

# Cover Sheet: Request 10110

## Professional Practice Skills Lab II

### Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Beck,Diane Elizabeth beck@cop.ufl.edu
Created	2/26/2015 8:57:22 PM
Updated	2/27/2015 9:23:42 AM
Description	This course occurs across the entire Spring semester during Year 1. It integrates coursework being learned in other coursework during Year 1.  Materials and Supplies fees will need to be linked to this course.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COP - Interdisciplinary Studies	Whalen, Karen		2/27/2015
College	Approved	COP - College of Pharmacy	Beck, Diane Elizabeth		2/27/2015
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/27/2015
Statewide Course Numbering System					
Office of the Registrar					
Student Academic Support System					
Catalog					
College Notified					

## Recommended SCNS Course Identification

1. Prefix PHA      2. Level 5      3. Number XXX      4. Lab Code L

5. Course Title Professional Practice Skills Lab II

6. Transcript Title (21 character maximum) Prac Skills Lab II

7. Effective Term Spring

8. Effective Year 2016

9. Rotating Topic? Select

10. Amount of Credit 1

11. If variable, # minimum and # maximum credits per semester.

12. Repeatable credit? No

13. If yes, total repeatable credit allowed #

14. S/U Only? No

15. Contact Type Regularly Scheduled [base hr]

16. Degree Type Professional

17. If other, please specify: [Click here to enter text.](#)

18. Category of Instruction Introductory

## 19. Course Description (50 words maximum)

Second of a six course sequence that develops skills essential in performing tasks expected of a pharmacist in daily practice. This course prepares students to enter into community practice settings.

## 20. Prerequisites

PHA XXXX Professional Practice Skills Lab I

## 21. Co-requisites

[Click here to enter text.](#)

## 22. Rationale and Placement in Curriculum

The first year of the Pharm.D. curriculum introduces principles and concepts. These are applied during years 2 and 3 as students complete a series of body system courses. This course occurs across the entire semester because it introduces skills that require the learner to integrate knowledge, skills, attitudes, and values that are being learned across all courses during the second semester.

23. Complete the syllabus checklist on the next page of this form.

### Syllabus Requirements Checklist

The University's complete Syllabus Policy can be found at:

[http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi\\_policy.pdf](http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf)

The syllabus of the proposed course **must** include the following:

- ☒ Course title
- ☒ Instructor contact information (if applicable, TA information may be listed as TBA)
- ☒ Office hours during which students may meet with the instructor and TA (if applicable)
- ☒ Course objectives and/or goals
- ☒ A weekly course schedule of topics and assignments.
- ☒ Methods by which students will be evaluated and their grades determined
- ☒ Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the appropriate undergraduate catalog web page:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.
- ☒ List of all required and recommended textbooks
- ☒ Materials and Supplies Fees, if any
- ☒ A statement related to class attendance, make-up exams and other work such as: *"Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>."*
- ☒ A statement related to accommodations for students with disabilities such as: *"Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation."*
- ☒ A statement informing students of the online course evaluation process such as: *"Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>."*

It is **recommended** that the syllabus contain the following:

- ☒ Critical dates for exams or other work
- ☒ Class demeanor expected by the professor (e.g. tardiness, cell phone usage)
- ☒ The university's honesty policy regarding cheating, plagiarism, etc.

*Suggested wording: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.*

- ☒ Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies

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## PHA XXXX Professional Practice Skills Laboratory II

Spring 2016

1 Semester Credit Hours

### Course Purpose:

This course introduces foundational patient care skills and essential tasks that a pharmacist is expected to perform in daily practice. You will be asked to integrate knowledge, skills and attitudes while practicing foundational skills including: interviewing a patient who seeks self-care, researching and answering drug information questions, assisting patients and caregivers in addressing insurance/prescription coverage, dispensing medications in a community setting, and displaying professionalism. These basic skills provide a foundation for provision of patient care/pharmacy practice during years 2 through 4. The patient care skills and tasks taught in this course will prepare you to enter into community practice settings during your first Introductory Pharmacy Practice Experience.

