AMERICAN ASSOCIATION OF COLLEGES OF PHARMACY

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COURSE CREDIT AND COURSE SECTION NUMBER
Determined by your institution

SITE DESCRIPTION
Founded in 1900, the American Association of Colleges of Pharmacy (AACP) is the national organization representing pharmacy education in the United States. The mission of the Association is to both represent and be an advocate for all segments of the academic community in the profession of pharmacy. AACP is comprised of all accredited colleges and schools with pharmacy degree programs accredited by the Accreditation Council for Pharmacy Education, including approximately 52,000 professional degree students, 5,400 students enrolled in graduate studies and more than 5,500 full-time faculty. There is at least one pharmacy school in every state with the exception of two states, Alaska and Delaware. A Doctor of Pharmacy (Pharm.D.) degree is awarded after completion of a three-year (continuous) or four-year professional degree program following a minimum of two years of collegiate pre-professional study. Accreditation of Bachelor of Science degree pharmacy programs (B.S. Pharmacy), which required a minimum of five years of college study, ended in 2004.

The Association is structured as a democratic organization with decision-making vested in a House of Delegates, a Board of Directors and the Office of the Executive Vice President. The House of Delegates meets annually and generally considers only issues of major policy. The Board of Directors consists of three presidential officers, three representatives of school administrations, three representatives of school faculties, three representatives of academic disciplines, Speaker of the House, Treasurer and the Executive Vice President. The Board generally meets four times a year to authorize policy and program implementation and to consider significant matters related to the operational and financial affairs of the Association. The Executive Vice President is selected and employed by the Board of Directors as the chief executive officer of the Association, with overall responsibility for the administration of the policies and programs adopted by the House of Delegates and the Board of Directors. The Association's staff is
appointed by the executive vice president, who is responsible for all actions taken by staff members on the Association's behalf.

All U.S. schools of pharmacy are regular or associate institutional members of AACP. Each regular member has two votes in the AACP House of Delegates (one representing the school's faculty voting in the Council of Faculties and the other representing the school's administration voting in the Council of Deans). Faculty may also be individual members of AACP, entitling them to receive a number of services and to participate in the various activities of the Association. AACP enjoys the widespread support of the community it represents and there is a high degree of faculty participation in Association committees, academic sections and special interest groups. AACP conducts a wide variety of programs and activities in cooperation with a number of other national health and higher education associations in the Washington, D.C. area. Many Association activities are concerned with higher education issues. Some relate only to concerns of the profession while others relate to the broad community of all health professions.

For more information about AACP please visit: www.aacp.org

PREREQUISITES
The experience is intended to be an elective advanced pharmacy practice experience (APPE) of a school or college of pharmacy's curriculum-based experiential program. Requests to participate are coordinated through and received from the experiential program staff of the school or college of pharmacy. Prior to this elective, each student must successfully complete all required APPE prerequisite courses as determined by the student's Experiential Education Office. As described in the application process, APPE students selected for the AACP Association Management rotation:

- Must have a strong interest in national association management and academia
- Must be a full-time student pharmacist in good academic standing
- Should be a member of AACP
- Complete the application procedure through coordination with their experiential program coordinator

COURSE DESCRIPTION
The AACP Association Management Elective Advanced Pharmacy Practice Experience (APPE) provides students with a unique experience within a healthcare professional association. During this APPE, students will be expected to utilize abilities learned previously in the curriculum in order to meet general course objectives set by the student's school and AACP's site specific objectives. This unique and innovative opportunity allows students to mature professionally in accordance with their individual interests. As a member of the AACP Team, APPE students will participate in daily association management practices, contributing to the various programs, products and services offered to AACP members.

The APPE schedule is designed to be 4-6 weeks in duration and is available throughout the year. AACP anticipates having no more than one (1) APPE student pharmacist during a rotation session; however, there is a possibility of APPE student overlap due to varying college/school of pharmacy rotation scheduling. Members of the AACP staff will serve as preceptors within their area of expertise.
GOALS
To meet the goals of the AACP Association Management APPE, students will be expected to collaborate with staff, members, and other healthcare association professionals. Under the supervision of a preceptor, the goals for student pharmacists include, but not limited to:

- Understand a national association’s service to the profession, and the healthcare professional’s role in this setting
- Develop professionalism skills, attitudes and values of a healthcare practitioner in an association management setting
- Expand and utilize communication skills applicable for a healthcare professional in an association management setting
- Contribute to new and/or ongoing association programs, products and services which meet current member needs

