Advanced Experiential Education Preceptor/Student Handbook

See **suprograms.info** for program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info.

TABLE OF CONTENTS

Experience Programs at South University School of Pharmacy

Mission Statement

To prepare pharmacists for life-long learning in the practice of collaborative patient-centered care, and promote excellence in teaching, scholarship and service.

Vision Statement

To graduate professionals consistently recognized for excellence in patient care, service, and scholarship.

OVERVIEW

The purpose of the experiential training portion of the curriculum is to provide pharmacy students with practical experience in various aspects of the profession of pharmacy. Students have the opportunity to gain experience in problem solving and providing patient care services while applying the basic and pharmaceutical sciences learned in the classroom and practice laboratories. A pharmacist preceptor directs the majority of practice experiences, however, in some special cases, a licensed medical professional (e.g. physician) may be the preceptor for that site. The student should view each experience as an opportunity to incorporate learned didactic information into the development of the skills necessary to be a competent pharmacy practitioner.

The experiential education is divided into two parts; the early Intermediate Pharmacy Practice Experience (IPPE) is the first component, and Advanced Pharmacy Practice Experience (APPE) reflects the second part. The Intermediate Pharmacy Practice Experience will consist of two full time four week rotations, one in community and one in institutional practice. These will begin during quarter 5, which is the second quarter of the second professional year (PY2). The Advanced Pharmacy Practice Experience rotations will be offered in the Fall, Winter, Spring, and Quarters of the fourth professional year (third calendar year). The experiential rotations are designed to provide students the opportunity to focus on the traditional and the clinical aspects of pharmacy practice. The Advanced Pharmacy Practice Experience is comprised of <u>seven</u> experiential rotations (six rotations five weeks in length and one rotation six weeks in length) to allow the student to be directly involved in pharmacy operations and direct patient care in a specific clinical area (internal medicine, oncology, cardiology, pediatrics, etc.). Some of these rotations may not have direct patient care (drug information, pharmaceutical industry, research, etc.) but have interaction with other health care professionals.

The student is required to successfully complete four (4) Core Experiences (Advanced Community, Advanced Institutional, Ambulatory Care, and Inpatient General Medicine), and then three (3) electives.

EXPERIENTIAL DESCRIPTION

The Professional Experiential Education Program (PEEP) provides Doctor of Pharmacy students a structured, supervised program of participation in the practice of pharmacy. Students have the opportunity to gain experience in problem solving and providing patient care services while applying the basic and pharmaceutical sciences learned in the classroom and practice laboratories. Through the PEEP, the student has the opportunity to continue to mature while moving through the continuum from student to practitioner. Under the supervision of faculty and selected preceptors, the student has the opportunity to learn to make decisions based on professional knowledge and judgment. Broad exposure to as many pharmacy activities as possible, as well as significant personal study and reflection, can help to facilitate this transition.

The PEEP requires four quarters of full-time precepted practice: one quarter with intermediate experience in the PY2 year (Quarter 5), followed by three quarters of experience in the PY4 year (Quarters 10, 11, and 12). These include:

PY2 Experience (fifth quarter)

5th Quarter *(Summer Quarter)* **16 Credits**
PHA4280 Community Professional Practice Experience 8 credit hours
PHA4281 Institutional Professional Practice Experience 8 credit hours

PY4 Year (tenth, eleventh, and twelfth quarters beginning in the fall quarter, 36 weeks in duration)

10th, 11th, and 12th Quarters *(Fall/Winter/Spring Quarters)*

Advanced Professional Practice Experience Rotations*

- PHA6525 APPE I: Advanced Community Rotation *8 credit hours*
- PHA6526 APPE II: Ambulatory Care Rotation *8 credit hours*
- PHA6527 APPE III: Inpatient General Medicine Rotation *8 credit hours*
- PHA6528 APPE IV: Advanced Institutional Rotation *8 credit hours*
- PHA6529 APPE V: Elective - Institutional Care Rotation I *8 credit hours*
- PHA6530 APPE VI: Elective - Institutional Care Rotation II *8 credit hours*
- PHA6531 APPE VII: Elective - Institutional Care Rotation III *8 credit hours*
- PHA6532 APPE VIII: Elective - Community Care Rotation I *8 credit hours*
- PHA6533 APPE IX: Elective - Community Care Rotation II *8 credit hours*
- PHA6534 APPE X: Elective - Community Care Rotation III *8 credit hours*
- PHA6535 APPE XI: Elective - Non-Patient Care Rotation *8 credit hours*
- PHA6536 APPE XII: Elective - Administrative Rotation *8 credit hours*
- PHA6500 Essential Knowledge of Practice Review I *3 credit hours*
- PHA6501 Essential Knowledge of Practice Review II *3 credit hours*
- PHA6502 Essential Knowledge of Practice Review III *3 credit hours*

One additional elective is available and will add one credit to the program for a total of 221.5 credit hours
• PHA6339 Grand Rounds (optional additional elective) *1 credit hour*

Note(s):

*Students are required to take 7 of the 12 listed rotations (56 credit hours) along with the 3 Essential Knowledge of Practice Review courses (9 credit hours) for a total of 65 required credit hours. Students will take PHA6525, PHA6526, PHA6527, PHA6528, PHA6500, PHA6501, PHA6502 and any combination of three of the following: PHA6529, PHA6530, PHA6531, PHA6532, PHA6533, PHA6534, PHA6535, PHA6536. In addition, Grand Rounds (PHA6339) is an optional elective that student may elect to take in one of the last three quarters of the curriculum and will be schedule at the discretion of the School of Pharmacy.

Courses are taught once annually and during defined remediation blocks at the discretion of the school. Courses must be attempted in the curriculum sequence as defined by the current Doctor of Pharmacy degree program curriculum. Curriculum content and sequence are subject to change without notification.

Policies and Procedures

Assignment - The Doctor of Pharmacy student will be assigned to the appropriate experiential rotation site as determined by their level of education (e.g. Professional Year 2 (P2), Professional Year 4 (P4)). This will determine the type of experience the student will have. All students shall be required to complete all rotations assigned, there are no exemptions, regardless of previous experience. While on rotations, the preceptor will determine the student's schedule. In order for the student to experience "Real World Experiences", this may include various shifts and long hours. The minimum number of hours per week is 40; there is not a maximum number of hours imposed per week.

Students are NOT ALLOWED to contact Preceptors with regards to setting up rotations. If you have a specific preceptor/site you are interested in doing a rotation, give that information to the Experiential Education Office. Anyone who disregards this rule will be sent directly to the Scholastic and Professional Standards Committee and this will be viewed as an academic and/or professional misconduct.

Using the Online Grading System, students are allowed to choose three preferences for each rotation. Assignments are chosen by the online program in a randomized fashion. Special considerations may be given to those students who can show hardship situations (such as single parent, military spouse, military commitments, chronic illness of self or other family member, primary caregiver to a sick person, etc.).

Rotation Change Policy - Upon occasion, students are allowed to request one rotation change for an IPPE rotation and two requests for change in rotations for APPE rotations, however, once your IPPE or APPE schedule is finalized, IPPE and APPE **changes will only be made when a change occurs in preceptor availability or if an administrative error has occurred.**

In the event a reassignment is required, student preferences will be considered; however, the appropriate experiential faculty (i.e. Experiential Director, IPPE course coordinator, or APPE Regional Coordinator) will make final decisions on the replacement experience. The appropriate experiential faculty will contact a potential site and make the necessary arrangements for student placement. **Students are prohibited from initially contacting a potential preceptor / site themselves. Students initiating such contact will not be assigned to that site / preceptor.**

Compensation for Students - Students are not compensated financially for experience training, but do receive academic credit towards graduation and intern hour credit for each training period. Doctor of Pharmacy degree candidates who complete all experiential rotations will receive 1000 hours of credit toward the 1500 hours required in Georgia and South Carolina to take the licensing exam. As a requirement of the School of Pharmacy, in order to receive the full 1000 hours of credit, **the student is required to work a minimum of 40 hours each week**. At the completion of all rotations, the School of Pharmacy shall notify the Georgia State Board of Pharmacy or the South Carolina State Board of Pharmacy of the appropriate number of earned credit hours.