### Course Faculty and Office Hours

(See Appendix A for Contact Information and a List of Course Faculty)

#### *Teaching Partnership Leader:*

Karen R. Sando, Pharm.D., BCACP, CDE

Email: [ksando@cop.ufl.edu](mailto:ksando@cop.ufl.edu) Office: HPNP 3306

Phone: (352) 273-6224

Preferred form of contact: Email

#### *Teaching Partners:*

TBA

#### *Academic Coordinator*

Christine Salama, M.A. Email: [csalama@ufl.edu](mailto:csalama@ufl.edu)

Office: HPNP 4312 Phone: 352-273-5617

Office Hours: by email and appointment

### This Course Will Prepare You to Perform the Following Activities Which the Public Entrusts a Pharmacist to Perform:

EPA A1. Collect subjective and objective data

EPA A2. Interpret patient data and identify problems.

EPA A3. Formulate evidence-based care plans.

EPA A4. Counsel a patient about medications and health-wellness

EPA A5. Assess and Counsel a patient about health/wellness

EPA B1. Form clinical/practice-related questions and retrieve evidence to advance patient care.

EPA C1. Identify system failures and contribute to a culture of safety and improvement.

EPA D1. Demonstrate soft-skills in daily practice

EPA E1. Safely and accurately dispense medications within a medication use system including supervision of pharmacy technicians.

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EPA E2. Assist patients and care givers to obtain their medications and related para-pharmaceuticals in an affordable manner that meets their healthcare needs.

## **Course Objectives**

Upon completion of this course, the student will:

1. Collect basic subjective and objective evidence from a patient who seeks self-care, by interviewing the patient using an organized structure and specific questioning technique (e.g. SCHOLAR-MAC).
2. Interpret patient data gathered during a self-care consultation and identify actual or potential drug-related problems.
3. Provide counseling to a patient or caregiver seeking self-care including any need for referral.
4. Analyze new and refill prescriptions for appropriateness and enter into a community pharmacy software system.
5. In a simulated community setting, accurately dispense medications in accordance with legal and regulatory requirements.
6. Provide counseling to a patient or caregiver on a new prescription in a simulated community pharmacy setting.
7. Direct a technician to complete an appropriate task related to dispensing in a simulated community setting.
8. Assist patients and caregivers in addressing insurance/prescription coverage.
9. Demonstrate the ability to perform a cholesterol health screening for a simulated patient.
10. Utilize drug information resources and tools within the community pharmacy setting to formulate a response to a drug information question posed from a patient/caregiver or health care professional.
11. Perform a review of systems and interpretation of laboratory/physical exam data for a simulated patient for the following body systems: gastrointestinal, nervous system, endocrine system, and immune system.
12. Document patient care activities in various systems utilized in pharmacy practice (e.g. electronic health records or community pharmacy software).
13. Perform pharmaceutical math (e.g. pharmacokinetics) to individualize drug dosing for special populations (e.g. pediatrics, geriatrics, and patients with renal, hepatic, or cardiac disease).
14. Interpret patient specific pharmacogenetic data to identify potential drug-related problems (e.g. increased risk of adverse drug reactions).
15. Identify common medication errors and potential medication errors in the community setting.
16. Report concerns about medication safety through an appropriate process in a simulated community setting.
17. Communicate medication errors to other health-care team members using structured communication techniques (e.g. SBAR – situation, background, assessment, recommendation).