LEARNING OBJECTIVES
Upon completion of the AACP Association Management elective, and under the supervision of a preceptor, the student pharmacist shall be able to:

- Describe the AACP mission and its role in pharmacy education, interprofessional education and higher education, in general.
- Identify AACP programs, products and services provided to members, including faculty, deans, staff, and pharmacy education.
- Describe the organizational and reporting relationships of the association.
- Describe the management functions of AACP including personnel management, marketing of services, financing, capital budgeting, and legal and regulatory standards.
- Identify relevant policy and regulatory issues of AACP and academic pharmacy.
- Accept responsibility of work; demonstrate initiative and self-directed learning.
- Model professional demeanor and conduct.
- Exhibit professional appearance and work products.
- Demonstrate sensitivity and respect to culturally diverse populations.
- Apply feedback and constructive criticism to work products and/or relationship building, as appropriate.
- Establish collaborative relationships with AACP staff and members.
- Demonstrate effective verbal communication skills through interactions with staff, members and other association professionals.
- Construct written communication pieces which are clear, concise and contain appropriate language.
- Present a comprehensive, well-organized summary of APPE projects (this may be in the form of a presentation or formal write-up).
- Identify and analyze emerging issues, products, and services relevant to the membership of the association.
- Develop project management skills through contributions to ongoing and/or newly developing programs, products and services of the association.
- Utilize effective time management skills in order to complete professional work products which contribute to ongoing department-related projects.
- Apply newly acquired knowledge to solving problems as they arise.
- Conduct comprehensive literature searches and demonstrate proficient research skills.

DESCRIPTION OF TEACHING AND LEARNING METHODS
Experiential learning: applying knowledge, skills and attitudes learned in the classroom to a non-traditional pharmacy practice environment.

Self-directed learning: students will engage with course content by independent work and selected course assignments.

OFFICE OF EXPERIENTIAL EDUCATION AND AACP SITE SPECIFIC POLICIES

Students and preceptors are expected to comply with the Experiential Education Office policies and procedures established by the student's institution. Students are expected to communicate with the preceptor regarding such requirements prior to the rotation start date.

Preceptors may require and/or recommend additional site specific policies for their rotations. Students are required to review the APPE course syllabus and APPE Student Manual prior to the start of the rotation. Questions or concerns regarding AACP polices and course requirements shall be brought to the preceptor's attention.

SPECIAL NEEDS

AACP is committed to providing reasonable accommodations for all persons with documented disabilities or accessibility concerns in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have a medical condition, disability, or accessibility concern that may impact your ability to meet the academic demands or requirements of the course, please contact your preceptor prior to the start of your rotation. Students are required to self-identify for disability/accessibility support.

PREPARING FOR THE APPE

In preparation for this APPE, students shall review and prepare the following assignments prior to starting the APPE:

- Read the AACP APPE Syllabus and AACP Student Manual. Questions or concerns regarding AACP polices and course requirements shall be brought to the preceptor's attention prior to starting the APPE.
- Browse through the AACP Website (www.aacp.org) to gain an understanding of the organization structure, resources, and various products, programs and services offered to AACP members.
- Review the APPE Student Blog to gain an appreciation of the various activities, projects and assignments students participate in during an AACP APPE.
- Identify 3 programs, products or services you would like to learn more about within AACP. Be prepared to discuss these ideas with your preceptor during the first week.

SUPPLEMENTAL LEARNING RESOURCES

The following is a brief list of supplemental resources students may choose to review for the rotation. Copies of these materials may be available from AACP staff. Ask your preceptor if you would like to borrow these materials.

- Strengths Finder 2.0: A New and Upgraded Edition of the Online Test from Gallup's Now, Discover Your Strengths. Students may be asked to take the Strengths Finder assessment. If you have already taken the assessment, have your assessment results available.

ADDITIONAL APPE REQUIREMENTS

The following is a list of additional requirements for the rotation. Questions or concerns regarding these course requirements shall be brought to the preceptor's attention prior to starting the APPE.
Students must have internet access during the rotation. An AACP email account will be provided during week #1.

Access to the approved rotation management software system used to track all pharmacy rotations and associated information provided by your institution.

Dress should be clean, neat, appropriate, and consistent with the professional image of the association. AACP is a business environment; therefore casual clothing is not acceptable. Business wear should be worn from Monday to Thursday. Every Friday is “casual” day where casual attire is acceptable; unless there are external meetings being held in the office (check the AACP calendar for reference). The student will be involved with external meetings and conferences. AACP also hosts several external and internal meetings and professional attire is required when outside visitors are in the building. Additional details and examples of business dress are included in the AACP Student Manual.

