

PRESBYTERIAN COLLEGE  
SCHOOL *of* PHARMACY

**Pharmacy Experiential Program  
(PEP)**

**Manual**

*(updated April 2024)*

# Pharmacy Experiential Program Manual

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# Pharmacy Experiential Program Manual

## I. OFFICE OF EXPERIENTIAL EDUCATION

**Address:** 307 North Broad Street, Clinton, SC 29325

**Main Telephone:** 864-938-3900

**Main Fax Number:** 864-938-3903

**Website:** [pharmacy.presby.edu](http://pharmacy.presby.edu)

### **Mary Douglass Smith, PharmD**

Director for Experiential Education  
Associate Professor of Pharmacy Practice

Email: [mdsmith@presby.edu](mailto:mdsmith@presby.edu)

Office phone: 864-938-3868

Mobile phone: 803-212-8190

Office #220

### **N. Susan Carbonneau**

Director for Experiential Education Operations

Email: [scarbo@presby.edu](mailto:scarbo@presby.edu)

Office phone: 864-938-3902

Mobile phone: 864-923-4163

Office #219

# Pharmacy Experiential Program Manual

## II. OVERVIEW

### **The Mission of the Presbyterian College School of Pharmacy:**

*The mission of Presbyterian College School of Pharmacy is to provide a quality education that enables delivery of optimal team-based patient care, fosters leadership, and creates a culture of service.*

### **The Vision of the Presbyterian College School of Pharmacy:**

*Our vision is to be a national leader in pharmacy education, scholarship, and service. Our faculty and graduates will be recognized as servant leaders in their communities.*

### **The Values of the Presbyterian College School of Pharmacy:**

*Our values are quality education, culture of service, commitment to scholarship, integrity, teamwork, and sense of community.*

### **Accreditation**



Presbyterian College School of Pharmacy's Doctor of Pharmacy program is accredited by the Accreditation Council for pharmacy Education, 135 South La Salle Street, Suite 4100, Chicago, IL 60503, 312-664-3575, website [www.acpe-accredit.org](http://www.acpe-accredit.org)

### **Purpose of the Pharmacy Experiential Program (PEP) Manual**

This manual outlines policies and procedures relevant to the Presbyterian College School of Pharmacy's experiential program and serves as a supplement to the *PCSP Bulletin*. Students are expected to know and abide by both academic and non-academic regulations and guidelines found in the *PCSP Bulletin* and the PEP Manual. Many of the policies are subject to and governed by our relationships with preceptors and experiential sites and are, thus, subject to change. Every effort will be made to notify students and preceptors of such changes and the manual itself will be updated on an as-needed basis.

The manual includes several appendices that contain information that is known to change from year to year, most notably calendars and schedules that are subject to the academic calendar and other sources such as the *PCSP Bulletin*, the student handbook.

### **Educational Responsibility**

Experiential rotations are part of the students' educational experience. Although not in a typical classroom setting, preceptors and site staff are the instructors for the duration of each introductory or advanced pharmacy practice experience. Rotations are not simply "on the job training," and preceptors may assign projects for the student to work on outside of the normal experiential hours. The preceptor assigns the final grade for each experience based on the student's performance during the rotation, and OEE personnel serve as course coordinators.

The preceptor is the licensed pharmacist or healthcare provider who makes patient care or pharmacy practice decisions. Although the student is expected to formulate treatment plans as part of the educational experience, the student is responsible for relaying these plans to the preceptor prior to making any recommendations to other healthcare professionals or patients. The preceptor is ultimately responsible for patient care and drug therapy decisions.

# Pharmacy Experiential Program Manual

## III. GENERAL POLICIES AND GUIDELINES

### A. Definitions

1. Introductory Pharmacy Practice Experience (IPPE): A college-coordinated practical experience program, or *externship*, with the following characteristics:
  - a. Is conducted outside the classroom in a licensed community, institutional, or other clinical setting
  - b. Is supervised by a pharmacist or other healthcare professional preceptor
  - c. Introduces students to the healthcare system and fosters a sense of community involvement
  - d. Prepares pharmacy students to assume direct patient care responsibilities
  - e. Is scheduled in the spring of the P1 year and the fall and spring of the P2 and P3 years
  - f. As a longitudinal experience, is designed to allow for maximum integration with the didactic curriculum
  - g. Provides 1 hour of academic credit per IPPE course as a component of the pharmacy curriculum
  
2. Advanced Pharmacy Practice Experience (APPE): A college-coordinated practical experience program, or *externship*, with the following characteristics:
  - a. Is conducted outside the classroom in a licensed community, institutional, or other clinical setting
  - b. Is supervised by a pharmacist or other healthcare professional preceptor
  - c. Is designed to build upon the IPPE in a variety of clinical settings; to develop, refine, and reinforce knowledge from the IPPEs and didactic coursework; and to provide opportunity to care for various types of patients and disease states that students are likely to encounter as a pharmacist
  - d. Is scheduled for 9 different month-long rotations during the P4 year, beginning in May after the P3 year and continuing through the following April
    - (1) Four required rotations
      - (a) Acute Care (PHRM 8101)
      - (b) Advanced Community (PHRM 8121)
      - (c) Hospital/Health System (PHRM 8131)
      - (d) Ambulatory Care (PHRM 8141)
    - (2) Five elective rotations in a variety of specialties (PHRM 8102-8106, 8122-8124, 8132-8134, 8142-8145, 8161-8179)
  - e. Provides 4 hours of academic credit per month as a component of the pharmacy curriculum
  - f. For required rotations, is supervised by a registered pharmacist; other licensed healthcare professionals may supervise rotations designated as elective
  
3. Preceptor: A preceptor is a pharmacist or other healthcare professional who serves as the educator for the student during the IPPE or APPE. Preceptors must have a current appropriate state license to practice in their profession and be in good standing with their respective boards. Preceptors participate in an initial orientation and onboarding. Preceptors are encouraged to attend ongoing continuing education sessions offered through the Presbyterian College School of Pharmacy (PCSP) Office of Experiential Education or in conjunction with other regional schools of pharmacy.
  
4. Office of Experiential Education (OEE): The OEE is the department within the PCSP with the responsibility for the overall planning, execution, and oversight of the IPPE and APPE programs. In collaboration with preceptors and the Experiential Education Oversight Committee, the OEE strives to ensure that their efforts meet ACPE standards as well as the goals and objectives of the school. The OEE reports directly to the Assistant/Associate Dean for Academic Affairs of the School of Pharmacy.

- a. Director for Experiential Education is responsible for:
  - (1) Oversight of all aspects of experiential education
  - (2) Establishment and maintenance of good working relationships with health-system pharmacy directors, chain pharmacy representatives, independent pharmacists, practicing pharmacists throughout the state, the South Carolina Board of Pharmacy, SC Pharmacy Association (SCPhA), and SC Society for Health-System Pharmacists (SCSHP) in order to develop and maintain high quality experiential training programs
  - (3) Coordination with the Assistant/Associate Dean for Academic Affairs, the Assistant/Associate Dean for Student Affairs, and the chairs of the Department of Pharmaceutical and Administrative Sciences and the Department of Pharmacy Practice in areas directly related to the development of the experiential program and its relationship to the admission of and professional development of students, to the curriculum, and to the faculty
  - (4) Planning and implementation of the IPPE curriculum
  - (5) Preceptor development
  - (6) Monitoring of quality assurance of the pharmacy practice sites to ensure compliance with ACPE standards as well as the goals and objectives of the school’s mission statement
- b. Director of Experiential Education Operations is responsible for:
  - (1) Overall management of the OEE to include logistics coordination, assessment management, and communication with preceptors, faculty, and students
  - (2) Administration of CORE ELMS, the web-based rotation management program for students and preceptors
  - (3) Oversight of all IPPE and APPE schedules in conjunction with the Director of OEE
  - (4) Negotiation and execution of affiliation agreements for experiential sites
  - (5) Monitoring of affiliation agreements to ensure the PCSP and students comply with the contracted requirements
  - (6) Monitoring of other site requirements to ensure that IPPE and APPE students complete any pre-rotation requirements
  - (7) Student compliance with immunization requirements and coordination of annual PPD testing, drug screens, background investigations, HIPAA and basic life support training, and similar programs

5. Internship versus Externship: *Internship* hours are those earned by the student as an intern at retail or institutional pharmacy locations; these hours do not fall under the purview of the school. *Externship* hours are those arranged by the school’s Office of Experiential Education. To sit for the licensing examination in South Carolina, students must have completed 1,500 hours under the supervision of a licensed pharmacist: 1,000 of these hours must be externship with the remaining 500 from the student’s internship(s). As of 2019, the SC Board of Pharmacy allows a maximum of 300 IPPE *externship* hours earned at community and/or institutional sites to be used to satisfy the requirement for the 500 *internship* hours with the balance earned outside of the school’s curriculum. Through the PCSP experiential program, students will earn a up to 300 qualifying IPPE hours and 1,440 APPE hours. A comparison of the two types of hours is depicted in the table below.

**Table 1. Internship versus Externship Hours**

	Internship Hours	Externship Hours
Assigned by the School of Pharmacy		√
Requires SC intern certificate	√	√
Employment set up by student	√	
Course credit given		√
Payment for services may be received	√	

Intern certificate must be kept on hand	√	√
Requires student-purchased professional liability insurance	√	√
Covered under the school's liability insurance		√
Requires Notification of Employment form*	√	
Requires Affidavit of Practical Experience form*	√	
Minimum of 500 hours required**	√	
Minimum of 1,000 hours required		√
Hours earned are certified by the School of Pharmacy		√
Under direct supervision of a pharmacist	√	√

\*All applications and forms are available at the South Carolina Board of Pharmacy website at <https://lbr.sc.gov/bop/apply.aspx>.

\*\* Starting September 2019, the SC Board of Pharmacy will allow up to 300 *externship* hours to be counted toward the 500 *internship* hours. Eligible externship hours include only those earned at community and institutional sites. Simulated hours and hours earned at “other” sites (clinics, for example) may not be counted.

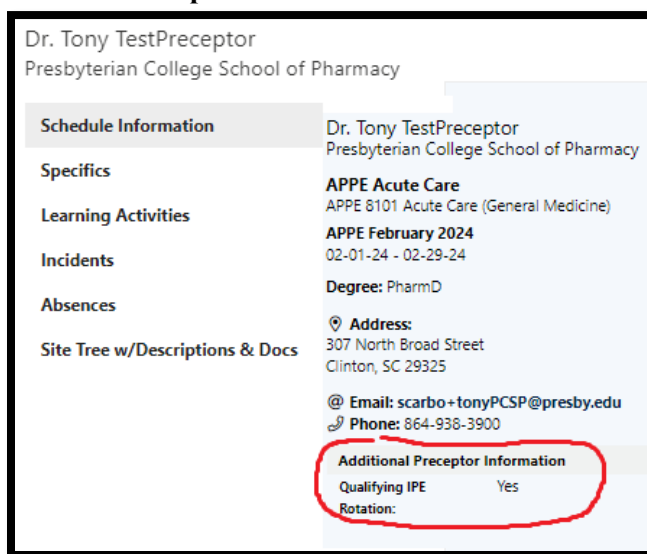
In the fall of the first professional year, all pharmacy students must apply to the South Carolina Board of Pharmacy for a pharmacy student intern certificate. The student must have this document in his/her possession prior to the start of the first IPPE in the spring of that academic year and must provide a copy of this document to the OEE. This document is to be maintained by the student and may be requested by the preceptor at any time while on an IPPE or APPE. This registration is not only important for South Carolina Board of Pharmacy regulatory compliance but will also be required for the student to gain hours toward licensure.

During the fourth professional year, students may be assigned to locations outside of the State of South Carolina. In such instances, it is the responsibility of the student to procure the appropriate certificate/license with the respective state board of pharmacy ideally prior to the start of the fourth professional year. Not complying with this policy can result in loss of hours toward licensure and in certain instances, regulatory action by that board of pharmacy. Failure to have an intern certificate prior to the start of an APPE will delay beginning the APPE and may result in the need to reschedule the APPE, thus affecting graduation.

6. Direct Patient Care: For an APPE rotation to be designated as one that provides direct patient care (DPC), as defined by ACPE, it must include the following activities:
  - a. Interacting face-to-face with a diverse population of patients
  - b. Optimizing individual patient drug therapy outcomes
  - c. Consulting with and advising patients on self-care products
  - d. Educating patients in the safe and effective use of prescription and nonprescription medications, dietary supplements, medical equipment and devices, non-drug therapies, and complementary and alternative therapies
  - e. Providing pharmacist-delivered education and care to patients of diverse cultural, economic, geographic, or disease state-related backgrounds
  - f. Delivering evidence-based care through the retrieval, evaluation, and application of findings from the scientific and clinical literature
  - g. Ensuring continuity of quality care as patients transition between healthcare settings
  - h. Engaging in activities designed to further advance evidence-based therapeutic decision-making, collaborative interprofessional team-based care, clinical services entrepreneurship, and systems management

- i. All acute and ambulatory care APPEs should provide direct patient care. In addition, most community, most HHS, and several elective rotations such as veterinary medicine, telehealth, and home infusion also involve direct patient care.
7. **Interprofessional Education (IPE):** Many IPPE and APPE rotations include opportunities for students to learn about, from, and with members of the interprofessional healthcare team. In the community setting, students may interact with physicians, physician assistants, nurses, and nurse practitioners. In the institutional and ambulatory care setting, students may interact with physicians, physician assistants, nurses, nurse practitioners, social workers, respiratory therapists, and students in all of those disciplines. Students are required to complete activities that document these interactions as follows ([Appendix 1](#)):
- a. IPPE Rotations: By the end of the P3 year, students must have completed two interprofessional communication (situation-background-assessment-recommendation (SBAR)) activities. Students should communicate directly to another healthcare professional regarding a patient issue, using the SBAR communication technique. These exercises are documented in the workbook and graded by the preceptor.
  - b. APPE Rotations: From May to October of the P4 year, students are required to make at least four separate face-to-face or verbal patient care interventions to non-pharmacy healthcare providers. These interventions can only be completed on qualified acute care, ambulatory care, and hospital/health system APPE rotations. Students can determine if a rotation qualifies by viewing additional preceptor information on their schedule (Fig 1).

**Figure 1. Additional Preceptor Information**



At least one of the four required interventions must be made to a prescriber. The interventions may be completed at a single rotation site or over the course of any qualifying sites from May to October. Preceptors will grade each activity, and students must achieve a score of 80% or above on each activity. Students who do not successfully complete four SBARs before the end of their October rotation may have to remediate additional activities and/or have changes made to their APPE schedule.

**B. Code of Professional Conduct (see current *PCSP Bulletin* for more information):** Pharmacy students are expected to conduct all aspects of their lives with great intention, honor, respect, and integrity. This includes responsible actions towards themselves, others (fellow and future colleagues, faculty, staff, patients, and the college community), and the profession of pharmacy. Professionalism is a term that encompasses



interpersonal, behavioral, and academic/scholastic expectations. Students are expected to conduct themselves at all times in a professional manner whether on or off campus.

In the experiential setting, examples of professional conduct are:

1. Referring to your preceptor as Dr., Mr., Ms., or Mrs. as appropriate. Students are discouraged from calling their preceptors by their first names, especially in the presence of patients, other students, technicians, and other professionals.
2. Following the PCSP dress code and/or the site dress and appearance standards.
3. Not allowing personal issues and situations to adversely interfere with the successful completion of the goals or objectives of the rotation.
4. Respecting the preceptor's time and willingness to mentor the student (i.e., not requesting schedule changes or time off for personal reasons).
5. Following all site-specific policies and procedures as well as the rules and standards outlined in the *PCSP Bulletin* to include:
  - a. The PCSP Honor Code
  - b. The PCSP Code of Professional Conduct
  - c. All other published policies, rules, and regulations of the PCSP (to include meeting deadlines set by the Office of Experiential Education)
  - d. All federal, state, and local laws

Students will be held accountable for these standards, and professionalism is evaluated on each experiential rotation. Any student who violates any of the foregoing standards is subject to disciplinary action according to the policies and procedures in the *PCSP Bulletin*, which may include failure of an experiential course or expulsion, regardless of any action taken by federal and/or civil authorities.

The School of Pharmacy may impose discipline or sanctions on a student when personal and professional conduct is deemed unbecoming and incompatible with the mission, value system, or expectations of the school, experiential sites, and the expectations of a future pharmacist. Such discipline or sanctions may require the student to delay continuing in the program until the required actions are satisfactorily completed.

**C. The PC Honor Code (see current *PCSP Bulletin*):**

*“On my honor, I will abstain from all deceit. I will neither give nor receive unacknowledged aid in my academic work, nor will I permit such action by any member of this community. I will respect the persons and property of the community and will not condone discourteous or dishonest treatment of these by my peers. In my every act, I will seek to maintain a high standard of honesty and truthfulness for myself and for the College.”*

Each student enrolled in the Presbyterian College School of Pharmacy is expected to be academically honest in his/her learning and presentation of information to School of Pharmacy faculty members, his/her peers, and preceptors. The expectation of being honest includes all aspects of academic work including, but not limited to, the completion of written and/or oral examinations, assignments, and presentations required by and conducted at the site of an experiential rotation.

Presbyterian College students pledge to abstain from all deceit and dishonorable conduct. In addition, such acts as lying, cheating, plagiarism, stealing, and failure to enforce the Honor Code are also considered dishonorable and are, therefore, in violation of the Honor Code.

A student found guilty of an Honor Code violation may receive a grade of “F” in the affected course, may be suspended for one academic year, and/or may be dismissed from the college according to policies and procedures outlined in the *PCSP Bulletin*.

**D. E-Professionalism Policy (see current *PCSP Bulletin*):** The e-professionalism policy is designed to protect PCSP students from potentially adverse and long-term effects due to unprofessional behavior in electronic and social media. This policy—located in the *PCSP Bulletin*—extends to all areas related to experiential education. In addition to the general standards of all healthcare professionals and the legal requirements that apply to electronic communication and posting on social media sites, PCSP holds all students responsible for adherence to the Code of Professional Conduct, and accessible postings on social media, websites, or other electronic means are subject to the same professional standards as any other personal interaction. PCSP does not routinely monitor students’ electronic communications or postings on social media sites. However, if a student violates the PCSP E-Professionalism Policy or the Code of Professional Conduct in his/her electronic communication or social media and it is brought to the attention of the school, appropriate disciplinary action may be taken. Specifically, students should refrain from discussion of any experiential site, preceptor, and patients on social media.

**E. Presbyterian College Ten (PC10) Competencies:** Starting with the Class of 2019, the PC10 competencies will go into effect. See [Appendix 2](#) for a complete description.

1. Communication and Education
2. Evidence-Based Decisions and Problem-Solving
3. Dispensing of Pharmaceuticals
4. Providing Pharmaceutical Care to Patients
5. Interprofessional Interaction and Teamwork
6. Ethical and Legal Judgment
7. Personal and Professional Growth
8. Management Skills
9. Advancement of Pharmacy and Health Care
10. Promotion of Health, Wellness, and Public Welfare

**F. PCSP Experiential Courses:** See the *PCSP Bulletin* for complete experiential course descriptions and [Appendix 3](#) for additional information about each course.

1. **IPPE Courses:** Introductory experiences begin in the spring semester of the P1 year. Other factors are illustrated in Table 2. For the current academic year IPPE/APPE schedule, see [Appendix 4](#).

**Table 2. Description of IPPE Rotations**

	P1 Year	P2 Year	P3 Year
<b>Semester</b>	Spring	Fall and spring	Fall and spring
<b>Course Designation (academic credit)</b>	PHRM 5201, IPPE I (1)	PHRM 6100, IPPE II (1) PHRM 6101, IPPE III (1) PHRM 6201, IPPE IV (1)	PHRM 7100, IPPE V (1) PHRM 7101, IPPE VI (1) PHRM 7201, IPPE VII (1)
<b>Grading</b>	pass/fail	pass/fail	pass/fail
<b>Typical Site</b>	Community	Institutional or community	Institutional, community, or other <sup>1</sup>
<b>Session length</b>	Two 6-week sessions	40-hour week-long session at the beginning of the fall term plus one 6-week session in both the fall and spring semesters <sup>3</sup>	40-hour week-long session <sup>2</sup> in the PCSP simulation lab at the beginning of the fall term plus one 6-week session in both the fall and spring semesters <sup>3</sup>
<b>Days of the Week</b>	Wednesday or Friday (student assigned to one of these days)	Tuesday	Thursday
<b>Hours/Day<sup>4</sup></b>	4 hours, 1-5 pm <sup>4</sup>	8 hours, 8 am-5 pm <sup>4</sup>	8 hours, 8 am-5 pm <sup>4</sup>
<b>Total Hours</b>	48 hours in the spring	88 hours in the fall and 48 hours in the spring	68 hours in the fall and 48 hours in the spring

Notes:

<sup>1</sup> “Other” includes a variety of sites including nuclear, dialysis, free medical clinic, home infusion, physician offices, etc.

<sup>2</sup> 20 hours of the 40-hour week count as IPPE hours

<sup>3</sup> Two 6-week-long sessions are available; students are assigned to one session

<sup>4</sup>The specific hours that a student is to be on site are set by the preceptor and may be different from the hours published on the academic schedule. Students should check ELMS and/or contact their preceptor for more specific information. The hours set by the preceptor should allow time for the student to travel to and from class.

2. **APPE Courses:** Each month-long APPE rotation carries 4 hours of academic credit and is graded with letter grades A-F. Required APPEs are conducted within approximately a 200-mile radius of Clinton, ensuring that the OEE can physically validate that the rotation meets ACPE standards as well as the goals and objectives of the school. Elective APPEs may be held outside of this area, including international sites, upon approval of the OEE.

APPEs typically begin on the first weekday of the month and end on the last weekday of the month. However, the actual days are subject to preceptor availability and site schedules and may vary from month to month, rotation to rotation.

The specific hours that a student is to be on site are set by the preceptor. For APPEs, students should anticipate working both traditional and non-traditional hours. Some rotations may involve second- and third-shift work as well as weekends. Students are expected to follow the schedule set by the preceptor and not ask for alternative shifts (example, four 10-hour days). If there are specific days or times that present an issue for the student, he/she should contact the OEE for assistance before asking the preceptor for a change in schedule or off time. This includes days for personal circumstances such as family events (including weddings and birth of children), residency interviews, conference attendance, or pre-rotation requirements for an upcoming rotation.

APPE courses are divided into specialty areas as follows. This list is not exhaustive and may change from year to year, depending on availability offered by preceptors:

a. PHRM 8101-8106, Acute Care Pharmacy Practice Experience I-VI:

- |   |   |
|---|---|
| (1) General Medicine                    | (9) Nephrology                            |
| (2) Cardiology                          | (10) Oncology                             |
| (3) Critical Care                       | (11) *Pediatrics ( <i>elective only</i> ) |
| (4) Emergency Medicine                  | (12) Psychiatric                          |
| (5) Endocrinology                       | (13) Pulmonary                            |
| (6) Geriatrics ( <i>elective only</i> ) | (14) Surgery                              |
| (7) Infectious Disease                  | (15) Transplant                           |
| (8) Internal Medicine                   |   |

*\* The pediatrics course is subdivided into its specialty areas of general, infectious diseases, hematology-oncology, and neonatal and pediatric intensive care units.*

b. PHRM 8121-8124, Advanced Community Pharmacy Practice Experience I-IV:

- (1) Advanced Community
- (2) Compounding
- (3) Retail Administration (*elective only*)

c. PHRM 8131-8134, Hospital/Health System (HHS) Pharmacy Practice Experience I-IV:

- (1) HHS Pharmacy
- (2) Transition of Care
- (3) Health System Management (*elective only*)

d. PHRM 8141-8144, Ambulatory Care Pharmacy Practice Experience I-IV:

- |                       |   |
|-----------------------|---|
| (1) Ambulatory Care   | (4) Pediatrics ( <i>elective only</i> )         |
| (2) Family Medicine   | (5) Substance Abuse                             |
| (3) Internal Medicine | (6) Specialty Medicine ( <i>elective only</i> ) |

e. APPE Electives:

- (1) PHRM 8161-8162, Academia I-II
- (2) PHRM 8163-8165, Healthcare Administration/Management I-III
- (3) PHRM 8166-8167, Long Term Care/Consulting I-II
- (4) PHRM 8168-8169, Medication Use Policy & Informatics I-II
- (5) PHRM 8170-8171, Nuclear I-II
- (6) PHRM 8172-8173, Research I-II
- (7) PHRM 8174-8176, Elective I-III:
  - (a) Antimicrobial Stewardship
  - (b) Infusion Services
  - (c) Managed Care
  - (d) Medical Missions
  - (e) Organization Management
  - (f) Pain Management
  - (g) Telehealth
  - (h) Transition of Care
  - (i) Veterinary Medicine
- (8) PHRM 8177, Drug Information
- (9) PHRM 8178, Pharmaceutical Industry

## IV. EXPERIENTIAL POLICES AND GUIDELINES

- A. Experiential Placement at Employment Site:** Under no circumstances may a student receive pay for his/her experiential time. Students may be placed in an IPPE or APPE in a pharmacy where they are employed as long as their experiential education and employee roles are clearly differentiated and do not overlap. For example, a student may be employed by a health system in a specific capacity and/or in one area of the facility and be assigned to an IPPE or APPE in a clearly distinct capacity or area of the health system. If a problem arises with the preceptor-student relationship during the rotation, the student should notify the OEE to resolve the conflict.
- B. Requests for IPPE/APPE Rotations:** The availability of preceptors at many sites involves pharmacy directors, educational coordinators, district managers, and, for faculty preceptors, department chairs. Because of the often complex considerations that can affect a preceptor's schedule, students are prohibited from contacting preceptors—including faculty preceptors—to ask for IPPE/APPE rotations. The only exceptions to this policy are (1) students seeking out-of-area experiences for rotations not already set up by the school within our 200-mile radius or (2) students who have knowledge of or a connection to a new site. Students are encouraged to seek the counsel of their faculty advisor or other faculty members regarding post-graduation plans and specific information about offered rotations but should not ask faculty and preceptors for specific rotations, including research rotations. Students will have an opportunity to enter preferences for specific preceptors, sites, and specialty APPE rotations as part of the assignments process.
- C. Site Assignments:**
1. **IPPEs:**
    - a. **Assignments:** Fall and spring sessions are assigned by the OEE with consideration given for previous work history, the student's local address, and previous assignments. Students may/may not be allowed to select preferences for their IPPE assignments.
    - b. **Fall Week:** Fall Week assignments are typically made using the same process followed for semester sessions. However, in some cases, students may request to complete their fall week IPPE at an out-of-area or out-of-state site. (Note: both out-of-area and out-of-state requests are labeled simply "out of area (OOA).") At the end of the spring semester, P1 students will complete a survey about their anticipated or potential Fall Week location. This information may help the OEE assign students to sites "back home" or in other locations accessible by the student during this week. Guidelines for requesting OOA rotations are as follows:
      - (1) The site cannot be a student's current place of employment.
      - (2) For a site located within South Carolina, the student should contact the OEE to discuss sites that are within the general area desired. If the site is an established one, meaning that there is already an agreement in place, the OEE may contact the site to request a fall week rotation.
      - (3) For sites located outside of South Carolina or for new sites that do not meet the criteria in paragraph (2) above, the student must submit the approved form ([Appendix 5](#)) to the OEE by the stated deadline. The student must complete and sign the first page of the OOA form and the potential preceptor must complete and sign the second page. The student/preceptor may fax or email the form to the OEE. No action will be taken on the request until both pages are received. If both pages are not received by the deadline, the request may be denied.
      - (4) The OEE will consider the request based on ability to execute an affiliation agreement in a timely manner and the availability of other established sites in that area.
      - (5) The student may be responsible for completing all pre-rotation requirements with only minimal assistance from the OEE. This may include out-of-state internship licensure, physical examinations, additional immunizations, online orientation programs, etc.
      - (6) Should a student fail to complete the requirements by the site's deadline, the student may be reassigned to a local site if one is available. If a site is not available, the student may be

- reassigned to a week-long rotation during another time, such as Christmas break. Although every effort will be made to assign the student to a week-long rotation, the student will not be allowed to advance to the next year until 40-hour rotation has been satisfactorily completed.
- c. Changes to Assignments: Students may request to swap rotations with another student provided that the request is made by both students and within a reasonable time to make the change by OEE.