The Georgia State Board of Pharmacy prohibits concurrent enrollment in any additional coursework while participating in clinical training. In other words, in Georgia, the additional 500 hours must be earned during quarter breaks, vacations and holidays. However, the South Carolina State Board of Pharmacy states "under the practice act, practical experience can be gained at any time either concurrent or non-current with school attendance."

Concurrent Employment - Students, from time to time, may have to work while in school, however, employment during clinical experiences should not interfere with the attendance and performance on rotation sites. Some rotations may involve evening and/or weekends. Outside employment shall not interfere with such requirements.

Insurance and Licensure - Before starting any rotation, students must provide proof of the liability insurance provided by the school (minimum limits of $1,000,000 per occurrence/$3,000,000 aggregate), health insurance and a current Georgia or South Carolina Intern License, respectively. South University provides the Medical Liability Insurance; however, it is the responsibility of the student to provide for their own health insurance. These must be maintained throughout the training period. Any student going out of state for rotations must obtain an intern license (or proof of application) for that particular state at least 90 days in advance of the rotation and furnish the school with a copy of the license for that state. If this is not received, the student will receive an automatic F for the rotation. **Remediation for affected rotation(s) will occur after graduation or the earliest module possible pending preceptor availability.**

Background Checks / Drug Screens – From time to time, the student may be required to have a background check and/or a drug screen prior to beginning rotations at various sites. Students are responsible for obtaining such background / drug screen and making sure that the requesting facility receives the final report **prior to starting** the rotation. **It is also the student's responsibility for any and ALL financial obligations for such screenings. All necessary information concerning Background Checks and Drug Screens is located on the student's Home Page under the "Files" link.** The pertinent information for each site/preceptor is posted on the practice site's webpage in PharmAcademic. It is each student's responsibility to check the site's webpage for any necessary documentation that is required 30 days (90 days for government facilities) prior to the beginning of the experience. If for any reason, the required documentation is not completed and submitted, the student's grade will be reduced by 5% to 10%. Students that do not receive clearance to begin their rotation 72 hours prior to the rotation start date for that module, may receive a failing grade for that rotation. Any student not cleared within the specific time period must contact the Experiential Education Coordinator for the campus of residence immediately. In any instance that a grade of "F" is received for failure to receive clearance for a site, the matter will be referred to the Professional Performance Committee for review.

Immunizations and Physical Exam - In order to comply with the Infection Control policies at various sites, the following must be current:
> Measles, Mumps and Rubella (MMR) immunity
> Tetanus vaccine
> Hepatitis-B immunity
> Varicella Zoster (Chicken Pox) immunity
> 2 Step Purified Protein Derivative (PPD) Testing (initially, then single PPD Annually)
> Flu vaccine is now required by most facilities

Students must provide proof of immunizations within **three months prior** to starting the advanced practice experiential portion of their education. PPD testing shall be an annual requirement, unless there are other circumstances requiring more frequent testing. Students with a positive PPD test will be required to show proof of a chest x-ray and a statement from their physician confirming the results of the chest x-ray. Information regarding any necessary treatment must be provided. It is the responsibility of the student to have all immunizations completed and forwarded to the School of Pharmacy prior to matriculation into the School of Pharmacy. Immunization status must be reconfirmed three months prior to beginning their experiential experience. Current immunization documents MUST be maintained in the student's portfolio at all times. If a student leaves for

rotations without having their immunizations current, it will result in an automatic letter grade decrease for that rotation and any subsequent rotations that they are unimmunized.

OSHA Training / Communicable Diseases Guideline / HIPAA Privacy Rules/ Fraud and Waste: Students will be required to receive training in OSHA regulations (covered in the integrated skills lab sequences and online through The Pharmacist Letter), including guidelines for blood borne pathogens and for proper prevention of communicable disease transmission, Medicare fraud, waste, and abuse and in HIPAA privacy rules, (online) before they can participate in pharmacy practice rotations. The student is responsible for complying with these policies.

Attendance - Students are required to participate in a minimum of 40 hours each week at each rotation setting. The preceptor at each experiential site will inform the student as to the time and place for that rotation. The preceptor may require the student to be present at the site during an evening, night, or weekend to experience the difference in workload and pace. It is important to note that the preceptor establishes the schedule for the student, **NOT** the student. **If the preceptor notifies the Experiential Education Office that the student is mandating or prescribing his/her own schedule, other than in extreme extenuating circumstances or limited requests, the student will automatically be removed from the rotation, will receive a failing grade for that rotation and the course will be made-up <u>during</u> the earliest possible module following graduation pending preceptor availability.**

Students do not have excused absences from rotation sites unless their presence is requested by the School of Pharmacy. If while on rotation, a holiday occurs which closes the rotation site, the student is to coordinate a time with the preceptor to make up that day. In case of illness or other emergency necessitating a student's absence, the preceptor is to be notified as early as possible. If the situation will cause the student to miss more than two consecutive days, the student is to contact the Office of the Experiential Education Coordinator. ALL absences are required to be made up at the discretion of the preceptor, except for those absences that are due to the attendance of a state or national pharmacy meeting or employment interview (with advance permission from the preceptor and the Experiential Education Coordinator) and not to exceed more than 4 days. **Failure to notify your preceptor at the time of an absence will result in the loss of one letter grade from the final grade of that experience. Missing 25% or more of any clinical rotation will require repeating the entire rotation; regardless of the reason.**

The occurrence of unexcused tardiness two times during a rotation will also result in the loss of one letter grade from the final grade of that experience. It is the responsibility of each student to make allowances for traffic, parking, etc.

If for any reason a student misses two (2) consecutive days of their assigned experiences, they <u>must</u> notify the Experiential Education Office and the Preceptor no later than 24 hours after their absence. If notification is not sent to the Experiential Education Office, it will result in an automatic letter grade decrease for that rotation.

If a student is asked to leave a rotation due to their own action or inaction and will not be allowed to return to that rotation, then the student will receive a Failing Grade for that Experience and will automatically be required to remediate that experience immediately after graduation OR the earliest Module possible secondary to preceptor availability.

Confidentiality - During all clinical experiences, students will have access to privileged information about patient's health, insurance information, and financial information, and in some instances, the financial information about the management of the practice site. None of this information is ever to be discussed outside of the work place (or rotation site). BREACHES IN CONFIDENTIALITY CAN RESULT IN **IMMEDIATE DISMISSAL** FROM THE PRACTICE SITE, **FAILURE** OF THE ROTATION, AND/OR **DISMISSAL FROM THE DOCTOR OF PHARMACY PROGRAM**.

Professional Conduct and Dress Code - All students are expected to continue to adhere to the "Code of Conduct" (as listed in South University's *Academic Catalog*) and Dress Code of the School of Pharmacy as found in the South University School of Pharmacy Student Handbook. Failure to comply with the conduct rules will result in disciplinary action that could include failure of the course or dismissal from the program.
The following Dress Code must be adhered to by ALL students:

1. All students must wear a neat, clean short white lab jacket with their name and
   South University School of Pharmacy embroidered on the jacket and the School of Pharmacy Patch.
2. Female students may wear skirts, dresses, or dress slacks with appropriate
   shoes.
3. Male students must wear dress slacks, dress shirts and ties, socks and
   appropriate shoes.
4. Jeans, shorts, athletic shoes, flip-flops, T-shirts, hospital scrubs (unless
   indicated) are not acceptable and are **not** allowed.
5. All students must maintain good personal hygiene at all times. Offensive odors such as the smell of
   smoke or heavy perfumes are strongly discouraged and students should follow the policies of the practice
   site and their preceptors during experiential education rotations.