Financial responsibility for transportation, housing, and all other costs of living are the responsibility of the student. There is no stipend or salary associated with the AACP APPE Program. For more information on housing, parking, and transportation in the local area, please review the AACP Student Manual.

STUDENT ACTIVITIES AND ASSIGNMENTS
Students will work with preceptors to complete activities and assignments which will enable them to accomplish the objectives by the end of the rotation. Student projects are to be detailed by the preceptor and/or assigning staff member.

Required assignments and projects will be discussed and assigned during the first week of the rotation, based on student-specific interests. A detailed list of student specific projects is outlined in the student schedule (see Appendix A). This may be updated by the student and/or preceptor throughout the rotation as a record of the student’s activities.

Examples of student projects include:
- Writing a weekly reflection for student blog post
- Attend a meeting with policy staff
- Develop meeting assessments
- Analyze and present meeting assessments
- Evaluate and develop recommendations to update sections of the AACP website
- Research topics for background materials for AACP standing committee work

LATE ASSIGNMENT POLICY
All assignments must be submitted by the designated deadline. Ramifications for late assignments will be at the discretion of the preceptor.

ASSESSMENT AND GRADING
At the midpoint and upon the completion of your APPE, your preceptor(s) will assess your work and skills at AACP using the above goals and objectives (also found on the Evaluation Form, Appendix B). Your primary preceptor is to evaluate your performance by associating a number to the degree of completion of each of the goals during your APPE. Prior to the preceptor going over their evaluation, you will be asked to self-evaluate your performance using the same form. This allows you to reflect back on the content and quality of the work you have accomplished at AACP. Once the preceptor goes through the Evaluation Form, he/she will review the results and discuss your strengths and areas of improvement.

The preceptor may also complete any evaluation documents required by the student pharmacist’s school or college and will review them with the APPE student as requested by the school.
Policies on adjustments, Incomplete, and failing rotation grades will be determined by the student’s school. AACP will not allow a “makeup” rotation in the case of failing grade, and remediation is not offered.

PRECEPTOR ASSESSMENT / EXPERIENTIAL COURSE EVALUATION
Students are encouraged to complete the course/rotation evaluation provided by your institution following the completion of the rotation. Student feedback is essential and highly valued to continually improve the quality of courses and the effectiveness of our staff as educators. As a preceptor, we can assure you that your feedback is reviewed in detail. The evaluations are taken very seriously and shall be used to make program improvements.

EXPECTATIONS FOR STUDENT ENGAGEMENT
To receive full credit for this course, students are expected to attend and participate in all scheduled rotation activities, arrive on time, and remain until required activities have been completed or they are dismissed by their preceptor. It is expected that students will come to the rotation site with an open mind and respectful demeanor. Student preparedness for topic discussions, meetings, etc. is a critical element in this course. It is also expected that all students will maintain a neat and orderly workspace. Students shall not contact AACP members directly until the communication (e.g. email, survey, etc.) has been approved by the preceptor or AACP staff project manager.

The faculty and staff consider the preceptor-student relationship as collegial and respectful. As more experienced, professional colleagues, preceptors generally view themselves as mentors in the student’s professional development. Students should expect preceptors to communicate expectations and instructions clearly and concisely. Students should also expect preceptors to provide them with relevant resources, activities, experiences and feedback to facilitate success in the curriculum and in practice. Preceptors are fully committed to fulfilling this responsibility and will work to ensure that each student has the opportunity to be successful. In return, preceptors expect students to behave in a professional, responsible, and ethical manner; demonstrate a positive attitude, enthusiasm for learning, and respect for themselves and others; be prepared for each session; be flexible and be accountable for their assigned responsibilities.

The normal business hours for AACP are 8:30 AM to 5:00 PM. APPE students often do not follow a 9-5 schedule. You may work some evenings and weekends to attend special functions such as leadership meetings, congressional receptions, and press briefings. Students will coordinate their work hours individually with their primary preceptor.

ATTENDANCE POLICY
Preceptors acknowledge that extenuating circumstances occasionally occur that prevent attendance during rotation. At the discretion of the preceptor, an excused absence during one rotation period will be allowed as long as the objectives of the rotation are met. Any unexcused absence during the course of a rotation must be made up in a way that meets with the preceptor’s approval. Failure to make up missed work will result in an Incomplete grade for the rotation.