2. APPEs:

- a. Assignments: The OEE will begin working with students in their third year to prepare for their APPE year. The general timetable as is shown in Table 3:

**Table 3. Preparations for the APPE Year**

<u>Month</u>	<u>Action</u>
April (P2 year)	OEE meets with P2 students to discuss OOA opportunities and policies
September	OEE will survey the P3 students regarding post-graduation plans and areas of interest. This information will be used to develop new sites.
September	Any OOA forms will be due to OEE ( <i>see paragraph b below</i> ).
October	OEE will review and give tentative approval to appropriate OOA forms and may begin work on new affiliation agreements.
November	OEE will meet with P3 students to review optimization process of APPE assignments.
November	Students will enter preferences for their P4 rotations based on received preceptor availability; preferences will close around Thanksgiving.
December	Using the ELMS SmartMatch, OEE will generate the first draft of the P4 schedule.
January	OEE will meet individually with each P3 student to review his/her schedule and make adjustments.
February	Schedules will be finalized and released to preceptors.
April	OEE will hold a final meeting with P3 students.

- b. Out-of-Area (OOA) APPEs: APPE rotations are normally conducted within the State of South Carolina with some allowance for certain sites within North Carolina and Georgia that are within a reasonable driving distance—*approximately* 200 miles or a 3-hour radius—from the School of Pharmacy. This is considered our “local” area. For instances in which a location outside of this area offers a unique opportunity for which there is no similar experience available within our “local” area, the student may request assignment to this OOA site. This rotation typically will not be eligible to count towards a student’s required experiences. Guidelines are as follows:
- (1) Student must contact the potential preceptor to determine willingness and availability.
  - (2) Student must submit the approved form ([Appendix 6](#)) to the OEE by the stated deadline. Requests made without the form will not be considered. The student must complete and sign the first page of the OOA form, and the potential preceptor must complete and sign the second page. The student/preceptor may fax or email the form to the OEE. No action will be taken on the request until both pages are received. If both pages are not received by the deadline, the request may be denied.
  - (3) Student may not be employed at or receive any payment from the site during the rotation.

- (4) The proposed preceptor must be currently affiliated with an ACPE-accredited School of Pharmacy as an IPPE/APPE preceptor.
  - (5) The OOA rotation must be unique compared to experiences already approved and available geographically.
  - (6) Completing this process does not guarantee approval as other factors will be considered. These factors include, but are not limited to, the ability to fit the experience into the student's final schedule along with required experiences, the availability of similar experiences in the local area, the ability to execute an affiliation agreement in a timely manner, and insurance or legal requirements of the site that cannot be mediated without additional costs to the college.
  - (7) The student may be responsible for completing all pre-rotation requirements with only minimal assistance from the OEE. This may include out-of-state internship licensure, physical examinations, additional immunizations, online orientation programs, etc.
  - (8) Should a student fail to complete the requirements by the site's deadline, the student may be reassigned to a local site if one is available. If a site is not available, the student may be assigned to be off that month with subsequent changes made to future months. Although every effort will be made to rearrange the schedule to accommodate the loss of the OOA site, the OEE cannot guarantee that an appropriate site will be available, and the student's graduation may be delayed.
- c. **Student Requests for Changes to Assignments:** Once the APPE schedule is finalized and released to preceptors, only **one** student-initiated request will be allowed during the P4 academic year. The request must be submitted on the appropriate form ([Appendix 7](#)) at least **90 days** prior to the start of the rotation to ensure time to contact preceptors and complete pre-rotation requirements. Submitting a change request does not guarantee the request will be granted. The following requests will typically not be granted:
- (1) Requests to add or drop an out-of-area rotation
  - (2) Requests to drop a faculty rotation
- d. **Other Assignment Changes:** Changes initiated by the OEE do not count against the one student-initiated request allowed. Such changes include, but are not limited to, those made due to:
- (1) The inability of a preceptor to accept a student in the previously assigned month
  - (2) The student's unsuccessful completion of a rotation for any reason (failing grade, medical leave, etc.)

- D. Pre-Rotation Requirements:** Students are expected to participate in and maintain current certifications in basic life support, HIPAA, and OSHA requirements governing bloodborne pathogens. Certification opportunities will be provided by the School of Pharmacy and each student is required to achieve a passing grade for each certification. In the event a student is unable to attend an offered training, he/she must schedule his/her own certification and must cover any associated costs. Additional requirements such as online orientation training may be mandated by specific sites, and information about each site is found in ELMS. In many cases, this training is duplicative of that required by the school and by other experiential sites; however, the student must complete the training required by each site without regard to other requirements. The OEE will advise students of specific dates for training or tests as well as deadlines for submitting pre-rotation requirements. Current minimum requirements include:
1. **Bloodborne Pathogens and Universal Precautions Training:** At the beginning of each fall semester, P1-P3 students must complete the course in BrightSpace entitled "Bloodborne Pathogens for Healthcare Training," download a certificate of completion, and submit the certificate to the OEE as directed.
  2. **Patient Confidentiality:** At the beginning of each fall semester, P1-P3 students must complete the course in BrightSpace entitled "HIPAA Training," download a certificate of completion, and submit the certificate to the OEE as directed.
  3. **Basic Life Support:** The school will offer an American Heart Association course in basic life support during the fall semester for P1 and P3 students. Certification is valid for two years. According to state

immunization protocol, students must be certified in basic life support (BLS) in order to be a certified immunizer (part of the P1 year). If a student does not pass any portion of the training, he/she will have to repeat that portion at his/her own expense.

4. **Criminal Background Investigation:** As part of the admissions process, students undergo a thorough criminal background check that covers all addresses for the seven years prior to matriculation. Annually, thereafter, the OEE will conduct an update in April of each year. In addition, students assigned to advanced pharmacy practice experiences beyond April of their P4 year will be required to repeat the criminal background check prior to May 1 or the start date of the next rotation to remain in compliance with experiential site requirements. The fee for the annual investigation is included in the student's general fee. Additional checks may be done by the school or by the experiential site if required by the site.
  - a. Students should be aware that unresolved arrests and charges—as well as convictions—may appear on their background report. Should an annual report identify an arrest or conviction not previously adjudicated by the PCSP Admissions Committee, the report will be sent to the PCSP Professionalism Committee for review in accordance with the *PCSP Bulletin*. In addition, the OEE may be required to disclose the criminal background report to the experiential site or preceptor. The site reserves the right to reject a student based on findings on a criminal background report. If this occurs, a student will be reassigned based on availability. Any unexpected reassignment could prevent the student from completing all IPPE/APPE rotations in a timely manner and may delay advancement to the next year and/or graduation.
  - b. In addition, the student must report to the OEE within seven calendar days any arrests and/or criminal charges or convictions filed subsequent to completion of the annual background report; failure to do so may result in dismissal from an IPPE/APPE as well as result in a professional misconduct investigation.
  
5. **Drug Testing:** At the direction of the OEE, students will undergo a urine drug test that screens for 12-13 drugs each year. Testing may be done at a specifically assigned time or randomly during the year and may be done on site at PCSP or at a specified location. In addition, students assigned to advanced pharmacy practice experiences beyond April of their P4 year will be required to repeat the drug screen prior to May 1 or the start date of the next rotation to remain in compliance with experiential site requirements. The fee for the drug screen is included in the student's tuition. Additional checks may be done by the school or by the experiential site if required by the site.
  - a. **Positive Result:** Should a student's annual drug screen show a positive result for any test, the following procedures will be followed by the laboratory conducting the tests and the PCSP:
    - (1) Upon confirmation of a positive test, the laboratory's medical review officer (MRO) will attempt to contact the student by telephone. The MRO will typically *not* leave a message. A student who has taken a recent drug screen, and especially one who has recently taken medications that might result in a positive test, are advised not to ignore unidentified calls.
    - (2) Once the MRO is successful in contacting the student, he/she may request documentation from the student's physician or pharmacy related to the positive drug test.
    - (3) If the supplied documentation supports the positive test, the lab will release the drug screen results to the school, showing *negative* results. Thus, the school is not privy to the positive findings or the student's medical history/condition.
    - (4) If the MRO is unable to reach the student within a reasonable amount of time (which may vary per laboratory company) or if the documentation received does not support the positive findings, the lab will issue the report to the school, showing a *positive* result on one or more of the drugs screened.
    - (5) Upon receipt of a positive report, the OEE will contact the student to determine if he/she has been in contact with the lab.



- (a) If not, the student will be given two (2) business days to contact the lab and provide the requested documentation. As applicable, the OEE must receive a revised drug screen report with negative findings within this period of time.
  - (b) If the student confirms that he/she has been in touch with the lab, the OEE will then forward the positive drug report to the PCSP Professionalism Committee for review and action.
- (6) If the student is currently on an IPPE/APPE rotation at the time a final positive report is received, the OEE may be required to notify the site of the result. At the site's discretion, the student may be dismissed from the rotation which may delay the student's ability to complete the degree program requirements or prevent the student from graduating in accordance with the *PCSP Bulletin*.
- (7) The school is required to report positive drug screens to the SC Board of Pharmacy as part of its process of evaluating whether a candidate for licensure is meeting the ethical and professional standards of the pharmacy profession. In most cases, the SCBOP will temporarily suspend the student's intern certification while it investigates the matter. During this period of investigation, the student may not be assigned to an experiential site.
- b. Random or Other Drug Screens Completed at or for an Experiential Site: In some cases, students must undergo additional drug screens as part of a site's onboarding requirements or during the course of an experiential rotation at the request of the facility. Positive results, at the site's discretion, may result in the student being dismissed from the rotation which may delay the student's ability to complete the degree program requirements or prevent the student from graduating in accordance with the *PCSP Bulletin*. See also paragraph 5(a)(7) above.
6. Health Insurance: All students are required to have health insurance. Students are responsible for the costs of their own health insurance. Students will sign a statement at the beginning of each year, acknowledging their responsibility for health insurance. Failure to maintain health insurance may jeopardize completion of experiential education and progression within the program. Noncompliance may result in professional and/or academic disciplinary actions.
7. Immunizations: Students are required to show proof of vaccination or, as indicated below, immunity by titer for the immunizations listed. See the *PCSP Bulletin* for specific information about each vaccine. The student will bear all costs of titers and/or immunizations. The OEE will arrange for annual PPD/tuberculin skin testing and flu vaccines at no cost to the student. Students unable to be tested using the PPD method will bear the cost of alternative testing (outlined in the *PCSP Bulletin*). Any exemptions to vaccines must be provided to the OEE and signed by a healthcare provider. Exemptions will be sent to applicable experiential sites and approved at their discretion.
- a. Measles (Rubeola), Mumps, and Rubella (MMR)
  - b. Tetanus
  - c. Varicella (*immunity by titer*)
  - d. Hepatitis B (*immunity by titer*)
  - e. Influenza
  - f. Tuberculosis
  - g. COVID-19
8. Liability Insurance: Students enrolled in the School of Pharmacy have general liability coverage provided by the college for those activities that are a direct result of student learning, such as participating in experiential learning. This coverage does not extend to outside employment, summer internships, or internships independent of School of Pharmacy work, to include internships undertaken to satisfy the hours requirement of the state boards of pharmacy. In addition to the school coverage, students are required to have their own personal professional liability coverage in effect at all times. This coverage should be occurrence-based in the amount of \$1 million per occurrence/\$3 million aggregate. Failure to maintain professional liability insurance may jeopardize completion of experiential education and

progression within the program. Noncompliance may result in professional and/or academic disciplinary actions.

9. Pharmacy Intern Certificate: All students must maintain a current South Carolina Board of Pharmacy internship certificate and must keep the pocket-sized card with them at all times during IPPEs and APPEs. Some out-of-state sites require that student also have that state's internship certificate/license. The student is responsible for applying and paying for this out-of-state licensure.
10. Student Acknowledgment of Experiential Requirements (Appendix 8): Site affiliation agreements require the school to notify students of certain facts. Examples include advising students that they are not employees of the site and that students must abide by the site's policies and procedures. Students must complete and electronically sign Student Acknowledgment of Experiential Requirements in ELMS each year, acknowledging these requirements. The form may be updated annually to reflect the requirements of any new agreements.
11. Noncompliance with Pre-Rotation Requirements: In the event a student does not meet any of the pre-rotation requirements outlined above or imposed by a site, he/she may encounter a variety of consequences, ranging from reassignment to dismissal from the pharmacy program in accordance with the professionalism policies outlined in the *PCSP Bulletin*. Specific examples include:
  - a. Failure to meet deadlines set by the OEE: The OEE will track all missed deadlines for pre-rotation requirements, including background checks, immunizations, drug screens, and additional site-specific requirements. Repeated missed deadlines may result in the student being placed on professional alert or probation.
  - b. Positive background check or drug test: Please see above (paragraphs 4 and 5, respectively)
  - c. Other Requirements: In the event a student does not satisfactorily comply with the requirements of the PCSP experiential education program or of an experiential site, he/she may require reassignment. For any situation that requires reassignment for any reason or cause, the OEE will attempt to locate a new rotation within the time frame of the original assignment. If reassignment cannot be made, the student may not be able to complete the course which may delay their progression through the curriculum and/or graduation. Examples:
    - (1) Fall Week or Fall Semester IPPE: If a student loses his/her fall week or fall semester IPPE assignment, he/she will typically be scheduled for a rotation in December after final exams. The duration of the assignment will depend on the session missed: 40 hours for fall week or 48 hours for the fall semester session.
    - (2) Spring Semester IPPE: If a student loses his/her spring semester IPPE assignment, he/she will typically be scheduled for a rotation in May. The duration of the assignment will be 24-48 hours for one or both sessions, depending on the student's class. Third-year students should understand that failure to complete all IPPE requirements and assignments by the end of April will delay the start of their P4 year until June at the earliest. A student in this situation will be considered "off" for the month of May.
    - (3) APPE: If an appropriate rotation is not available in the months remaining in the P4 year, the student would have to complete his/her final APPE in the months of May, June, or even July, delaying graduation until August. Although the student may be allowed to walk in the May graduation ceremony with his/her classmates, he/she will not receive a diploma and will not officially be graduated. This will delay the student's ability to sit for the licensing examination.

#### **E. Preparations for an IPPE/APPE Rotation:**

1. Onboarding Requirements: Most sites require students to complete forms, complete online orientation training, and/or review policies and procedures prior to starting a rotation. In many instances, the student completes these onboarding requirements and submits them to the OEE. The OEE adds additional

information such as immunization and certification (I&C) records and forwards the packets to the site by the site's deadline.

- a. **Online Orientation Training:** Many sites utilize web-based platforms for their orientation requirements. Students assigned to sites that use these programs will be required to complete all training modules which are typically valid for one year. Depending on the timing of completion and the date of a future rotation at that site, students may have to repeat the modules later in the year. Current online platforms include SCHA Student Passport careLearning, Learning Hub, and Veterans Affairs Talent Management System to name a few. When possible, the PCSP bears the cost of enrollment in these programs.
  - b. **OEE Deadlines:** The OEE will notify students of deadlines to submit their onboarding requirements. Generally, the deadline will be 2-3 months before the start of a semester for all rotations that will occur in that semester. The OEE will notify students of the date they should use on their onboarding documents.
  - c. **Failure to Comply with Onboarding Requirements and Deadlines:** Students who do not submit their onboarding requirements to the OEE by the stated deadline are subject to a professionalism flag. Multiple flags could result in referral to the Office of Student Affairs for consideration of professionalism alert or probation. A student should be aware that missing OEE deadlines could cause not only a delay in his/her own onboarding but also the delay of the onboarding of other students. In some cases, such a delay could prompt a site to remove the student from the rotation.
2. **Preceptor Contact:** IPPE students should contact their preceptor at least 2 weeks before the start of the rotation; APPE students, 30 days before the start of the rotation. If the preceptor has not responded after a reasonable amount of time (one week for IPPEs, 2 weeks for APPEs), the student should try to reach him/her by telephone. In this fashion, the student may at least confirm that he/she is expected and the arrival time. If the student is still unsuccessful in reaching the preceptor or receives information that suggests that the preceptor is not expecting a student, the student should contact the OEE immediately for further assistance. A student should contact his/her preceptor prior to the start of the rotation for the following reasons:
- a. To ensure that the preceptor is expecting the student;
  - b. To introduce oneself, providing background about previous, related employment; other experiences; and goals for the rotation (e.g., pre-rotation reflection);
  - c. To ask for instructions for the first day such as time of arrival, parking or entering the workplace; lunch break (if applicable); and
  - d. To inquire about any pre-rotation "homework" the preceptor would like the student to do such as researching particular topics or reading pertinent materials.

**F. IPPE Workbooks:** To further enhance the student's learning experience and ensure he/she gains exposure to critical elements of the profession across vastly different IPPEs, the OEE in conjunction with the Experiential Education Oversight Committee has developed a three-year, longitudinal workbook. The expectation is that the student will complete the workbook activities that are pertinent to the current site and discuss them with the preceptor. The workbook is not intended to replace anything preceptors are already doing for the rotation but only to augment the IPPE and help meet the learning objectives. The activities will also assist in the assessment of the student's knowledge, motivation, and responsibility and communication skills. In addition, the workbook will provide material for the student to review with any pharmacist on duty if the preceptor of record is not at the site on the day of the rotation. Students will submit their workbook to the OEE after the conclusion of their final P3 IPPE. The OEE will assess the workbooks as a component of the overall grade for the IPPE course at the end of each academic year. In addition to completing and submitting the workbook itself to the OEE, students must complete an electronic workbook log in ELMS for each IPPE within five (5) days of the end of each rotation. Students who do not complete all activities in their workbook by the end of their P3 spring semester may be required to remediate incomplete portions before starting their P4 year.

In the event a student loses his/her workbook, he/she may get a new one from the OEE at a cost of \$3.00.

### G. Absences and Attendance:

1. Absences: Students are expected to follow the school's mandated IPPE or APPE schedule as listed in ELMS. Except in the case of sickness, injury, or emergencies, a student should contact the OEE before contacting the preceptor to request time off or a change in the published schedule. The following types of absences may be encountered:
  - a. Excused Absence: To request permission to be away from an experiential site, the student should contact the OEE first and preferably before the start of the rotation. If the reason for the absence is sound, the OEE will allow the student to discuss the proposed absence with the preceptor. Typically, hours missed due to an excused absence must be made up at a day/time determined by and convenient to the preceptor. In the event of illness, injury, or emergency, the student should contact the preceptor first with an information email to the OEE. The student will then coordinate the missed hours with the preceptor as soon as possible. **If a student must miss more than 2 days due to illness or injury, he/she must notify the OEE who will consult with the preceptor regarding the student's ability to make up the missed hours and to successfully complete the rotation.** Hours should be made up before the end of the semester and before the start of the next rotation, whichever comes first. Examples of excused absences include but are not limited to:
    - (1) Illness, injury, or emergency
    - (2) P4 capstone presentation (hours not required to be made up, including travel if necessary)
    - (3) Participation in a PC-sponsored pharmacy career fair
    - (4) Conference attendance not associated with site activities (SCSHP Residency Showcase, Pharmacy Day at the State House)
    - (5) Residency interviews and travel time
    - (6) An unavoidable requirement to attend orientation training at a future site (this should be coordinated with the OEE)
    - (7) Attendance at commencement or other college events as a selected participant (e.g., commencement marshals)
    - (8) Bereavement leave
    - (9) Inclement weather at the school (for IPPEs) or the site (for both IPPEs and APPEs).
  - b. Unexcused Absence: Any absence not determined to be scheduled or excused would be considered an unexcused absence. Preceptors are asked to notify the PCSP OEE immediately in the event a student does not show up for a rotation at the expected time and has not contacted the preceptor. If an absence is determined to be unexcused after a proper investigation, the student will be subject to potentially failing the course, professionalism charges, and/or a delay in graduation. Examples include but are not limited to:
    - (1) Failure to report without valid explanation ("no call, no show")
    - (2) Away from site due to an unacceptable reason (friend's wedding, vacation, etc.)
    - (3) Sent home from the site due to violation of dress code, professionalism code, site policies, etc.
    - (4) Tardiness without valid reason
  - c. Other Absences: Students should not plan or request absences from an experiential site due to vacation, outside work obligations, homework assignments, or any other responsibilities. Pregnancies and absences due to childbirth are subject to the above absence policy. If a pregnancy restricts the student's activities, she should contact the OEE immediately for further guidance.
2. Holidays: IPPE students will follow the holiday schedule of the school, and typically, IPPEs will be set up around school holidays. APPE students do not follow the holiday schedule of the PCSP nor do they automatically get time off for holidays. Instead, they take the holidays allowed by the preceptor based on the site's or the preceptor's schedule.

3. **Inclement Weather Policy:** Student safety is always paramount, and in some cases the school and the site might not be affected by inclement weather but the student may be. In such cases, the student should remain where it is safe until weather conditions improve. Otherwise, the following guidelines apply to inclement weather situations.
  - a. **IPPEs:** If inclement weather occurs on the day a student is to report to an IPPE and either the site or the school is closed, the student is excused from the rotation. The student should call the site to determine the site's status and, in the case of a school closing, to inform his/her preceptor of the school's status. An absence due to inclement weather is considered excused and the hours should be made up at the discretion of the preceptor. If the start of classes is delayed due to the weather (i.e., classes on campus to start at 10:00 a.m.), this delay would also apply to the IPPE within reason, depending on travel time. Delays to the start of IPPE may be made up at an alternate time which is mutually agreed upon by the student and preceptor.
  - b. **APPEs:** If inclement weather occurs when a student is to report to a practice site for an APPE, the student should call the site/preceptor to determine their status. Students are excused from an APPE only if the site is closed or are advised not to report by the preceptor, regardless of the school's status. An absence due to inclement weather is considered excused and the hours should be made up at the discretion of the preceptor. If a student is already at the site when severe weather arrives, the student should discuss the situation with the preceptor to determine if an early departure is necessary or if the student will have to remain in place until conditions have improved.

**H. Professional Attire Policy:** Students should follow the professional attire policy outlined in [Appendix 9](#) as well as any additional guidelines set by the site. Of particular note are the following:

1. **PCSP White Lab Coat:** Students should always wear a clean, pressed PCSP-issued lab coat. P1 students receive a lab coat upon matriculation, and P3 students receive a new lab coat prior to the start of their P4 year.
2. **Identification:** Students are required to wear the PC-issue identification card on their lab coats at all times when on an experiential rotation. Many sites also issue identification cards/badges and students should wear those only when at that site and along with their PC ID card. Students should not wear a site-issued badge at another site.
3. **Class Lapel Pin:** When on rotation, students should always wear their class lapel pin, affixed to their left lapel. The OEE will issue new pins at the end or beginning of each academic year, as appropriate. The first pin is provided at no charge to the student; students may purchase additional pins from OEE for \$3.00.