## **Pre-Requisite Knowledge and Skills**

Professional Practice Skills Lab I

## **Weekly Course Outline**

### **Course Structure.**

This course is offered in a blended learning format that utilizes a weekly module-based design that combines pre-laboratory online learning with face-to-face laboratory instruction and performance-

[illegible]

Dates or Week	Instructor	Related Learning Objectives	Learning Activities/Topic	Instructor Contact Hours
			<ul style="list-style-type: none"> <li>Shadow Health Module – Gastrointestinal System (30 min)</li> <li>Watch Lecture – “Patient Assessment – Gastrointestinal System” (30 min)</li> <li>Review Patient Chart in EPIC EDU (1 hour)</li> </ul> In-Lab Activities: <ul style="list-style-type: none"> <li>Team Interview – GI Complaint (15 min)</li> <li>Team SOAP Note (60 min)</li> <li>Look Up and Counsel – Gastrointestinal Medication (30 min)</li> </ul>	<b>1.75 hrs</b>
Week 4		<b>9,11</b>	<b>Topic: Community Health Screenings – Cholesterol</b> Pre-Lab Learning Activities: <ul style="list-style-type: none"> <li>Pre-Lab Quiz (15 min)</li> <li>Watch Lecture – “Cholesterol Screening in the Community Pharmacy Setting” (45 min)</li> <li>Review Cholesterol Screening and Cardiovascular Risk Assessment Tools (1 hour)</li> </ul> In-Lab Activities: <ul style="list-style-type: none"> <li>Demonstrate use of lipid screening devices (45 min)</li> <li>Complete a Cholesterol Screening for a simulated patient (60 min)</li> </ul>	<b>2 hrs</b>  <b>1.75 hrs</b>
Week 5		<b>11</b>	<b>Topic: Patient Assessment – The Endocrine System</b> Pre-Lab Learning Activities: <ul style="list-style-type: none"> <li>Pre-Lab Quiz (15 min)</li> <li>Watch Lecture “Patient Assessment – The Endocrine System” (30 min)</li> <li>Watch Lecture “Diabetes in the Community Pharmacy Setting” (30 min)</li> </ul> In-Lab Activities: <ul style="list-style-type: none"> <li>Home Glucose Meter Evaluation and Patient Counseling (45 min)</li> <li>Hypoglycemia Products and Counseling (30 min)</li> <li>Ketone Testing and Hyperglycemia Counseling (30 min)</li> </ul>	<b>1.25 hr</b>  <b>1.75 hrs</b>
Week 6		<b>11</b>	<b>Topic: Patient Assessment – The Nervous System</b> Pre-Lab Activities:	<b>1.5 hrs</b>

Dates or Week	Instructor	Related Learning Objectives	Learning Activities/Topic	Instructor Contact Hours
			<ul style="list-style-type: none"> <li>• Pre-Lab Quiz (15 min)</li> <li>• Shadow Health Module – Neuro System Exam (30 min)</li> <li>• Watch Lecture “Patient Assessment – The Nervous System” (45 min)</li> </ul> In-Lab Activities: <ul style="list-style-type: none"> <li>• Review Community Pharmacy Profile of Geriatric Patient (15 min)</li> <li>• Team Interview – Geriatric Patient (15 min)</li> <li>• Patient Assessment Stations               <ul style="list-style-type: none"> <li>○ Fall Risk Assessment (30 min)</li> <li>○ Mini Mental Status Exam (30 min)</li> <li>○ Stroke Risk Assessment (15 min)</li> </ul> </li> </ul>	<b>1.75 hrs</b>
Week 7		<b>13,14</b>	<b>Topic: Drug Therapy Individualization</b> Pre-Lab Learning Activities: <ul style="list-style-type: none"> <li>• Pre-Lab Quiz (15 min)</li> </ul> In-Lab Activities: <ul style="list-style-type: none"> <li>• Pharmacokinetic Calculations Station (30 min)</li> <li>• Special Populations Station – Peds, Geriatrics, and Renal Impairment (30 min)</li> <li>• Counseling on Pharmacogenetics (30 min)</li> </ul>	<b>.25 hr</b>  <b>1.5 hrs</b>
Week 8		<b>1,3,4,9,11,13</b>	<b>Mini OSCE Simulation Exam #1</b>	<b>2 hr</b>
Week 9			<b>Spring Break – No Lab</b>	
Week 10		<b>10</b>	<b>Topic: Drug Information Resources in the Community Pharmacy</b> Pre-Lab Learning Activities: <ul style="list-style-type: none"> <li>• Pre-Lab Quiz (15 min)</li> <li>• Watch Lecture “Drug Information Resources in the Community Pharmacy” (45 min)</li> <li>• Practice- Forming a Practice-Related Question Online Module (1 hour)</li> </ul> In-Lab Activities: <ul style="list-style-type: none"> <li>• Drug Information Station #1 – Patient Question (30 min)</li> </ul>	<b>2 hrs</b>  <b>2 hrs</b>