Excused absences: Planned or unplanned absences are excused only under the following circumstances, which are beyond the control of the student:

- Medical necessity refers to unpredictable or serious illness of the student or an immediate family member. Documentation, such as a physician letter, may be required at the request of the preceptor. Routine medical or dental visits do not meet this criterion. Students should schedule routine medical or dental visits at the end of the day to avoid missing a full day of rotation.
- Bereavement Policy: An absence may be excused due to the death of a student's immediate family member (parent, child, spouse, grandparent, or sibling). Absences should not exceed a total of 4
Absences during the rotation. Excused absences do not have to be made up; however, if the preceptor determines that the objectives of the rotation cannot be met as a result of the excused absences, the student should work out a way to make up missed time at the preceptor’s convenience.

- Participation in a pre-approved professional activity (i.e. activities of the School, local, state, or national pharmacy organizations) constitutes an excused absence provided the student informs the preceptor of the planned absence at the beginning of the rotation. Documentation of the professional activity is required. Work as an employee does NOT constitute participation in a professional activity.

- Participation in Residency Interviews: It is understandable that students seeking residency training may have many interview dates from mid-January to the first week of March, with the majority occurring in February. The student must inform the preceptor of any planned interview(s) upon first contact with the preceptor prior to the start of the rotation, if at all possible, or immediately at the time the interview is scheduled if during the course of a rotation. When possible, especially if more than 2 interviews are anticipated, students are encouraged to schedule interviews to occur over several rotations, so that the February rotation is not the only affected experience. For interviews during the same rotation, students should attempt when possible to consolidate interview days and combine/arrange travel to minimize time away from rotation (for example, departing after the workday on rotation). Two days’ absence in one rotation month will be allowed without need for make-up time. Any additional days taken for residency interviews may have to be made up at the discretion of the preceptor. Documentation of scheduled interviews is required; this should be at least but is not limited to, per the preceptor’s prerogative, an email to the preceptor copied to the regional faculty member noting the location and dates required for the interview.

    Students cannot exceed a total of six days’ absence for residency interviews during a rotation without prior approval from their local experiential faculty. Thus, in summary: up to 2 days absence/rotation for interviews will be excused; 3-6 days absence/rotation will be made up at the discretion of the preceptor; and more than 6 days absence/rotation need to be approved by the local experiential faculty member.

- Other extenuating circumstances: The preceptor may, at his/her discretion, approve a request for an excused absence for other reasons. When possible, such requests should be made in writing at the beginning of the practice experience.

Unexcused absences are absences from rotation for any reason not listed above.

Absence Notification Policy: The student must contact the preceptor of an anticipated absence as early as possible prior to the absence. If circumstances prevent the student from providing prior notification, the student or his/her designate should contact the preceptor by phone first thing in the morning of the absence. Messages should include the student’s name, a brief summary of reason for absence, and anticipated date of return. The preceptor will determine whether the absence is excused or unexcused.

ACADEMIC INTEGRITY / HONOR CODE
The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at AACP. During your rotation, you will be held to the Code of Student Conduct. Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code of your institution. Academic dishonesty in any form is unacceptable. Any written assignments and other written materials may be subject to submission for textual similarity review to Turnitin for the detection of plagiarism.

If a violation is suspected, it may be reported to the Office of Experiential Education (OEE) at your institution. If you have any questions about your institution’s policies, please contact a member of your institution’s OEE.

SYLLABUS CHANGES
Issues not addressed here or in other official course documents will be resolved according to the discretion of the preceptor. The course director or primary preceptor reserves the right to make changes to the syllabus, including project due dates and test dates, when unforeseen circumstances occur. These changes will be announced as early as possible so that students can adjust their schedules.

