School of Pharmacy

Patient Care Elective I/II Advanced Pharmacy Practice Experience (APPE)

Semester – P4 year
PHAR # 6687 (6 credit hrs.) / Track: Experiential Education 6-weeks

Course Coordinator
Sandy Salazar, PharmD
Office Phone: (915) 747-8619
Email: sosalazarab@utep.edu
Office hours: by appointment

Preceptor and Site Information
Found in CORE ELMS or provided by the preceptor (Preceptor and Site Information Form)

Site Specific Hours
The preceptor should expect a call from the student(s) 2 weeks before to the first day of rotation to discuss where to park, where to meet the first day and any site or rotation specific information, if applicable.

Each experience is a 6-week duration with a minimum of 40 hours per week with a maximum of 50 hours per week (minimum 240 per rotation). Some preceptors may require students to spend more than 40 hours per week at the site to complete the experience successfully. Preceptors may also require students to be present at the site in the evenings, nights, weekends, and holidays. Refer to rotation calendar with specific times the student is expected to be on site. Student can expect projects outside of normal rotation hours (e.g. readings, projects, etc.).

Exact hours may vary based on site; however, it is mandatory for students to be engaged in patient care activities for a majority of the time (>120 hours). Portions of the rotation may be provided through virtual activities and see Off-Site Virtual Rotation Policy in OEE Handbook.

Course Description

This two of two required elective advanced patient care practice experience (APPE) that provide ≥50% of patient exposure will allow the learner to apply skills, attitudes, values and knowledge applicable to patient care settings. Students will
enhance their critical thinking learned from their didactic and laboratory courses, and build on what they learned in their Introductory Pharmacy Practice Experiences (IPPEs). Students will develop Entrustable Professional Activities (EPAs) needed for patient care practice through a variety of direct and nondirect patient care activities.

**The Pharmacist’s Patient Care Process (PPCP)**
Students will use the Pharmacist’s Patient Care Process throughout class to **collect, assess, plan, implement, and follow-up** with patients. **Collaboration and communication** will also be applied as students work with members of pharmacy staff, other healthcare team members, and patients.

**APPE Rotation Schedule 2022-2023**

<table>
<thead>
<tr>
<th>Rotation</th>
<th>Begin Date</th>
<th>End Date</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>May 23, 2022</td>
<td>July 1, 2022</td>
</tr>
<tr>
<td>2</td>
<td>July 4, 2022</td>
<td>August 12, 2022</td>
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<td>3</td>
<td>August 15, 2022</td>
<td>September 23, 2022</td>
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<td>4</td>
<td>September 26, 2022</td>
<td>November 4, 2022</td>
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<tr>
<td>5</td>
<td>November 7, 2022</td>
<td>December 16, 2022</td>
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<tr>
<td>6</td>
<td>January 9, 2023</td>
<td>February 17, 2023</td>
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<tr>
<td>7</td>
<td>February 20, 2023</td>
<td>March 31, 2023</td>
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<tr>
<td>8</td>
<td>April 3, 2023</td>
<td>May 12, 2023</td>
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</tbody>
</table>

*Dates adapted from TCEP Calendar*

**Site Specific Hours**
The preceptor should expect a call from the student(s) 3 weeks before to the first day of rotation to discuss where to park, where to meet the first day and any site or rotation specific information, if applicable.

**Student Schedule**
Course/rotation schedule will be determined and finalized by the preceptor. Preceptors may also require students to be present at the site in the evenings, nights, weekends, and holidays.

**Online Assessment Requirements**
This course requires the use of CORE ELMS® and Blackboard. Students are responsible for ensuring they have access to CORE ELMS® and the appropriate Blackboard course **before** the beginning of the APPE. If you having issues with CORE
ELMS®, contact the appropriate course coordinator. If you are having technical issues with Blackboard, please contact Adrian Enriquez (aealonso@utep.edu). Assessments (e.g., assignments, quizzes, and exams) may be disseminated before the due date. This requires students to download the assessment using an internet connection. It is the student’s responsibility to maintain access to a reliable internet connection (with the rare exception of when UTEP’s systems are down).