Dates or Week	Instructor	Related Learning Objectives	Learning Activities/Topic	Instructor Contact Hours
			<ul style="list-style-type: none"> <li>• Drug Information Station #2 – Prescriber Question (30 min)</li> <li>• Drug Information Station #3 – Writing a Drug-Information Response (60 min)</li> </ul>	
Week 11		<b>1-3,12</b>	<p><b>Topic: Introduction to Self-Care – SCHOLAR MAC/QuEST</b></p> <p>Pre-Lab Learning Activities:</p> <ul style="list-style-type: none"> <li>• Pre-Lab Quiz (15 min)</li> <li>• Watch “Good and Bad Simulated Patient Interview – SCHOLAR-MAC/QuEST” (30 min)</li> <li>• Review SCHOLAR-MAC/QuEST Rubric (15 min)</li> </ul> <p>In-Lab Activities:</p> <ul style="list-style-type: none"> <li>• SCHOLAR-MAC Interview with Simulated Patient (10 min)</li> <li>• QuEST Write-Up (30 min)</li> <li>• Look Up and Counsel – Dietary Supplements (30 min)</li> </ul>	<p><b>1 hr</b></p> <p><b>1.25 hr</b></p>
Week 12		<b>4,8,12</b>	<p><b>Topic: Prescription Insurance in the Community Pharmacy</b></p> <p>Pre-Lab Learning Activities:</p> <ul style="list-style-type: none"> <li>• Pre-Lab Quiz (15 min)</li> <li>• Watch Lecture – “Prescription Insurance in the Community Pharmacy Setting” (45 min)</li> </ul> <p>In-Lab Learning Activities:</p> <ul style="list-style-type: none"> <li>• Entering Prescription Insurance Information into Community Pharmacy Software System (30 min)</li> <li>• Coverage Problem Stations               <ul style="list-style-type: none"> <li>○ Drug Not Covered (20 min)</li> <li>○ Step Therapy (20 min)</li> <li>○ Prior Authorization Required (20 min)</li> </ul> </li> <li>• Patient Counseling Scenario – “Why Isn’t It Covered?!” (10 min)</li> </ul>	<p><b>1 hr</b></p> <p><b>1.66 hrs</b></p>
Week 13		<b>4,5,7,15,16</b>	<p><b>Topic: Medication Errors and Safety in the Community Pharmacy</b></p> <p>Pre-Lab Learning Activities:</p> <ul style="list-style-type: none"> <li>○ Pre-Lab Quiz (15 min)</li> <li>○ Watch Lecture – “Medication Errors and Safety in the Community Pharmacy” (50 min)</li> </ul>	<b>1.08 hr</b>