**Appendix A: Example Student Schedule-At-A-Glance and List of Weekly Tasks and Assignments**
*(Subject to Change based on student goals and AACP priorities during the rotation)*

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<th>Sunday</th>
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<td><strong>Week 1: AACP Programs, Products &amp; Services</strong></td>
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<td>Welcome to AACP Breakfast @ 9:15am</td>
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<td>Attend off-site meeting with preceptor</td>
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<td>Week #1 Student Blog Due</td>
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<td><strong>Week 2: Student Affairs</strong></td>
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<td>IM14 Meeting @ 10am</td>
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<td>Complete midpoint evaluation</td>
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<td>All-Staff Meeting @ 2pm</td>
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<td>Week #2 Student Blog Due</td>
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<td>AM13 All Staff Debrief @ 10:30am</td>
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<td>Visit to the Apothecary Museum, office closed at 2pm</td>
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<td><strong>Week 3: New Directions in Teaching and Learning</strong></td>
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<td>Week #3 Student Blog Due</td>
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<td><strong>Week 4: Wrap-Up, Reflections, Final Projects &amp; Evaluation</strong></td>
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<td>Final Project Presentation @11am</td>
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<td>Last Day of APPE</td>
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<td>Complete final evaluation</td>
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<td>Week #4 Student Blog Due</td>
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Week 1: AACP Programs, Products and Services

- **Readings & Background Material:**
  - Review the AACP Website, specifically "About AACP”, “Resources”, “News & Publications”, and “Governance” sections – find answers to the following questions:
    - How many full-time pharmacy faculty were there in the US as of the Fall 2012?
    - What is Academic Pharmacy Now?
    - How many issues of AJPE are published online each year?
    - What is the general function of the AACP Sections and SIGS?
  - Review materials provided for reflective writing – presentation, articles, example APPE Student Blog, and Stories of Reflection. Be prepared to write a blog each week, as described in the Student Handbook.
  - Read about the Interprofessional Education Collaborative ([https://ipecollaborative.org/](https://ipecollaborative.org/)). What is interprofessional education? Who is involved in the IPE collaborative? What resources do they provide on the website? Reflect on how Interprofessional Education has been a part of your education.
  - Review the AACP website on the Academic Leadership Fellows Program.
  - Review the AACP Strategic Plan ([http://www.aacp.org/about/pages/strategicplan.aspx](http://www.aacp.org/about/pages/strategicplan.aspx)).

- **Projects** (to be described in detail by listed preceptor/AACP Staff when student is ready):
  - In order to present a clear understanding about each department at AACP, each student will set up time to meet the key AACP staff members during the APPE.
  - Each week you will also be required to submit 1 to 2 paragraphs about what you learned in the style of a journal entry. This should be a brief reflection of your role and participation at AACP, anything that you learned that you were surprised about, or beliefs that you held that were confirmed, etc. This reflection entry can be the basis of your Blog Post each week on the APPE Blog webpage.
  - AACP also asks as a part of your APPE that you write a 1 to 2 page letter to future APPE students on your experience. A template for this will be provided in the Student Binder and P: folder. Past students have written these letters for you to review to get the most out of your experience here in Alexandria. Some suggestions are made on projects to work on, and where to eat and play in Alexandria and D.C.
  - Make appointment with Jen Adams to discuss (1) reflective writing and (2) AACP Strategic Plan.
  - Make appointments & meet with Senior Staff (see Senior Staff list)
  - Make appointment with IT Director, Allan Lee – regarding email address, computer orientation, and how to post the APPE Student Blog to the website (once approved by a preceptor)
  - Develop a final project topic – this could be something of special interest to you or it could be an overall presentation on your learning experience while at AACP (e.g. an overview of various projects worked on). This will be discussed further with your preceptor.
  - Strengths Finder – take the test! What are your top 5 strengths? Read more about them in the Strengths Finder book (book is at student desk). Access code to take the test will be provided separately.

- **Off-Site Meetings:**
  - TBD

- **Due this Week:**
  - Final Project Topic – email to preceptor before close of business (COB) on Friday of Week #1
  - Week 1 Blog - email to preceptor before COB on Friday of Week #1

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**Week 2: Student Affairs**

- **Readings & Videos:**
  - Continue to review the AACP Website, specifically "Meetings & Events", “Career Development”, and “Advocacy” sections – find answers to the following questions:
    - List 3 AACP meetings held each year and identify the target audiences. What value does each meeting bring to the members?
    - What is “Team Up. Pressure Down”?
- Compare and contrast ALFP and ARFP.