**Figure 2. Class Lapel Pins**



4. **Shoes:** Closed toed shoes are expected to be worn at all times while at an experiential site. Students should note that they may be required to stand for several hours at a time; therefore, comfortable shoes are recommended.
5. **Hair:** Hair should always be styled in a manner that allows the student to appear professional. In some settings, long hair should be secured out of the way. Although facial hair is allowed at the PCSP, some sites do not allow any facial hair or have strict guidelines as to its appearance. If a student is concerned that his/her hair style or facial hair might not be acceptable at a site, he/she should ask the preceptor if there are any restrictions.

6. Scrubs: Students should not wear scrubs unless specifically directed by the preceptor. Some sites may issue scrubs to students or some may allow the student to wear school-issued scrubs.

## **I. CORE ELMS Information for Students:**

1. Site Information: Students can access rotation schedules, preceptor contact information, site address, and onboarding requirements for each rotation in CORE ELMS. As soon as assignments are released, students should review their schedules as well as site information. Before contacting the preceptor, the student should always check ELMS to review the most up-to-date preceptor and site information. In addition, a student should refer to the site information before contacting the OEE to ask about onboarding requirements. See [Appendix 10](#) for instructions on accessing the roster and locating preceptor and site information.
2. Student Account Information: Students should maintain updated biographical information in ELMS to include cell phone number and address.
  - a. Name: Although a student is able to change his/her name in ELMS, the legal name must be used. If a student's name changes, he/she should provide legal evidence of the change to the Office of Experiential Education. See [Appendix 11](#) for guidance regarding name changes.
  - b. Primary Address: The primary address is where the student resides during the school year (Clinton and surrounding areas) or the place from which students commute to/from their IPPE sites. The OEE uses this address to make IPPE assignments that are within a certain proximity of their address. A student who does not provide his/her primary address or has outdated information in ELMS may be assigned to a site that is farther away than necessary. Such assignments often cannot be changed so it is important that the primary address is up to date. See [Appendix 12](#) for instructions on updating this address.

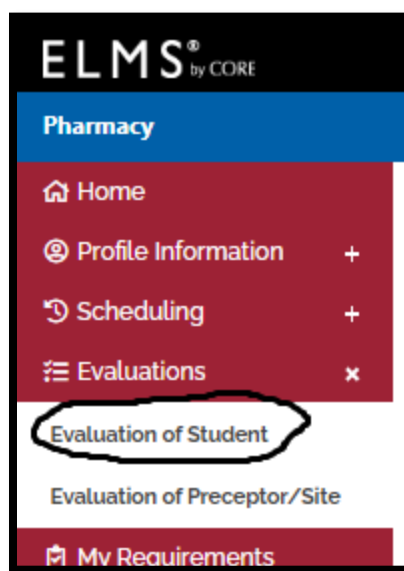
Students should also keep their address information updated in Banner, the student academic system used by the registrar's office. To update address information, contact the registrar's office. The information in ELMS does not automatically transfer to Banner.

- c. Contact Information: As a minimum, the student's cell phone number must be up to date in ELMS. The primary email address will be the student's PC address; secondary email address is optional and not used routinely by the school.
- d. Additional Student Information: P1 students will add their social security number to their account as instructed during orientation.
- e. Emergency Contact Information: P1 students will add this information to their account as instructed during orientation. Students should keep their emergency contact information updated throughout their enrollment. This information is used by the Offices of Student Affairs, Academic Affairs, and/or Experiential Education if the school is unable to reach the student by normal means in the case of urgent or emergent situations.
- f. Student Work History: The OEE refers to a student's work history when making IPPE assignments to avoid placing a student at a work site and/or with a company for which the student works. Example: a P1 student works at CVS #3357. The OEE will not assign the student to that particular CVS and will, if possible, not assign the student to any CVS. If the student's work history is not maintained in ELMS, the student may miss a chance to experience new and different opportunities while on IPPEs. See [Appendix 12](#) for instructions on updating work history.

## V. GRADING POLICIES AND EVALUATIONS

- A. Registration for Experiential Courses:** Students are responsible for registering themselves for their IPPE courses as per the timetable and procedures established by the registrar's office and the PCSP Office of Academic Affairs. However, the OEE will register students for their APPE courses. To be considered full time and eligible for financial aid, P4 students must be enrolled in at least two APPE courses in any given trimester.
- B. Midpoint and Final Evaluations of the Student:** Preceptors have the opportunity to evaluate students at the midpoint and at the end of each IPPE/APPE. Preceptors will receive an email from ELMS approximately halfway through a rotation, notifying them that the midpoint evaluation is available for completion. A subsequent email will be generated two-three days before the end of a rotation, alerting the preceptor that the final evaluation is now available. Preceptors can access their evaluations by logging into ELMS and clicking on "Evaluations\Evaluation of Student" on their home page.

**Figure 3. Accessing Evaluations**



Although a formal midpoint evaluation is not mandatory, preceptors are encouraged to provide feedback in some form to the student throughout the rotation. If a student is not progressing as expected on a rotation, completion of a midpoint evaluation ensures that the OEE has proper documentation to address the issues with the student.

The preceptor should explain the evaluation comments and grade assignment to the student and, in the case of the midpoint evaluation, clarify the expectations for the remainder of the rotation. If the student is at risk of failing the rotation at the midpoint, the preceptor should indicate this on the midpoint and the OEE will reach out to the preceptor and student.

A final evaluation is required for both an IPPE and APPE, and the preceptor should complete it on the last day of the rotation in a face-to-face consultation with the student.

See [Appendix 13](#) for current evaluation forms for both IPPEs and APPEs.



**C. Evaluations of the Preceptor by the Student:** The student is expected to complete **all** evaluations of his/her preceptors and should be aware that preceptor evaluations are included in the overall evaluation completion rate. The student should complete the evaluation no later than one week after the end of the rotation. In the situation where more than one preceptor provided supervision and instruction, the student is encouraged to evaluate all preceptors but at the least should evaluate the primary preceptor. Evaluations are anonymous and not immediately seen by the preceptor, so constructive yet professional comments and assessments are encouraged. See [Appendix 14](#) for the current evaluation form used by students to assess their preceptors.

**D. Due Dates for Evaluations:** Evaluations should be completed as follows:

1. Evaluations Completed by Preceptor:

- a. IPPE Midpoint: fourth week of each six-week IPPE session
- b. IPPE Final: last day of the IPPE rotation but no later than five days after the end
- c. APPE Midpoint: end of the second week of the month-long APPE rotation
- d. APPE Final: last day of the APPE rotation but no later than five days after the end EXCEPT for April rotations: the evaluation *must* be completed **no later than one day** after the end in order to certify the student’s academic record for graduation

2. Evaluations Completed by Student: one week after the end of the rotation; however, students should note that they are not able to see an evaluation about themselves until they have completed their own evaluation of their preceptor. If a student delays completing an evaluation, he/she will lose the ability to appeal any unsatisfactory grades. See paragraph V.G below.

**E. Grading:** The evaluation will generate a grade for the IPPE or APPE. A student must achieve a satisfactory grade for all IPPEs in a semester or a grade of C or better for an APPE to pass the course. The grading scale, which is approved by the faculty of the PC School of Pharmacy, is as follows:

**Table 4. IPPE Grading Scale**

Rating	Result	Grade
70-100%	Satisfactory or Passing	S
< 70%	Unsatisfactory or Non-Passing	U

**Table 5. APPE Grading Scale**

Rating	Score	Result	Grade
4.623-5.000	93-100%	Passing	A
4.473-4.622	90-92%	Passing	A-
4.323-4.472	87-89%	Passing	B+
4.123-4.322	83-86%	Passing	B
3.973-4.122	80-82%	Passing	B-
3.823-3.972	77-79%	Passing	C+
3.473-3.822	70-76%	Passing	C
3.223-3.472	65-69%	Non-Passing	D
<3.222	<65%	Non-Passing	F

**F. Grades Posted in Banner:** The OEE will transfer the final grades from ELMS to Banner, the electronic student academic system, at the end of each semester by the deadline set by the registrar’s office.

**G. Appeals Process:** A student may appeal the final IPPE or APPE grade within **three business days of the grade being posted in ELMS** by following the procedures outlined in the *PCSP Bulletin*. Students should note that s/he can only retrieve the final grade if s/he has completed his/her own evaluation of the preceptor; therefore, it is in his/her best interest to complete the evaluation as soon as the rotation has ended. Regardless of when the student completes the evaluation or accesses the preceptor’s evaluation in ELMS, the three-day window will begin when the preceptor submits the assessment.



Students are encouraged to first attempt to resolve any concern with the preceptor; however, if the student and preceptor are unable to resolve the issue, the student may begin the appeals process by submitting a letter to the Director of Experiential Education who serves as the course coordinator for all experiential courses. The OEE director will meet with both the student and the preceptor as a part of the appeals process.

If the final grade for an IPPE course is determined to be an unsatisfactory one and the student has not been successful in his/her appeal, the student will receive a non-passing grade for that IPPE course. The student must then petition the Academic Standards Committee to request remediation of the IPPE course. If successful, the OEE will schedule an appropriate rotation or rotations in the time frame approved by the committee and for the number of hours—generally the maximum for that IPPE course—deemed appropriate by the OEE.

If the course is an APPE, the Office of Experiential Education will work with the student to revise his/her P4 schedule to add the additional rotation. This 10th rotation will incur additional tuition/fee charges even if it is scheduled before the end of the semester. The type of rotation will be determined in consultation with OEE and will be based on availability, the student's schedule, and other pertinent factors. A student will be scheduled to no more than one additional APPE. Should a student incur additional deficiencies to include the 4<sup>th</sup> year capstone courses, he/she is subject to dismissal according to the academic dismissal policy as outlined in the *PCSP Bulletin*.

## VI. PCSP Experiential Education Oversight Committee

The Experiential Education Oversight Committee (EEOC) is a standing committee of the PCSP faculty with a role in the governance of the school. As specified in the *Presbyterian College Pharmacy Faculty Handbook*, the responsibilities and membership of the EEOC are as follows:

- A. Responsibilities:** The mission of the Experiential Education Oversight Committee is to:
1. Provide a forum for discussion and collaboration between the Office of Experiential Education, faculty, and preceptors.
  2. Advise and offer insight and input into the development of policies for the experiential program.
  3. Advise the OEE on matters relative to the preceptor quality assurance process.
  4. Consult, collaborate, and recommend solutions on issues identified through surveys and other mechanisms related to experiential education. Such surveys include the biennial AACP preceptor survey, the annual PCSP OEE preceptor survey, and the annual AACP graduating student survey.
  5. Maintain updated file of sample documents used by preceptors and students to evaluate learning experiences and provide formative and/or summative feedback
- B. Membership:** The membership of the Experiential Program Review Committee shall be composed of the following:
1. Three PCSP pharmacist preceptors from diverse practice settings
  2. Two at-large faculty members
  3. Two PCSP students
  4. Director of Experiential Education, *ex officio/non-voting*
  5. Director of Experiential Education Operations, *ex officio/non-voting*
- To facilitate the presence of three PCSP pharmacist preceptors from diverse practice settings at each meeting, the OEE will maintain a slate of willing preceptors. Three members from this slate from different practice settings will be randomly selected for participation prior to each meeting. If a selected preceptor member is unavailable, another member will be chosen to attend the meeting instead.
- C. Meetings:** Meetings are typically held at least once each semester at the School of Pharmacy. Depending on the current work of the committee, additional meetings—usually held online or by teleconference—may be necessary.
- D. Dean’s Charges:** Each year the Dean of the School of Pharmacy issues “charges” to each committee. These are action items that the committee must address in the upcoming year.

## VII. PRECEPTOR RECRUITMENT, DEVELOPMENT & RECOGNITION

### A. Preceptor Recruitment and Orientation:

1. **Recruitment:** Preceptors are recruited through various avenues, including individual recruitment efforts at meetings and site visits, group recruitment efforts through alumni emails, and connections through students and other preceptors. Interested preceptors first complete the [New Preceptor Application](#) to collect information to be entered into the ELMS database. Upon submission, the form goes directly to the Director of Experiential Education Operations (DEEO) who sets up the preceptor's account. Depending on the situation, she may send ELMS login information with directions regarding the onboarding process or she may forward the application to the Director of Experiential Education (DEE). The DEE will then contact the preceptor and, utilizing the New Preceptor Interview Form and/or Site Visit Form, gather information regarding the preceptor's teaching and precepting experience, objectives and activities of the rotation, patient population served, and opportunities for interprofessional collaboration. The DEE then determines the best classification for the rotation (IPPE vs. APPE, P1 vs. P2 or P3, acute care vs. HHS, etc.). See [Appendix 15](#) for samples of the application and interview forms.
2. **Specific Rotation Assistance:** The DEE is available for assistance in creating rotation-specific activities, assignments, experiences, and assessment tools; in developing a syllabus; and in tailoring the rotation to incorporate the PC10 competencies ([Appendix 1](#)) into required rotations.

### B. Preceptor Development: Preceptor development is a key component of the continuous professional education of our preceptors. Development is offered in a variety of formats including:

1. Quarterly preceptor newsletters.
2. Live preceptor workshops (for which continuing education credit is available through the SC Pharmacy Association).
3. On-site, targeted preceptor sessions in a "lunch-and-learn" format. Topics for sessions include managing layered learning, leveraging the strengths of generational differences in the workforce, remediating learners, promoting professional self-development, motivating students, understanding students' perception of a good preceptor, and managing time.

### C. Preceptor and Site Evaluation

1. **Student Evaluation of Preceptor:** As mentioned in paragraph V.C, students are required to evaluate their preceptors after each IPPE and APPE rotation. The DEE reviews these assessments at the end of the fall and spring semesters before releasing them anonymously to the preceptor. The OEE collects the evaluations into an aggregate report and emails it to each preceptor (and to a number of site directors, pharmacy supervisors, or district managers as applicable) for his/her use and reflection. Annually, the DEE sends the evaluation reports for PCSP faculty-preceptors to the pertinent department chair who will release them to each faculty member.
2. **Site Visits:** The OEE completes site visits to various preceptors and sites on a cyclical basis. The site visit can include a tour of the site, introduction to preceptors and assisting personnel, explanation and demonstration of student activities and assignments, targeted preceptor development (VII.B.3), resource sharing, and general assistance that can be provided by the School of Pharmacy. The DEE will complete a form ([Appendix 16](#)) after each visit to document information about the site and preceptor(s), note any issues that need further attention, and determine the next site visit.
3. **Annual Preceptor Review:** The PCSP Experiential Education Oversight Committee (EEOC) completes an annual preceptor review (APR) of all active preceptors. The OEE makes the following documentation available to the reviewers through electronic folders: preceptor orientation, aggregate reports of student

evaluations of preceptors (VII.C.1), site visit forms (VII.C.2), syllabi and activities, student schedules, and preceptor attendance at OEE workshops. The reviewer can “flag” items for further review by the committee and/or recommend site visits or further preceptor development.

#### **D. Preceptor Retention, Promotion, and Recognition**

1. Retention: Retaining well qualified preceptors is vital to the success of the PCSP experiential education program. The OEE offers support and mentoring through broad preceptor development efforts as well as more tailored training...all available on demand. Preceptors have open access to request assistance with completing student evaluations, dealing with challenging students and issues of professionalism, and incorporating novel approaches to precepting. The OEE frequently follows up with preceptors who do not submit availability each year for IPPEs and/or APPEs and works closely with them to keep them involved in our program.
2. Promotion: Preceptors who demonstrate exceptional commitment to the program and to the profession are eligible for the master preceptor designation. Criteria include:
  - a. Minimum of 20 students over a 5-year period
  - b. Attendance at a minimum of 1 PCSP preceptor workshop
  - c. Ratings earned on student evaluations consistently above the overall preceptor average
  - d. Achievement of at least 5 of the following:
    - (1) Recognition by his/her society or institution
    - (2) Board certification
    - (3) Residency training and/or teaching certification
    - (4) Active involvement in state or national organizations
    - (5) Sustained community service
    - (6) Completion of at least 10 hours of preceptor development
    - (7) Award of PCSP Preceptor of the Year

Upon recognition as a master preceptor, the OEE then recommends to the PCSP Executive Committee that the individual be awarded adjunct faculty status. The appointment is for a one-year period but may be extended. The Executive Committee determines the actual title (adjunct assistant or associate professor) based on the level of service to the profession or community, contributions to the PC School of Pharmacy, and scholarly activity such as publications or research.

3. Recognition: In addition to the master preceptor recognition, the PCSP names a (non-faculty) Preceptor of the Year and a Faculty Preceptor of the Year. The awards seek to recognize a preceptor’s commitment to excellence and outstanding contributions to the educational development of future pharmacists at PCSP. Nominees must demonstrate high standards of professionalism through pharmacy leadership, service and involvement; expression of genuine concern for patients; development of innovative or progressive practice; demonstration of a continuous desire to enhance practice/professional skills; employment of mutual respect, patience, and a constructive/positive attitude with students, fellow practitioners, and other health professionals; and consistent exhibition of professional ethics within the constraints of professional standards and the federal and state laws that govern the profession. Throughout the year, students have an opportunity to nominate non-faculty and faculty preceptors for these awards. The winners are announced at the annual spring awards program. The Preceptor of the Year is invited to be the keynote speaker at the next academic year’s White Coat Ceremony.

## VIII. EXPOSURE TO BLOODBORNE PATHOGENS

The Needlestick/Bloodborne Pathogen Exposure Guidelines for Students ([Appendix 17](#)) were developed to provide students and preceptors with information regarding appropriate action to be taken following an accidental exposure incident in an educational setting such as an IPPE or APPE.

Students are always expected to employ safety procedures and to follow universal precautions as recommended by the Centers for Disease Control (CDC) and their experiential site to minimize the risk of exposure incidents.

In addition, students are required to receive annual training on safety precautions and post-exposure expected behavior either through the PCSP's bloodborne pathogens (BBP) program, through various online orientation training programs such as careLearning, or both.

If an exposure incident occurs, the student should immediately cleanse the wound with soap and water and/or flush the mucous membranes with water and report the incident to his/her preceptor and to the OEE. The student and the preceptor should complete the PCSP Needlestick/Sharps Injury or Exposure to Bodily Fluids Form (Appendix 17), and the student should seek medical treatment as outlined in the needlestick guidelines.

Some IPPE/APPE sites will have the student receive care through that facility's employee health center. The preceptor should provide guidance to the student about the site's procedure regarding post-exposure medical care and notification/testing of the source patient if known.

If costs are not covered by the IPPE/APPE site, the student will be responsible for all expenses associated with post-exposure testing and treatment. Students should contact their healthcare provider for guidance or seek care at an urgent-care clinic. The School of Pharmacy recommends that the student undergo CDC-recommended post-exposure testing and treatment; however, it is ultimately up to the student and his/her healthcare provider to determine appropriate testing/treatment.

Current CDC recommendations can be found in the following publications:

- Morbidity and Mortality Weekly Report of June 29, 2001, entitled Updated U.S. Public Health Service Guidelines for the Management of Occupational Exposures to HBV, HCV, and HIV and Recommendations for Postexposure Prophylaxis (<https://www.cdc.gov/mmwr/PDF/rr/rr5011.pdf>)
- Exposure to Blood: What Healthcare Personnel Need to Know, July 2003 ([https://www.cdc.gov/HAI/pdfs/bbp/Exp\\_to\\_Blood.pdf](https://www.cdc.gov/HAI/pdfs/bbp/Exp_to_Blood.pdf)).

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# Pharmacy Experiential Program Manual

## Appendix 1

### Interprofessional Education Activities

IPPE Interprofessional Education Activity:

3. Interprofessional Education (IPE) Activity		
<b>S</b> ituation	<b>Competent Level (2 points)</b>	<b>Unsatisfactory Level (0 points)</b>
	Introduces self and identifies patient. Provides a concise statement of the problem.	Possibly omits introductions. Problem unclear.
<b>B</b> ackground	<b>Competent Level (2 points)</b>	<b>Unsatisfactory Level (0 points)</b>
	Presents appropriate background information: reason for care, hospitalization, PMH, SH, HPI, select labs/diagnostics, mental status, medications.	Presents superficial or incomplete background information.
<b>A</b> ssessment	<b>Competent Level (2 points)</b>	<b>Unsatisfactory Level (0 points)</b>
	Concisely and correctly articulates assessment of the situation. Identifies if the problem is urgent and may be life threatening.	Provides vague or inconsistent assessment of the situation.
<b>R</b> ecommendation	<b>Competent Level (2 points)</b>	<b>Unsatisfactory Level (0 points)</b>
	Verbalizes appropriate needs: medications, tests, in-person assessment. Inquires need for follow up.	Little or no action requested, and/or inappropriate solutions to situations.
<b>C</b> ommunication  <b>S</b> kill	<b>Competent Level (2 points)</b>	<b>Unsatisfactory Level (0 points)</b>
	Documentation is professional in appearance and flow. Verbal and written communication focuses on the problem, is concise, and reports only pertinent information.	Documentation lacks thoroughness, has multiple spellings and/or grammar errors, and is unprofessional. Verbal and written communication lacks focus, rambles, or includes unnecessary information.
<b>Preceptor Evaluation (circle one):</b>		
<span style="margin-right: 100px;"><i>Competent (≥ 3 points)</i></span> <span><i>Unsatisfactory (&lt; 3 points)</i></span>		
<b>Preceptor Feedback:</b>		

## APPE Interprofessional Education Activity:

Learning Activity: **Required** Interprofessional Education APPE SBAR Activity (LA #05012)

Description:

File Edit View Insert Format Table

↶ ↷ B I [Text Alignment Icons] [List Icons] [Table Icons]

The student is required to make 4 separate face-to-face or verbal patient care interventions to another non-pharmacy healthcare provider. These interventions can only be completed on qualified acute care, ambulatory care, and hospital/health system APPE rotations.

**Procedures:**

- Each intervention is to be documented using the SBAR format.
- Reflection questions are to be completed for each intervention and will be assessed for clarity and thoroughness.
- Of the 4 documented interventions, at least 1 must be with a prescriber (physician, nurse practitioner, physician assistant, certified registered nurse anesthetist).
- The interventions must be completed between May 1-October 31, 2023.
- All 4 interventions may be completed at a single rotation site or over the course of any qualifying rotation from May to October.
- Students should submit each activity as it is completed and before the end of the rotation. Upon submission, the form will be sent to the preceptor to assess the student's documentation.

**Grading & Remediation:**

- Each activity is worth a maximum of 10 points.
- To be successful, students must earn an overall score of 80% or above on each activity and must complete at least 1 of the 4 activities with a prescriber.
- Students will be required to remediate any unsuccessful activities at a subsequent rotation. Remediation for this purpose may be done before the end of October if the schedule allows.
- Students who do not complete all 4 activities before the end of their October rotation, will have to remediate additional activities equal to the number not completed by the deadline.

Program(s): **Required** Pharmacy

Learning Activity Group: APPE Activities

File Attachments

Attached File(s):  Drag & Drop Files

How to Create S...ies student.pdf (288.06 KB)

Adding/Deleting Attachments happen immediately! Doesn't require saving below.

Add a Document URL:

must contain [http://](#) or [https://](#)

Status

Active:  Yes  No



Custom Fields	
<p>▼ IPE APPE Situation, Background, Assessment, Recommendation</p>	
<p><b>Healthcare Provider(s):</b> Include name and credentials: <i>Required</i></p>	<input type="text"/>
<p><b>Student's Description of Situation:</b> concisely and correctly articulate assessment of the situation and identify if the problem is urgent and may be life threatening.: <i>Required</i></p>	<input type="text"/>
<p><b>Student's Description of Background:</b> include appropriate background information such as reason for care/hospitalization, PMH, SH, HPI, select labs/diagnostics, medications, etc.: <i>Required</i></p>	<input type="text"/>
<p><b>Student's Assessment:</b> provide a concise statement of the problem.: <i>Required</i></p>	<input type="text"/>
<p><b>Student's Recommendation:</b> communicate appropriate needs such as medications, tests, in-person assessment, etc.: <i>Required</i></p>	<input type="text"/>
<p><b>How did you exemplify a good TEAM MEMBER and what ETHICAL PRINCIPLE did you exhibit? (Must address both issues):</b> <i>Required</i></p>	<input type="text"/>

## Interprofessional Education APPE Activity (SBAR)

### General overview

general description and instructions

Section Weight: 20%

### Grading of Situation

- **Competent:** Provides a concise statement of the problem
- **Unsatisfactory:** Problem unclear

		Competent	Unsatisfactory	
Grader's Rating of <b>Situation</b>	Final Required	<input type="radio"/>	<input type="radio"/>	Enter comments for Final

Section Weight: 20%

### Grading of Background

- **Competent:** Presents appropriate background information: reason for care/hospitalization, PMH, SH, HPI, select labs/diagnostics, medications
- **Unsatisfactory:** Superficial or incomplete background information

		Competent	Unsatisfactory	
Grader's Rating of <b>Background</b>	Final Required	<input type="radio"/>	<input type="radio"/>	Enter comments for Final

Section Weight: 20%

### Grading of Assessment

- **Competent:** Concisely and correctly articulates assessment of the situation; identifies if the problem is urgent and may be life threatening
- **Unsatisfactory:** Vague/inconsistent assessment of the situation

		Competent	Unsatisfactory	
Grader's Rating of <b>Assessment</b>	Final Required	<input type="radio"/>	<input type="radio"/>	Enter comments for Final

Section Weight: 20%

### Grading of Recommendation

- **Competent:** Communicates appropriate needs: medications, tests, in-person assessment
- **Unsatisfactory:** Little or no action requested and/or inappropriate solutions to situations

		Competent	Unsatisfactory	
Grader's Rating of Recommendation	Final Required	<input type="radio"/>	<input type="radio"/>	Enter comments for Final

Section Weight: 20%

### Grading of Reflection

Did the student address (1) how she/he exemplified a good Team Member and (2) what Ethical Principle she/he exhibited. Both issues must be addressed.