## Student Evaluation & Grading

### Evaluation Methods and how grades are determined

Assessment Item	Description	Grade Weight
Weekly Pre-Lab Quizzes (N = 14)	Weekly Pre-Lab Quizzes must be completed by 6:00 PM on Sunday evening. Quizzes will consist of 10 multiple-choice, true-false, or case-based questions and will cover a combination of top 200 drug knowledge (brand/generic name, common indication(s), and common side effects) and content for that week's module. Pre-Lab Quizzes will occur in weeks 1 to 7 and 10 through 16 of the course.	15%
Weekly Performance Assessments	For each module, in-lab activities will consist of specific performance assessments related to the content of that module. Performance assessments will include tasks and skills required of a pharmacist including: interviewing a patient seeking self-care, counseling patients or caregivers on new prescriptions, assisting patients or caregivers with insurance problems, forming drug-information questions and responses, and reporting medication errors. Weekly performance assessments will be evaluated using grading rubrics or checklists specific to that task or activity. Assessments may be evaluated individually or in teams. Rubric/checklist criteria and expectations for the in-lab assessment will be posted for each module prior to the start of lab. (Example <b>Appendix C</b> for example Weekly Performance Checklist )	30%
Mini OSCE Simulation Exams	Simulation Exam 1 – 20% Simulation Exam 2 – 20% <i>For a description of Mini OSCE Simulation Exams, please see the section on "Quiz/Exam Policy"</i>	40%
Weekly Professionalism Score	Students will be evaluated each week for professionalism on a zero to ten point scale. Please see <b>Appendix B</b> for specific items assessed for professionalism.	15%
	Total	100%

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## Grading Scale

> 92.5%	A
89.5-92.4%	A-
86.5-89.4%	B+
82.5-86.4%	B
79.5-82.4%	B-
76.5-79.4%	C+
72.5-76.4%	C
69.5-72.4%	C-
66.5-69.4%	D+
62.5-66.4%	D
59.5-62.4%	D-
< 59.4%	E

**Rounding of grades:** Final course grade will only be rounded up if the decimal is 0.5 or higher. The above scale depicts this policy.

## Class Attendance Policy

Attendance is **mandatory** for all labs and scheduled simulation exams. You are expected to arrive to lab prior to the start of class and be seated so lab can begin on time. Unless there is an extenuating circumstance or serious life event (e.g. illness, death in the family), you will not be able to make-up a missed/incomplete lab or simulation exam and you will receive a zero for any performance-based assessments scheduled for that week. Make-up labs or simulation exams will only be given if important medical reasons warrant (e.g. doctor's excuse, death in the family) and students contact their campus faculty course coordinator prior to the start of lab in order to receive an excused absence. In the event the student cannot make their scheduled lab session (e.g. due to timing conflict with a professionally-related event scheduled in advance), the student may switch to an alternate lab session that day if this request is submitted via email to the campus course coordinator at least one week in advance. The appropriateness of the lab session swap will be up to the discretion of the campus course coordinator and may not be approved in all circumstances.

## Quiz/Exam Policy

### ***Weekly Pre-Lab Quizzes***

Weekly pre-lab quizzes will be administered online through the course website. Quizzes will consist of a combination of top 200 drug information (brand/generic names, common indications and side effects) and knowledge related to that week's module. Quizzes will consist of multiple choice, true/false, or case-based questions. Weekly pre-lab quizzes must be completed prior to attending the start of the lab session for that week (deadline is 6:00 PM on Sundays). Performance on quizzes is an individual effort and collaboration is not permitted.

### ***Mini OSCE Simulation Exams***

An objective structured clinical exam ("OSCE") consists of various stations where the student may encounter a simulated patient, simulated health professional, or other practice-based problem (e.g. pharmacokinetic dosing calculation or drug-information question). At the end of year 1, students will be

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expected to successfully complete an OSCE that consists of 8 to 16 stations. The Mini OSCE Simulation Exam in this course will evaluate a smaller number of stations (4 to 6). The scenarios for each station will be drawn from activities/practice-tasks covered during the course. Specific station content will not be shared prior to the simulation exam. During and following the examination, students are not permitted to share and discuss station content. Sharing this information with others will be considered academic dishonesty.

## **Make-up Quiz/Exam Policy**

### ***Missing Weekly Pre-Lab Quizzes***

Because pre-lab quizzes will be opened at least 5 days prior to the start of the lab session, make-ups will not be granted for missed quizzes. In the event of a REAL EMERGENCY (illness, sudden death in the family), an extension on the weekly pre-lab quiz may be approved by the course coordinator in specific circumstances. These exceptions will be granted at the discretion of the course coordinator.