- Projects (to be described in detail by listed preceptor/AACP Staff when student is ready):
  - Complete AACP Senior Staff meetings as available
  - Background readings for special committee on admissions
  - Review AACP Staff Strengths Finder
  - Summarize meeting evaluations and compile feedback for individual speakers

- Due this Week:
  - Final Project Outline due – email or present to preceptor by COB on Friday of Week #2
  - Week 2 Blog Post – email to preceptor by COB on Friday of Week #2
  - APPE Midpoint Evaluation due; be sure to submit your self-evaluation to preceptor by COB on Thursday of Week #2

Week 3: Curriculum Reform

- Readings & Videos:
  - Daphne Koller: What we’re learning from online education: http://www.ted.com/talks/daphne_koller_what_we_re_learning_from_online_education.html
  - Download a free copy of the e-book, Game Changers: Education and Information Technologies (www.educause.edu/research-publications/books/game-changers-education-and-information-technologies) Read Chapter 3: IT as a Game Changer (Diana G. Oblinger)
    - Daniel Kraft: Medicine’s future? There’s an app for that: http://www.ted.com/talks/daniel_kraft_medicine_s_future.html

- Projects (to be described in detail by listed preceptor/AACP Staff when student is ready):
  - TBD

- Due this Week:
  - Final Project Draft Presentation due to preceptor by COB on Friday of Week #3
  - Week 3 Blog - email to preceptor by COB on Friday of Week #3

Week 4: Wrap-Up, Reflections, Final Project & Evaluation

- Readings & Videos:
  - TBD

- Projects:
  - Complete any remaining projects
  - Others TBD as time allows

- Due this Week:
  - Week 4 Blog - email to preceptor by COB on Friday of Week #4
  - APPE Final Evaluation; be sure to submit your self-evaluation to preceptor by COB on Thursday of Week #4
# Appendix B: Preceptor’s Evaluation of the Student at Midpoint and Final

## AACP Association Management APPE Elective

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Description of Performance</th>
<th>N/A</th>
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<tbody>
<tr>
<td><strong>Goal:</strong> To understand a national association’s service to the profession and the healthcare professional’s role in this setting</td>
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<tr>
<td>Describe the AACP mission and its role in pharmacy education, interprofessional education and higher education in general.</td>
<td>Cannot describe the mission of the organization. Cannot articulate how the organization interfaces with other health care disciplines and higher education.</td>
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<tr>
<td>Identify AACP programs, products and services provided to members and pharmacy education.</td>
<td>Cannot identify programs, products and services provided to members and pharmacy education.</td>
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<td>Describe the organizational and reporting relationships of the association.</td>
<td>Cannot describe the organizational and reporting relationships. Cannot explain how the preceptor interfaces with others within AACP.</td>
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<td>Describe the management functions of AACP including personnel management, marketing of services, financing, capital budgeting, and legal and regulatory standards.</td>
<td>Cannot describe the management functions of AACP.</td>
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<tr>
<td>Identify relevant policy and regulatory issues of AACP and academic pharmacy.</td>
<td>Consistently fails to identify top priority policy issues for AACP. Does not explain the role of AACP in higher education and professional practice policy.</td>
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</table>

List others who precepted this student and provided evaluation feedback:

This evaluation shall be first completed by the student as a self-evaluation at the midpoint and final evaluation. The preceptor shall review the self-evaluation, make adjustments as needed, and provide feedback on student performance.

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Description of Performance</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Describe the AACP mission and its role in pharmacy education, interprofessional education and higher education in general.</td>
<td>Usually unable to describe the mission of the organization. Cannot articulate how the organization interfaces with other health care disciplines and higher education.</td>
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<tr>
<td>Identify AACP programs, products and services provided to members and pharmacy education.</td>
<td>Usually unable to identify programs, products and services provided to members and pharmacy education.</td>
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<tr>
<td>Describe the organizational and reporting relationships of the association.</td>
<td>Usually unable to describe the organizational and reporting relationships. Cannot explain how the preceptor interfaces with others within AACP.</td>
<td></td>
</tr>
<tr>
<td>Describe the management functions of AACP including personnel management, marketing of services, financing, capital budgeting, and legal and regulatory standards.</td>
<td>Usually unable to describe the management functions of AACP.</td>
<td></td>
</tr>
<tr>
<td>Identify relevant policy and regulatory issues of AACP and academic pharmacy.</td>
<td>Identifies top priority policy issues for AACP. Basic explanation of the role of AACP in higher education and professional practice policy.</td>
<td></td>
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Comments:
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<thead>
<tr>
<th>Goal: To develop professionalism skills, attitudes and values of a healthcare practitioner in the association management setting.</th>
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<tbody>
<tr>
<td><strong>Accept responsibility of work; demonstrate initiative and self-directed learning.</strong></td>
</tr>
<tr>
<td>Never takes initiative or assumes responsibility for own learning and assigned projects. Never participates in discussions. Never inquisitive. Not committed to continued professional development.</td>
</tr>
<tr>
<td><strong>Model professional demeanor and conduct</strong></td>
</tr>
<tr>
<td><strong>Demonstrate sensitivity and respect to culturally diverse populations</strong></td>
</tr>
<tr>
<td>Never respects the religion and culture of others. Never respects confidentiality and privacy. Never respects peers and instructors. Never listens carefully and respectfully. Never fully present or attentive in activities and interactions.</td>
</tr>
<tr>
<td><strong>Apply feedback and constructive criticism to work products and/or relationship building as appropriate.</strong></td>
</tr>
<tr>
<td>Never learns/grows from experiences or reflects on provided feedback. Never utilizes constructive criticism or incorporates positive changes to ensure improved outcomes.</td>
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</table>
**Exhibit professional appearance and work products**