Each clinical site may have additional dress requirements that must be adhered to while on rotation. Each student should check with their preceptor 30 days (60 days for VA, Military, or any government facility) before reporting for the first day of the rotation to become familiar with any special requirements. Any student who voluntarily leaves a site will receive an automatic "F" for that experience and will be referred to the Professional Performance Committee. It is the responsibility of the student to also check the preceptor and preceptor's site information and requirements in PharmAcademic for any required documentation that must be completed by the student prior to the beginning of the clinical experience. Failure to comply within the specified time may result in the student having their clinical experience changed to another preceptor.

Preceptor Assignment Restrictions - A student may not work with a preceptor if they are related in any way or if the student has worked, or is currently working, with the preceptor as a pharmacy technician or intern. Students that are employed by a facility may complete a rotation at that facility as long as the rotation differs from their job description at work.

Professional Meeting Attendance - The Georgia State Board of Pharmacy has ruled that students may receive up to 24 hours of experiential credit for attendance at a state or national pharmaceutical organization meeting. The student must inform their preceptor (if they are to miss any training days) and the Office of the Experiential Education Coordinator that he/she is planning to attend such a meeting. Both the preceptor and the Experiential Education Coordinator must approve the absence from rotation and proper Documentation of Attendance by the sponsoring organization is required.

Correspondence - Students are required to keep the Office of Experiential Education informed of their current address, phone number, and e-mail address at all times. This will allow for the students to be contacted in the case of an emergency, changes to their rotation schedules, upcoming events, reminders, etc. This can be accomplished by way of making the appropriate changes in PharmAcademic. It is the responsibility of the student to keep ALL contact information current in PharmAcademic.

Portfolio - Students will be required to maintain an online portfolio with them while they are on their rotation and while they rotate at other faculty managed sites. Students may access their online portfolio through our online program *My Portfolio* in lieu of a physical copy of the portfolio. However, physical copies of government issued identification, intern licensure, student identification, drug screen, background check, and immunization information may be required. Students who fail to electronically maintain their portfolio in *My Portfolio* and finalize it for review by the **last** clinic day will see the impact in their final grade.

From time to time, the Office of Experiential Education will conduct reviews of selected portfolios for completeness. If the preceptor page has not been initialed for all courses to date, a letter will be placed in the student's file with the Dean of Student Affairs. It will serve as an infraction of the Professional Code of Conduct, which may necessitate the student to be sent to the Progression and Professionalism Committee for disciplinary action. If at the end of the year, the portfolio is not complete, the final grade for the last clinical experience will be withheld until the portfolio is complete, therefore resulting in delayed graduation.

The portfolio should have at the very least the following information in this order:

    A. Current Curriculum Vitae (CV). It will be expected that prior to arriving to the rotation you will have updated your CV with all of your current information including contact information.
    B. Vaccine and Certification History: You will be expected to have a copy of **all** immunizations, intern license, and current American Heart Association (AHA) CPR card in this section of your portfolio.
    C. Current Evaluations: You will have the evaluations from all rotations in this location. They should be in the order of the most recent to the oldest. These include service learning and IPPE.
    D. Previous Evaluations: All previous rotation evaluations should be in this area. They should be in the order of most recent to oldest with all final evaluations in the front of the weekly or mid-term evaluations.
    E. Patient Notes: Patient notes should be placed here for **each** patient that you see and write a note for. The most recent patient notes should be at the front of this section. All identifying information should be removed.
    F. Drug Information: This is the area of the portfolio where all drug information (questions answered, pamphlets created, education provided) is kept. They should be in chronological order with the most recent in the front.
    G. Presentations: All presentations (slide sets included) should be placed into this group. Also, relevant evaluations to your presentation should be attached to your presentation.
    H. Journal Presentations: Include any handouts that were presented along with a copy of the article being presented. The most recent presentation should be first.

Grading Procedures - From each rotation site, the Office of Experiential Education should receive for each student the following:

    1. Student's grade (from the preceptor) completed on line.

2. Student's evaluation of the preceptor (from the student) completed on line. Grades will be held until completed.
3. Verification from the preceptor of the total number of hours completed (online.).
4. Any student earning < 2.0 on any individual rotation will have failed that rotation and must repeat/remediate that rotation after graduation **OR the earliest Module possible secondary to preceptor availability.**

Each student and preceptor **MUST** complete a mid-term and a final evaluation in a timely manner. If the final grade is not received by the due date, the student will receive an "I" for that rotation until the grade is received by the Office of Experiential Education. After two (2) weeks, an "I" will be automatically converted to a failing grade.

South University Policies and Academic Regulations as found in the South University Academic Catalog, the Student Handbook for South University and the South University School of Pharmacy Handbook - Students are expected to continue to observe South University's policies and academic regulations during their Introductory Practice Experiences and Advanced Practice Experiences.

APPE Residency Preferential Schedule Sequencing:
Students who are considering post graduate residency training and wish to have additional schedule consideration that includes preferential schedule sequencing will be required to apply for consideration. Each student will provide a cover letter that describes why they wish to seek residency training as well as why they believe they are qualified to do so. Likewise this cover letter should describe the intended primary and secondary career path of the applicant. Data that will be included in the application and ranking of the candidates will include but not be limited to the students' GPA for the Doctor of Pharmacy degree program, work history, student leadership roles, research with faculty, quality of the letter of intent, and other factors. Applicants will be ranked and have preferred sequencing based on their ranking. Applications for ranking will go to students no later than October 31 each year.

ONLINE PHARMACY GRADING SYSTEM

The online software that is used by the Office of Experiential Education to assist assists in the maintenance of all information which is necessary to assign students to preceptors, sites and allow the Office of Experiential Education to monitor the progress of the students while on rotations. The preceptors are able to see which students have been assigned to their site and what type of practice experience they are to have (e.g. Internal Medicine). The preceptor will also complete the mid-term and final evaluation online therefore not requiring them to be faxed or mailed.

Students will not only be able to enter their preferences for clinical sites and preceptors, enter the preceptor/site evaluations, and communicate directly to the Office of Experiential Education, but they will also be able to obtain directions to their respective practice sites and communicate with the preceptor prior to the start of their rotation. In some cases, students will have access to the syllabus for a particular preceptor and their rotation.

BASIC REQUIRED COMPETENCIES AND CURRICULAR OUTCOMES FOR ADVANCED PRACTICE ROTATIONS

APPE Learning Objectives

Program Level Outcome Area Patient Care

Demonstrate the ability to provide patient specific care in cooperation with patients, prescribers, and other members of an inter-professional health care team based upon sound therapeutic principles and evidence-based data, taking into account relevant legal, ethical, social, economic, and professional issues, emerging technologies, and evolving pharmaceutical, biomedical, socio-behavioral, and clinical sciences that may impact therapeutic outcomes at a level appropriate for a Doctor of Pharmacy degree program graduate.

Patient History Assessment
- Performs a medication history/patient interview efficiently and effectively
- Performs reconciliation process for all prescription and non-prescription therapies between points of care
- Considers patient specific data
- Elicits pertinent socioeconomic, cultural and behavioral information
- Assesses patient medication adherence

Patient History Curricular Outcome

Demonstrate the ability to gather, organize, and analyze patient information to provide patient centered care at a level appropriate for a Doctor of Pharmacy degree program graduate.

Patient Knowledge and Needs Assessment
- Assesses patient understanding of illness and treatment (health literacy)
- Performs physical assessment procedures appropriate to setting
- Prioritizes/triages patient problems
- Gathers, compiles, and evaluates subjective and objective data
- Evaluates patient educational needs and limitations in regard to counseling

Patient Knowledge and Needs Assessment Curricular Outcome

Demonstrate the ability to gather, analyze, interpret and make sound decisions using the information available from patient histories, patient communications, medical records and the professional, lay, and scientific literature to provide patient-centered care at a level appropriate for a Doctor of Pharmacy degree program graduate.