		Competent	Unsatisfactory	
How did the student exemplify a good TEAM MEMBER and what ETHICAL PRINCIPLE did they exhibit?	Final Required	<input type="radio"/>	<input type="radio"/>	Enter comments for Final

### Final Instructions to Preceptor

If you need to send the activity back to your student for corrections or updates, please select "Save Changes" at the bottom of this form. If you select "Submit," the evaluation will be locked and you will not be able to revise it after the student has updated the activity.

After selecting either "Save Changes" or "Submit," this window will close. The learning activity should still be visible to you in ELMS. Please be sure to select (1) confirm, (2) deny - send back to student, or (3) save as pending. Then you must click the "confirm/deny" button at the bottom.

### Overall Evaluation Comments

Comments:

Enter Overall Comments

### Evaluation Score Summary

Title:	Score	Weight	Adj. Score	
Primary Evaluation	0.00	100.00%		Required

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# Pharmacy Experiential Program Manual

## Appendix 2

### Presbyterian College Ten Competencies

**Presbyterian College Ten (PC10) Competencies:** Starting with the Class of 2019, the following PC10 competencies will go into effect.

- I. Communication and Education:** The student will effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

**Expected Outcomes:** In communication and education, each student will be able to:

1. Respect each patient as a person in order to build a trusting relationship
  - 1.1 Assess a patient's health literacy and modify communication strategies to meet the patient's needs
  - 1.2 Utilize effective patient education strategies, delivering information that is patient-specific and tailored to the individual's healthcare needs and values
  - 1.3 Exhibit integrity, altruism, and cultural sensitivity
  - 1.4 Value diverse opinions
  - 1.5 Identify an appropriate interpreter to use as necessary
  - 1.6 Display empathy
  - 1.7 Maintain confidentiality
  - 1.8 Tactfully and respectfully handle difficult patients and situations
  - 1.9 Conform to professional ethical guidelines
2. Communicate and educate effectively in a professional setting with patients, families, peers, technicians, interns, pharmacy students, other healthcare professionals, and legislators
  - 2.1 Identify a societal need for health education
  - 2.2 Conduct a learning needs assessment of constituents who would benefit from pharmacist-delivered education
  - 2.3 Demonstrate the ability to coordinate educational efforts with other healthcare providers, when appropriate, to ensure a consistent, comprehensive, and team-based encounter
  - 2.4 Ensure instructional content contains the most current information relevant and is adapted for delivery to the intended audience
  - 2.5 Assess understanding of provided education and clarify as needed
3. Select the most effective and enduring strategies for providing written and/or oral communication and education
4. Listen attentively in order to comprehend what is being said while engaging in patient, active listening without bias
5. Read proficiently, being able to translate, comprehend and apply information

**II. Evidence-Based Decisions and Problem Solving:** The student will demonstrate competency in using drug information skills to promote evidence-based practice. The student will effectively evaluate information and critically think through issues to provide appropriate solutions to drug-related problems.

**Expected Outcomes:** In using evidenced-based decisions and problem-solving skills in the practice of pharmacy, the student will be able to:

1. Critically evaluate relevant literature
  - 1.1 Assess appropriateness of methodologies and conclusions using the concepts and principles of scientific methodology
  - 1.2 Identify issues, opportunities, or problems relevant to current pharmacy practice in order to formulate research questions/hypotheses
  - 1.3 Critically evaluate research protocols as well as analyze and interpret data to reach conclusions about the subject matter
  - 1.4 Communicate results of research
2. Exercise proper use of the problem-solving process
  - 2.1 Recognize a problem
  - 2.2 Frame the problem clearly and objectively
  - 2.3 Form potential solutions
  - 2.4 Recall appropriate pharmaceutical data to support process
  - 2.5 Collect and integrate necessary information
  - 2.6 Formulate a plan of action using creative decision making to solve a problem
  - 2.7 Implement a solution
  - 2.8 Ascertain effectiveness of an applied intervention
3. Practice application of content and process
  - 3.1 Communicate the rationale for the chosen therapy and expected outcomes

**III. Dispensing of Pharmaceuticals:** The student will demonstrate the ability to assess and evaluate a patient's medication orders; effectively procure appropriate products; and prepare, dispense, distribute, and, if necessary, administer medications in an effective manner in order to contribute to beneficial health outcomes and management. The student will provide accurate and appropriate counseling to a patient on the use of the medication.

**Expected Outcomes:** In dispensing pharmaceuticals, the student will be able to:

1. Interpret the medication order
  - 1.1 Verbally receive a prescription or drug order
  - 1.2 Interpret information on a written or electronic prescription/medication order
2. Evaluate the medication order
  - 2.1 Given a prescription or medication order or relevant information about a disease state, demonstrate the ability to make a professional judgment regarding whether the prescription or medication order should be dispensed
  - 2.2 Screen patient database for drug allergies, adverse reactions, and/or contraindications
  - 2.3 Complete and interpret patient medication record systems, utilizing manual and/or electronic systems

- 2.4 Identify and remedy interactions or contraindications with allergies; with genetic, environmental, or biosocial factors (e.g., alcoholic beverage consumption, smoking); with special diets/dietary practices; or in special patient populations (e.g., geriatric, pediatric, pregnant, post-surgical, ileostomy)
  - 2.5 Identify a drug or product ingredient in a prescription/medication order by its generic, trade, and common name; usual dosage range; contraindications; and directions and cautions for use and storage requirements
  - 2.6 Determine if the dose or dosage regimen prescribed is appropriate and accurate for the patient and the condition being treated to achieve the desired pharmacotherapeutic response
  - 2.7 Use patient-specific data collected to make a professional judgment about filling or refilling a prescription
  - 2.8 Interpret, question, clarify, verify, and validate all drug-related orders
3. Prepare prescription order
    - 3.1 Identify, select, and determine appropriate ingredients and equipment to extemporaneously prepare dosage forms
    - 3.2 Extemporaneously compound, using relevant physio-chemical and pharmaceutical principles, the following dosage forms:
      - Topical ointments, creams, lotions, and medicated sticks
      - Suspensions
      - Solutions (e.g. enteral, parenteral)
      - Suppositories
      - Oral solid dosage forms (e.g., capsules, powders, lozenges)
      - Intravenous preparations
    - 3.3 Prepare prescription labeling, including auxiliary labels and warnings, that meet legal and professional standards of administration directions
    - 3.4 Calculate the rate of administration of a drug when given appropriate data
  4. Counsel the patient, utilizing effective communication and education methods
    - 4.1 Explain the importance, nature, and scope of pharmacotherapeutic plans to a patient
    - 4.2 Advise a patient and/or caregiver on the appropriate administration, cautions, side effects, and storage requirements of his/her prescribed medication
    - 4.3 Advise a patient as to methods which enhance the therapeutic effectiveness of medications
    - 4.4 Demonstrate the use of special devices required to administer drugs, including parenterals

**IV. Providing Pharmaceutical Care to Patients:** The student will exercise appropriate clinical judgment to provide optimal pharmaceutical care to patients with common disease states. The student will provide therapeutic guidance by responding to the many factors that influence health, disease, and disability, besides those of a biological nature. These factors include socio-cultural, familial, psychological, economic, environmental, legal, political, and spiritual aspects of healthcare seekers and of healthcare delivery. Through sensitivity to the interrelationships of individuals and their communities, the student will respond to the broader context of pharmacy practice.

**Expected Outcomes:** In providing pharmaceutical care for the individual patient, the student will be able to:

1. Use the patient profile, chart, and records to identify information pertinent to decisions on desired therapeutic outcomes
  - 1.1 Identify the types of information contained in the medical record/profile
  - 1.2 Describe the location of types of information in varying formats used in profiles/records
2. Act legally and ethically to safeguard the confidentiality of patient information
  - 2.1 Explain the legal guidelines for disclosing patient information contained in varying types of information systems
  - 2.2 Discuss professional and ethical issues for pharmacists in safeguarding patient information
  - 2.3 Identify potential threats to patient confidentiality and suggest systems approaches for minimizing these threats
  - 2.4 Determine legal and ethical issues related to patient data
3. Explain the interrelationships of patient medical record data
  - 3.1 Identify categories of information to use in making drug therapy decisions
  - 3.2 Identify alternative sources of patient information
  - 3.3 Explain the relationships of categories of data pertinent to decisions about desired drug therapy outcomes
4. Build a patient-specific database
  - 4.1 Identify the types of information the pharmacist needs for a patient-specific database (e.g.: specific information on demographics or administrative issues)
  - 4.2 Determine medical history
  - 4.3 Determine drug therapy
  - 4.4 Determine behavioral/lifestyle
  - 4.5 Determine social/economic background
  - 4.6 Recognize the difference between subjective and objective data
  - 4.7 Discriminate between reliable and unreliable patient information sources
  - 4.8 Describe the types of information provided by patients, care givers, other healthcare professionals
  - 4.9 Formulate an organized interview approach
  - 4.10 Describe points to consider when organizing an interview
  - 4.11 Use open- and closed-ended questions to elicit information
  - 4.12 Demonstrate probing techniques
  - 4.13 Use nonverbal communication skills appropriately
  - 4.14 Record and modify a patient-specific database
5. Design and recommend pharmacist's care plan
  - 5.1 Identify a patient's healthcare needs
  - 5.2 Prioritize healthcare needs
  - 5.3 Determine desired outcomes of drug therapy:
    - Care of a patient's disease
    - Eliminate or reduce symptoms
    - Arrest or slow a disease process
    - Prevent a disease or symptomatology
  - 5.4 Classify medication-related problems:

- Untreated indications
  - Improper drug selection
  - Failure to receive medication
  - Over dosage
  - Sub-therapeutic dosage
  - Adverse drug reactions
  - Drug interactions (e.g., drug-drug, drug-disease, drug-device, drug-lab test, drug-nutrient/food)
  - Medication use without indication
  - Therapeutic duplications
- 5.5 Assess quality of life implications
  - 5.6 Identify and prioritize pharmacotherapeutic goals
  - 5.7 Recommend evidence-based therapy that takes into consideration social determinants of care
  - 5.8 Recommend therapy that appropriately incorporates the patient's cultural beliefs and practices
  - 5.9 Design a drug-therapy monitoring plan
  - 5.10 Identify and encourage the patient's role and responsibilities for his/her pharmaceutical care and healthcare needs
  - 5.11 Make a written recommendation utilizing effective communication and education skills
  - 5.12 Manage healthcare needs of patients during transitions of care
6. Monitor the pharmacist's care plan
    - 6.1 Collect monitoring data and assess reliability and validity of collected data
    - 6.2 Document changes to the pharmacist's care plan in the patient medical record
7. Design prevention, intervention, and educational strategies for individuals to manage chronic disease and improve health and wellness
    - 7.1 Describe systematic preventive care, using risk assessment, risk reduction, screening, education, and immunizations
    - 7.2 Provide prevention, intervention, and educational strategies for individuals to improve health and wellness

**V. Interprofessional Interaction and Teamwork:** The student will demonstrate effective interprofessional and team behaviors in a variety of social and professional situations and circumstances. The student will perform effectively on teams and in different team roles in a variety of settings.

**Expected Outcomes:**

1. Describe a shared system of value and ethics that promotes professional interactions and behaviors that are essential for maximum personal effectiveness and interprofessionality
  - 1.1 Place the interests of patients and populations at the center of healthcare delivery
  - 1.2 Include the patient or his or her representative(s) as the central part of the interprofessional team
  - 1.3 Describe team development, along with the roles and practices of an effective team
  - 1.4 Identify individual strengths and weaknesses to promote effective teamwork



- 1.5 Assess the appropriateness of personal interaction behaviors and those of others in interprofessional team-based care and leadership situations
- 1.6 Demonstrate competence, confidence, and flexibility in professional interactions and group settings
- 1.7 Respect a patient's dignity and privacy in the delivery of team-based care
- 1.8 Maintain confidentiality during the delivery of team-based care
- 1.9 Distinguish and respect the personal and cultural differences that exist with both patients and professionals
- 1.10 Develop trusting relationships with members of the team
- 1.11 Respond proactively and appropriately to ethical issues that arise
2. Apply personal interaction behaviors within professional situations
  - 2.1 Explain the role and responsibility of each member of the team as well as one's own role to the team
  - 2.2 Engage the team to develop strategies to meet specific patient-care needs
  - 2.3 Utilize each team member's unique and complementary abilities to optimize patient care
  - 2.4 Use appropriate interpersonal and inter-group behaviors (such as listening actively and soliciting feedback) during professional interactions with patients, other healthcare providers, and the public
  - 2.5 Adapt interpersonal and inter-group behaviors to differing professional environments
  - 2.6 Contribute opinions, insights, and information confidently and persuasively during the healthcare team decision-making process while identifying one's own limitations
  - 2.7 Assume and apply active leadership positions and/or participate in community matters that involve human health and civic concerns that are not health-related
  - 2.8 Demonstrate confidence and initiative for implementing change when desired
  - 2.9 Continue to develop as a professional and as a member of an interprofessional team
3. Function independently and collaborate effectively in interprofessional situations
  - 3.1 Use appropriate interaction behaviors (such as listening actively, soliciting feedback, and encouraging collaboration) in interpersonal and leadership situations
  - 3.2 Communicate one's knowledge to the team with confidence, clarity, and respect using common terminology easy for all members of the team to understand in a timely manner
  - 3.3 Maintain competence in and use effective communication skills in all avenues of communication such as technology, information systems, and face-to-face interactions
  - 3.4 Employ diverse opinions and feedback of the group to enhance personal effectiveness in interpersonal, inter-group, and leadership situations
  - 3.5 Contribute opinions, insights, information, and leadership confidently and persuasively during group decision-making situations
  - 3.6 Assume leadership positions and/or participate in community/campus matters that involve human health and concerns that are not health-related
  - 3.7 Be able to resolve conflict in ways which respect the values, opinions, and goals of the team and result in the optimal patient-centered care while maintaining the culture of a true interprofessional team

- 3.8 Share accountability within the team and use quality improvement processes to improve upon failures

**VI. Ethical and Legal Judgment:** The student will recognize the ethical dimensions of pharmacy practice and health policy; identify alternatives in difficult ethical choices; analyze systematically the conflicting considerations supporting different alternatives; and formulate, defend, and effectively carry out a course of action that takes account of these ethical complexities. The student will combine a willingness to recognize the nature of the value systems of patients and others with commitment to his/her own system and the ethical choices necessary to maintain his/her own ethical integrity.

**Expected Outcomes:** In using the ethical judgment process, each student will be able to:

1. Understand basic ethical concepts and applies them in moral reasoning in the pharmacy and healthcare context
2. Recognize the ethical dimensions of pharmacy including:
  - Treatment of individual patients
  - Issues in health policy
  - Relations with other healthcare professionals
3. Identify the conflicting ethical considerations in a particular ethical choice:
  - Values affected by alternative courses of action
  - Relevant ethical obligations or duties
  - Considerations of justice
  - Standards of ethical conduct and quality of care for team-based care
  - Patient's autonomy and ability to make decisions
4. Systematically analyze and defend ethical choices in the treatment of an individual patient and/or patient population, including:
  - Alternative courses of action
  - Patient's treatment and care
  - Ethical values, obligations or duties, and rights implicated in the patient's treatment
5. Articulate and analyze the ethical issues in health policy:
  - How institutional frameworks and practices affect patient care
  - Different ethical considerations bearing on particular health policy issues and choices
  - Responsibilities of healthcare professionals in health policy
6. Articulate and analyze the ethical issues in relations with other healthcare professionals
7. Recognize the ethical norms, rules, and guidelines developed by professional groups and societies
8. Identify relevant federal and state pharmacy law affecting ethical issues and choices;
  - 8.1 Identify situations where ethics and law conflict
  - 8.2 Know the major variations between federal and state law governing health care
  - 8.3 Understand the responsibilities and duties the law imposes on healthcare professionals
9. Implement skills necessary to implement ethical choices in pharmacy practice
  - 9.1 Demonstrate confident and effective communication skills
  - 9.2 Understand when other persons, expertise, or resources are needed in resolution of ethical choices
10. Effectively integrate ethical skills in the care of patients, including the ability to:

- Demonstrate integrity and trustworthiness in patient encounters
- Assess a patient's competence
- Obtain a valid consent or refusal of treatment
- Determine how to proceed if the patient is incompetent
- Decide when it is morally justified to withhold information from a patient
- Care for patients with a poor prognosis, including patients who are terminally ill, in a respectful and ethically sensitive manner
- Integrate considerations of equity into care of one's patients

**VII. Personal and Professional Growth:** The student will approach the practice of pharmacy with awareness of his/her limits, strengths, weaknesses, and personal vulnerabilities. The student will establish personal values, priorities, and coping strategies in order to balance personal and professional commitments. The student will appropriately respond to constructive criticism. The student will develop a lifelong interest in learning and will actively set clear learning goals, pursue them, and apply the knowledge gained to the practice of his/her profession.

**Expected Outcomes:** The student will demonstrate personal and professional growth as shown by their ability to:

1. Recognize personal strengths and limitations relevant to his/her practice of pharmacy
  - 1.1 Identify preferred learning style
  - 1.2 Identify strengths and weakness in skills, knowledge, and abilities
  - 1.3 Reflect on performance as an individual and team member to improve performance
  - 1.4 Demonstrate help-seeking behaviors when necessary to enhance academic and professional excellence
  - 1.5 Develop new ideas and creative approaches to overcome barriers and advance the pharmacy profession
2. Demonstrate responsibility for creating and achieving shared goals
  - 2.1 Recognize when group interactions may be beneficial or detrimental to individual performance
  - 2.2 Identify characteristics that reflect leadership
  - 2.3 Identify the history of a team (i.e., successes and failures) before implementing changes
  - 2.4 Develop relationships, value diverse opinions, and understand individual strengths and weaknesses to promote teamwork and improve health care and learning
  - 2.5 Persuasively communicate goals to a team to help build consensus
  - 2.6 Empower team members by actively listening, gathering input, and fostering collaboration
3. Determine one's personal values and beliefs relevant to the practice of pharmacy
  - 3.1 Describe one's values and integrity concerning patient care and interactions
  - 3.2 State and explain personal views on controversial topics in medicine, e.g., the right to die, physician-assisted suicide, abortion, genetic testing, etc.
  - 3.3 Describe his/her view of a pharmacist's ideal relationship and interactions with other health professionals and the community
4. Identify and address emotional, personal, and health-related problems that might affect the individual's health, well-being, or professional capabilities

5. Respond appropriately and respectfully to constructive criticism from patients, peers, and supervisors
6. Cope effectively with stresses likely to occur during pharmacy training and practice
  - 6.1 Describe one's own physical and behavioral responses to stress and acknowledge its onset or occurrence
  - 6.2 Demonstrate mature, constructive coping strategies for managing stress and conflict
  - 6.3 Identify interpersonal situations that are stressful and take alternative approaches to handling or avoiding them when possible
  - 6.4 Apply time management skills to the tasks of a student or pharmacist
7. Develop an intellectual curiosity that will help the individual develop life-long learning habits
  - 7.1 Utilize metacognitive skills to understand the importance of learning and to develop one's personal learning abilities
  - 7.2 Identify sources of relevant pharmacy literature and develop a habit of keeping oneself updated of new resources
  - 7.3 Identify opportunities for further intellectual growth, professional, and/or interprofessional development, e.g., additional courses, continuing education programs, workshops
  - 7.4 Demonstrate initiative and accountability in maintaining one's skills which are necessary to contributing to the practice of pharmacy

**VIII. Management Skills:** The student will be able to effectively manage human, financial, technological, and physical resources related to the practice of pharmacy.

**Expected Outcomes:** In management, the student will be able to:

1. Recognize when information is needed and be able to generate, locate, evaluate, and apply the needed necessary information effectively
  - 1.1 Use a systematic methodology for the collection, storage, retrieval, and dissemination of data (e.g., patient information, drug information, new prescriptions/medication orders, drug prices)
  - 1.2 Explain the importance of and procedures for maintaining and assuring the integrity and security of information systems
2. Manage the practice environment
  - 2.1 Assess and reassess the needs of practice within its social, economic, and political context to keep practice relevant and consistent with current societal needs
  - 2.2 Apply the current concepts of quality assurance to pharmacy practice and/or assist in the development of a mission statement to provide guidance for the operation of the practice
  - 2.3 Establish goals and objectives to reflect a mission statement
  - 2.4 Develop an innovative business plan for a potential new business or service
  - 2.5 Identify how to obtain and manage resources needed to achieve organizational goals and objectives and know how to obtain and manage these resources
  - 2.6 Develop and/or refine marketing strategies
  - 2.7 Evaluate the use of various organizational, communication, and monitoring structures and policies, procedures, and processes that will impact a given type of pharmacy practice

- 2.8 Describe characteristics of a practice site which complies with legal and regulatory requirements and professional ideals and standards (e.g., Americans with Disabilities Act, state board of pharmacy, Joint Commission on the Accreditation of Healthcare Organizations)
- 2.9 Articulate and defend a plan to develop, implement, and maintain security and emergency management systems
- 3. Efficiently direct professional support staff for effective professional practice
  - 3.1 Discuss current philosophies and the importance of appropriate training, supervising, and assessment of professional and support staff
  - 3.2 Identify potential occupational health and safety issues risks relating to personnel
  - 3.3 Explain the legislation and regulations relating to personnel management
- 4. Appropriately manage financial aspects of the practice environment
  - 4.1 Explain the use of basic accounting documents
  - 4.2 Develop a basic budget plan
  - 4.3 Use quality and cost/benefit concepts to develop drug product selection guidelines for multisource products (e.g., generic substitutions)
  - 4.4 Utilize systems for third-party payments
  - 4.5 Describe policies and procedures for acquisition, payment, and return of pharmaceuticals, durable medical equipment, devices, and supplies
  - 4.6 Evaluate the principles of inventory control and the use of inventory control systems for pharmaceuticals, including controlled substances and investigational drugs, durable medical equipment, devices, and supplies in compliance with legal and regulatory requirements and professional standards
  - 4.7 Develop policies and procedures for the selection, preparing, packaging, dispensing, distribution, and quality assurance of pharmaceutical products, delivery devices, and supplies
- 5. Compile a quality control plan for professional practice
  - 5.1 Recognize that errors occur within a practice environment
  - 5.2 Discuss why an environment that encourages error reporting and allows for growth and learning to develop from reported errors is beneficial to patient care
  - 5.3 Document and assess medication errors to determine root cause

**IX. Advancement of Pharmacy and Health Care:** The student will be able to identify issues of public, professional, and institutional concern and will work for the common good to bring resolution.

**Expected Outcomes:** In advancing the profession and promoting good health, the student will be able to:

- 1. Identify issues of public, professional, and institutional policy and potential personal or collaborative interventions to influence them
  - 1.1 Demonstrate self-awareness of personal vested interests and values related to health care
  - 1.2 Demonstrate awareness of societal values, public debate and power structures related to health care
  - 1.3 Interpret and explain the relevance of public policy principles to pharmacy

- 1.4 Explain the policy development process including the roles and impact of interactions between public/institutional stakeholders
- 1.5 Outline core values, vested interests and attitudes shared by subsets of policy makers (for example: moral, economic, and ethical values such as human dignity, cultural sensitivity, equitable access to health care, and cost-analysis issues)
- 1.6 Explain the interactions among various groups and processes involved with creating/ influencing public and institutional policy
- 1.7 Contribute to the activities of the licensing body to enhance and support the self-regulatory aspects of the profession
2. Participate in the review and making of drug-use policy for the population served
  - 2.1 Develop, implement, and manage a formulary and therapeutic exchange system (e.g., serve on pharmacy and therapeutics committees)
  - 2.2 Develop criteria and procedures for conduct of drug-use evaluations
  - 2.3 Justify treatment/drug-use protocols in terms of ensuring optimal therapeutic effect and cost effectiveness
  - 2.4 Describe and validate a system by which adverse drug reactions are documented, analyzed, and evaluated

**X. Promotion of Health, Wellness, and Public Welfare:** The student will be involved in community and professional efforts to promote health, wellness, and public welfare. The student will provide guidance by responding to the social determinants of health. These factors include socio-cultural, familial, psychological, economic, environmental, legal, political, and spiritual aspects of healthcare seekers and of healthcare delivery. Through sensitivity to the interrelationships of individuals and their communities, the student will respond to the broader context of pharmacy practice.