|   | Does not present self in professional manner. Consistently disorganized. Fails to meet deadlines and does not follow through with requests. Final work products are unprofessionally presented. | Rarely presents self in professional manner. Occasionally unorganized and unprepared. Assignments done on time, but fails to follow through on several requests. Final work products are unprofessionally presented. | Usually presents self in professional manner. Usually organized and prepared. Regularly completes work on time. Usually follows through on requests. Final work products are professionally presented. | Presents self in professional manner. Well organized and prepared. Follows through on all requests. Final work products are professionally presented. | Consistently presents self in professional manner. Extremely organized and prepared. Follows through on all requests. Final work products are professionally presented. | This objective was not applicable at this point of the rotation. |

| Establish collaborative relationships with AACP staff and members. | Consistently observes only; refuses to participate as a team player | Has difficulty establishing relationships; minimal participation with the team | Establishes adequate relationships; participates if directed | Establishes good relationships; participates as a team player | Establishes good relationships and proactively participates as an integral member of the team | This objective was not applicable at this point of the rotation. |

**Comments:**

**Goal: To expand and utilize communication skills applicable for a healthcare professional in an association management setting**

| **Demonstrate effective verbal communication skills through interactions with staff, members and other association professionals** | Uses inappropriate language for intended audience; insensitive to surroundings; provides inaccurate information; speaks with inappropriate volume, rate and tone. | Rarely uses appropriate language for intended audience; does not consistently respect surroundings; provides inaccurate information at times; speaks with inappropriate volume, rate and tone. | Usually uses appropriate language for intended audience; respectful of surroundings; usually provides accurate information; speaks with appropriate volume, rate and tone. | Uses appropriate language for intended audience; respectful of surroundings; provides accurate information; speaks clearly, with appropriate volume, rate and tone. | Effective communication with all interactions; uses clear and appropriate language for intended audience; consistently sensitive to surroundings and provides accurate information; speaks clearly, with appropriate volume, rate and tone. | This objective was not applicable at this point of the rotation. |

| **Construct written communication pieces which are clear, concise and contain appropriate language** | Written materials are illegible and contain several grammatical, spelling, and organizational errors; not properly cited. | Written materials are illegible, with some grammatical, spelling and/or organizational errors; not properly cited. | Written materials are legible, with few grammatical or spelling errors; fair organization; properly cited. | Written materials are well organized, limited grammatical or spelling errors; appropriately cited with credible resources. | Critically and clearly presented, no grammatical or spelling errors, cites appropriate, credible resources. | This objective was not applicable at this point of the rotation. |

| **Present a comprehensive, well-organized summary of APPE projects** | Delivers a presentation which does not adhere to assigned format and time parameters; inappropriate verbal and nonverbal communication skills; provides inaccurate information. | Delivers a presentation which somewhat adheres to assigned format and time parameters; some inaccurate information is provided; inappropriate verbal and nonverbal communication skills. | Delivers an accurate presentation based on assigned format and time parameters utilizes audiovisual aids to enhance delivery; appropriate verbal and nonverbal communication skills. | Delivers an accurate and clear presentation based on assigned format and time parameters utilizes audiovisual aids and/or technology to enhance delivery; appropriate verbal and nonverbal communication skills. | Delivers a clear, enthusiastic, and accurate presentation based on assigned format and time parameters utilizes a variety of audiovisual aids and/or technology to enhance delivery; appropriate verbal and nonverbal communication skills; engages the audience with activities and/or effective questioning as appropriate | This objective was not applicable at this point of the rotation. |
**Goal: To contribute to new and/or ongoing association programs, products and services which meet current member needs**