### ***Missing Simulation Exams and Make-Up Exam Policy***

Simulation exams should only be missed for REAL EMERGENCIES. A student who is unable to complete the simulation exam should notify the course coordinator within 24 hours. Students with an excused absence will be scheduled for a make-up simulation exam session. Make-up simulation exams should be arranged with the course coordinator and administered within two weeks of the original simulation exam date.

## **Policy on Old Quizzes and Assignments**

Students will not be provided with old quizzes or assignments for study purposes in this course.

## **General College of Pharmacy Course Policies**

The College of Pharmacy has a website that lists course policies that are common to all courses. This website covers the following:

1. University Grading Policies (Assigning Grade Points)
2. Concerns, Appeals, and Complaints
3. Academic Integrity Policy
4. Psychomotor and Learning Expectations
5. How to Request Learning Accommodations
6. Faculty and Course Evaluations
7. Computer and Other Technology Requirements
8. Expectations in Class and Other Learning Activities
9. Communications - Discussion Board Policy
10. Communications - Email
11. Religious Holidays
12. Counseling & Student Health Services
13. How to Access Services for Student Success

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#### 14. Faculty Lectures/Presentations Download Policy

Please see the following URL for this information:

<http://www.cop.ufl.edu/wp-content/uploads/dept/studaff/policies/General%20COP%20Course%20Policies.pdf>

## **Appendix A. Faculty and Staff: Who to Contact and Course Faculty Listing**

### ***Directions for Contacting Course Faculty***

All questions on lecture material and course communication will occur through the discussion board on the course website. Discussion boards will be organized by weekly module topic and questions should be posted in appropriate location. The discussion board will be reviewed and questions answered within 3 business days after the posting. If you do not receive a response within 3 business days after posting, please email the academic coordinator who will then contact the faculty directly. Below is a guide about which faculty or staff to contact based on the specific question area you may have:

#### **Academic Coordinator:**

1. Questions about dates, deadlines, meeting place, etc.
2. Availability of handouts and other course materials
3. Assignment directions

#### **Teaching Partnership Leader (Course Coordinator)**

1. Issues related to course policies (absences, make up exams, missed attendance)
2. Questions about grades
3. Concerns about performance
4. Guidance when there are performance problems (failing grades)
5. General questions about content

#### **Teaching Partnership Faculty Members**

1. Questions about content

#### **Questions related to EPIC EDU**

1. Technical problems (issues logging in, Citrix Receive download not opening, etc.). Call the EPIC helpdesk at 352-265-0526

#### ***Teaching Partnership Leader (Course Coordinator) – Dr. Karen Sando***

Dr. Sando joined the UF faculty in September 2010. She earned an Associate of Arts in Pre-Pharmacy at St. Petersburg College in 2004. She went on to the University of Florida and graduated in 2008 with a Doctor of Pharmacy. After completing pharmacy school, she completed a residency specializing in Ambulatory Care through the University of Florida. After her residency, she worked for Shands Jacksonville in the UF Family Medicine clinic conducting pharmacy services in anticoagulation, pain management, and diabetes. Dr. Sando currently is the coordinator for clinical pharmacy services for Area Health Education Centers (AHEC). She offers pharmacist-run services in diabetes, anticoagulation, hypertension, hyperlipidemia, and smoking cessation at UF Health Family Medicine at Old Town. Dr. Sando also serves as a preceptor for 4th year pharmacy students on ambulatory care rotation. She also directs a PGY-2 Pharmacy Residency Program in ambulatory care.