Course Learning Objectives

At the conclusion of this course, as it applies to patient care, the student shall be expected to:

Required:

EPA 1: Collect information to identify a patient’s medication-related problem and health-related needs.
EPA 2: Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs
EPA 3: Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s) and other health professionals that is evidence-based and cost-effective.
EPA 4: Implement a care plan in collaboration with the patient, caregivers, and other healthcare professionals
EPA 5: Follow-up and monitor a care plan
EPA 6: Provide culturally and linguistically appropriate care to patients and/or clientele (UTEP specific). EPA 16: Create a written plan for continuous professional development.

<table>
<thead>
<tr>
<th>Entrustable Professional Activities (EPA)</th>
<th>CAPE Outcomes</th>
<th>CAPE Level of Assessment</th>
<th>CAPE Level of Assessment</th>
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</thead>
<tbody>
<tr>
<td>EPA 1: Collect information to identify a patient’s medication-related problem and health-related needs.</td>
<td>2.1, 2.2, 2.3, 3.1, 3.5, 3.6</td>
<td>Apply</td>
<td>3</td>
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<tr>
<td>EPA 2: Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.</td>
<td>1.1, 2.1, 3.1, 3.6</td>
<td>Apply</td>
<td>3</td>
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<tr>
<td>EPA 3: Establish patient-centered goals and create a care plan for a patient in collaboration with the patient,</td>
<td>1.1, 2.1, 2.2, 3.3, 3.5, 3.6</td>
<td>Apply</td>
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caregiver(s) and other health professionals that is evidence-based and cost-effective.

<table>
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<tr>
<th>EPA 4: Implement a care plan in collaboration with the patient, caregivers, and other healthcare professionals.</th>
<th>2.1, 2.2, 3.1, 3.2, 3.4, 3.6</th>
<th>Apply</th>
<th>3</th>
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<tbody>
<tr>
<td>EPA 5: Follow-up and monitor a care plan.</td>
<td>2.1, 2.2, 3.1, 3.4, 3.6</td>
<td>Apply</td>
<td>3</td>
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<tr>
<td>EPA 6: Provide culturally and linguistically appropriate care to patients and/or clientele (UTEP specific).</td>
<td>1.1, 3.5, 3.6</td>
<td>Apply</td>
<td>3</td>
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<tr>
<td>EPA 16: Create a written plan for continuous professional development.</td>
<td>4.1, 4.4</td>
<td>Apply</td>
<td>3</td>
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Adapted from Appendix 1. Mapping of the Core EPAs for New Pharmacy Graduates to the CAPE 2013 Educational Outcomes and the Pharmacists Patient Care Process 1[https://www.aacp.org/sites/default/files/2017-12/CAPE-EPA-PPCP-mapping.pdf](https://www.aacp.org/sites/default/files/2017-12/CAPE-EPA-PPCP-mapping.pdf)

### Levels of Expectancy*:

<table>
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<tr>
<th>4 = Student is at APPLY level</th>
<th>3 = Student is at APPE READY level</th>
<th>2 = Student is at REINFORCE Level</th>
<th>1 = Student is at INTRODUCTORY level</th>
<th>N/A Does not apply</th>
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<tr>
<td>Knowledge/Skills/Attitudes</td>
<td>Student has excelled in performing competency in knowledge. Student has met expectations and requires minimal to no intervention from preceptor</td>
<td>Student performed the competency in knowledge at an acceptable level. Student has met expectations but requires occasional intervention from preceptor</td>
<td>Student knows how to achieve competency in knowledge, but has not demonstrated it at an acceptable level. Student requires significant intervention from preceptor</td>
<td>Student knows how to achieve competency in knowledge, but rarely demonstrates it. Student requires significant intervention from preceptor, and preceptor must often complete for student</td>
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*Adapted from the TCEP approved rubric*

Students achieving levels 1 and 2 are not making satisfactory progress and need to improve these areas to levels 3 or 4. Students at a level of 3 are at satisfactory progress and are passing the objectives. Students achieving a level of 4 are exceeding expectations and are also passing the objective.

In order to pass this rotation, students must achieve a passing grade (minimum competency of 3 or 4) on 67% (4/6) of the EPAs listed for the Patient Care Elective II rotation, in addition to a “Yes” Evaluation on EPA 16 (Professionalism).

**Attendance and Classroom Behavior**

It is mandatory that students demonstrate their commitment to the profession and respect for faculty, preceptors, and colleagues by attending the experience, arriving on time, and being prepared for the day’s activities. The course’s schedule will be determined and finalized by the preceptor. Attendance will be monitored and assessed under professionalism. Due to the short nature of the experience, any unexcused absences will result in an incomplete and/or a failing grade and the student will be reported to the Assistant Dean of Experiential Education for unprofessional behavior. For excused absences, the student will need to work with the course coordinator and site preceptor to make up the missed time and may result in an incomplete. Please refer to the Student and Office of Experiential Handbooks for more information.

**Conduct**

1. Students are expected to abide by all site-specific requirements, state and federal laws and School of Pharmacy regulations during the rotation.

2. Students must always wear required name badge(s) that distinguishes them as a Pharmacist Intern.

3. Students must always carry a pharmacist-intern card and have a copy uploaded into CORE ELMS®.

4. Students must maintain the professional and ethical standards. Failure of professional and ethical standards may result in rotation failure or referral to OEE, Progression Committee, and/or UTEP Office of Student Conflict and Conflict Resolution (OSCCR).

**Rotation Attendance Policy**

It is mandatory that students demonstrate their commitment to the profession and respect for faculty, preceptors, and colleagues by attending the experience, arriving on time, and being prepared for the day’s activities. Course/rotation schedule will be determined and finalized by the preceptor. Attendance will be monitored and assessed under professionalism.

1. Students are expected to complete the rotation during the assigned dates and times to accumulate the minimum required number of hours and associated activities and assignments.
2. Regular and prompt attendance is required of all students.

3. Students are expected to be present for all scheduled days of the rotation, as determined and discussed with the preceptor. Students must be present on the first day of the rotation to be oriented with any other students present. Additionally, students may not speed up completion of a rotation to gain free time at the end of the rotation.

4. Students are required to participate in all orientation activities prior to the start of the P4 year. Exceptions are rare and may be granted for students with extenuating circumstances. Students should, in these cases, make every effort to connect with the orientation meeting.

5. It is the responsibility of the student to inform each preceptor/site and clinical coordinator of any absences no later than 2 weeks in advance, if possible. Failure to attend experiential education activities may result in course failure.

For more details, review the UTEP SOP OEE Handbook.

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**Procedure for resolving rotation concerns**

1. The student should try to resolve the issue/concern directly with the primary preceptor.
2. If the issue/concern is not resolved, the student should contact the Course Coordinator.
3. If the issue/concern is not resolved, the student should contact the Office of Experiential Education (OEE) Director.
4. If the issue/concern is not resolved, the student may contact the Associate Dean for Academic Affairs.
5. If the issue/concern is not resolved, the student may contact the Dean of the School of Pharmacy.

Questions related to the APPE course in general should be directed to the Course Coordinator, whereas content/topic specific questions should be directed to the preceptor. If there is any question of who to contact, please contact the preceptor first. For issues related to the preceptor contact the Course Coordinator.