**Expected Outcomes:** In promoting health, wellness, and public welfare, the student will be able to:

1. Recognize ways to impact various levels of public health
  - 1.1 Assess the healthcare status and needs of a targeted patient population
  - 1.2 Develop and provide an evidence-based approach that considers the cost, care, access, and satisfaction needs of a targeted patient population
  - 1.3 Participate in population health management by evaluating personal, social, economic, and environmental conditions to maximize health and wellness
  - 1.4 Inquire about value systems and lifestyles in a non-judgmental fashion
  - 1.5 Attribute proper importance to identified socioeconomic and cultural issues of healthcare delivery
  - 1.6 Identify barriers to access of healthcare resources
  - 1.7 Become familiar with role of community resources (i.e.; home health, patient assistance programs, etc.) and services provided and communicate the availability of community resources to patients and their families
  - 1.8 Document value of pharmaceutical care in the managed care environment
  - 1.9 Act as an advocate for better health for patients and the community
2. Appreciate the importance of the many non-biological factors that influence health, disease, disability, and access to care

- 2.1 Comprehend appropriate teaching methods to meet the learning needs of individual clients, peers or healthcare providers and groups of clients or peers
- 2.2 Know about basic group processes and technology to support learning
- 2.3 Assess effectiveness and efficiency of techniques that monitor health care
- 2.4 Demonstrate an attitude that is respectful of different cultures
3. Utilize appropriate resources in the community that empower the patient and may provide support for reducing social causes of disease
  - 3.1 Match patients' needs to appropriate community resources
  - 3.2 Arrange referrals to community resources for patients and their families
  - 3.3 Cooperate with community resources through follow-up efforts and support
  - 3.4 Assist patients and their families in navigating through complex healthcare system
  - 3.5 Support community activities designed to improve health
  - 3.6 Support social and political activities to improve access to health care
  - 3.7 Place patient's and community's welfare above narrow self-interest
  - 3.8 Encourage actions designed to enhance the total well-being of individuals, families and communities

# Pharmacy Experiential Program Manual

## Appendix 3

### Experiential Course Descriptions

Full course descriptions are located in the *PCSP Bulletin*. This appendix provides supplemental information about the various IPPE/APPE courses.

**Introductory Pharmacy Practice Experience (IPPE) Courses:** The introductory courses are designed to introduce students to the healthcare system and foster a sense of community involvement. Early exposure to practice will make didactic instruction more relevant to civic involvement, humanistic care of patients, and social awareness of unmet medical needs. Unmet medical needs include companionship, patient care, medication-related services, and screening for medical problems.

#### **First Professional Year**

##### **PHRM 5201, IPPE I**

Potential practice sites include retail chain or retail independent community pharmacy locations. This course carries one hour of academic credit and is graded as pass/fail. (*Spring P1 year; one 4-hour day per week on Wednesday or Friday afternoon x 12 weeks during the semester*)

#### **Second Professional Year**

##### **PHRM 6100, IPPE II**

Potential practice sites include hospitals, dialysis clinics, home infusion centers, long-term care facilities, inpatient disability and special needs facilities and community pharmacies. This course carries one hour of academic credit and is graded as pass/fail. (*Fall P2 year; 40 hours during the first week of the semester*)

##### **PHRM 6101, IPPE III**

Potential practice sites include hospitals, dialysis clinics, home infusion centers, long-term care facilities, inpatient disability and special needs facilities and community pharmacies. This course carries one hour of academic credit and is graded as pass/fail. (*Fall P2 year; one 8-hour day per week on Tuesdays x 6 weeks during the semester*)

##### **PHRM 6201, IPPE IV**

Potential practice sites include hospitals, dialysis clinics, home infusion centers, long-term care facilities, inpatient disability and special needs facilities and community pharmacies. This course carries one hour of academic credit and is graded as pass/fail. (*Spring P2 year; one 8-hour day per week on Tuesdays x 6 weeks during the semester*)



### Third Professional Year

#### **PHRM 7100, IPPE V**

This “Sim Lab” course occurs at the School of Pharmacy and introduces the student to more direct patient care activities through simulated practice experiences that mimic pharmacist-delivered patient care in a variety of pharmacy settings. This course carries one hour of academic credit and is graded as pass/fail. *(Fall P3 year; 40 hours during the first week of the semester at the PCSP simulation lab with 20 of those hours counting as IPPE hours)*

#### **PHRM 7101, IPPE VI**

Potential sites include hospitals, hospice centers, free medical clinics, doctors’ offices, home infusion centers, nuclear pharmacies, ambulatory outpatient clinics, correctional facility pharmacies, veterinary hospitals, long-term care facilities, inpatient disability and special needs facilities and community pharmacies. This course carries two hours of academic credit and is graded as pass/fail. *(Fall P3 year; one 8-hour day per week on Thursdays x 6 weeks during the semester)*

#### **PHRM 7201, IPPE VII**

Potential sites include hospitals, hospice centers, free medical clinics, doctors’ offices, home infusion centers, nuclear pharmacies, ambulatory outpatient clinics, correctional facility pharmacies, veterinary hospitals, long-term care facilities, inpatient disability and special needs facilities and community pharmacies. This course carries one hour of academic credit and is graded as pass/fail. *(Spring P3 year; one 8-hour day per week on Thursdays x 6 weeks during the semester)*

**Advanced Pharmacy Practice Experience (APPE) Courses:** The advanced courses are designed to build upon the IPPE in a variety of clinical settings; to develop, refine, and reinforce knowledge from the IPPEs and didactic coursework; and to provide opportunity to care for various types of patients and disease states that students are likely to encounter as a pharmacist. Each APPE course is a month-long experience and carries four hours of academic credit and is graded with letter grades A-F. Students must achieve a final grade of C and above to pass APPE courses.

### Fourth Professional Year—Required Courses

#### **PHRM 8101-8106 Acute Care I-VI**

This required APPE provides clinical pharmacy activity on a variety of adult and pediatric medicine inpatient services. It exposes students to a variety of disease states, allowing them to actively participate in drug therapy monitoring and the therapeutic decision-making process. Additional P4 competencies to be achieved during this APPE include: (1) how to develop a problem list, (2) how to present a patient, (3) how to develop and implement a monitoring plan, (4) how to take a medication history, (5) how to respond to a drug information request, and (6) a review of the policies and procedures at the institution. When students take more than one acute care course, the “required” course is designated as PHRM 8101. Acute care courses are subcategorized in ELMS as: general medicine, internal medicine, cardiology, critical care, emergency medicine, endocrinology, geriatrics, infectious disease, nephrology,

oncology, pediatrics, psychiatric, pulmonary, surgery, and transplant. Because the patient population is limited, acute care pediatric and geriatric APPEs are “electives” only and do not meet the requirement for “required” rotations. All acute care courses typically satisfy the requirement for “direct patient care.”

**PHRM 8121-8124**  
**Advanced Community I-IV**

This required APPE builds upon the introductory community experience, providing student exposure and involvement in a variety of community pharmacy practice settings. The emphasis is placed on patient counseling, other patient care activities, and/or compounding. When students take more than one advanced community course, the “required” course is designated at PHRM 8121. Advanced community courses are sub-categorized in ELMS as: advanced community, compounding, and retail management/administration. Rotations that occur at certain advanced community sites satisfy the requirement for “direct patient care.” Retail management courses are “electives.”

**PHRM 8131-8134**  
**Hospital/Health**  
**Care System (HHS) I-IV**

This required APPE builds upon the introductory institutional experience, providing student exposure and involvement in a variety of institutional pharmacy practice settings. Emphasis is placed on regulatory, human resource, patient care, and technology issues as well as drug distribution. HHS courses are sub-categorized in ELMS as: HHS, HHS management, transition of care. When students take more than one HHS course, the “required” course is designated at PHRM 8131. The HHS rotation offered by Self Regional Medical Center, the transition of care offered by Greenville Memorial Hospital, and HHS rotations at the rehabilitation hospitals satisfy the requirement for “direct patient care.” HHS management courses are “electives” only.

**PHRM 8141-8144**  
**Ambulatory Care I-IV**

This required APPE involves the student in the provision of clinical pharmacy services in the ambulatory care setting. Responsibilities include providing drug therapy for disease states commonly encountered in the outpatient setting; providing drug regimen reviews; and interviewing patients to elicit drug histories, health status, and adherence to therapy. A significant aspect of this rotation will pertain to the long-term management of chronically ill patients. When students take more than one ambulatory care course, the “required” course is designated at PHRM 8141. Ambulatory care courses are sub-categorized in ELMS as: ambulatory care, family medicine, infectious disease, internal medicine, pediatrics, other primary care, substance abuse, and specialty medicine. All ambulatory care courses typically satisfy the requirement for “direct patient care.” Infectious disease, pediatrics, other primary care, and specialty medicine APPEs are “electives” only and do not meet the requirement for “required” rotations because the patient population is usually limited.

### **Fourth Professional Year—Elective Courses**

#### **PHRM 8161-8162 Academia I-II**

This elective APPE provides the student with hands-on exposure to multiple facets of academia such as teaching, scholarship, service to the profession, administration, and clinical practice. This course includes APPEs that occur in the PCSP simulation lab.

#### **PHRM 8163-8165 Administrative I-II**

This elective APPE focuses on pharmacy facility administration and management. The student is introduced to the role of the pharmacy manager or director in the overall operational aspects of the APPE site. Student activities include reviewing pertinent literature, participating in management discussions, and working on assigned projects.

#### **PHRM 8166-8167 Long Term Care I-II**

This elective APPE allows the student to participate in daily chart reviews assessing pharmacotherapeutic plans for appropriateness and adherence to state and federal regulations. The student is exposed to a variety of disease states and medical conditions which pertain to elderly patients. Skills will be developed in monitoring drug therapy, patient outcomes, quality of life, and adverse effects in the elderly population.

#### **PHRM 8168-8169 Medication Use Policy & Informatics I-II**

This elective APPE focuses in the areas of drug information practice, informatics, and outcomes management. During this APPE, the student will be exposed to each of these areas. Students may elect to complete this rotation at an extramural site such as a pharmaceutical industry information center.

#### **PHRM 8170-8171 Nuclear I-II**

This elective APPE provides the student with a supervised, clinical experience in nuclear pharmacy with an emphasis on “authorized user” requirements; regulatory, technology and distribution issues; and the specialized skills used in a nuclear pharmacy practice setting.

#### **PHRM 8172-8173 Research I-II**

This elective APPE allows the student to obtain research experience in focused areas achievable during a one-month rotation. Research emphasis includes statistical application, pharmacokinetic computer modeling, analytical laboratory experience, scientific writing, and patient assessment.

#### **PHRM 8174-8176 Specialty Pharmacy I-III**

This elective APPE allows the student to explore a specific area of interest that may or may not be a traditional career path in pharmacy. Specialty areas will vary according to preceptor and site availability. Specialty pharmacy courses are sub-categorized in ELMS as: alternative/Oriental medicine, antimicrobial stewardship, community engagement, entrepreneurship, infusion services, managed care, nutritional support, operating room (OR) pharmacy, organizational management, pain management, telehealth, transition of care, and veterinary medicine. Other areas might include medical mission trips and international APPEs.

**PHRM 8177**  
**Drug Information**

This elective APPE allows the student to provide drug information services to pharmacists and other healthcare professionals. Emphasis within the rotation is placed on how to properly receive requests for information, conduct a systematic information search, and assimilate the information obtained into an appropriate response form. The student will develop a working knowledge of information resources as well as develop the ability to critically evaluate such resources. The student may also have the opportunity to become involved with the evaluation of drugs for formulary inclusion, quality assurance/drug usage evaluation activities, news publications, and pharmacy and therapeutics committees.

**PHRM 8178-8179**  
**Pharmaceutical Industry**

This elective APPE allows the student to assimilate responsibilities of the industry pharmacist. Emphasis within the rotation is placed on research and development, manufacturing quality control, clinical testing, information support, marketing, and regulatory affairs. The student will develop a working knowledge of information resources as well as develop the ability to critically evaluate such resources. The student may also have the opportunity to become involved with the methods used in pharmaceutical research, theoretical and practical aspects of the pharmaceutical industry, packaging technology, biostatics, drug stability, drug delivery, and intellectual property rights.

# Pharmacy Experiential Program Manual

## Appendix 4

### IPPE/APPE Calendar 2023-2024

Summer 2023	P1	P2	P3	P4
May-August				8+ hours/day 4+ weeks/month
Fall/Sim Week				
	August 14-18 Monday-Friday 8 hours/day		August 14-18 Monday-Friday 8 hours/day	

Fall 2023	P1	P2	P3	P4
September-December				8+ hours/day 4+ weeks/month
Fall-1				
	August 22-September 26 Tuesday 8 hours/day		August 24-September 28 Thursday 8 hours/day	
Make-Up Week	October 2-6 if needed based on weather during Fall-1			
Fall Break/ Capstone	October 9-10, 2023			<u>October 11</u> Capstone I Course
Fall-2				
	October 17-November 21 Tuesday 8 hours/day		October 12-November 16 Thursday 8 hours/day	
Thanksgiving Break	November 22-24, 2023			
Final Exams	P1/P2: December 4-11, 2023    P3: December 6-8, 2023			

*Note: P2 & P3 students are assigned to IPPEs in either Fall-1 or Fall-2*

Spring 2024	P1	P2	P3	P4
January-April				8+ hours/day 4+ weeks/month
Spring-1	January 17-February 23 Wednesday or Friday 4 hours/day, afternoons	January 16-February 20 Tuesday 8 hours/day	January 18-February 22 Thursday 8 hours/day	
Make-Up Week	February 26-March 1 if needed based on weather during Spring-1			
Spring-2	March 8-April 26 <sup>1,2,3</sup> Wednesday or Friday 4 hours/day, afternoons	March 19-April 23 Tuesday 8 hours/day	March 7-April 25 <sup>1</sup> Thursday 8 hours/day	
Spring Break	March 11-15, 2024			
Easter Break	March 29-April 1, 2024			
Final Exams/ Graduation	P1/P2: May 6-10, 2024    P3: April 29-30, 2024			<u>Graduation</u> May 10, 2024

<sup>1</sup>P1 Friday and P3 students skip March 11-15 due to Spring Break (P1 Wednesday and P2 students start after Spring Break)

<sup>2</sup>P1 Friday students skip March 29 due to Easter Break and finish on April 26

<sup>3</sup>P2 Wednesday students start March 20 (after Spring Break) and finish on April 24

*Note: P1 students are assigned to IPPEs in Spring-1 and Spring-2; P2 & P3 students are assigned to either Spring-1 or Spring-2*

## IPPE/APPE Calendar 2024-2025

Summer 2024	P1	P2	P3	P4
May-August				8+ hours/day 4+ weeks/month
Fall/Sim Week		August 12-16 Monday-Friday 8 hours/day	August 12-16 Monday-Friday 8 hours/day	

Fall 2024	P1	P2	P3	P4
September-December				8+ hours/day 4+ weeks/month
Fall-1		August 20-September 24 Tuesday 8 hours/day	August 22-September 26 Thursday 8 hours/day	
Makeup Week	September 30-October 4 if needed based on weather during Fall-1			
Fall Break/ Capstone	October 7-8, 2024			October 10 Capstone I Course
Fall-2		October 15-November 19 Tuesday 8 hours/day	October 17-November 21 Thursday 8 hours/day	
Thanksgiving Break	November 27-29, 2024			
Final Exams	P1/P2/P3: December 2-9, 2024			

*Note: P2 & P3 students are assigned to IPPEs in either Fall-1 or Fall-2*

Spring 2025	P1	P2	P3	P4
January-April				8+ hours/day 4+ weeks/month
Spring-1	January 22-February 26 Wednesday 4 hours/day, afternoons	January 21-February 25 Tuesday 8 hours/day	January 23-February 27 Thursday 8 hours/day	
Makeup Week	March 3-7 if needed based on weather during Spring-1			
Spring Break	March 10-14, 2025			
Spring-2	March 19-April 23 Wednesday 4 hours/day, afternoons	March 18-April 22 Tuesday 8 hours/day	March 20-April 24 Thursday 8 hours/day	
Easter Break	April 18-21, 2025			
Final Exams/ Graduation	P1/P2: May 2-8, 2025    P3: April 28-30, 2025			Graduation May 9, 2025

*Note: P1 students are assigned to IPPEs in Spring-1 and Spring-2; P2 & P3 students are assigned to either Spring-1 or Spring-2*

# Pharmacy Experiential Program Manual

## Appendix 5

### 202X Fall Week IPPE Out-of-Area Request

Student Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_

During the first week of the fall term (**August xx-xx, 202X**), **P2 STUDENTS** will participate in a 40-hour “fall week” IPPE rotation at a community (retail chain, independent pharmacy) or institutional (inpatient hospital, skilled nursing facility) site. Commonly used sites include those located within the upstate region of South Carolina, including the Greenwood, Greenville, Spartanburg, and Columbia areas. There are no preferences to select for fall week rotations, and students will be notified of their assignments in May.

To request a fall week IPPE *outside* of our normal area (generally a 70-mile radius of the PC School of Pharmacy), please note the following:

1. ***The site cannot be your current place of employment.***
2. For a site located within South Carolina, you must contact Mrs. Carbonneau in the Office of Experiential Education (OEE) to discuss specific sites or sites within a general area (your hometown, for example). If we already have a relationship with that site or with sites in that area, we may be able to contact them on your behalf to determine their willingness and availability. If the site is a new one for us, you should submit this out-of-area (OOA) form, completed by both you and the potential preceptor. We will consider your request based on the following:
  - a. Our ability to execute our standard affiliation agreement in a timely manner; and/or
  - b. The availability of other established sites in your preferred areaIf there are no other established sites available in your area and if we approve your request, we will then contact the site to confirm availability, provide additional program information, and begin the affiliation agreement process.
3. If the site is located outside of South Carolina, you are responsible for contacting the potential preceptor to determine his/her willingness and availability. You must complete page 1 of this form and then present the form to the preceptor who must complete and sign page 2. Submit the completed form to the OEE in person, by fax, or as a scanned email attachment. The form must be signed by both you and the preceptor with actual, not computer-generated, signatures. Requests will not be considered or acted upon until the OEE receives both sides of this signed form. Please note that completing this process does not guarantee approval.
4. If a new affiliation agreement is needed, the site must accept our standard agreement. If they are not able to sign our agreement, your request will not be approved and you will be assigned to a site in our area.

***Deadline to submit a fully completed, signed form  
for an out-of-area site is April 1.***

**Student Statement:** I understand the above requirements. If the site is outside of South Carolina, I have contacted the appropriate state’s board of pharmacy regarding participation in this externship rotation, and I will have met any prerequisites required by this state board of pharmacy prior to the start of this scheduled experience.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Fall Week: August xx-xx, 202X**  
**Introductory Pharmacy Practice Experience (IPPE)**  
**Out-of-Area Request Form**

**Student Name:** \_\_\_\_\_ **Student ID#:** \_\_\_\_\_

**Site/Preceptor Information:** Please provide the following information for the site and preceptor:

Type of Rotation     Retail Chain     Independent Pharmacy  
                                  Other Community Site (*please specify type* \_\_\_\_\_)  
                                  Institutional Site (*please specify type* \_\_\_\_\_)

Name of Preceptor \_\_\_\_\_ Credentials \_\_\_\_\_

Preceptor email \_\_\_\_\_

Full Name of Site \_\_\_\_\_

Name of Site's Corporate Entity (if Different) \_\_\_\_\_

Street Address/City/Zip of Site \_\_\_\_\_

Mailing Address/City/Zip of Site \_\_\_\_\_

Site Telephone \_\_\_\_\_ Site Fax \_\_\_\_\_

**Preceptor Statement** (*please check all applicable boxes*):

My state licensure status is current and without reprimand.  
State of issue: \_\_\_\_\_ License # \_\_\_\_\_

I currently serve as an IPPE/APPE preceptor for \_\_\_\_\_.  
*(Name of ACPE-accredited School of Pharmacy)*

I have participated in preceptor development programs or activities offered by the aforementioned school. Most recent program was \_\_\_\_\_.  
*(Date of last program/activity)*

**Site Orientation:** Students who are assigned to this site must complete a pre-rotation orientation that is:

Completed online and/or prior to the start of the rotation

Completed in person at the site

The contact person (i.e., human resources or student education staff) for orientation and other pre-rotation requirements is

*Name:* \_\_\_\_\_

*Email:* \_\_\_\_\_

*Telephone:* \_\_\_\_\_

**Pharmacist/Preceptor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*By signing this form, you are confirming that you are willing to conduct this pharmacy experience for a 40-hour period from August xx-xx, 202X. You further acknowledge that you agree to use the syllabus provided by the PCSP Office of Experiential Education (OEE) which is located in the student's P2 workbook. Finally, you understand that the PCSP does not pay for or provide any type of stipend for a fall week rotation.*

*Upon receipt of this form and approval of the student's request, the PCSP Office of Experiential Education will contact the preceptor as needed to discuss program requirements, to coordinate the execution of our standard affiliation agreement, and/or to discuss the use of our fall week syllabus for community introductory pharmacy practice experiences.*





# Pharmacy Experiential Program Manual

## Appendix 6

202X-202X

### Request for Out-of-Area, Out-of-State, and/or New APPE Site

APPE rotations are normally conducted within the State of South Carolina with some allowance for certain sites within bordering states that are within a reasonable driving distance—approximately a three-hour radius—from the School of Pharmacy. This is considered our “local” area. For instances in which a location outside of this area offers a unique opportunity for which there is no similar experience available within our “local” area, the student may request assignment to this out-of-area (OOA) or out-of-state (OOS) site. In addition, a student might have a connection to a site within our local area but completely new to the PCSP.

To request OOA, OOS, or new site rotations, a student is responsible for contacting the potential preceptor to determine his/her willingness and availability. The student must then complete page 1 of this form and must ask the preceptor to complete and sign page 2. The student will then submit the form to the Office of Experiential Education (OEE). The student may submit the completed form in person, via fax, or through a scanned email; however, the form must be signed by both the student and the potential preceptor.

Completing this process does not guarantee approval as other factors will need to be considered. Denial usually involves the availability of similar experiences in our local area or with which we already have a relationship, the inability of OEE and the rotation site to execute an affiliation agreement in a timely manner, and the applicability of the rotation to the student’s post-graduation plans.

In addition:

- The student may not be employed at or receive any payment from the site during the rotation
- The OOA rotation must be unique compared to experiences already approved and available geographically
- The proposed preceptor must be currently affiliated with an ACPE-accredited School of Pharmacy as an IPPE/APPE preceptor
- **Deadline for submission of the completed & signed form .....September 30, 202X**

**REQUIRED INFORMATION:** Please provide the following information about the site and preceptor:

Type of Rotation     Advanced Community             Acute Care (Subspecialty \_\_\_\_\_)

Hospital/Healthcare System     Ambulatory Care

Elective \_\_\_\_\_

Name of Preceptor \_\_\_\_\_ Credentials \_\_\_\_\_

Preceptor email \_\_\_\_\_ (PharmD, RPh, MD, NP, etc.)

Full Name of Site \_\_\_\_\_

Name of Site’s Corporate Entity (if site not privately owned) \_\_\_\_\_

Street Address/City/Zip of Site \_\_\_\_\_

Mailing Address/City/Zip of Site \_\_\_\_\_

Site Telephone \_\_\_\_\_ Site Fax \_\_\_\_\_

**STUDENT STATEMENT:** I understand the above requirements. In addition, I have contacted the appropriate state’s board of pharmacy regarding participation in this clerkship rotation, and I will have met any prerequisites required by this state board of pharmacy prior to the start of this scheduled experience.

**STUDENT SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_  
*(signature required for request to be considered)*

## PRECEPTOR STATEMENT

**STUDENT NAME:** \_\_\_\_\_ **ID#:** \_\_\_\_\_

**LICENSURE AND EXPERIENCE:**

- My state licensure status is current and without reprimand; license # \_\_\_\_\_
- I currently serve as an IPPE/APPE preceptor for \_\_\_\_\_  
Name of ACPE-accredited School of Pharmacy
- I have participated in preceptor development programs or activities offered by the aforementioned school. Most recent program was \_\_\_\_\_

**COURSE SYLLABUS:**

- I have a course syllabus for my student rotations which I will provide to the PCSP Office of Experiential Education for review and approval; or
- I will use the PCSP syllabus and will customize it to my site/area of practice

**PRE-ROTATION REQUIREMENTS:** Students who are assigned to this site must complete a pre-rotation orientation that is:

- Completed online and/or prior to the start of the rotation
- Completed in person at the site

The contact person for orientation and other requirements is:

*Name:* \_\_\_\_\_

*Email:* \_\_\_\_\_

*Telephone:* \_\_\_\_\_

**PRECEPTOR AVAILABILITY:** I am willing to conduct this advanced pharmacy practice experience (APPE) during any of the month(s) indicated.

**APPE rotations during the 202X-202X academic year**

*(Please indicate the month(s) available; if you are willing to take additional students, please indicate that as well)*

	<b>Number of Students</b>		<b>Number of Students</b>
<input type="checkbox"/> May 1-31, 202X	_____	<input type="checkbox"/> November 2-30, 202X	_____
<input type="checkbox"/> June 1-30, 202X	_____	<input type="checkbox"/> December 1-31, 202X	_____
<input type="checkbox"/> July 1-31, 202X	_____	<input type="checkbox"/> January 1-31, 202X	_____
<input type="checkbox"/> August 3-31, 202X	_____	<input type="checkbox"/> February 1-28, 202X	_____
<input type="checkbox"/> September 1-30, 202X	_____	<input type="checkbox"/> March 1-31, 202X	_____
<input type="checkbox"/> *October 1-31, 202X	_____	<input type="checkbox"/> **April 1-30, 202X	_____

\*Out-of-state rotations in October may be restricted since students must return to campus mid-month for their Capstone course presentations

\*\*Out-of-state/new rotations in April may be restricted to ensure grades are submitted prior to graduation

*If you are willing to offer a rotation but currently do not know what month, please indicate by checking this box and letting us know approximately when to check back with you.*

- Please check back with me on/about \_\_\_\_\_

**PHARMACIST/PRECEPTOR NAME:** \_\_\_\_\_

**PHARMACIST/PRECEPTOR SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

(signature required for request to be considered)

**For Internal Use Only:**

Date site contacted by OEE: Telephone \_\_\_\_\_ and/or Email \_\_\_\_\_

Approved:  yes  no      Syllabus sent (if using ours) or requested (if using theirs):  yes  no

Comments:

# Pharmacy Experiential Program Manual

## Appendix 7

### APPE Change Request

**Policy:** Once the APPE schedule is finalized and released to preceptors, only **one** student-initiated request will be allowed during the P4 academic year. The request must be submitted at least **90 days** prior to the start of the rotation to ensure time to contact preceptors and complete pre-rotation requirements. Submitting a change request does not guarantee the request will be granted. The following requests will typically not be granted:

- (1) Requests to add or drop an out-of-area rotation
- (2) Requests to drop a faculty rotation

OEE-initiated or preceptor/site-initiated changes made for reasons aside from student requests will not count as the one student request. While student input on such changes may be sought, OEE reserves the right to implement such changes without consulting the affected student in advance.

Additional change requests initiated by the student due to extreme circumstances may be considered. Such circumstances may include illness or injury as well as certain unexpected/unplanned life events. However, change requests due to non-extreme situations beyond the one allowed—including professional interest changes—will typically not be considered.

Due to the complexity of rotation assignments, a student should not contact a preceptor directly about changing, adding, or removing an assigned rotation, and such action may be grounds for immediate rejection of the request.

**Instructions:** Complete this form and email it to Mrs. Carbonneau in the OEE at [scarbo@presby.edu](mailto:scarbo@presby.edu). After consideration by the OEE, Mrs. Carbonneau will notify you of the status of your request.

**Student Name:** \_\_\_\_\_

**Date Submitted:** \_\_\_\_\_ **Date Received by OEE:** \_\_\_\_\_  
*(date must be at least 90 days prior to the start of the month requested)*

**Change Requested for** \_\_\_\_\_ *(month or range of months)*

**Reason for Request** *(check as appropriate):*

Academic Issue  Health Issue *(student or family)*  
 Change in Post-Graduation Goals/Plans  Other \_\_\_\_\_  
 Hardship *(transportation, housing, family, etc.)* \_\_\_\_\_

#### Description of Requested Change

*(Include reason for change, type of rotation requested (critical care, internal medicine, ambulatory care, academia, etc.), any specific preceptor requested, etc. Provide a complete and honest rationale for making this request.)*

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OEE Use Only: \_\_\_\_\_ Approved \_\_\_\_\_ Denied \_\_\_\_\_ Student notified by \_\_\_\_\_ on \_\_\_\_\_

# Pharmacy Experiential Program Manual

## Appendix 8

### Student Acknowledgment of Experiential Requirements

*(completed electronically in ELMS)*

<b>I acknowledge the following requirements for participation in experiential programs available to students of the PC School of Pharmacy. By selecting a response of "yes" to each question, I acknowledge, agree, and consent to the following and understand that all policies and requirements apply whether my rotation occurs on site or in a virtual environment:</b>		Yes	No
<p><b>1. <u>Insurance &amp; Medical Care:</u></b></p> <ol style="list-style-type: none"> <li>1. That the college has general liability insurance that – subject to the terms of that policy – may provide certain coverage to me for claims made concerning my conduct within the parameters of the curriculum and within the scope of practice for a student extern. However...               <ol style="list-style-type: none"> <li>1. This coverage primarily protects the College;</li> <li>2. This coverage is subject to exceptions and is defined and limited by the policy terms;</li> <li>3. This coverage does not cover me while working outside of the program as a paid employee of any entity or as an intern (paid or unpaid);</li> <li>4. Some experiential sites require me to have my own, separate policy (in addition to the College's coverage); and</li> <li>5. I am required by the School of Pharmacy to obtain individual professional liability coverage and to provide such proof to the Office of Experiential Education (OEE) upon request.</li> </ol> </li> <li>2. That I must maintain medical insurance coverage at all times while a student at the PC School of Pharmacy. This insurance must, at a minimum, provide coverage for injury and illness (i.e., a "major medical" policy).</li> <li>3. That, if I do receive medical services at the site, I will be responsible for all expenses of such healthcare services--including emergency care.</li> </ol>			
<p><b>2. <u>Background Investigations:</u></b></p> <ol style="list-style-type: none"> <li>1. That I am required to undergo annual drug screening and criminal background reporting and that these results will be transmitted to the OEE which may in turn provide this information to experiential site officials (preceptor, human resources, education office, etc.). I hereby consent to this drug screening and background reporting and to provision of those results to the experiential site. I am aware that, in addition to local, state, and federal criminal databases, the background investigation will also include the following:               <ol style="list-style-type: none"> <li>1. National Sex Offender Registry Database Search</li> <li>2. Check of the Office of Inspector General List of Excluded Individuals and Entities</li> <li>3. Check of the General Services Administration List of Excluded Individuals</li> </ol> </li> <li>2. That I may be required to undergo additional drug screens--random or otherwise--during the course of an experiential rotation at the request of the site and that failing a drug screen (i.e., having any positive result) will likely cause immediate removal from that site and adversely affect my continued participation in the pharmacy program. The cost of additional drug screens required by the site may be my responsibility.</li> <li>3. That positive drug screens may be provided to the SC Board of Pharmacy as part of its process of evaluating whether a candidate for licensure is meeting the ethical and professional standards of the profession of pharmacy.</li> <li>4. That I must report within seven (7) calendar days to the OEE any arrests and/or criminal charges or convictions filed subsequent to completion of the annual CBR and that failure to do so may result in dismissal from my introductory or advanced pharmacy practice experience (IPPE or APPE) as well as result in a professional misconduct investigation.</li> <li>5. That I must cooperate in any inquiry or investigation conducted by the site relating to my activities during the rotation.</li> </ol>			
<p><b>3. <u>Pre-Rotation Requirements:</u></b></p> <ol style="list-style-type: none"> <li>1. That I am required to keep all immunizations up to date. These immunizations include hepatitis-B (series of 3 and/or titer), varicella (2 vaccines and/or titer), annual influenza vaccine, annual tuberculosis screening (PPD, chest x-ray, or lab test), Tdap and/or tetanus booster, and other immunizations that may be required by the School of Pharmacy, by law, or by an experiential site. I further understand that some of these vaccines--but not necessarily all--may be provided to me at the PCSP free of charge and that if additional vaccines are needed for a specific site, that I may be responsible for associated costs.</li> <li>2. That I must undergo annual Health Insurance Portability and Accountability Act (HIPAA) and Occupational Safety and Health Act (OSHA) training to ensure understanding and compliance with laws and policies regarding the release of protected health information (PHI) of patients and those regarding exposure to bloodborne pathogens, respectively. I acknowledge that I will likely be required to undergo said training both at the PCSP and at multiple sites throughout the year.</li> <li>3. That I may be required to complete certain pre-rotation requirements of the school and/or the site and that failure to do so by the specified deadline may result in my removal from that rotation. Such removal may constitute a professionalism violation and/or may result in (1) reassignment to a site at or after the end of the semester or (2) a non-passing grade for that IPPE/APPE course.</li> <li>4. That I may be required to undergo a physical examination, if required by a site, at my own expense.</li> <li>5. That I may be required to participate in orientation at the experiential site in addition to completion of pre-rotation requirements as directed by the OEE and that many of these orientation/pre-rotation requirements are duplicative but mandatory.</li> </ol>			
<p><b>4. <u>Site &amp; PCSP Policies &amp; Procedures:</u></b></p> <ol style="list-style-type: none"> <li>1. That I must abide by each site's policies, procedures, rules, and regulations during my assignment to that site, including but not limited to the wearing of appropriate identification badges (provided by the PCSP and/or by the site) in accordance with the Lewis Blackman Patient Safety Act of 2005.</li> <li>2. That any ID badges issued by the site must be returned at the end of the rotation.</li> <li>3. That I am not considered an employee or an agent of any experiential site nor will I be afforded any of the benefits of employees including, but not limited to, workers' compensation or liability insurance coverage, meals, and medical services.</li> <li>4. That I must abide by the dress code policies of the PC School of Pharmacy as well as those of the site.</li> </ol>			

<p>5. That I may not be employed at a site to which I am assigned during the dates of the rotation unless otherwise approved by the OEE and that I am not allowed to receive any compensation for the activities at the site for which I receive academic credit.</p> <p>6. That during each clinical rotation, I will be responsible for:</p> <ol style="list-style-type: none"> <li>1. Keeping confidential all medical and health information pertaining to patients/clients, including their physical presence of that site;</li> <li>2. Disclosing only the minimal PHI when necessary to perform functions of the rotation; and</li> <li>3. Not utilizing, disclosing, or reusing any information accessed via a site's electronic systems for any purpose other than the assigned rotation.</li> </ol> <p>7. That I am responsible for reviewing the OEE Student Manual and that my participation in the experiential program constitutes agreement to the terms therein.</p> <p>8. That I consent to the sharing of certain educational information with my preceptor as well as with other employees of an experiential site as part of the onboarding process for each experiential rotation. This information may include FERPA directory information, social security number, immunization records, criminal background reports, drug screens, and other information contained within my educational records. In addition, my preceptor is required to complete evaluations regarding my performance on the experience and to submit these evaluations to the School; these evaluations typically result in grades that will become part of my official transcript and impact my academic progress.</p> <p>9. That sites may not be responsible for personal items lost or stolen at the site,</p>		
<p>5. <b><u>Completion of Rotation:</u></b></p> <ol style="list-style-type: none"> <li>1. That I may be removed from an experiential site for any reason as determined by the site and that such removal will likely result in a failing grade for that IPPE or APPE course.</li> <li>2. That if I receive a non-passing grade on any segment of an IPPE course, I will receive a non-passing grade on the entire course and may have to make up all IPPE hours in that course, and, further, that IPPE courses are subject to the same academic criteria for progression, appeal, and remediation as didactic and laboratory courses.</li> <li>3. That, if I receive an unsatisfactory final grade on an APPE course, I will be assigned to a 10th APPE by the OEE but should I subsequently receive an unsatisfactory final grade on another APPE or on a capstone course, I must petition the Academic Standards Committee to continue in the pharmacy program. In addition, additional tuition/fee charges will apply to the 10th (and any additional) rotations.</li> </ol>		
<p>6. <b><u>Board of Pharmacy Licensing Considerations:</u></b></p> <ol style="list-style-type: none"> <li>1. That I must register with the appropriate state board of pharmacy as a <i>student extern/intern</i>.</li> <li>2. That my introductory and/or advanced pharmacy practice experiences are developed to meet the pharmacist licensing requirements of the State of South Carolina and may not meet the requirements of other states and that I am responsible for knowledge of and compliance with the pharmacist licensing requirements of other states in which I may wish to apply for licensure.</li> </ol>		
<p>7. <b><u>Personal Considerations:</u></b></p> <ol style="list-style-type: none"> <li>1. That I am responsible for arranging housing, lodging, and transportation for myself.</li> <li>2. That I should not make personal plans (vacations, weddings, etc.) that will conflict with my IPPE/APPE schedule.</li> <li>3. That I should consult with the OEE first before asking my preceptor to make any changes to my schedule.</li> <li>4. That as a P4 student, I should not expect to be granted time off from my APPE due to holidays and that I should--until told differently by my preceptor--plan to report to my rotation on the first day of the month regardless of the day of the week.</li> </ol>		

# Pharmacy Experiential Program Manual

## Appendix 9

### Professional Attire Policy (excerpt from PCSP Bulletin)

The appropriate development of a pharmacy professional requires the creation and maintenance of a professional environment within the School of Pharmacy and is the responsibility of all members of the School of Pharmacy community. The School of Pharmacy subscribes to a business casual attire requirement which must be adhered to by all members of the School of Pharmacy community. During curricular and co-curricular activities/events as a representative of the School of Pharmacy, the business casual attire requirement is in effect unless otherwise indicated (e.g., social events, approved School of Pharmacy “Dress Down Days,” etc.).

The following attire is considered **unacceptable**:

- Hats or caps (except headgear considered a part of religious or cultural dress and pre-approved by the Assistant/Associate Dean for Student Affairs).
- Denim pants of any color
- Shorts, culottes, or other pants above the knee
- Skirts that are above the tips of the individual’s fingers when standing
- Sweatpants, sweatshirts, spandex, or leggings (unless worn under a tunic length dress garment or skirt)
- Revealing clothing (e.g., tank tops, halter tops, low cut tops, midriffs, tube tops, swim tops, etc.)
- Scrubs (tops or pants) except when indicated for specific course activities
- Any shoes that are dirty or in disrepair, casual sandals/clogs (e.g. “Flip-Flops,” “Birkenstocks,” beach shoes, etc.), shoes with extremely high heels (> 3 inches)
- Buttons, large jewelry, or accessories that could interfere with patient care or safety
- Exposed underwear or lack of appropriate undergarments
- Sunglasses worn indoors (except for medical reasons and pre-approved by the Assistant/Associate Dean for Student Affairs)

Adequate precautions should be taken to maintain good personal hygiene. These precautions include regular bathing, use of deodorants and regular dental hygiene. Personal care considerations include:

- Hair length, cleanliness, and styling of student’s hair, including facial hair, shall conform to generally accepted business and professional standards. Team members involved in patient care must wear their hair pulled back and secured. Beards and mustaches should be clean and well groomed. Hair color must be non-distracting and may include highlights up to two colors but may not be a whole head of unnatural colors.
- Cologne, perfume, or aftershave is not recommended in the patient care setting due to patient allergies and sensitivities.
- Cosmetics should be used in moderation.
- Nails should be well groomed, manicured and of short to medium length to facilitate patient care activities. Artificial fingernails are prohibited on rotations where direct patient care is involved as they have been linked to infectious disease transmission.
- Jewelry (including body piercings) and accessories should be non-distracting. Body piercing is permitted in ears and small studded nose piercings only; no other visible body piercing is permitted. (e.g., tongue, eyebrows, chin, lips).
- Any tattoos of violent, inappropriate nature must be covered at all times and students must make a reasonable attempt to cover all other tattoos when in a professional setting.

Students are expected to wear appropriate professional dress for all professional laboratory activities. This includes a clean, neatly pressed, long-sleeved waist-length white lab coat with the Presbyterian College School of Pharmacy badge or student ID; closed-toe professional shoes; and clean, professionally styled clothing (i.e., dresses or skirts of medium length, non-denim tailored slacks, and appropriate tops and collared dress shirts). Neckties are required during professional occasions and events. While on introductory or advanced pharmacy practice experiences, students should adhere to the business casual attire requirement and wear their approved white lab coat, closed-toe professional shoes, and their PCSP student ID. When the experiential site has a more stringent dress code (for example: dress shirt, necktie, sport coat), students must comply with site requirements. Some sites may allow students to wear scrubs (site-issued or PCSP-approved); if so, students should discuss this policy with their preceptor before the rotation begins.

It is appropriate to wear casual attire on days that are approved for dress down, including birthdays and dress-down tokens. Casual attire should still display a professional appearance as follows:

- **Appropriate attire for dress down days includes:**
  - Blue jeans
  - T-shirt/sweatshirt
  - Scrubs
  - Shorts that are non-denim, mid thigh in length or longer and loose fitting
- **Inappropriate attire for dress down days includes:**
  - Distressed clothing (including frays and holes)
  - Spandex/leggings
  - Tank tops
  - Visible under-garments
  - Pajamas
  - Hats or caps (except headgear considered a part of religious or cultural dress and pre-approved by the Assistant/Associate Dean for Student Affairs)

# Pharmacy Experiential Program Manual

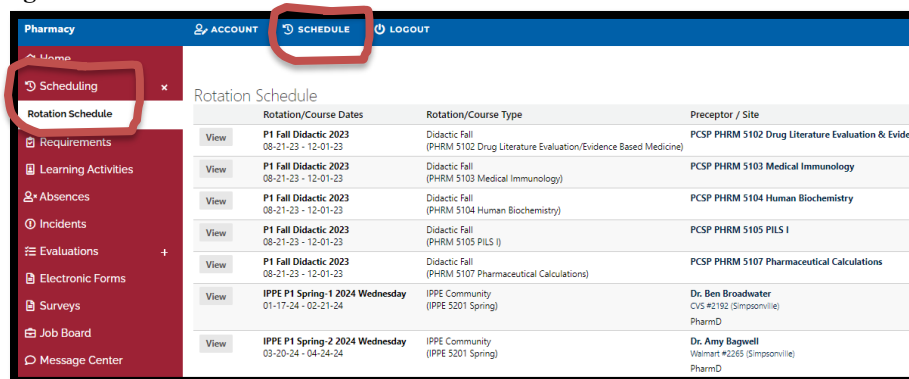
## Appendix 10

### ELMS Instructions—Accessing Schedules & Site Information

Log into ELMS.

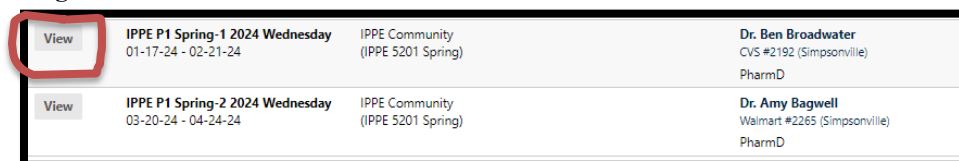
Click on **Scheduling\Rotation Schedule** in the left menu or **Schedule** along the top (Fig 1).

Figure 1. Schedule



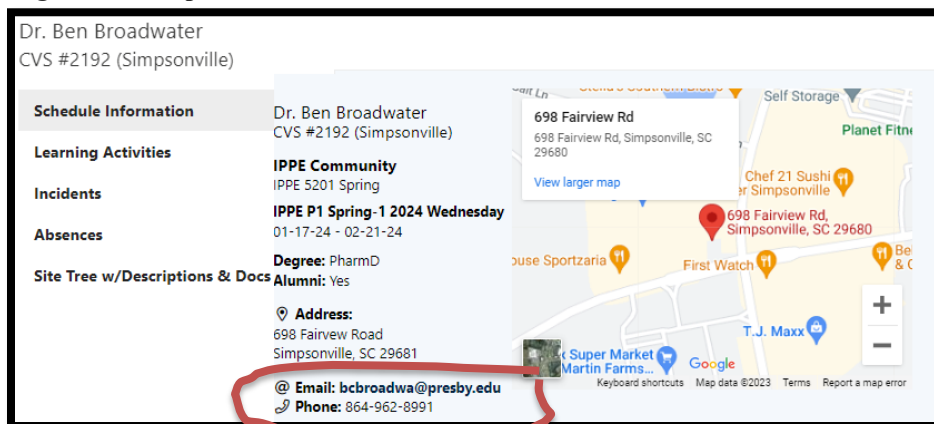
To access information about your preceptor and the site, click **View** to the left of your rotation (Fig 2).

Figure 2. View Your Site



You will then see your preceptor's contact information as well as another information about the site/rotation (Fig 3).

Figure 3. Preceptor/Site Information





# Pharmacy Experiential Program Manual

## Appendix 11

### Student Name Change Procedures

If your name changes due to marriage, change in marital status, or other reason, please follow these steps to update your academic records.

1. Submit at least two of the following documents to Mrs. Susi Carbonneau in the Office of Experiential Education. You may hand deliver these documents or email/fax good-quality scanned, color images.
  - a. Updated social security card
  - b. Updated government-issued ID card (driver's license, military ID card, etc.)
  - c. Certified marriage certificate (*the copy you will receive back from the county clerk of court*)
  - d. Court-issued document approving the name change

Mrs. Carbonneau will update your academic records in Banner/BannerWeb and ELMS/CompMS. She will also notify PCSP faculty and staff. Once the change is processed, other systems on campus will automatically be updated. These systems include BrightSpace and the ID card system managed by campus police.

2. Go to campus police to get a new ID card printed.
  - a. It generally takes some time for the name change to be processed through all of PC's systems so it's a good idea to wait 2-3 days.
  - b. There is a \$15 charge by campus police to issue a new ID card.
  - c. Please call campus police at 864-833-8301 to coordinate a convenient time to pick up your new card. Getting a new photo is optional.
  - d. If you are a P4 student and not residing or on rotation in Laurens County and are unable to come to campus for a new card, mail a check for \$15 made out to Presbyterian College to Mrs. Susi Carbonneau, Office of Experiential Education, 307 North Broad Street, Clinton, SC 29325. She will coordinate with campus police on your behalf and mail a new card to you. Please email her to let her know you are sending the check.

Although your current card will still work for building access, copying, etc., it is important for your experiential rotations that your PC ID card reflects your legal name and matches other forms of identification. If your card is not updated, you may experience problems gaining access to your IPPE/APPE sites.

3. Be prepared to resubmit some of your pre-rotation paperwork. In some cases, the deadline to submit your paperwork is well before the date of your anticipated name change. Mrs. Carbonneau in the OEE will notify you if your paperwork needs to be resubmitted. You may also communicate the pending name change with Mrs. Carbonneau in advance so she can advise you about completing your paperwork.
4. Submit a name change request to the SC Board of Pharmacy. You must provide a copy of your marriage license or other court-issued documents with the form. Once your new intern certificate has been issued, provide a copy of it to Mrs. Carbonneau in the Office of Experiential Education.
5. (*P4 students*) During your P4 year, you must submit an application for graduation to the registrar's office. On this application, you will list your name as you want it to appear on your diploma.

However, the name you list must be a variation of your legal name. If your name has not officially been changed through the Social Security Administration, court system, and/or Department of Motor Vehicles, you must use your legal name as of the date of completion. If you anticipate your name being legally changed by the registrar's deadline for ordering diplomas (which is usually in the fall semester), you should relay this information to that office. Your name change will affect your graduation documents (diploma, transcript, and program) as follows:

- a. If your name is legally changed by the registrar's deadline for ordering diplomas, your graduation documents will reflect your new name.
  - b. If your name will not be legally changed by this deadline but you expect it to change before graduation, you will have two options:
    - (1) Your diploma will be issued in your previous name. Immediately following graduation, you may request a new diploma in your new name. There is a \$50 charge for a second diploma.
    - (2) You can ask the registrar to delay ordering your diploma until after graduation. You will receive a blank diploma cover at commencement. Following commencement, you will return the blank cover to the registrar's office. They will order your correct diploma and send it to you upon receipt. There would be no additional charge for this delayed diploma.
  - c. The name on your transcript must always reflect your legal name. If you need a transcript prior to a name change being processed, the transcript will be issued in your current legal name. Once your name has been changed through Mrs. Carbonneau in the OEE, you can request another official transcript.
  - d. If your name is legally changed by the time the hooding and commencement program is printed (mid-to-late April), your new name will be included in the program. In some instances, the Dean's office may authorize your new name to be listed in the program even if your name change has not been officially approved. Please discuss this with Mrs. Carbonneau, and she will coordinate with the Dean's office.
6. (*P4 students*) The National Association of Boards of Pharmacy (NABP) has very strict guidelines regarding name changes. When you present to a testing center, the name on your identification must match the name in your NABP e-profile. If your name changes before you take the licensing exam, please follow the instructions on their website to ensure everything is in order when you apply for and report the day of testing for the NAPLEX.

### **Contact Information:**

Mrs. Susi Carbonneau, PCSP Office of Experiential Education, 864-938-3902, [scarbo@presby.edu](mailto:scarbo@presby.edu)  
Mrs. Vicky Wilson, PC Office of the Registrar, 864-833-7084, [vwwilson@presby.edu](mailto:vwwilson@presby.edu)  
SC Board of Pharmacy, <https://www.llr.sc.gov/POL/Pharmacy>  
National Association of Boards of Pharmacy, <https://nabp.pharmacy>

### **Student's Checklist:**

- Receive official documents of name change (court documents, certified marriage certificate, etc.)
- Update SSN, driver's license
- Take 2 documents to OEE
- Get new PC ID card
- Update intern certificate
- Send new intern certificate to OEE
- Resubmit pre-rotation paperwork to OEE if necessary
- Update NABP e-Profile (*for P4 students*)
- Submit graduation application to registrar's office (*for P4 students*)

# Pharmacy Experiential Program Manual

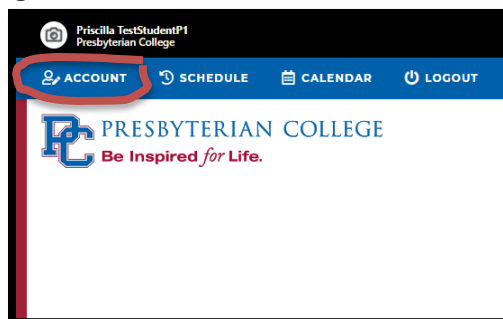
## Appendix 12

### ELMS Instructions—Updating Address & Work History

Log into ELMS.

On your home page (Fig 1), click Account.

Figure 1. ELMS Home Page



On the next screen (Fig 2), you can update your name, primary address, cell number, and information about your emergency contact. Your “primary” address is your “local” address or where you live during the semester. Be sure to save your changes. The OEE will be notified of your changes in order to approve them.

Figure 2. Account Information

Account Information	Additional Settings
<p>First Name: <input type="text" value="Prissy"/> <small>Required</small></p> <p>Last Name: <input type="text" value="TestStudentP1"/> <small>Required</small></p> <p>Middle Name: <input type="text"/></p> <p>Maiden Name: <input type="text"/></p> <p>Nickname/Preferred Name: <input type="text"/></p> <p>Sex: <input type="radio"/> MALE <input type="radio"/> FEMALE</p> <p>Birth Date: <input type="text" value="11-03-2001"/> <small>Format:(MM-DD-YYYY)</small></p> <p><b>Primary Address</b></p> <p>Address: <input type="text" value="111 Your Local Address, Apt 314B"/></p> <p>Address 2: <input type="text"/></p> <p>City: <input type="text" value="Clinton"/></p> <p>State: <input type="text" value="South Carolina"/></p> <p>Country: <input type="text" value="United States of America"/></p> <p>Zip: <input type="text" value="29325"/></p> <p>Secondary Address</p> <p>Address: <input type="text"/></p>	<p>OPT OUT of Daily Activity Popup Alerts: <input type="radio"/> Yes <input type="radio"/> No</p> <p>Custom Fields</p> <p><b>Additional Student Information</b></p> <p>SSN: <input type="text" value="222-33-4444"/></p> <p><b>Emergency Contact Information</b></p> <p>Emergency Contact: <input type="text" value="Mike on the Bike"/></p> <p>Emergency Contact Relationship: <input type="text" value="Husband"/></p> <p>Emergency Contact Address: <input type="text" value="307 North Broad Street"/></p> <p>Emergency Contact City: <input type="text" value="Clinton"/></p> <p>Emergency Contact State: <input type="text" value="South Carolina"/></p> <p>Emergency Contact Zip: <input type="text" value="29325"/></p> <p>Emergency Contact Phone: <input type="text" value="864-923-4163"/></p> <p>Emergency Contact Email: <input type="text" value="mcarbo@presby.edu"/></p>

Typically, the OEE will not contact your emergency designee. In the event of an emergency (a student fails to arrive at an experiential site at the time expected), the OEE will generally notify the Office of Academic Affairs or Office of Professional and Student Affairs who will follow the proper procedures or go through certain channels that may/may not require them to contact your emergency person. However, the OEE may contact you via your cell phone when a situation warrants.

Please update your pharmacy-related **work history** in this same section (Fig 3) as it changes throughout your time in pharmacy school. Like your primary address, the OEE also refers to your work history when making experiential assignments.

**Figure 3. Work History**

▼ Student Work History	
(1) Currently Employed?:	<input checked="" type="checkbox"/>
(1) Name of Store (and store # when applicable):	CVS #3357
(1) Location (city/state):	Clinton, SC
(1) Start Date of Employment (approximate):	06-01-2020
(1) End Date of Employment (approximate):	08-01-2021

# Pharmacy Experiential Program Manual

## Appendix 13

### Preceptor Evaluation of IPPE/APPE Students

<b>P1 IPPE Evaluation</b>	<b>P1 Midpoint &amp; Final Evaluation</b>				
<p><b>General overview</b>          This form is used to evaluate your P1 student halfway through and at the end of the rotation. The midpoint assessment is optional although we hope that you are giving the student feedback throughout the rotation. The final evaluation is required, and we ask that it be completed no later than 5 days after the end of the rotation.</p>					
<p><b>Section 1: INTRODUCED</b>          For the following competencies, the student should perform at the <b>INTRODUCED</b> level for a P1 student. This is usually the first time the student is exposed to the learning concept in this setting. The student should be able to "remember" and "understand" the activities but may not be able to "apply" or "analyze."</p>					
		<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	
		The student fails to demonstrate a working level of knowledge and shows consistent inability in the competency	The student demonstrates a working level of knowledge consistent at the introduced level for a P1 student	The student demonstrates a high level of knowledge and performance that is above the introduced level of a P1 student	
<p><b>Evidence-Based Decision and Problem Solving</b>          The student can critically evaluate literature at an introduced level. The student is able to collect and integrate necessary information and begin the process of formulating a plan of action with assistance from the preceptor.</p>	<p>Midpoint</p> <p>Final Required</p>	<p><input type="radio"/></p> <p><input type="radio"/></p>	<p><input type="radio"/></p> <p><input type="radio"/></p>	<p><input type="radio"/></p> <p><input type="radio"/></p>	<p>Enter comments for Midpoint</p> <p>Enter comments for Final</p>
<p><b>Providing Pharmaceutical Care to Patients</b>          The student actively participates in the process of making clinical judgments to provide pharmaceutical care. The student acts legally and ethically to safeguard confidentiality.</p>	<p>Midpoint</p> <p>Final Required</p>	<p><input type="radio"/></p> <p><input type="radio"/></p>	<p><input type="radio"/></p> <p><input type="radio"/></p>	<p><input type="radio"/></p> <p><input type="radio"/></p>	<p>Enter comments for Midpoint</p> <p>Enter comments for Final</p>
<p><b>Interprofessional Interaction and Teamwork</b>          The student shows effective interprofessional and team behaviors. The student works well in a team and in a variety of team roles</p>	<p>Midpoint</p> <p>Final Required</p>	<p><input type="radio"/></p> <p><input type="radio"/></p>	<p><input type="radio"/></p> <p><input type="radio"/></p>	<p><input type="radio"/></p> <p><input type="radio"/></p>	<p>Enter comments for Midpoint</p> <p>Enter comments for Final</p>
<p><b>Ethical and Legal Judgment</b>          The student actively participates in evaluating</p>	<p>Midpoint</p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>	

**P1 Midpoint & Final Evaluation**

and integrating ethical values into the care of patients.					Enter comments for Midpoint
	<b>Final Required</b>	○	○	○	Enter comments for Final
<hr/>					
<b>Management Skills</b> The student actively participates in the management of human, financial, technological, and physical resources in the pharmacy where applicable.	<b>Midpoint</b>	○	○	○	Enter comments for Midpoint
	<b>Final Required</b>	○	○	○	Enter comments for Final
<hr/>					
<b>Advancement of Pharmacy and Health Care</b> The student is able to identify issues of public, professional, and institutional concern and participates in the solutions.	<b>Midpoint</b>	○	○	○	Enter comments for Midpoint
	<b>Final Required</b>	○	○	○	Enter comments for Final
<hr/>					
<b>Promotion of Health, Wellness, and Public Welfare</b> The student is actively involved in community and professional efforts to promote health, wellness, and public welfare	<b>Midpoint</b>	○	○	○	Enter comments for Midpoint
	<b>Final Required</b>	○	○	○	Enter comments for Final
<hr/>					
<b>Section 2: REINFORCED</b> For the following competencies, the student should perform at the <b>REINFORCED</b> level for a P1 student.					
		<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	
		○	○	○	
		○	○	○	
<b>Communication and Education</b> The student respects each person and builds trusting relationships. The student listens attentively and is engaged in patient, active listening without bias. The student is able to communicate effectively in both writing and speaking.	<b>Midpoint</b>	○	○	○	Enter comments for Midpoint
	<b>Final Required</b>	○	○	○	Enter comments for Final
<hr/>					
<b>Dispensing of Pharmaceuticals</b> The student is able to interpret, evaluate, and prepare prescriptions with some assistance from the preceptor when necessary.	<b>Midpoint</b>	○	○	○	Enter comments for Midpoint
	<b>Final Required</b>	○	○	○	Enter comments for Final

**P1 Midpoint & Final Evaluation**

<b>Personal and Professional Growth</b> The student demonstrates responsibility, motivation, and coping strategies and responds appropriately to constructive criticism.	Midpoint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Midpoint
	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final

**Section 3: Workbook Completion** MIDPOINT FINAL

**Workbook Completion:** Did the student complete the IPPE workbook as appropriate for this site? A "yes" response indicates that the student completed any workbook activities that were available at this site and that you discussed/reviewed the activities with your student.

Final only  Required

**Section 4: Preceptor Comments** MIDPOINT FINAL

**Preceptor Comments:** Use this section to provide additional information about the workbook, its activities, and completion as well as comments about the student's overall performance on the rotation. *These comments will be visible to the student.*

<b>Question Comments (Midpoint):</b> Enter Midpoint comments	<b>Question Comments (Final):</b> Enter Final comments
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**Section 5: Preceptor Comments - Confidential** MIDPOINT FINAL

\*Hidden from evaluated person's view

**Preceptor Comments (Confidential):** Use this section to provide additional comments about this rotation or our IPPE program in general. Comments entered in this section will not be visible to the student.

<b>Question Comments (Midpoint):</b> Enter Midpoint comments	<b>Question Comments (Final):</b> Enter Final comments
---	---

**Evaluation Score Summary**

Title:	Midpoint Score	Final Score	Adj. Final Score	
Primary Evaluation	<input type="text"/>	0.00	<input type="text"/>	Required

**P2 IPPE Evaluation [Eval #081423P2]**

**General overview**

This form is used to evaluate your P2 student halfway through and at the end of the rotation. The midpoint assessment is optional although we hope that you are giving the student feedback throughout the rotation. The final evaluation is required, and we ask that it be completed no later than 5 days after the end of the rotation.

**Section 1: INTRODUCED**

For the following competencies, the student should perform at the **INTRODUCED LEVEL** for a P2 student.

This is usually the first time the student is exposed to the learning concept in this setting. The student should be able to "remember" and "understand" the activities but may not be able to "apply" or "analyze."

		<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
		The student fails to demonstrate a working level of knowledge and shows consistent inability in the competency	The student demonstrates a working level of knowledge consistent for a P2 student	The student demonstrates a high level of knowledge and performance that is above the level of a P2 student
<b>Evidence-Based Decision and Problem Solving</b> The student can critically evaluate literature at an introduced level. The student is able to collect and integrate necessary information and begin the process of formulating a plan of action with assistance from the preceptor	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Providing Pharmaceutical Care to Patients</b> The student actively participates in the process of making clinical judgments to provide pharmaceutical care. The student acts legally and ethically to safeguard confidentiality.	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Interprofessional Interaction and Teamwork</b> The student shows effective interprofessional and team behaviors. The student works well in a team and in a variety of team roles.	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Ethical and Legal Judgment</b> The student actively participates in evaluating and integrating ethical values into the care of patients	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Management Skills</b> The student actively participates in the management of	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## P2 Midpoint & Final Evaluation

human, financial, technological, and physical resources in the pharmacy where applicable.	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<b>Advancement of Pharmacy and Health Care</b> The student is able to identify issues of public, professional and institutional concern and participates in the solutions.	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Section 2: REINFORCED

For the following competencies, the student should perform at the **REINFORCED LEVEL** for a P2 student.

The student has been introduced to the learning concept in concurrent or earlier courses and should be able to "apply" and "analyze" with some assistance from the preceptor.

		Below Expectations	Meets Expectations	Exceeds Expectations
		The student fails to demonstrate a working level of knowledge and shows consistent inability in the competency	The student demonstrates a working level of knowledge consistent at a reinforced level for a P2 student	The student demonstrates a high level of knowledge and performance that is above the reinforced level of a P2 student
<b>Communication and Education</b> The student respects each person and builds trusting relationships. The student listens attentively and is engaged in patient, active listening without bias. The student is able to communicate effectively in both writing and speaking.	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>Dispensing of Pharmaceuticals</b> The student is able to interpret, evaluate, and prepare prescriptions with some assistance from the preceptor when necessary.	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>Personal and Professional Growth</b> The student demonstrates responsibility, motivation, and coping strategies and responds appropriately to constructive criticism.	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>Promotion of Health, Wellness, and Public Welfare</b> The student is actively involved in community and professional efforts to promote health, wellness, and public welfare.	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Section 3: Trust/Supervision Statements--Final Evaluation Only

These questions are used to track the progress of the student at the end of the rotation and do not weigh into the final grade. Your answers will remain anonymous, and the student will receive periodic updates of his/her progress (in the aggregate) prior to starting the APPE year. Please rate the level of supervision your student needed for the following activities:

## P2 Midpoint & Final Evaluation

		Student observes the preceptor only	Student performs with direct, proactive supervision	Student performs with reactive supervision (on request and quickly available)	If you feel that the student accomplished any of these activities at a higher level, please select here and comment below	
<u>Collect information on patient medication and health problems</u>	Final only Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
<u>Identify medication-related problems and prioritize health-related needs</u>	Final only Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
<u>Identify populations at risk for prevalent diseases and preventable adverse medication outcomes</u>	Final only Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
<u>Create a care plan with the patient to optimize pharmacologic and nonpharmacologic treatment</u>	Final only Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
<u>Monitor and evaluate the safety and effectiveness of a care plan</u>	Final only Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
<u>Contribute medication-related expertise as part of an interprofessional care team</u>	Final only Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
<u>Educate the patient regarding the appropriate use of a medication, device, or self-monitoring test</u>	Final only Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
<u>Deliver medication or health-related education to health professionals or the public</u>	Final only Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final

## P2 Midpoint & Final Evaluation

<u>Fulfill a medication order</u>							
	Final only Required	○	○	○	○	Enter comments for Final	

<u>Answer medication-related questions using scientific literature</u>							
	Final only Required	○	○	○	○	Enter comments for Final	

<u>Perform the technical, administrative, and supporting operations of a pharmacy practice site</u>							
	Final only Required	○	○	○	○	Enter comments for Final	

Section Weight: 0%

Section 4: Workbook Completion	MIDPOINT	FINAL	
<b>Workbook Completion:</b> Did the student complete the IPPE workbook as appropriate for this site? A "yes" response indicates that the student completed any workbook activities that were available at this site and that you discussed/reviewed the activities with your student.	Final only	<input style="width: 80%;" type="text"/>	Required

Section 5: Preceptor Comments	MIDPOINT	FINAL	
<b>Preceptor Comments:</b> Use this section to provide additional information about the workbook, its activities, and completion as well as comments about the student's overall performance on the rotation. <i>These comments will be visible to the student.</i>			

Question Comments (Midpoint):      Question Comments (Final):

Enter Midpoint comments	Enter Final comments
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Section 6: Preceptor Comments - Confidential	MIDPOINT	FINAL	
*Hidden from evaluated person's view			
<b>Preceptor Comments (Confidential):</b> Use this section to provide additional comments about this rotation or our IPPE program in general. Confidential comments are not visible to students.			

Question Comments (Midpoint):      Question Comments (Final):

Enter Midpoint comments	Enter Final comments
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**P3 IPPE Evaluation [Eval #081423P3]**

**General overview**

This form is used to evaluate your P3 student halfway through and at the end of the rotation. The midpoint assessment is optional although we hope that you are giving the student feedback throughout the rotation. The final evaluation is required, and we ask that it be completed no later than 5 days after the end of the rotation.

**Section 1: REINFORCED**

For the following competencies, the student should perform at the **REINFORCED LEVEL** for a P3 student.

The student has been introduced to the learning concept in the curriculum and should be able to "apply" or "analyze" with some assistance from the preceptor.

		<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
		The student fails to demonstrate a working level of knowledge and shows consistent inability in the competency	The student demonstrates a working level of knowledge consistent at a reinforced level for a P3 student	The student demonstrates a high level of knowledge and performance that is above the reinforced level of a P3 student
<b><u>Evidence-Based Decision and Problem Solving</u></b> The student can critically evaluate literature and begin the problem-solving process. The student is able to recall appropriate pharmaceutical data to solve the problem and collect and integrate necessary information.	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>Providing Pharmaceutical Care to Patients</u></b> The student uses the patient profile, chart, and records to identify pertinent information and can begin to design the pharmacist's care plan. The student acts legally and ethically to safeguard confidentiality	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>Ethical and Legal Judgment</u></b> The student actively participates in evaluating and integrating ethical values into the care of patients. The student can formulate, defend, and effectively carry out courses of actions	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>Management Skills</u></b> The student actively participates in the management of human, financial, technological, and physical resources in the pharmacy where applicable	<b>Midpoint</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## P3 Midpoint & Final Evaluation

<b>Advancement of Pharmacy and Health Care</b> The student is able to identify issues of public, professional and institutional concern and participates in the solutions.	Midpoint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Section 2: REINFORCED-TO-PRACTICED

For the following competencies, the student should perform at the **REINFORCED-TO-PRACTICED LEVEL** for a P3 student.

The student has been exposed to these competencies multiple times in the curriculum and should be preparing for expected behavior for APPEs.

		Below Expectations	Meets Expectations	Exceeds Expectations
		The student fails to demonstrate a working level of knowledge and shows consistent inability in the competency	The student demonstrates a working level of knowledge consistent at the reinforced-to-practiced level for a P3 student	The student demonstrates a high level of knowledge and performance that is above the level of a P3 student and at the level of a P4 student
<b>Communication and Education</b> The student respects each person and builds trusting relationships. The student listens attentively and is engaged in patient, active listening without bias. The student is able to communicate effectively in both writing and speaking.	Midpoint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>Dispensing of Pharmaceuticals</b> The student is able to interpret, evaluate, and prepare prescriptions independently.	Midpoint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>Personal and Professional Growth</b> The student demonstrates responsibility, motivation, and coping strategies and responds appropriately to constructive criticism. The student shows an interest in learning and sets clear learning goals.	Midpoint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>Interprofessional Interaction and Teamwork</b> The student shows effective interprofessional and team behaviors. The student works well in a team and in a variety of team roles.	Midpoint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>Promotion of Health, Wellness, and Public Welfare</b> The student is actively involved in community and professional efforts to promote health, wellness, and public welfare.	Midpoint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Section 3: Trust/Supervision Statements--Final Evaluation Only

These questions are used to track the progress of the student at the end of the rotation and do not weigh into the final grade. Your answers will remain anonymous, and the student will receive periodic updates of his/her progress (in the aggregate) prior to starting the APPE year. Please rate the level of supervision your student needed for the following activities:

\*Hidden from evaluated person's view

**P3 Midpoint & Final Evaluation**

		Student observes the preceptor only	Student performs with direct, proactive supervision	Student performs with reactive supervision (on request and quickly available)	If you feel that the student accomplished any of these activities at a higher level, please select here and comment below	
<u>Collect information on patient medication and health problems</u>	Final only Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
<u>Identify medication-related problems and prioritize health-related needs</u>	Final only Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
<u>Identify populations at risk for prevalent diseases and preventable adverse medication outcomes</u>	Final only Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
<u>Create a care plan with the patient to optimize pharmacologic and nonpharmacologic treatment</u>	Final only Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
<u>Monitor and evaluate the safety and effectiveness of a care plan</u>	Final only Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
<u>Contribute medication-related expertise as part of an interprofessional care team</u>	Final only Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
<u>Educate the patient regarding the appropriate use of a medication, device, or self-monitoring test</u>	Final only Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
<u>Deliver medication or health-related education to health professionals or the public</u>	Final only Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final

## P3 Midpoint & Final Evaluation

<u>Fulfill a medication order</u>						
	Final only Required	○	○	○	○	Enter comments for Final

<u>Answer medication-related questions using scientific literature</u>						
	Final only	○	○	○	○	Enter comments for Final

<u>Perform the technical, administrative, and supporting operations of a pharmacy practice site</u>						
	Final only	○	○	○	○	Enter comments for Final

<b>Section 4: Workbook Completion</b>	<b>MIDPOINT</b>	<b>FINAL</b>
<p><b>Workbook Completion:</b> Did the student complete the IPPE workbook as appropriate for this site? A "yes" response indicates that the student completed any workbook activities that were available at this site and that you discussed/reviewed the activities with your student.</p>	Final only	<input style="width: 100%; height: 20px;" type="text"/> <i>Required</i>

<b>Section 5: Preceptor Comments</b>	<b>MIDPOINT</b>	<b>FINAL</b>
<p><b>Preceptor Comments:</b> Use this section to provide additional information about the workbook, its activities, and completion as well as comments about the student's overall performance on the rotation. <i>These comments will be visible to the student.</i></p>		

**Question Comments (Midpoint):**      **Question Comments (Final):**

Enter Midpoint comments	Enter Final comments
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<b>Section 6: Preceptor Comments - Confidential</b>	<b>MIDPOINT</b>	<b>FINAL</b>
<p><small>*Hidden from evaluated person's view</small></p> <p><b>Preceptor Comments (Confidential):</b> Use this section to provide additional comments about this rotation or our IPPE program in general. Confidential comments are not visible to the student.</p>		

**Question Comments (Midpoint):**      **Question Comments (Final):**

Enter Midpoint comments	Enter Final comments
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**APPE Evaluation (COEPA)**

**General overview**

Please use this form to evaluate the student halfway through and at the end of this rotation and based on where he/she is in his/her APPE year and previous experiences. The midpoint assessment is optional although we hope that you are giving the student feedback throughout the rotation. The final evaluation is required, and we ask that it be completed no later than 5 days after the end of the rotation.

**Grading:** Grades are only calculated for the final evaluation.

**Comments:** In addition to your comments about the student's progress, please indicate what activities were done during this experience that were used to evaluate the student on that competency. Some activities may meet multiple competencies. If so, please include them under each. These activities should reflect the activities listed in your syllabus.

**I. Communication and Education**

		1	2	3	4	5	N/A	
		The student is not able to communicate or educate effectively. The student is unable to select the best strategy for communicating or cannot do so clearly. The student does not listen actively and cannot translate, comprehend, and/or apply information. The student cannot develop trusting relationships	Communication is impaired by errors in both written and verbal communication. Student has significant difficulty translating and applying information gathered	Frequent errors occur in both written and oral communication that requires assistance/correction. Student requires prompting to remember to actively listen and translate information correctly	Some errors in written or oral communication occur, but understanding is not impaired. Student is able to communicate clearly using the most appropriate strategy and incorporates active listening most of the time.	The student is able to communicate and educate effectively in a professional setting with patients, families, peers, technicians, interns, pharmacy students, and/or other health care professionals. The student is able to consistently select the most effective strategy for providing verbal and written communication, active listening, translating and applying information, and respecting others to develop trusting relationships most of the time with minimal intervention/supervision	N/A	
<b>Communication &amp; Education (Competency I):</b> The student will effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.	<b>Midpoint Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Midpoint
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final

**II. Evidence-Based Decisions and Problem Solving**

		1	2	3	4	5	N/A	
		The student is unable to critically evaluate literature, collect information, provide solutions, and/or communicate rationale for plan. The student does not recognize problems that exist.	The student is unable to perform some, but not all, critical pieces of the problem-solving process. This inability limits the student from being able to properly care for patients.	The student has difficulty evaluating, collecting, or communicating the plan. The student misses some problems that exist and has difficulty evaluating evidence, collecting evidence/information, or communicating the plan. The student requires consistent guidance through this process	The student is able to do most pieces of the problem-solving process but needs guidance some of the time. The student is mostly able to critically evaluate literature.	The student is able to critically evaluate relevant literature and guidelines and exercise proper use of the problem-solving process by recognizing and identifying the problem, forming potential solutions, collecting information to determine a plan, and implementing a solution. The student can communicate the rationale for the chosen plan.	N/A	
<b>Evidence-Based Decisions &amp; Problem Solving (Competency II):</b> The student will demonstrate competency in using drug information skills to promote evidence-based practice. The student will effectively evaluate information and critically think through issues to provide appropriate solutions to drug-related problems.	<b>Midpoint Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Midpoint
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final

**III. Dispensing Pharmaceuticals**



## APPE Midpoint & Final Evaluation

		1	2	3	4	5	N/A	
		The student is unable or unwilling to interact with other health care professionals OR the student is unable to recognize and respect his/her role in the health care team. The interactions with the health care team are disrespectful	The student does not place high value on teamwork and is ineffective in interactions with other health care professionals	The student requires substantial prompting to interact with other health care professionals and some of those interactions are ineffective.	The student interacts and communicates appropriately with other health care professionals but requires some guidance on interactions. Student recognizes his/her role and responsibility in the team	The student is able to independently and clearly interact and communicate with other health care professionals using appropriate personal behaviors while acknowledging his/her personal role/responsibility on the team. Student also respects other team members and places value on shared responsibility.	N/A	
<b>Interprofessional Interaction &amp; Teamwork (Competency V):</b> The student will demonstrate effective interprofessional and team behaviors in a variety of social and professional situations and circumstances. The student will perform effectively on teams and in different team roles in a variety of settings.	<b>Midpoint Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Midpoint
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final

### VI. Ethical and Legal Judgement

		1	2	3	4	5	N/A	
		The student does not make ethical choices OR the student is not able to identify ethical dilemmas and integrate appropriate decision making. The student consistently disregards patient privacy.	The student occasionally identifies ethical dilemmas but does not integrate ethical skills in the care of patients. The student does not recognize ethical issues in relation to other health care professionals.	The student requires assistance to recognize ethical dilemmas and needs assistance to think through the decision-making process to integrate ethical skills. The student does not identify the relationship between law and ethics. The student requires reminders to maintain patient privacy.	The student is able to recognize ethical dilemmas and integrates ethical skills in the care of patients with minimal guidance. The student consistently recognizes ethical issues with other health professionals. The student needs guidance seeing the interrelationship between law and ethics. The student appropriately maintains patient privacy.	Student is able to recognize and integrate ethical skills in the care of patients and the relation with other <b>health care professionals</b> . The student always makes ethical choices that follow health policy. The student understands the interrelationship between law and ethics. The student appropriately maintains patient privacy.	N/A	
<b>Ethical &amp; Legal Judgment (Competency VI):</b> The student will recognize the ethical dimensions of pharmacy practice and health policy; identify alternatives in difficult ethical situations; and formulate, defend, and effectively carry out a course of action that takes account of those ethical complexities. The student will combine a willingness to recognize the nature of the value systems of patients and others with commitment to his/her own system and the ethical choices necessary to maintain his/her own ethical integrity.	<b>Midpoint Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Midpoint
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final

### VII. Personal and Professional Growth

		1	2	3	4	5	N/A	
		The student shows no awareness of personal strengths and limitations along with no responsibility for achieving goals. The student is unwilling to listen to feedback	The student is unable to recognize his/her personal strengths and limitations. The student does not take responsibility for achieving goals and is consistently resistant to feedback.	<b>The student does not completely recognize his/her personal strengths and limitations. The student requires prompting to take responsibility for achieving goals and is somewhat resistant to feedback</b>	The student is able to identify his/her personal strengths and limitations but at times does not show responsibility for achieving goals. The student seeks feedback but does not incorporate it <b>into behavior</b> .	The student consistently is able to identify his/her personal strengths and <b>limitations and demonstrates responsibility for achieving goals</b> . The student is able to describe his/her own personal values and beliefs as applicable to pharmacy practice. The student consistently seeks feedback and incorporates well.	N/A	
<b>Personal &amp; Professional Growth (Competency VII):</b> The student will approach the practice of pharmacy with awareness of his/her limits, strengths, weaknesses, and personal vulnerabilities. The student will establish personal values, priorities, and coping strategies in order to balance personal and professional commitments. The student will appropriately respond to constructive criticism. The student will develop a lifelong interest in learning and will actively set clear learning goals, pursue them, and apply the knowledge gained to the practice of his/her profession.	<b>Midpoint Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Midpoint
	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final

### VIII. Management Skills

		1	2	3	4	5	N/A	
		The student is not aware when more information is needed and is unwilling to gather more information. The student is not able to manage any aspect of the practice environment.	The student is not aware when more information is needed and, therefore, does not seek the information. The student demonstrates inability to manage multiple aspects of the practice environment.	The student is aware when more information is needed but does not seek the information or is not able to effectively apply it. The student demonstrates inability to manage the practice environment from either the financial, support staff, or quality standpoint.	The student is able to recognize when information is needed but requires some assistance effectively applying information. The student is mostly able to understand how to manage the practice environment from financial, support staff and quality standpoints.	The student is able to recognize when information is needed and effectively apply gathered information. The student shows understanding and ability to manage the practice environment specific to the rotation experience from financial, support staff and quality standpoints.	N/A	
<b>Management Skills (Competency VIII):</b> The student will be able to effectively manage human, financial, technological, and physical resources related to the practice of pharmacy.	Midpoint Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Midpoint
	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final

IX. Advancement of Pharmacy and Health Care

		1	2	3	4	5	N/A	
		The student does not show interest and does not identify policy issues. He/She does not have knowledge of the drug use policy for the population served.	The student has little understanding or awareness of policy issues and does not demonstrate an understanding of the drug use policy for the population served.	The student is somewhat able to identify policy issues; however, he/she does not display an understanding of how to influence them. The student demonstrates some understanding of the drug use policy for the population served.	The student is able to identify policy issues related to the profession, institution, or public but has difficulty understanding collaborative interventions to influence them. The student is aware of the drug use policy for the population served. The student is motivated to work toward the common good of the profession.	The student is able to identify policy issues related to the profession, institution, or public and discuss collaborative interventions to influence them. The student demonstrates a working knowledge of the drug use policy (formulary, therapeutic exchange, drug use evaluations, justification of drug use) for the population served and works toward the common good of the profession.	N/A	
<b>Advancement of Pharmacy and Health Care (Competency IX):</b> The student will be able to identify issues of public, professional, and institutional concern and works for the common good to bring resolution.	Midpoint Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Midpoint
	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final

X. Promotion of Health, Wellness and Public Welfare

		1	2	3	4	5	N/A	
		The student is unable to recognize ways to impact various levels of public health and he/she is unable to understand non-biological contributors to health. The student is not sensitive to factors of social determinates of health.	The student is unable to recognize ways to impact various levels of public health. The student requires guidance to understand non-biological contributors to health.	The student does not consistently recognize ways to impact various levels of public health and requires guidance to understand non-biological contributors to health and to identify resources in the community to support patients.	The student recognizes ways to impact various levels of public health but requires prompting at times. The student has an understanding of some of the non biological contributors to health and is able to identify some resources in the community to support patients.	The student is consistently able to recognize ways to impact various levels of public health. The student has an understanding of the non-biological contributors to health and is sensitive to various factors of social determinates of health. The student is able to identify and utilize appropriate resources in the community that support patients.	N/A	
<b>Promotion of Health, Wellness &amp; Public Welfare (Competency X):</b> The student will be involved in community and professional efforts to promote health, wellness, and public welfare. The student will provide guidance by responding to the social determinants of health. These factors include socio-cultural, familial, psychological, economic, environmental, legal, political, and spiritual aspects of health care seeking and of health delivery. Through sensitivity to the interrelationships of individuals and their communities, the student will respond to the broader context of pharmacy practice.	Midpoint Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Midpoint
	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final

Activities/Assignments (final only)

Please indicate below what activities and/or assignments the student completed during the month. The outcome of these activities or assignments is not assessed in this section but should be incorporated in your ratings of the competencies in Section 1.

Question not included on midpoint

Final

## APPE Midpoint & Final Evaluation

- Case Presentation
- Community Outreach Event
- Drug Monograph
- Drug Utilization Review
- Drug/Dosing Chart
- Flyer or Handout
- Inservice to Other HCPs
- Journal Club/Review
- New Drug Update
- P&T Formulary Update/Review
- SBAR or SOAP Note
- Self-Evaluation
- Top 300 Drug Exam
- Topic Discussion
- Vaccine Clinic
- Other (please describe in comments)

**Question Comments (Final):**

Enter Final comments

### COEPA - Curricular Outcomes and Entrustable Professional Activities (final only)

The American Association of Colleges of Pharmacy (AACOP) recently introduced Curricular Outcomes and Entrustable Professional Activities (COEPA, pronounced COPA). EPAs describe the workplace tasks that pharmacists execute and on which they are assessed in experiential settings. Preceptors evaluate the level of supervision that a student needs to perform the clinical activity/task by using the entrustment decision scale. The full article can be found [here](#).

This section is required; however, ratings do not affect the student's grade.

		Observe	Direct Supervision	Reactive Supervision
		The student can be trusted to observe the task only, even with direct supervision by the preceptor.	The student can be trusted to perform the task with direct, proactive supervision by the preceptor.	The student can be trusted to perform the task with <b>reactive supervision by the preceptor (that is, on request with the preceptor quickly available)</b> .
1. Collect necessary information to identify patient needs	<small>Final only Required</small>	○	○	○
2. Assess collected information to determine patient needs	<small>Final only Required</small>	○	○	○
3. Create a care plan with patient and other health professionals to optimize pharmacologic and nonpharmacologic treatment	<small>Final only Required</small>	○	○	○
4. Contribute patient specific medication expertise to interprofessional team	<small>Final only Required</small>	○	○	○
5. Answer medication related questions using scientific literature	<small>Final only Required</small>	○	○	○
6. Implement care plan with patient and other health professionals	<small>Final only Required</small>	○	○	○
7. Fulfill a medication order	<small>Final only Required</small>	○	○	○
8. Educate patient on the appropriate use of a medication, delivery device, or self-monitoring test	<small>Final only Required</small>	○	○	○
9. Monitor and evaluate safety and effectiveness of a care plan	<small>Final only Required</small>	○	○	○

## APPE Midpoint & Final Evaluation

10. Report adverse drug events and/or medication errors in accordance with site-specific procedures	<small>Final only Required</small>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Deliver medication or health-related education to health professionals or the public	<small>Final only Required</small>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Identify populations at risk for prevalent diseases and preventable adverse medication outcomes	<small>Final only Required</small>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Perform technical, administrative, and supporting operations of a pharmacy practice site	<small>Final only Required</small>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Preceptor Comments** **MIDPOINT FINAL**

Please use this box for comments about the student's performance on this rotation. These comments will be visible to the student.

**Question Comments (Midpoint):**

Enter Midpoint comments

**Question Comments (Final):**

Enter Final comments

**Nominations for Awards (final only)**

		Yes	No
<b>Merck Academic Excellence Award:</b> Nominees should demonstrate scholastic achievement and excellence in clinical interventions.	<small>Final only</small>	<input type="radio"/>	<input type="radio"/>
<b>Wolters Kluwer Award of Excellence in Clinical Communication:</b> Nominees should have excelled in verbal and written communications skills.	<small>Final only</small>	<input type="radio"/>	<input type="radio"/>
<b>Mylan Excellence in Pharmacy Award:</b> Nominees should intend to enter practice upon graduation and demonstrate high personal motivation and possess a unique ability to communicate drug information.	<small>Final only</small>	<input type="radio"/>	<input type="radio"/>
<b>Natural Medicines Comprehensive Database Graduation Award:</b> Nominees should have exhibited interest and expertise related to natural medicines, including efforts to minimize adverse effects due to inappropriate use, and to encourage an evidence-based approach to natural medicines.	<small>Final only</small>	<input type="radio"/>	<input type="radio"/>
<b>Lilly Achievement Award:</b> Nominees should have strong interest and demonstrated excellence in the management and treatment of patients with diabetes mellitus.	<small>Final only</small>	<input type="radio"/>	<input type="radio"/>

**Comments in Support of Nomination (final only)** **MIDPOINT FINAL**

Please use this box for comments in support of your nomination and the box below for comments pertaining to the student's performance on this rotation

Final only

Question not included on midpoint

**Question Comments (Final):**

Enter Final comments

**Professionalism (midpoint & final)**

Did the student maintain professionalism throughout the experience by upholding the code of professionalism and honor code as well as site-specific requirements? (An answer of "no" will prompt a review by OEE that could result in disciplinary action and/or a failing grade.)

**MIDPOINT FINAL**

Required  
 No       No  
 Yes       Yes

**Question Comments (Midpoint):**

Enter Midpoint comments

**Question Comments (Final):**

Enter Final comments

**Danger of Failure (midpoint only)**

**MIDPOINT FINAL**

# APPE Midpoint & Final Evaluation

Do you feel that the student is in danger of failing this APPE? (An answer of "yes" will alert OEE to follow up with the preceptor and/or the student)

Required  
 No      Midpoint only  
 Yes

**Question Comments (Midpoint):** Question is only included on Midpoint

Enter Midpoint comments

### Hiring Option (final only)

\*Hidden from evaluated person's view

If you had an entry level position available at your organization and the student met your minimal hiring requirements, would you consider hiring him/her? (Your response is confidential and will not be visible to the student.)

Question not included on midpoint

**Final**

Unsure  
 Yes  
 No

### If you would not hire this student, please explain why.

\*Hidden from evaluated person's view

(Your response is confidential and will not be visible to the student)

Question not included on midpoint

- Final**
- Poor work ethic (lacks motivation/initiative)
  - Lack of professionalism (tardy and/or has unprofessional appearance)
  - Performance (poor knowledge base and/or inability to synthesize information)
  - Poor communication skills or lack of authority (language barrier, issues with volume/tones of voice, lack of authority in counseling skills)
  - Personality/demeanor (would not work well with your current staff)
  - Other, please specify below

**Question Comments (Final):**

Enter Final comments

### Grading (final only)

99-100%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
70-76%	C
65-69%	D
< 65%	F

\*Hidden from evaluated person's view

**MIDPOINT    FINAL**

I feel that the calculated grade accurately reflects the student's performance on this APPE. To view the final grade, click "Save Changes" at the bottom. If you do not feel that the calculated grade accurately reflects the student's performance, please provide a different grade that you feel is more accurate for the student with justification of why you feel he/she should receive this grade instead. (Your response is confidential, will not be visible to the student, and may result in grade change after further discussion with Office of Experiential Education)

Final only  
 No      Required  
 Yes

Question not included on midpoint

**Question Comments (Final):**

Enter Final comments

### Evaluation Score Summary

Title:	Final Score	Weight	Adj. Final Score	Required
Primary Evaluation	0.00	100.00%		Required

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# Pharmacy Experiential Program Manual

## Appendix 14

### Student Evaluation of Preceptor

Student Evaluation of Preceptor		Student Evaluation of Preceptor				
<b>General overview</b>						
Please indicate your level of agreement with the statements below regarding your preceptor and this site.						
<b>Section 1: Evaluation</b>						
Please indicate your level of agreement with the statements below regarding your preceptor.						
	Final Required	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Preceptor practices ethically and legally and with compassion for patients	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preceptor accepts personal responsibility for patient outcomes	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preceptor utilizes evidence-based medicine in clinical decision making to appropriately care for patients	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preceptor has a desire to teach and displays quality teaching methods	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preceptor advocates for patients and the profession	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preceptor demonstrates creative solutions to problems using innovation and entrepreneurship	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preceptor has an aptitude for facilitating learning	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preceptor competently documents and assesses student performance	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preceptor shows lifelong learning in systematic and self-directed approaches	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preceptor contributes and collaborates with a healthcare team	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preceptor is committed to practice organizations, professional societies, and/or the community	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preceptor communicated with me in a professional and appropriate manner	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Student Evaluation of Preceptor

Preceptor provided effective and continual feedback to me throughout the experience	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
---	---------------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Preceptor was receptive to my feedback regarding the experience	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
---	---------------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

### Section 2: Rotation Experience

Please indicate yes or no based on your experience with the preceptor.

		Yes	No
Preceptor adequately oriented me to the site and reviewed the syllabus with me	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>

Preceptor was sufficiently present to facilitate my learning	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>
--	---------------------------	-----------------------	-----------------------

Preceptor provided an active learning experience as opposed to a shadowing experience	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>
---	---------------------------	-----------------------	-----------------------

Preceptor conducted a face-to-face midpoint evaluation	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>
--	---------------------------	-----------------------	-----------------------

Preceptor conducted a face-to-face final evaluation	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>
---	---------------------------	-----------------------	-----------------------

### Section 3: Interprofessional Education

Indicate all of the other health professionals and/or students with whom you interacted on this experience. If you select "Other", please indicate the type of healthcare professionals or students with whom you interacted on this experience

**Required**

- Physicians
- Medical Students
- Physician Assistants
- Physician Assistant Students
- Nurses
- Nursing Students
- Nurse Practitioners
- Nurse Practitioner Students
- Social Workers
- Respiratory Therapists
- Other (Please indicate below)

**Question Comments :**

Enter comments

### Section 4: Quality Learning Experience - Confidential

## Student Evaluation of Preceptor

\*Hidden from evaluated person's view

		Yes	No	
Is this site a quality learning experience that should continue to have students from PC School of Pharmacy?  <i>*This is a confidential question that will be seen only by PCSP OEE. Please provide your honest assessment of this site by answering "yes" or "no". If "no", a comment is required</i>	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<div style="border: 1px solid #ccc; padding: 5px; min-height: 30px;">Enter comments for Final</div>

### Section 5: Comments

Preceptor Strengths (if not providing "strengths", please leave this field blank)

**Question Comments :**

Enter comments

Preceptor Areas of Improvement (if not providing "areas of improvement," please leave this field blank)

**Question Comments :**

Enter comments

Suggestions for Improvement/Other Comments (if not providing "suggestions," please leave this field blank)

**Question Comments :**

Enter comments

### Section 6: Preceptor of the Year Award Nomination - Confidential

\*Hidden from evaluated person's view

		Yes	No	
The Preceptor of the Year and the Faculty Preceptor of the Year awards are given to a preceptor and faculty preceptor who have demonstrated high standards of professionalism through: <ul style="list-style-type: none"> <li>Pharmacy leadership, service, and involvement</li> <li>Expression of genuine concern for patients</li> <li>Development of innovative or progressive practice</li> <li>Demonstration of a continuous desire to enhance practice/professional skills</li> <li>Employment of mutual respect, patience, and a constructive/positive attitude with students, fellow practitioners, and other health professionals</li> <li>Consistent exhibition of professional ethics within the constraints of professional standards and the federal and state laws that govern that profession</li> </ul> The Preceptor of the Year will be invited to speak at the next White Coat Ceremony.  If you would like to nominate this preceptor for Preceptor of the Year or Faculty Preceptor of the Year, please	<b>Final Required</b>	<input type="radio"/>	<input type="radio"/>	<div style="border: 1px solid #ccc; padding: 5px; min-height: 60px;">Enter comments for Final</div>



# Pharmacy Experiential Program Manual

## Appendix 15

### New Preceptor Application and Interview Forms

**New Preceptor Application:** This form is available online at <https://pharmacy.presby.edu/departments-offices/office-of-experiential-education/preceptors/apply-to-be-a-preceptor/> and is the first step in onboarding a new preceptor. The Director uses the information on this form to create the preceptor's account in ELMS.

**Thank you for taking the first step to becoming a Preceptor for the Presbyterian College School of Pharmacy.**

Please fill out the form below and someone from the Office of Experiential Education will contact you to learn more about the experience that you would like to offer. Please note that new preceptors are accepted based on need, location, and the student experience provided.

**PLEASE PROVIDE THE FOLLOWING INFORMATION FOR THE SITE AND PRECEPTOR. \*DENOTES REQUIRED FIELDS.**

\*Type of Rotation (check all that apply; please provide description of "other" types and specialties):

- IPPE—Community
- IPPE—Institutional
- IPPE—Other (clinic or other pharmacy setting)
- APPE—Community (retail and/or management)
- APPE—Acute Care/General Medicine
- APPE—Acute Care/Internal Medicine
- APPE—Acute Care/Other (please enter specialty area in the comment box below)
- APPE—Ambulatory Care
- APPE—Hospital/Health System
- APPE—Other or Elective

Comments: Please enter specialty area and/or information about "other or elective" type of rotation::

\*Name of Preceptor

\*Credentials (PharmD, RPh, MD, NP, etc.)

\*Your Email

\*Full Name of Site

Name of Site's Corporate Entity (if site is not privately owned)

\*Site Street Address

\*City/State/Zip

\*Site Phone

**Licensure and Experience:**

My state licensure status is current and without reprimand.

\*State of Licensure and License Number:


I currently serve as an IPPE/APPE preceptor for

\*I graduated from the following school of pharmacy in the year indicated:

To prove that you are a human, please answer the following 4+5=?

**SUBMIT**

**Preceptor Information Form:** This form is used by the Director of Experiential Education to interview the potential preceptor to gather information about the site and the potential rotation in order to classify the rotation, determine direct patient care opportunities, and identify special populations of patients served.



## PRECEPTOR INTERVIEW FORM

**PRECEPTOR INFORMATION** DATE COMPLETED \_\_\_\_\_

Preceptor Name: \_\_\_\_\_ Credentials: \_\_\_\_\_

Email: \_\_\_\_\_

Site: \_\_\_\_\_ Phone: \_\_\_\_\_

Street Address/City/Zip: \_\_\_\_\_

Year of Graduation (*min 1 year experience required*): \_\_\_\_\_ CV on File?  Yes  Requested

Residency Training: \_\_\_\_\_

**EXPERIENCE**

Precepted before?  Yes  No If yes, how long? \_\_\_\_\_

Other schools? \_\_\_\_\_

Previous preceptor training (*current employer, school, professional organization*)? \_\_\_\_\_

Co-preceptor? \_\_\_\_\_ Syllabus on File?  Yes  Requested

**INFORMATION ABOUT SITE/EXPERIENCE** (*\*FOR STARRED QUESTIONS: IF NO, USED FOR IPPE ONLY*)

OUTPATIENT SITES	INPATIENT SITES
<b>Community Questions:</b>	<b>Acute Care Questions:</b>
Rx volume per week: _____	Service/Patient population: _____
Face-to-face MTMs? <input type="checkbox"/> Yes <input type="checkbox"/> No	Number of beds on unit/floor covered: _____
Immunizations? <input type="checkbox"/> Yes <input type="checkbox"/> No	Formal rounding service? <input type="checkbox"/> Yes <input type="checkbox"/> No
Self-care and OTC? <input type="checkbox"/> Yes <input type="checkbox"/> No	Follows PPCP? <input type="checkbox"/> Yes <input type="checkbox"/> No
Wellness screenings/POC testing? <input type="checkbox"/> Yes <input type="checkbox"/> No	Pharmacokinetics? <input type="checkbox"/> Yes <input type="checkbox"/> No*
Patient counseling? <input type="checkbox"/> Yes <input type="checkbox"/> No	Interprofessional collaboration? <input type="checkbox"/> Yes <input type="checkbox"/> No*
<b>Ambulatory Care Questions:</b>	Documentation of patient care? <input type="checkbox"/> Yes <input type="checkbox"/> No
Patient population: _____	Education to team? <input type="checkbox"/> Yes <input type="checkbox"/> No
Follows PPCP? <input type="checkbox"/> Yes <input type="checkbox"/> No	Transition of care continuity? <input type="checkbox"/> Yes <input type="checkbox"/> No
Interprofessional collaboration? <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>HHS/Institutional Questions:</b>
Documentation of patient care? <input type="checkbox"/> Yes <input type="checkbox"/> No	Number of beds on unit/floor covered: _____
Practice improvement projects? <input type="checkbox"/> Yes <input type="checkbox"/> No	Central fill model <input type="checkbox"/> or decentralized services <input type="checkbox"/>
	Pharmacokinetics? <input type="checkbox"/> Yes <input type="checkbox"/> No
	Practice management exposure? <input type="checkbox"/> Yes <input type="checkbox"/> No
	Computer system used: _____
	Sterile compounding exposure <input type="checkbox"/> Yes <input type="checkbox"/> No

*\* If no, used for IPPE only*

**ADDITIONAL COMMENTS ABOUT EXPERIENCE:**

Projects completed, activities, unique offerings of site/preceptor, etc.)

**ELECTIVE/OTHER SITES:**

Specialty: \_\_\_\_\_  
 Describe experience for student: \_\_\_\_\_

Use this site for APPE?  Yes  No If yes, classification of rotation: \_\_\_\_\_

Use this site for IPPE?  Yes  No If yes, which year of students?  P1  P2  P3

Able to take both APPE and IPPE students at the same time?  Yes  No

Licensure checked with state board of pharmacy?  license # \_\_\_\_\_; good standing  Yes  No

# Pharmacy Experiential Program Manual

## Appendix 16

### Site Visit Form

**Site Visit Form:** This form is completed by the Executive Director and/or Director for Experiential Education (or other site visitor) at the time of site visits. The form is generated through ELMS and then saved in the electronic files of the preceptor(s) visited.

Site Visit Form [Eval #050122SV]

---

**Visit Conducted By** *(if other, indicate who visited)*

**Required**

Talisha Ratliff

Mary Douglass Smith

Both

Other (Please specify below)

**Question Comments :**

Enter comments

---

**How was visit conducted?**

**Required**

By Telephone/Zoom

In Person/On Site

---

**Preceptor(s) visited**

**Question Comments :**

Enter comments

**Is preceptor a pharmacist?** *(If not, indicate preceptor's credentials.)*

Required

- Yes  
 No

Question Comments :

Enter comments

**Do any pharmacists serve as co-preceptors?** *(If yes, please list below)*

Required

- Yes  
 No

Question Comments :

Enter comments

**Rotation Categories Offered by Site**

Required

- IPPE institutional  
 IPPE Community  
 IPPE Other  
 APPE Acute Care  
 APPE Advanced Community  
 APPE Ambulatory Care  
 APPE Hospital/Health System

APPE Non-Patient

**Is this site used as a required APPE site?**

Required

- Yes
- No

**Total years as an experiential site for any school**

Question Comments : \*Comment Required

Enter comments

**Total years as a site for PCSP**

Question Comments : \*Comment Required

Enter comments

**Are students from other pharmacy schools present with PCSP students? (If yes, please list other schools below)**

Required

- Yes
- No

Question Comments :

Enter comments

**Reason for Visit**

Required

- Introduction
- Student Issue
- Scheduled Quality Assurance Visit
- Other

Question Comments :

Enter comments

**If site visit was for a student issue, briefly describe the issue**

Question Comments :

Enter comments

	Final Required	Yes	No	Partially	N/A	
<b>Site exhibits a diverse population</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
<b>Patient population supports learning objectives (volume &amp; breadth)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
<b>Student has access to learning &amp; information resources (medical information, patient information, etc.)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
<b>Site administration is committed to the education of pharmacy students</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final

<b>Environment nurtures &amp; supports communication &amp; active interaction among students, pharmacists, &amp; patients/caregivers</b>	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
<b>Site has adequate resources to provide meaningful oversight, guidance, &amp; feedback to students on performance (i.e., manpower)</b>	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
<b>Students have access to equipment/technology that reflects a contemporary practice</b>	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
<b>Services offered are reflective of contemporary/advanced pharmacy practice</b>	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
<b>Collaborative interaction is demonstrated with other health care providers (IPE/IPP opportunities)</b>	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
<b>Site promotes health, disease prevention/treatment, and patient safety through services and/or products offered</b>	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final
<b>Site hours are adequate for APPE requirements</b>	Final Required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Enter comments for Final

### Preceptor Concerns

Question Comments :

Enter comments



## Visit Summary

Question Comments :

Enter comments

## OEE Post-Visit Action Items

Question Comments :

Enter comments

## Follow-Up Items at Next Visit

Question Comments :

Enter comments

## Recommended Timeline for Next Visit

Required

- Same Academic Year (< 1 year)
- Next Academic Year (in 1 year)
- No Immediate Followup Needed

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# Pharmacy Experiential Program Manual

## Appendix 17

### PCSP Needlestick/Bloodborne Pathogen Exposure Guidelines for Students

#### INTRODUCTION

**Purpose:** To outline the expected behavior to be followed by all students who have received an accidental exposure incident while in an educational setting in order to decrease risk of infection with hepatitis B virus (HBV), hepatitis C virus (HCV) and human immunodeficiency virus (HIV).

An exposure incident is a specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials that results from the performance of a student's duties while participating in school-sponsored activities and courses. In the case of a needle stick, students should report to the Office of Experiential Education immediately.

Financial responsibility for treatment following an exposure incident belongs solely to the student. For the purposes of this document, financial responsibility is defined as "the burden of compensation to all individuals and organizations that provided goods or services." For healthcare services, this may be through the student's insurance or through another compensation arrangement between the student and the provider of goods or services.

**The college is currently working on a comprehensive policy regarding actions following exposure. The expected completion date is mid-summer 2024. In the event of a needlestick prior to the creation of this policy, the student should contact Mrs. Carbonneau, [scarbo@presby.edu](mailto:scarbo@presby.edu), for additional information and guidance.**