#### ***Course Faculty***

**[insert biosketch here]**



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## Appendix B. Policies for the Laboratory Setting – Professionalism and Dress Code

The Professional Practice Skills course series is meant to prepare you for the essential skills and tasks expected of a pharmacist in a variety of practice settings. As a student in this course, we would like for you to imagine that when you present to lab, you are presenting to your job as a pharmacist within the “Gator Healthcare System”. Therefore, the same professional expectations in a work setting will be applied in the laboratory setting. Students will be assessed weekly for a professionalism score. Items that will be assessed in the professionalism score include:

- Punctuality – arriving to the laboratory session on time
- Preparedness – completed pre-lab learning activities and prepared to engage in lab learning activities
- Behavior – engaged and on task during the laboratory session, not distracting others or engaging in distracting behavior (e.g. checking social media sites, texting or playing on phone)
- Handling of materials and equipment – treating laboratory equipment with respect and care
- Independence of work – when individual effort is expected, completing work without the assistance of others
- Cleanliness – maintaining a clean and organized work area
- Following dress code – below is a dress code policy that is expected in patient care areas at UF Health and will be applied in the laboratory setting:
  - Photo identification badge (Gator 1 ID) must be worn at all times and displayed.
  - White lab coats should be worn and should appear clean, wrinkle free, and in good repair
  - Professional clothing: Pressed slacks or skirt/dress as appropriate for gender. Neat, clean shirt or top
    - Men should wear dress shirts or polo shirts with collar. Ties are optional.
    - For women, low cut, midriff, strapless, or see-through blouses, shirts, or dresses are not acceptable. Undergarments should not be visible
    - T-shirts with slogans or pictures are not allowed except for sponsored events such as Children’s Miracle Network.
    - Jeans, shorts, miniskirts, and athletic shoes are not considered professional clothing.
    - Shoes should be clean, closed-toe with heels no greater than 2 inches.
  - Jewelry selection: Two earrings per ear maximum may be worn and must be appropriate for patient care areas. No tongue/eyebrow/lip/nose piercing allowed.
  - Makeup should project a professional image
  - Hair must be clean and styled in such a manner as to prevent inadvertent contamination during patient care and professional duties. Unusual hair styles or color, such as spikes, bright or fluorescent colors, are not allowed. Long hair should be controlled in the back unable to fall forward during activities. Facial hair must be neatly groomed or clean-shaven.
  - Fingernails should be clean and maintained at a length that is not visible from the palmar aspect of the hand.
  - Body art/tattoos should not be visible.
  - For patient comfort purposes, excessive perfumes, colognes, aftershaves, scented lotions etc. should not be worn in patient care areas.
  - Gum chewing is not allowed in clinical settings.

## Appendix C: Weekly Performance Assessment Checklist Example

### New Prescription Counseling Assessment Form Template

<b>Introduction</b>	<b>No [0]</b>	<b>Yes [1]</b>
<b>1. Student introduces him/herself as Student Pharmacist.</b>		
<b>2. Confirms patient name.</b>		
<b>3. Confirms secondary identifier (birth date OR address).</b>		
Introduction Score: ___/ 3		
<b>Addresses/Educates Patient on the Following Issues for New Prescription</b>	<b>No [0]</b>	<b>Yes [1]</b>
<b>4. What this medication is used for.</b>		
<ul style="list-style-type: none"> <li>Confirms use of medication...</li> </ul>		
<b>5. How to take this medication.</b>		
<ul style="list-style-type: none"> <li>Confirms or informs...</li> </ul>		
<ul style="list-style-type: none"> <li>Confirms or informs...</li> </ul>		
<b>6. What to expect from this medication (benefits).</b>		
<ul style="list-style-type: none"> <li>Confirms or informs...</li> </ul>		
<ul style="list-style-type: none"> <li>Confirms or informs...</li> </ul>		
<ul style="list-style-type: none"> <li>Confirms or informs...</li> </ul>		
<b>7. What to expect from this medication (side effects).</b>		
<ul style="list-style-type: none"> <li>Confirms or informs...</li> </ul>		
Addressed/Educated Score: ___/ X		
<b>Closing</b>	<b>No [0]</b>	<b>Yes [1]</b>
<b>8. Allows opportunity for questions.</b>		
<b>9. Verifies understanding (asks for repeat back OR asks patient to explain how he/she will use medication).</b>		
Closing Score ___/2		
Overall Score: ___/XX		