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<tr>
<th>Identify and analyze emerging issues, products, and services relevant to the membership of the association</th>
<th>Unable to identify emerging issues, products, and/or services relevant to membership</th>
<th>Identifies emerging issues, products, and/or services relevant to membership, no analysis of benefit provided</th>
<th>Identifies emerging issues, products, and/or services relevant to membership, provides analysis of benefit to members and organization</th>
<th>Identifies emerging issues, products, and/or services relevant to membership, provides analysis of benefit to members and organization; participates in discussions around potential implementation steps</th>
<th>Identifies several emerging issues, products, and/or services relevant to membership, provides a comprehensive analysis of benefit to members and organization; participates in discussions and makes recommendations in the potential implementation steps</th>
<th>This objective was not applicable at this point of the rotation.</th>
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<tr>
<th>Develop project management skills through contributions to ongoing and/or newly developing programs, products and services of the association</th>
<th>Does not formulate a procedure necessary for competing final project. Unable to satisfactorily complete tasks despite directed questioning.</th>
<th>Formulates a procedure necessary for completing final project. Requires guidance and directed questioning to complete basic tasks.</th>
<th>With assistance, formulates a systematic and thorough procedure necessary for completing final project. Requires guidance and directed questioning to complete complex tasks. Independently completes basic tasks.</th>
<th>With limited assistance, formulates a systematic and thorough procedure necessary for completing final project. Requires limited prompting to complete complex tasks. Independently completes basic tasks.</th>
<th>Independently formulates a systematic and thorough procedure necessary for completing final project; Independently completes complex tasks and all basic tasks.</th>
<th>This objective was not applicable at this point of the rotation.</th>
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<tr>
<th>Utilize effective time management skills in order to complete professional work products which contribute to ongoing department-related projects</th>
<th>Neither advance planning nor prioritization is considered; incomplete projects submitted late. Unable to manage multiple projects.</th>
<th>Demonstrates limited planning; projects submitted late or incomplete. Requires significant assistance in prioritizing projects. Participates in limited projects during the APPE.</th>
<th>Demonstrates some advanced planning; projects completed on time. Requires limited assistance in prioritizing projects. Participates in multiple projects during the APPE.</th>
<th>Demonstrates advanced planning and completes projects on time. Appropriately prioritizes assignments. Participates in multiple projects during the APPE.</th>
<th>Demonstrates advanced planning and completes projects on time or ahead of time. Appropriately prioritizes assignments. Significantly contributes to multiple projects during the APPE.</th>
<th>This objective was not applicable at this point of the rotation.</th>
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<tr>
<th>Apply newly acquired knowledge to solving problems as they arise</th>
<th>Does not demonstrate the use or integration of new knowledge. Unable to solve basic problems. Inadequate problem-solving and decision making skills.</th>
<th>Occasionally able to use basic elements of new knowledge. Correctly solves basic problems but does not demonstrate critical thinking skills. Limited problem-solving and decision making skills.</th>
<th>Able to use basic and some advanced elements of new knowledge. Correctly identifies and solves problems but may not evaluate critically. Sufficient problem-solving and decision making skills.</th>
<th>Able to use and integrate basic and some advanced elements of new knowledge. Usually demonstrates critical thinking skills when solving problems. Good problem-solving and decision making skills.</th>
<th>Consistently able to explain, use and integrate basic and advanced elements of new knowledge. Demonstrates characteristics of a critical thinker when solving problems. Strong problem-solving and decision making skills.</th>
<th>This objective was not applicable at this point of the rotation.</th>
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<tr>
<td>Conduct comprehensive literature searches and demonstrate proficient research skills</td>
<td>Unreliable resources utilized to find information. Unable to respond to research questions. Unable to interpret results reported in the literature.</td>
<td>Some unreliable resources utilized to find information. Unable to answer questions in a timely manner. Unable to interpret results reported in the literature.</td>
<td>Usually uses credible resources to find information. Generates timely answers to questions. Demonstrates the ability to interpret results reported in the literature when prompted.</td>
<td>Mostly uses credible resources to find information. Utilizes other information resources as appropriate. Generates timely answers to questions. Demonstrates the ability to interpret results reported in the literature.</td>
<td>Consistently uses credible resources to find information. Utilizes other information resources as appropriate. Responses to questions are timely and comprehensive. Demonstrate the ability to interpret results reported in the literature.</td>
<td>This objective was not applicable at this point of the rotation.</td>
</tr>
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Comments:

Final Comments for overall APPE Performance: