepts</td>
<td>Supervision is minimal</td>
<td>May seek feedback from preceptor with specific questions about performance</td>
</tr>
<tr>
<td>Mistakes</td>
<td>Major mistakes are many when student attempts to complete the skill</td>
<td>Major mistakes are common when student attempts to complete the skill</td>
<td>Major mistakes are limited</td>
<td>No major mistakes</td>
<td>Rarely needs intervention</td>
<td>Functions independently</td>
</tr>
<tr>
<td>Patient safety is at risk</td>
<td>Patient safety is at risk</td>
<td>Unable to self-correct</td>
<td>Unable to self-correct</td>
<td>Able to self-correct</td>
<td>Rare minor mistakes</td>
<td>Rare minor mistakes</td>
</tr>
</tbody>
</table>
GRADE DETERMINATION

Score Conversion to Letter Grade is done automatically in CORE ELMS (RXpreceptor). Preceptors, please follow the step-by-step process on the next page to complete the student’s evaluation. Final grades will be determined as follows:

A red box/unacceptable indicates a professionalism failure or incomplete abilities checklist. Letter grades will be based on final scores as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>≥90-100%</td>
</tr>
<tr>
<td>B</td>
<td>≥80-89.999%</td>
</tr>
<tr>
<td>C</td>
<td>≥70-79.999%</td>
</tr>
<tr>
<td>F</td>
<td>0-69.999%</td>
</tr>
</tbody>
</table>

Professionalism and Behavior Criteria

By the end of the rotation, a student must earn “Acceptable” for all five professionalism criteria in order to pass the rotation. These criteria do not count toward the evaluation points for a grade. An “Unacceptable” rating on any professionalism metric at the final evaluation will result in a failure in the course.

- **Altruism**: Student makes an unselfish commitment to serve the best interests of the patient and rotation via prioritizing rotation requirements, demonstrating effective listening skills, interacting with others in a compassionate manner, and developing trusting relationships.
- **Honesty and Integrity**: Student displays honesty and integrity via abiding by patient (HIPAA) and student (FERPA) confidentiality requirements, and maintaining academic honesty.
- **Respect for Others**: Student treats others as he/she would want to be treated via arriving on time for rotation activities, respecting the feelings, needs, thoughts, and opinions of the preceptor/faculty/colleagues, demonstrating ability to receive constructive feedback, and providing constructive feedback in a respectful and educational manner.
- **Professional Presence**: Student instills trust via attending and participating in rotation requirements, dressing appropriately for the rotation, and accepting responsibility for one’s own actions.
- **Dedication and Commitment to Excellence**: Student strives for excellence and assume responsibility for his/her learning and professional development via adequately preparing for all rotation sessions, embracing responsibility for one’s own learning, and actively seeking guidance and mentoring as needed.
Per Course Syllabus and ELP Policy:

The student will be assessed by the preceptor on performance and professionalism at the midpoint and at the end of the rotation. The midpoint evaluation will NOT be used in the calculation of the student’s grade. Within one week after the last rotation day, all original Preceptor Evaluations/Assessments of Students must be submitted on CORE ELMS (RXpreceptor) by the faculty preceptor after attesting that the student completed at least 200 hours for this research project.

For APEX 424, please complete the evaluation in CORE ELMS (RXpreceptor) no later than seven days following the completion of the rotation. Students are required to complete the on-line evaluation of self, preceptor, and site in accordance with ELP Policies and Procedures posted on the website: www.pharmacy.umaryland.edu – click on “Preceptors”.
Step by step for instructions on how to complete the APEX 424 evaluation for faculty mentor/preceptor

**Step 1:** Login to CORE ELMS (RXpreceptor)

**Step 2:** Click “Evaluation of Student” on the left-hand side of the page and then the student you would like to complete an evaluation for

**Step 3:** Enter a **numerical value and weighting score** for each Learning Objective

**Step 4:** Include comments for the student on the evaluation as appropriate

**Step 5:** Please remember to **SAVE CHANGES** before clicking **SUBMIT**.

**Step 6:** Click **SUBMIT**

If you have any questions about using CORE ELMS. Please contact the ELP office at elp@rx.umaryland.edu