Assessment of Drug Therapy
- Evaluates patient specific drug and non-drug therapy
- Identifies all medication-related problems including OTC, herbal, nutritional, and nontraditional therapies
- Evaluates status, etiology, and risk factors for each problem
- Prioritizes each problem

- Demonstrates sufficient knowledge base in therapeutics and pharmacology to perform in the practice setting
- Assesses patient readiness / motivation / ability to accept therapy / lifestyle recommendations

Assessment of Drug Therapy Curricular Outcome

Demonstrate the ability to evaluate a patient's current therapy and disease risk factors in order to create a problem list, prioritize treatment, apply pharmacy related therapeutics to the patient and assess the patient's ability to succeed.

Patient Safety
- Accurately interprets prescriptions
- Prepares and packages safe and effective dosage forms (including compounding)
- Screens prescription orders for drug-related problems
- Identifies and reports medication prescribing errors
- Identifies and reports adverse drug reactions
- Verifies accuracy of the dispensed product

Patient Safety Curricular Outcome

Demonstrate the ability to dispense, monitor, educate, an adjust medication safely and effectively.

Develop, Implement, and Monitor Drug Therapy Plans

- Interprets and analyzes patient, disease, and drug data appropriately
- Establishes desired therapeutic outcomes / goals to promote optimal health (patient advocacy, collaboration with patient and other health care professionals)
- Considers drug and non-drug therapy alternatives
- Advises providers and patients about appropriate prescription and nonprescription medications, dietary supplements, diet, nutrition, traditional nondrug therapies and complementary and alternative therapies
- Makes appropriate drug product selection decisions
- Addresses patient concerns / resistance / ambivalence and cultural considerations
- Develops comprehensive, logical, evidence-based and practical pharmacotherapy recommendations and plans to prevent or resolve medication-related problems or to respond to information requests
- Develops a complete pharmacokinetic / dynamic plan
- Implements therapeutic plan promptly, efficiently, and accurately (including administration as appropriate)
- Evaluates therapeutic plan (including monitoring)
- Demonstrates understanding and consideration of patient economic factors in the drug use process
- Develops strategies to improve or maintain patient adherence
- Participates in emergency care where applicable
- Administers medications where practical and consistent with the practice environment and legally permitted
- Makes needed referrals and assists with access to health services
- Documents pharmaceutical care activities for ongoing patient care, quality control, quality assurance and accountability

Drug Therapy Outcome

Demonstrate the ability to design, implement, monitor, evaluate and adjust patient-specific, evidence-based care plans to provide patient-centered care at a level appropriate for a Doctor of Pharmacy degree program graduate.

Communication With Healthcare Team (Interprofessional Experiences (IPE))
- Communicates evidence-based recommendations and plans effectively
- Appropriately defends conclusions/rationale regarding drug therapy
- Exhibits diplomacy and confidence when communicating with others
- Writes effective patient care notes/documents
- Demonstrates written communication that is professional, well organized and without grammar/spelling errors
- Delivers effective group presentations using appropriate media aids to peers and practitioners (i.e., lectures, in-services, journal clubs, patient presentations)

Patient Communication
- Provides patient counseling relative to pharmacotherapy / health maintenance / wellness
- Effectively applies patient counseling skills
- Demonstrates understanding and applies principles of health literacy to all patient education

Communication Outcome

Demonstrate the ability to communicate and collaborate with patients and their families, health care professionals, care givers, and other stakeholders, to provide patient-centered care at a level appropriate for a Doctor of Pharmacy degree program graduate.

Critical Thinking and Problem Solving Skills
- Retrieves, analyzes and evaluates biomedical literature as part of the therapeutic decision making process
- Interprets and applies information to promote optimal patient health
- Uses clinical and scientific information resources efficiently and effectively
- Effectively presents analysis of the biomedical literature (i.e. journal club)

Critical Thinking Outcome

Demonstrate the ability to think critically, exercise professional judgment, articulate a decision and defend an evidence based decision made in a problem solving process at a level appropriate for a Doctor of Pharmacy degree program graduate.

Management / Organizational Abilities
- Demonstrates the ability to work effectively within a formulary system and/or managed care environment
- Demonstrates effective organization and time management skills
- Demonstrates an understanding of business aspect of pharmacy to include inventory management, purchasing, pricing, human resources, therapeutic interchange, reporting, budgeting process, etc.
- Manages systems for the storage, preparation and dispensing of medications
- Manages systems to monitor the safety of medication dispensing and usage (includes information technology)
- Applies research and assessment methods to establish quality, values, and outcomes
- Complies with laws and regulations relating to pharmacy practice, and observes institutional policies and procedures
- Contributes to the enhancement of an existing service or to the development of a new pharmacy service
- Collaborates as an effective, efficient, and accountable team member

Management Outcome

Demonstrate the ability to manage and use resources of the health care system, in cooperation with patients, prescribers, and others to promote health; to provide, assess, and coordinate safe, accurate, and time-sensitive medication distribution; and to improve therapeutic outcomes of medication use at a level appropriate for a Doctor of Pharmacy degree program graduate.

Self-Directed Learning and Assessment Abilities
- Self-assesses, recognizes limitations, develops and implements self-learning plans
- Exhibits commitment to independent and lifelong learning
- Identifies and acts upon opportunities proactively
- Reviews and critically evaluates the literature to keep current on therapeutic / practice issues
- Networks with fellow professionals at local, state and national level
- Uses regular self-assessment and peer-assessment to assure the quality of one's own work and to identify learning needs and self-directed learning efforts, independent of the evaluation by others
- Evaluates own and peer behavior against professional standards to determine strengths and areas for improvement and develops / implements an action plan to achieve / exceed standard
- Identifies and uses resources to stay current and meet learning needs (e.g., professional library, pharmacy organizations, journals, listservs)
- Explores career pathways

Inter-professional Interaction/Collaboration
- Delivers effective communication (verbal/written) to all members of the healthcare team (physicians, pharmacists, nurses, pharmacy technicians, etc.)
- Demonstrates written communication that is professional, well organized and without grammar/spelling errors
- Collaborates as an effective, efficient, and accountable team member
- Identifies and uses resources to stay current and meet learning needs (e.g., professional library, pharmacy organizations, journals, listservs).
- Educates current and future health care professionals (mentoring, peer teaching) to influence their decisions, share responsibility and maintain effective working relationships
- Establishes and actively participates in a collaborative working relationship with other pharmacists, physicians, other health care providers and other departments

Curricular Outcome

Demonstrate the ability to communicate and collaborate with patients, caregivers, health care professionals, and other stakeholders, to provide patient-centered care at a level appropriate for a Doctor of Pharmacy degree program graduate.

Professional Ethics and Identity
- Establishes professional credibility
- Maintains standards of professional conduct
- Makes appropriate ethical, legal and logical decisions
- Accepts responsibility for and provides patient centered care
- Maintains excellence and quality in personal practice
- Exhibits altruism
- Demonstrates a professional caring attitude to include diversity and respect for others

- Maintains patient and proprietary confidentiality
- Educates current and future health care professionals (mentoring, peer teaching) to influence their decisions, share responsibility and maintain effective
- working relationships
- Participates in the activities of local, state and national professional organizations
- Advocates professional improvements

Professional Ethics Outcome

Demonstrate the ability to consistently act with honor and integrity as a professional pharmacist at a level appropriate for a Doctor of Pharmacy degree program graduate.

Social Interaction, Citizenship, and Leadership
- Displays appropriate interpersonal behaviors
- Displays appropriate team behaviors
- Establishes and actively participates in a collaborative working relationship with other pharmacists, physicians, other health care providers and other departments
- Establishes professional credibility
- Exhibits leadership skills when indicated
- Contributes to government and public health initiatives and policy development
- Educates the public and other health care professionals to improve health promotion and disease prevention
- Participates in the response to public emergencies and disasters when necessary
- Demonstrates understanding of the concept of philanthropy and 'giving back' to society

Leadership Outcome
Demonstrate the ability to communicate, collaborate and assume a leadership role in pharmacist delivered patient centered care with patients, caregivers, health care professionals, and other stakeholders at a level appropriate for a Doctor of Pharmacy degree program graduate.

Advanced Pharmacy Practice Experience
SYLLABUS TEMPLATE

SITE
Address
Address
Phone Number

Type of Rotation
Acute (Internal Medicine) (inpatient clinical)
Chronic/Preventative/Ambulatory Care (outpatient clinical)
Inpatient Dispensing
Outpatient Dispensing
Advanced Community
Special Population (pediatric, neonatal, geriatric)
Specialty and Elective Rotations (administrative, nuclear, critical care, psychiatry, research, pediatrics, cardiology, Pulmonology, etc.)

Experience Description
Describe the rotation: Where? Service demographics (beds, services, etc.)? Other areas where the student may work? Philosophy? etc. – e.g., It is the philosophy of the Clinical Experience (APPEs) that the student work as autonomously as possible learning as much from patients, physicians, and other health care workers as they do from their pharmacist preceptors. The expectation of the Clinical Experience is to expose students in the most current principles of _____. Students are often involved in special pharmacy programs such as _____. These programs serve as a basis for residency training or future clinical positions. Students are expected to utilize the excellent pharmacy/medical/_____ resources to which they will have access. In addition to an excellent multi-disciplinary clinical staff, an extensive medical library and multiple computer databases are available to further the student's training.

Goals and Objectives
Minimum and Essential Core Qualifications are listed in the template. 80% of the rotation should be devoted toward achieving these goals and objectives for Core Rotations (not specialty rotations).
   1. *Goal (enter objectives below)*
        a.
        b.
   2. *Goal (enter objectives below)*
        a.
        b.

Preceptors
List all with name, professional designation, job title. The primary preceptor should be listed first.

Recommended Reading and References
List at least one or two. Try to give the student a list of those materials you feel are most useful.

Experience Prerequisites
Advanced or difficult rotations may want to specify how many or what kinds of rotations the student should have completed in order to help to ensure they are adequately prepared.

Documentation of Activities (Portfolio)
Students are required to keep a portfolio of their activities and impact on patient care. If you have other documentation requirements, e.g., CliniTrends or some other clinical workload documentation requirements, specify them in this section of the syllabus.

Rotation Schedule
(to give the student some idea of their schedule and expectations)

Daily Schedule
Week 1
  Orientation to the Pharmacy and Site, Assignments, etc.
  - Review of rotation syllabus
  - Weekly evaluation
Week 2 *to be determined by preceptor*

Week 3
  Continuation of week 2 agenda
  - Journal Club Presentation
    (topic to be decided jointly by preceptor and student)
  - Presentation as determined by preceptor on *Wednesday and Friday*
  - Mid-Term Evaluation *Friday*
Week 4 *to be determined by preceptor*

Week 5
  Continuation of week 4 agenda and wrapping up projects
  - Case presentation (Handout required)
  - Presentation as determined by preceptor on *Wednesday and Friday*
  - Your evaluation of this rotation and recommendations for changes
  - Final Evaluation *Friday*

Course Policies
Students are expected to adhere to the same standards of professional conduct, ethics, and facility policies as pharmacists on the staff. Any violation of ethical conduct will result in an immediate failing grade for the rotation.

You must contact the site at least one week before your rotation is scheduled to begin.

Attendance
Your schedule will generally be Monday through Friday. Students may have responsibilities in the early morning, at night, or on weekends depending on the rotation. Absences will only be excused in the event of an emergency or extremely unusual circumstance. Any unexcused absence will result in a failing grade for the rotation. Tardiness is considered to be an unexcused absence. Your patients will be relying on you; the site and staff are donating valuable time for you. If you need time off, discuss it with your preceptors well in advance.

Site Dress Code
You must dress professionally and wear a name tag at all times. A **short** lab coat is required for pharmacy and medical students. You may not wear blue jeans, tee-shirts, shorts, tennis shoes, etc. Males must wear a tie.

Academic Honesty
Dishonesty while at the site will not be tolerated. Please see the Academic Honesty section in the South University Academic Catalog.

Confidentiality
While you are at this site, your access to patient information will be unrestricted, this is essential for you to do your job as a pharmacist. Most sites have stringent policies protecting the confidentiality of patient information.

Grading
Grading is competed online and uses the pharmacy online grading system currently being used by the South University School of Pharmacy.

.Each student and preceptor **MUST** complete a mid-term and a final evaluation in a timely manner. If the final grade is not received by the due date, the student will receive an "I" for that rotation until the grade is received by the Office of Experiential Education.

Other
- You will need proof you have had a PPD and possibly a two-step PPD series as well as an MMR within the past 12 months.
- You will need proof of or copies of any other vaccines as required by the facility.
- You will need your Georgia or South Carolina Intern license.

EXPERIENTIAL EDUCATION SITE AND PRECEPTOR EXPECTATIONS / REQUIREMENTS

The site in which the preceptor practices must meet certain standards to allow for appropriate educational experiences for the student. The site must offer the opportunity for the student to obtain excellence in pharmacy practice and allow for the advancement of knowledge in the profession.

The following represent minimal qualifications for an acceptable site:
1. Maintain adequate staffing to allow the student a meaningful educational experience.
2. Meet all standards set by governmental agencies and accrediting bodies.
3. Be free of any violations of state and/or federal laws.
4. Reflect a professional image.
5. All staff at the site must maintain an outstanding ethical and legal compliance record.
6. Be suitable to provide a rich learning environment. This should include a well-rounded scope of services and volume of activities to allow the student to experience as varied an education as possible.
7. Where applicable, the student must be permitted to perform a pharmacist's function while under direct supervision of a pharmacist.
8. Where applicable, the student must be permitted to interview patients, make recommendations to other medical personnel on the care of their patients, and maintain patient profiles.
9. Sufficient reference materials should be available for the provision of information to patients, pharmacists, and other health professionals.
10. Each student shall be assigned one primary preceptor for that rotation site (there may be more than one primary preceptor per site). All pharmacists at a given site who are willing to precept students may become co-preceptors if they meet the minimal requirements.

Experiential Course Faculty should:
1. Have a formalized relationship with the School of Pharmacy through the submission and approval of documents for an academic clinical appointment in South University.
2. The primary preceptor for any rotation site must have practiced in their discipline (pharmacy, medicine, or nursing) as a licensed practitioner for at least the past 12 months.
3. The preceptor(s) must adhere to all guidelines of the program.
4. The preceptor(s) must be licensed and in good standing by their State Board.
5. Possess a high degree of professional competency and motivation, common sense, good judgment, and an unquestionable standard of ethics.
6. Reflect an attitude, professional stature, and character that is suitable to serve as a role model for students.

7. Spend one-on-one time with the student assessing and communicating the student's progress. It is expected that the preceptor shall thoroughly communicate all expectations of that rotation to the student at the beginning of the experience. The preceptor shall verbally evaluate the student's performance weekly, and have written evaluations at the mid-point and the end of the rotation.
8. Meet with key healthcare personnel (physicians, chief resident, and charge nurse) that the student may interact with to explain the role of Doctor of Pharmacy degree program students in the clinical setting, the duration of their rotation, and who to call if problems arise.
9. Unless otherwise assigned, the preceptor should be available at all times to the student while at that site.
10. Communicate at regular intervals with other community-based and campus-based faculty and the experiential education coordinator to exchange teaching experiences and to discuss, design, and implement ways of improving the learning experiences of the students.
11. Engage in professional growth and life-long learning through active participation in professional organizations, preceptor training, and continuing education in the pursuit of new knowledge, attitudes, and skills related to enhancing professional practice.
12. Provide learning experiences that stress the responsible provision of pharmaceutical care and the optimization of patient medication outcomes.
13. Foster student outcomes that are consistent with experiential education objectives.
14. Be receptive to new ideas for the provision of patient care services.
15. Properly orient the student to the rotation site (tour of the site, discussion of expectations, review of syllabus and schedule, introduction to key personnel, computer access and basic training including proper facility name tags if needed.
16. It is strongly recommended that the preceptor has access to the internet and e-mail.

All preceptors will be evaluated by the students assigned to them at the end of the rotation. Feedback shall be communicated to the preceptor, on a routine basis, in order to allow them to make appropriate changes, if necessary, to their syllabus.

It is requested that all preceptors complete preceptor development continuing education programs that are online at no additional charge and were developed by our Southeastern Pharmacy Experiential Education Consortium (SPEEC).

Discrimination and Harassment during Experiential Experiences:

Any student who wishes to file a discrimination or harassment complaint while on any experiential experience (IPPE, or APPE) should follow the Student Grievance Procedure For Internal Complaints of Discrimination and Harassment found in the South University Academic Catalog.

If a preceptor or employee of a site believes a student has committed any form of discrimination or harassment during the student's experience, this will be handled as an alleged unprofessional conduct violation and should be reported to Dr. Fetterman (jfetterman@southuniversity.edu) or Dr. Wynn (wwynn@southuniversity.edu) with a copy to Associate Dean Richard O'Brocta (robrocta@Southuniversity.edu). The campus specific faculty member will then follow the South University School of Pharmacy (SUSOP) policies and procedures, outlined in the SUSOP student handbook and IPPE and APPE manuals to investigate and resolve the alleged conduct indiscretion; this will include the South University procedures on discrimination and harassment.

South University School of Pharmacy
Preceptor Profile

Date_____

First Name_____ **MI**_____ **Last Name**_____

Site Name _____

Maiden Name if Applicable_____

Job Title_____**Gender**_____M_____F

Office Phone_____**FAX**_____

Pager_____**Cell**_____

Preferred Email Address_____
Alternate Email Address_____
Date of Birth_____/_____/19_____

Work Address_____

City_____State_____ZIP_____

Type of practice (e.g. Community, Primary Care, Inpatient, etc)_____

Specialty (Community, Oncology, Critical Care, etc)_____

Education/Degrees

Institution Attended	City and State	Dates Attended	Degree

Post Graduate Training (Residency, Fellowship, etc)

Post-Graduate Program	Dates Attended	Completion Date

Employment History

Position	Employer	Dates

Professional Licensure

State Where Licensed to Practice	License Number	Expiration Date

Site Information

Does your site have internet access?　　　□ Yes　　　　□ No

Are you a preceptor for other schools or colleges of Pharmacy?　　　　□ Yes　　　□ No

If yes, which schools or colleges?_____

Time the student is expected to be at the site (e.g. Mon-Fri- 7:00-5:00)_____

Do you provide a work/study area for the student?　　　□ Yes　　　　□ No

Do you provide an area for the students to store belongings?　　□ Yes　　　□ No

Average amount of time you have to spend with the student on a daily basis._____

Please provide descriptive information about your practice site so students can make informed choices about rotation assignments. Briefly describe the type of experience a student would have at your site and indicate any special features that make your rotation experience unique.

List 3 major learning objectives that your rotation can provide students.

Skip this section if your site already has our students on rotations

Personnel with whom student will rotate on your rotation. Check all that apply	_____BS Pharmacist _____Pharm D _____Pharm Resident/Fellows _____MS _____PhD	_____Pharm Techs _____Clerks _____MD _____PA or NP _____Others -specify
Clinical/Professional Services Check the area(s) that you provide service in:	☐ Ambulatory care clinic ☐ Community Hospital ☐ Teaching Hospital ☐ Tertiary Hospital ☐ Chain Pharmacy ☐ Independent Pharmacy ☐ Long term care facility ☐ Clinical research ☐ Drug information center ☐ Drug utilization reviews ☐ Health screening clinic ☐ Patient discharge consult ☐ Pharmacist involved on code teams ☐ Pharmacist involved on daily rounds ☐ Pediatrics- inpatient ☐ Pediatrics- outpatient ☐ Medicine service ☐ Primary Care	☐ Pharmaceutical Industry ☐ Critical Care Unit ☐ Health Department ☐ Physician's office ☐ Government ☐ Mental Health Facility ☐ Pharmacokinetic monitoring ☐ Pharmacy & Therapeutics (P&T) Committee functioning ☐ Pharmacy newsletter ☐ Poison Control Center ☐ OTC counseling ☐ Disease state management ☐ Immunizations ☐ Nutrition support ☐ Oncology ☐ Cardiology ☐ Consultant Rx ☐ Nuclear ☐Other services:
IV Admixture Programs	☐Yes ☐No Computer supported	☐Not applicable to this site ☐ Yes ☐ No

	TPN Compounding □ Yes □ No Approximate # Units/Day □ <50 □ 50-100 □ 100-200 □ 200-300 □ >300
Approximate # of orders/prescriptions filled per/day If applicable	□ <50 □ 301-500 □ 50-100 □ >500 □ 101-300 □ N/A
Number of Pharmacists (RPh's) per shift responsible for the above orders/prescriptions:	
Number of techs per shift responsible for the above orders/prescriptions:	
Distribution Systems Check all that apply	□ Computer supported □ Unit Dose □ Floor stock □ Robotics □ Bulk packaged, multiple days supply sent to nursing unit for each patient

APPE Final Evaluation of Student

Student Being Evaluated: N/A

Assessment   PREVIEW - APPE Preceptor Evaluation of Student (Final) (Apr 1 2016 10:47AM)

Evaluator   Karcher, Jonathan

Learning Experience

Due Date   4/1/2016

10:37:20 AM Submitted Date

Not Submitted

Note: This Assessment/Evaluation has not been submitted

Patient History Assessment

Please list any additional learning objectives or activities you care to document in the **Comments** box below.

1. Learning Objectives (Check all that apply):

  Performs a medication history/patient interview efficiently and effectively

  Performs reconciliation process for all prescription and non-prescription therapies between points of care

  Considers patient specific data

  Elicits pertinent socioeconomic, cultural and behavioral information

  Assesses patient medication adherence

2. Patient History Assessment - Rating

  Not Applicable

  Remediation Required (RR)

  Needs Significant Development (NSD)

  Needs Development (ND)

  Competent (C)

  Exceeds Expectations (EE)

  Comments:

3. Patient History Assessment - Please provide evidence/reasoning for why you have given the student the assessment rating chosen for this learning outcome area.

Patient Knowledge and Needs Assessment

Please list any additional learning objectives or activities you care to document in the **Comments** below.

4. Learning Objectives (Select all that apply):

27

Assesses patient understanding of illness and treatment (health literacy)

Performs physical assessment procedures appropriate to setting

Prioritizes/triages patient problems

Gathers, compiles, and evaluates subjective and objective data

Evaluates patient educational needs and limitations in regard to counseling

5. Patient Knowledge and Needs Assessment - Rating
Not Applicable
Remediation Required (RR)
Needs Significant Development (NSD)

Needs Development (ND)

Competent (C)
Exceeds Expectations (EE)

Comments:

6. Patient Knowledge and Needs Assessment - Please provide evidence/reasoning for why you have given the student the assessment rating chosen for this learning outcome area.

Assessment of Drug Therapy
Please list any additional learning objectives or activities you care to document in the **Comments** below.

7. Learning Objectives (Select all that apply):

Evaluates patient specific drug and non-drug therapy

Identifies all medication-related problems including OTC, herbal, nutritional, and nontraditional therapies

Evaluates status, etiology, and risk factors for each problem

Prioritizes each problem

Demonstrates sufficient knowledge base in therapeutics and pharmacology to perform in the practice setting

Assesses patient readiness / motivation / ability to accept therapy / lifestyle recommendations

8. Assessment of Drug Therapy - Rating
Not Applicable
Remediation Required (RR)
Needs Significant Development (NSD)

Needs Development (ND)

Competent (C)
Exceeds Expectations (EE)

Comments:

9. Assessment of Drug Therapy - Please provide evidence/reasoning for why you have given the student the assessment rating chosen for this learning outcome area.

Patient Safety
Please list any additional learning objectives or activities you care to document in the **Comments** below.

10. Learning Objectives (Check all that apply):

Accurately interprets prescriptions

Prepares and packages safe and effective dosage forms (including compounding)

Screens prescription orders for drug-related problems

Identifies and reports medication prescribing errors

Identifies and reports adverse drug reactions

Verifies accuracy of the dispensed product

11. Patient Safety - Rating

Not Applicable

Remediation Required (RR)

Needs Significant Development (NSD)

Needs Development (ND)

Competent (C)

Exceeds Expectations (EE)

Comments:

12. Patient Safety - Please provide evidence/reasoning for why you have given the student the assessment rating chosen for this learning outcome area.

Develop, Implement, and Monitor Drug Therapy Plans
Please list any additional learning objectives or activities you care to document in the **Comments** below.

13. Learning Objectives (Check all that apply):

Interprets and analyzes patient, disease, and drug data appropriately

Establishes desired therapeutic outcomes / goals to promote optimal health (patient advocacy, collaboration with patient and other health care professionals)

Considers drug and non-drug therapy alternatives

Advises providers and patients about appropriate prescription and nonprescription medications, dietary supplements, diet, nutrition, traditional nondrug therapies and complementary and alternative therapies

Makes appropriate drug product selection decisions

Addresses patient concerns / resistance / ambivalence and cultural considerations

Develops comprehensive, logical, evidence-based and practical pharmacotherapy recommendations and plans to prevent or resolve medication-related problems or to respond to information requests

Develops a complete pharmacokinetic / dynamic plan

Implements therapeutic plan promptly, efficiently, and accurately (including administration as appropriate)

Evaluates therapeutic plan (including monitoring)

Demonstrates understanding and consideration of patient economic factors in the drug use process

Develops strategies to improve or maintain patient adherence

Participates in emergency care where applicable

Administers medications where practical and consistent with the practice environment and legally permitted

Makes needed referrals and assists with access to health services

Documents pharmaceutical care activities for ongoing patient care, quality control, quality assurance and accountability

14. Develop, Implement, and Monitor Drug Therapy Plans - Rating
Not Applicable
Remediation Required (RR)
Needs Significant Development (NSD)

Needs Development (ND)
Competent (C)
Exceeds Expectations (EE) Comments:

15. Develop, Implement, and Monitor Drug Therapy Plans - Please provide evidence/reasoning for why you have given the student the assessment rating chosen for this learning outcome area.

Communication With Healthcare Team (Interprofessional Experiences (IPE))
Please list any additional learning objectives or activities you care to document in the **Comments** below.

16. Learning Objectives (Select all that apply):
Communicates evidence-based recommendations and plans effectively

Appropriately defends conclusions/rationale regarding drug therapy

Exhibits diplomacy and confidence when communicating with others

Writes effective patient care notes/documents

Demonstrates written communication that is professional, well organized and without grammar/spelling errors

Delivers effective group presentations using appropriate media aids to peers and practitioners (i.e., lectures, in-services, journal clubs, patient presentations)

17. Communication With Healthcare Team - Rating

Not Applicable
Remediation Required (RR)
Needs Significant Development (NSD)

Needs Development (ND)
Competent (C)
Exceeds Expectations (EE)

Comments:

18. Communication With Healthcare Team - Please provide evidence/reasoning for why you have given the student the assessment rating chosen for this learning outcome area.

Patient Communication
Please list any additional learning objectives or activities you care to document in the **Comments** below.

19. Learning Objectives (Select all that apply):

Provides patient counseling relative to pharmacotherapy / health maintenance / wellness

Effectively applies patient counseling skills

Demonstrates understanding and applies principles of health literacy to all patient education

20. Patient Communication - Rating
Not Applicable
Remediation Required (RR)
Needs Significant Development (NSD)

Needs Development (ND)
Competent (C)
Exceeds Expectations (EE)

Comments:

21. Patient Communication - Please provide evidence/reasoning for why you have given the student the assessment rating chosen for this learning outcome area.

Critical Thinking and Problem Solving Skills
Please list any additional learning objectives or activities you care to document in the **Comments** below.

22. Learning Objectives (Select all that apply):

Retrieves, analyzes and evaluates biomedical literature as part of the therapeutic decision making process

Interprets and applies information to promote optimal patient health

31

Uses clinical and scientific information resources efficiently and effectively

Effectively presents analysis of the biomedical literature (i.e journal club)

23. Critical Thinking and Problem Solving Skills - Rating
Not Applicable
Remediation Required (RR)
Needs Significant Development (NSD)

Needs Development (ND)

Competent (C)
Exceeds Expectations (EE)

Comments:

24. Critical Thinking and Problem Solving Skills - Please provide evidence/reasoning for why you have given the student the assessment rating chosen for this learning outcome area.

Management / Organizational Abilities

Please list any additional learning objectives or activities you care to document in the **Comments** below.

25. Learning Objectives (Select all that apply):
Demonstrates the ability to work effectively within a formulary system and/or managed care environment
Demonstrates effective organization and time management skills
Demonstrates an understanding of business aspect of pharmacy to include inventory management, purchasing, pricing, human resources, therapeutic interchange, reporting, budgeting process, etc.
Manages systems for the storage, preparation and dispensing of medications
Manages systems to monitor the safety of medication dispensing and usage (includes information technology)
Applies research and assessment methods to establish quality, values, and outcomes

Complies with laws and regulations relating to pharmacy practice, and observes institutional policies and procedures. (Note: if the student does not meet this standard, 'Remediation Required' should automatically be selected for this section.)
Contributes to the enhancement of an existing service or to the development of a new pharmacy service
Collaborates as an effective, efficient, and accountable team member.

26. Management / Organizational Abilities - Rating
Not Applicable
Remediation Required (RR)
Needs Significant Development (NSD)

Needs Development (ND)

Competent (C)

Exceeds Expectations (EE)

Comments:

27. Management / Organizational Abilities - Please provide evidence/reasoning for why you have given the student the assessment rating chosen for this learning outcome area.

Self-Directed Learning and Assessment Abilities

Please list any additional learning objectives or activities you care to document in the **Comments** below.

28. Learning Objectives (Select all that apply):

Self-assesses, recognizes limitations, develops and implements self-learning plans

Exhibits commitment to independent and lifelong learning

Identifies and acts upon opportunities proactively

Reviews and critically evaluates the literature to keep current on therapeutic / practice issues

Networks with fellow professionals at local, state and national level

Uses regular self-assessment and peer-assessment to assure the quality of one's own work and to identify learning needs and self-directed learning efforts, independent of the evaluation by others

Evaluates own and peer behavior against professional standards to determine strengths and areas for improvement and develops / implements an action plan to achieve / exceed standard

Identifies and uses resources to stay current and meet learning needs (e.g., professional library, pharmacy organizations, journals, listservs)

Explores career pathways

29. Self-Directed Learning and Assessment Abilities - Rating

Not Applicable
Remediation Required (RR)
Needs Significant Development (NSD)

Needs Development (ND)
Competent (C)
Exceeds Expectations (EE)

Comments:

30. Self-Directed Learning and Assessment Abilities - Please provide evidence/reasoning for why you have given the student the assessment rating chosen for this learning outcome area.

Inter-professional Interaction/Collaboration

Please list any additional learning objectives or activities you care to document in the **Comments** below.

31. Learning Objectives (Select all that apply):

Delivers effective communication (verbal/written) to all members of the healthcare team (physicians, pharmacists, nurses, pharmacy technicians, etc.)

Demonstrates written communication that is professional, well organized and without grammar/spelling errors

Collaborates as an effective, efficient, and accountable team member

Identifies and uses resources to stay current and meet learning needs (e.g., professional library, pharmacy organizations, journals, listservs)

Educates current and future health care professionals (mentoring, peer teaching) to influence their decisions, share responsibility and maintain effective working relationships

Establishes and actively participates in a collaborative working relationship with other pharmacists, physicians, other health care providers and other departments

32. Curricular Outcomes (Check all that apply):

Develop Practice and Leadership skills

Collaborate with other health professionals in patient care, scholarship, and service

Collaborates as an effective, efficient, and accountable team member

Retrieve, evaluate, manage, and communicate professional information and literature

Contribute to the rational use of medications through skills related to formulary management, medication use evaluation, and adverse event reporting.

33. Inter-professional Interaction/Collaboration - Rating

Not Applicable
Remediation Required (RR)
Needs Significant Development (NSD)

Needs Development (ND)

Competent (C)

Exceeds Expectations (EE)

Comments:

34. Inter-professional Interaction/Collaboration - Please provide evidence/reasoning for why you have given the student the assessment rating chosen for this learning outcome area.

Professional Ethics and Identity

Please list any additional learning objectives or activities you care to document in the **Comments** below.

35. Learning Objectives (Select all that apply):

  Establishes professional credibility

  Maintains standards of professional conduct

  Makes appropriate ethical, legal and logical decisions

  Accepts responsibility for and provides patient centered care

  Maintains excellence and quality in personal practice

  Exhibits altruism

  Demonstrates a professional caring attitude to include diversity and respect for others

  Maintains patient and proprietary confidentiality

  Educates current and future health care professionals (mentoring, peer teaching) to influence their decisions, share responsibility and maintain effective working relationships

  Participates in the activities of local, state and national professional organizations

  Advocates professional improvements

36. Professional Ethics and Identity - Rating

  Remediation Required (RR)

  Needs Significant Development (NSD)

  Needs Development (ND)

  Competent (C)

  Exceeds Expectations (EE)

  Comments:

37. Professional Ethics and Identity - Please provide evidence/reasoning for why you have given the student the assessment rating chosen for this learning outcome area.

Social Interaction, Citizenship, and Leadership

 Please list any additional learning objectives or activities you care to document in the **Comments** below.

38. Learning Objectives (Select all that apply):

  Displays appropriate interpersonal behaviors

  Displays appropriate team behaviors

  Establishes and actively participates in a collaborative working relationship with other pharmacists, physicians, other health care providers and other departments

  Establishes professional credibility

  Exhibits leadership skills when indicated

  Contributes to government and public health initiatives and policy development

  Educates the public and other health care professionals to improve health promotion and disease prevention

Participates in the response to public emergencies and disasters when necessary

Demonstrates understanding of the concept of philanthropy and 'giving back' to society

39. Social Interaction, Citizenship, and Leadership - Rating
  Remediation Required (RR)
  Needs Significant Development (NSD)

  Needs Development (ND)
  Competent (C)
  Exceeds Expectations (EE)

  Comments:

40. Social Interaction, Citizenship, and Leadership - Please provide evidence/reasoning for why you have given the student the assessment rating chosen for this learning outcome area.

Grade Calculation
The average of the scores from the previous domains and the rubric below determine the percentage score for the student.

Rubric for converting a mean score to a percentage score.					
	5.0 = 100%	4.2 = 87%	3.4 = 78%	2.6 = 62%	1.8 = 40%
	4.9 = 98%	4.1 = 86%	3.3 = 76%	2.5 = 60%	1.7 = 35%
	4.8 = 97%	4.0 = 85%	3.2 = 74%	2.4 = 58%	1.6 = 30%
	4.7 = 95%	3.9 = 84%	3.1 = 72%	2.3 = 56%	1.5 = 25%
	4.6 = 93%	3.8 = 83%	3.0 = 70%	2.2 = 54%	1.4 = 20%
	4.5 = 92%	3.7 = 82%	2.9 = 68%	2.1 = 52%	1.3 = 15%
	4.4 = 90%	3.6 = 81%	2.8 = 66%	2.0 = 50%	1.2 = 10%
	4.3 = 88%	3.5 = 80%	2.7 = 64%	1.9 = 45%	1.1 = 5%
					1.0 = 0%

41. Average of first thirteen domains –Pharmaceutical Care Ability Profile (PCAP)

42. Percentage score for the PCAP from the rubric above.

Directions: In the table below, indicate the score for each of the additional assessment methods that you used to assess the student (e.g. presentations, projects). Note the PCAP is already listed, and you should enter the score from question 28 above. Then, in the "Contribution to Final Grade (%)" column, list the percentage that each is worth (these values should be listed in your syllabus).

Examples: If the PCAP counts for 60% of the student's grade, enter the score, and type 60 in the "Contribution to Final Grade (%)" column; if projects count 25%, type 25, etc. If no other methods were used outside the PCAP, type 100 for the "Contribution to Final Grade (%)" and leave the other rows blank.

After you enter all of the assessment methods, check to see if the total beneath "Contribution to Final Grade (%)" column is 100. The assessment will compute a percentage score.

Scored Item	Score	Contribution to Final Grade (%)	Subtotal
PCAP	0	0	0
	0	0	0
	0	0	0
Final Grade (%)		0 (Invalid)	0

44. If additional assessment methods were used above, please describe those here.

45. Prior to beginning this experience, had the student had completed ALL required documents to satisfy Human Resources (HR)?

Yes No N/A

Comments:

46. Attendance: Number of times the student was tardy:

47. Attendance: Number of times the student was absent:

48. Do you want to revise this grade? (Please indicate adjustment amount.)

49. If a revised grade was entered indicate the reason. Select all that apply.

Unexcused absence(s)

Multiple occasions of tardiness

Professional ethics and identity

Social interaction, citizenship and leadership

The calculated grade does not reflect the quality of the student's work

Other (explain in comments)

Comments:

50. FINAL GRADE (Enter final points from above with adjustment if needed)

51. Select letter grade for this APPE based on the final (adjusted) grade

Comments and Hours Affirmation

52. Learning Achievements: (Strengths, significant accomplishments)

53. Learning Needs: (These are likely due to inexperience)

54. Problems: (These are deficits that hinder the student's ability to function and must be resolved by the end of the next rotation)

55. Other Comments

56. I certify that the student completed a minimum of 40 hours per week throughout the training experience.

  Yes

   No (If the student has not completed a minimum of 40 hours per week throughout the training experience, please

explain.)

 Comments:

Preceptor of the Year Nomination Form

Student Being Evaluated: N/A

Assessment   PREVIEW - Preceptors of the Year Nomination

Form (Apr 1 2016 1:41PM) Evaluator   Karcher, Jonathan

Learning Experience

Due Date   4/1/2016

1:31:11 PM Submitted Date

Not Submitted

Page: 1

Brief recommendation narrative (with examples):

. Enter preceptor name and narrative for an Advanced Community or Retail rotation (between 200 to 500 characters).

. Enter preceptor name and narrative for an Advanced Institutional rotation (between 200 to 500 characters).

. Enter preceptor name and narrative for an Ambulatory Care rotation (between 200 to 500 characters).

. Enter preceptor name and narrative for an Inpatient General Medicine or Internal Medicine/Acute Care rotation (between 200 to 500 characters).

. Enter a Faculty member's name and narrative for any type of rotation (between 200 to 500 characters).

James "Rusty" Fetterman, Pharm.D.

Professor & Experiential Education Coordinator

South University School of Pharmacy

709 Mall Boulevard

Savannah, GA 31406

Phone: 912-201-8128

E-mail: jfetterman@southuniversity.edu

Web site: www.southuniversity.edu/pharmacy

Jonathan Karcher, BS Health Care Management

Pharmacy Staff Clinical Coordinator

South University School of Pharmacy

709 Mall Boulevard

Savannah, GA 31406

Phone: 912-201-8129

E-mail: jekarcher@southuniversity.edu

Web site: www.southuniversity.edu/pharmacy

William P. Wynn, III, Pharm.D.

Assistant Professor & Experiential Education Coordinator

South University School of Pharmacy

10 Science Court

Columbia, SC 29203

Phone: 803-935-9705

Fax: 803-935-4564

E-mail: wwynn@southuniversity.edu

Web site: www.southuniversity.edu/pharmacy

Curtis L. Hicks, B.S.- Business Management and Administration, **B.S**. - Criminal Justice

Pharmacy Staff Clinical Coordinator

South University School of Pharmacy

10 Science Court

Columbia, SC 29203

Phone: 803-935-9706

E-mail: clhicks@southuniversity.edu

Web site: www.southuniversity.edu/pharmacy