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**Methods of Instruction/Learning**

*The learning outcomes in this course may be achieved via*:

1. **Outside Preparation** – topic discussions, tertiary and primary literature material and readings to support patient clinical work ups
2. **Preceptor and learner-lead (micro) discussions** – review and reinforce topics and discuss progress/improvement of rotation

4. **Drug related interventions**—learn crucial skills in patient assessment and engage in patient-centered care

5. **Journal club**—critically appraise the literature and apply to patient case and therapeutic knowledge

6. **Exams/Quizzes**—allows students to demonstrate knowledge recall

7. **Miscellaneous activities**—apply practice skills in real-world scenarios (Templates of rubrics are available as supplemental documents)

   - Case reports and presentations
   - Research project
   - Drug monograph
   - Formal consult
   - In-service/presentation
   - DUE—develop student’s written and verbal skills
   - Other activities as assigned by the preceptor

* Refer to preceptor-specific course calendar or requirements. Learning methods should be discussed at the beginning of the rotation.

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**Evaluation and Grading Policy**

Students are expected to participate in all activities in the rotation as assigned. The Patient Care Elective II APPE is graded on a pass or fail scale. There will be two formal summative assessments conducted by the preceptor during the APPE—a midpoint and a final evaluation. All assessments will be administered via CORE ELMS®, unless noted otherwise. Grades will be based on student’s pharmacy practice skills, values, knowledge and attitudes. Skills are assessed by direct observation of Entrustable Professional Activities (EPAs) and required assignments. The preceptor will also provide feedback on student performance on a informal on-going basis. The preceptor will also provide feedback on student performance on an informal on-going basis.

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<th>Rotation Requirements</th>
<th>Final Outcome</th>
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<tr>
<td>Receive a minimum level of expectancy with a level of 3 or 4 on 4 out of 6 (≥67%) EPAs</td>
<td>Completed at passing level</td>
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<tr>
<td>Receive a passing final professional assessment (EPA 16)</td>
<td>Completed at passing level</td>
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<tr>
<td>Upload and receive preceptor confirmation of minimum experiential rotation hours into CORE ELMS®</td>
<td>Completed</td>
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<tr>
<td>Complete preceptor evaluation in CORE ELMS®</td>
<td>Completed</td>
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<td>Activity</td>
<td>Status</td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>Document and receive preceptor confirmation and upload ten (10) Field Encounters in CORE ELMS</td>
<td>Completed</td>
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<tr>
<td>Midterm evaluation (completed by preceptor and student together)</td>
<td>Completed</td>
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<tr>
<td>Complete APPE with unexcused absences</td>
<td>Completed</td>
</tr>
<tr>
<td>Complete one (1) preceptor defined miscellaneous activity (research project, drug monograph, formal consult, in-service/presentation, DUE, pre/post formative assessment of rotation) and document project in CORE ELMS</td>
<td>Completed</td>
</tr>
</tbody>
</table>

a. Failure to complete and turn in all assignments will result in a failure of the APPE.

b. All students finish their APPE year obtaining an EPA expectancy level of 3 at least once per EPA.
c. A passing level on the professional assessment is a “yes” response to EPA 16 on the final evaluation.
d. Hours must be recorded on a daily or weekly basis (verify with your preceptor the preferred method). Students will be required to record time taken for lunch, which will not count for hours unless worked during that time.

**Requirement Due Dates**

All requirements must be submitted through CORE ELMS® by the end of the last day of the rotation unless otherwise noted elsewhere or dictated by the preceptor. Students are responsible to follow up with the preceptor on any pending items. If the student has difficultly working with the preceptor, the student should reach out to the course coordinator. If there are outstanding requirements, either on the student or preceptor’s end, not completed one week after the end of the rotation will result in course/rotation failure.

It is the responsibility of the student to monitor his/her progress during the rotation and across all rotations to ensure that all competency levels are met. Students should seek advice and assistance from the preceptor and/or OEE course coordinator as soon as he/she encounters any difficulty in the course. If the student does not pass, they may be eligible for remediation.

**Other Assignments**

While each site/preceptor may have their own assignments (e.g., presentations, written assignments, patient counseling exercises) students are expected to complete the following minimum activities*:

1) Complete and document ten (10) drug-related interventions (CORE ELMS® Field Encounters)

2) Complete one (1) preceptor directed miscellaneous activity such as:
   a. Research project
   b. Drug monograph
   c. Formal consult
   d. In-service/presentation
   e. DUE
Required and supportive APPE documents are located in the document library in CORE ELMS®.

*Preceptor assignments: The preceptor will provide any assessment criteria in advance.

Required Course Technology/Tools/Needs

Drug Information Resource:
- Access to drug resources through the UTEP library
- Students must have a drug information resource (e.g. Lexi-Comp®, Micromedex®, etc) of the student’s choice and preceptor’s preferred reference(s) with them at all times

Calculator:
- Students are expected to bring a scientific calculator

Recommended Resources
- Primary literature, tertiary literature within Ambulatory Care practices as outlined by preceptor

There may be other site-specific needs. The student should check with the preceptor to verify any other needs.

Missed Requirements for the APPE Policy
1. It is up to preceptor to determine how late assignments/missed deadlines are to be handled (e.g., failure on professionalism [EPA 16]).
2. All assignments/other must be turned in prior to end of rotation to pass the rotation.

Remediation Policies
Student must participate in all assignments to be eligible for remediation. Other important factors are also considered. See Student Handbook for details.

Technical Assistance
If you are off campus, you may need to set up a Virtual Private Network (VPN) in your computer to access UTEP resources for this experience (i.e. Library). The link below provides information for you to set up a VPN connection depending on your operating system. You can contact the Help Desk for assistance (See Technical Assistance information).
https://www.utep.edu/technologysupport/
If you are experiencing technical problems with the course, please contact the UTEP Helpdesk during: M - F: 8AM – 5PM. Calling within UTEP: 915.747.4357. Calling outside UTEP: 915.747.5257. For more information, please visit https://www.utep.edu/technologysupport/

You can also visit an on-campus lab such as the ATLAS lab located within the Undergraduate Learning Center (UGLC building) for additional technical assistance. So that UTEP can continue to provide a stable learning environment, 12:006:00am Mountain time on Thursdays is reserved for minor preventive maintenance. This maintenance window is scheduled during the lowest usage time for the system. Blackboard may or may not be available during this time, depending on whether maintenance is necessary. Whenever possible, this time will be utilized to perform all minor maintenance. Unscheduled outages occur rarely, but they do happen. In the event of an unscheduled outage, Course Development and Technology Support will confer with Student and Faculty Services to provide appropriate notifications to those affected including faculty, staff and students.

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**Cell Phone Policy**

All cell phones must be turned on to silent while at the education site unless otherwise instructed by the preceptor. If a student forgets to turn the ringer off, he/she may be subject to disciplinary action. Certain rotations may not permit a cell phone. Any unauthorized use of electronic devices (e.g. social media, sports, excessive texting) while engaged in rotational activities will be automatically removed from the site for the day and the Director of OEE will be notified. This will result in an unexcused absence and professional misconduct. Refer to unexcused absence language.

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**Food/Beverage Policy**

Students must not eat or drink in the pharmacy, any patient care or experiential site unless allowed to do so by the site preceptor.

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**Dress Policy**

Students are expected to dress professionally *at all times* (e.g. tie [male], no excessive jewelry, closed toed shoes, skirts/dresses below the knee, no excessive perfume or cologne, well-groomed). Additionally, some sites may have specific dress requirements (e.g. scrubs) or make-up requirements, and/or tattoos, hair color, etc., the student must follow. It is the student’s responsibility to make contact with the preceptor in advance to verify any site-specific requirements. Pharmacist intern name badge must be worn *at all times* during IPPE/APPE rotations.
Credentials: Students are expected to carry with them at all times their Texas State Board of Pharmacy (TSBP) Intern Card. Students must have readily available electronically on CORE ELMS® the following: Unexpired BLS CPR Card, HIPAA Training Certificate, Bloodborne Pathogen, medical insurance, etc. Refer to OEE Handbook for a complete list. Failure to exhibit credentials will result in the student being asked to leave the site. Certain sites may require additional requirements. Return to site is determined by the preceptor and the Experiential Programs Director.

**UTEP and SOP Policy for Academic Integrity**

The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty members insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes is not limited to cheating; plagiarism; collusion; the submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; and any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the UTEP Office of Student Life and the homepage of the Office of Student Life, can result in sanctions ranging from disciplinary probation, to failing a grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others. (See “Dismissal for Reasons of Misconduct”).

**Professionalism and Professional Conduct**

Students must present themselves in a professional and courteous manner. This behavior includes, but is not limited to, not engaging in disruptive behavior, being appropriately dressed, and using professional language and behavior. The student must uphold the UTEP policies and procedures that are outlined in the UTEP HOP, including, but not limited to: academic misconduct, substance abuse, and sexual misconduct. Additionally, the student must meet the requirements of the Professional Expectations and contract, as laid out in the OEE handbook.

If professionalism issues occur during Experiential Education, the preceptor will discuss the issue(s) with the student first. If the preceptor is unable to successfully mediate the situation, the preceptor will document the
issue and the mediation attempt. This information is then directed to the clinical coordinator who will work with Assistant Dean of Experiential Education. If the issue can still not be mediated, the issue is presented to the Progression Committee for final review, decision, and plan. See UTEP OEE Policies and Procedures OEE Incident Reporting Work Flow.

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**UTEP and SOP Policy for Special Accommodations (ADA)**

“If you have or suspect a disability and need classroom accommodations, you should contact the Center for Accommodations and Support Services (CASS) at 747-5148.” You can also e-mail the office at cass@utep.edu or go by their office in Union Building East (Room 106). For additional information, visit the CASS website at http://sa.utep.edu/cass/

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**General Statement about Course Policy**

The syllabus is subject to change to meet course needs, especially if there are unexpected disruptions or changes in class size, resources, etc. The most updated syllabus can be found on the course Blackboard shell. It is your responsibility to review the syllabus periodically for updates.

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**Additional Information**

**Campus Concealed Carry:**
On UTEP Campus
Effective August 1, 2016.
http://www.utep.edu/campuscarry/

Off UTEP Campus
Please refer to site requirements/rules/laws.

**Civility Statement:**
You are expected to follow basic standards of courtesy and may be dismissed from class for blatant or sustained disruptive behavior.

**Student Support:**
UTEP provides a variety of resources for those in need (e.g., if you feel overwhelmed, stressed or dealing with a crisis):
• UTEP’s Counseling Center (free counseling to all students): 747-5302, which after-hours goes to a crisis line
• Mental Health Crisis Line: 779-1800
• National Suicide Prevention Hotline: 1-800-273-8255
• Veterans Crisis Line: 1-800-273-8255
• NAMI (National Alliance Against Mental Illness) of El Paso: 534-5478
• http://caringeducators.tumblr.com/survival

**Title IX:**
Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent due to the victim’s use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. All such acts of sexual violence are forms of sexual harassment covered under Title IX.

In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate on the basis of sex in the operation of its educational programs and activities. This commitment to non-discrimination applies to both employment in and admission to such programs and activities. [Link to full text at http://admin.utep.edu/Default.aspx?tabid=68750]
Preceptor Information Sheet

Primary Preceptor (Rotation Coordinator) Name:
Preceptor phone number:
Preferred method of communication:

Site name:
Address:
Pharmacy phone number:
Pharmacy Fax number:
Other preceptors at site:
<table>
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<th>Dates</th>
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<td>6</td>
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</tr>
</tbody>
</table>

Notes:
- Time in:
- Time out:
- Midpoint Evaluation
- Final and Self Evaluation