



Intermediate Pharmacy Practice Experience Preceptor/Student Handbook

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

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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 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 seven 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 the student may elect to take in one of the last three quarters of the curriculum and will be scheduled 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. second professional year (P2), fourth professional year (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 place 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 on line 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.** 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 during 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 must 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 their *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 (on line.).

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 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 STUDENT COMPETENCIES FOR INTERMEDIATE PRACTICE EXPERIENCE: COMMUNITY AND INSTITUTIONAL

Basic Pharmacy Knowledge

- Have a basic understanding of the pharmacy
- Understand Legal and Regulatory issues
- Understand and apply concepts of sterile technique
- Understand work flow patterns related to pharmacy operation
- Understanding the process of dispensing
- Considers patient specific data
- Elicits pertinent socioeconomic, cultural and behavioral information
- Assesses patient medication adherence
- Assesses patient understanding of illness and treatment (health literacy)
- Evaluates patient educational needs and limitations in regard to counseling

Curricular Outcomes: Accurately and legally process drug orders: interpret and evaluate prescriptions, compound, prepare, package, and dispense medications.

Relevant Practice Tasks

- Review of Policy and Procedures
- Overview of ordering procedures
- Participate in operational functions
- Assesses allergies, weight / height, organ function, etc.
- Review accrediting and licensing guidelines
- Correctly evaluate and profile medication orders
- Abstracts information from the medical chart, other databases and practitioners
- Participate in drug distribution
- Constructs counseling materials needed to improve health literacy and medication adherence

Basic Dispensing Functions

- Evaluates patient specific drug and non-drug therapy
- Identifies all medication-related problems including OTC, herbal, nutritional, and nontraditional therapies
- Understand the mechanics of dispensing
- Know requirements of a prescription / order
- Know computer programs used to dispense
- Accurately interprets prescriptions
- 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
- Understand basic aspects of insurance requirements
- Understand basic methods of inventory control and basic use of various forms
- Understand basic concepts and methods of patient education
- Were applicable, understand basic concepts of "Floor Stock" requirements
- Understand the use of various mechanical dispensing equipment

Curricular Outcomes: Evaluate Pharmacotherapy of Individual Patients
 Ensure Appropriate Drug Distribution to Individual Patients
 Evaluate and document interventions and pharmaceutical care outcomes.

Relevant Practice Tasks

- Exhibits general drug knowledge (generic vs brand name; dosage; dosage forms)
- Perform basic dispensing functions
- Demonstrate basic prescription / order requirements
- Demonstrate basic input of prescription / order in computer system
- Properly evaluate and offer possible resolution for insurance or noninsurance situations
- Accurately fill prescription / order with proper drug
- Identifies untreated medical conditions
- Identifies medications used without indication
- Identifies therapeutic duplicates
- Identifies improper medication selection
- Identifies inappropriate dosing
- Identifies drug interactions, ADRs and side effects??
- Reviews and interprets medication orders / prescriptions
- Reviews and verifies dispensed medications
- Demonstrate proper aseptic technique were appropriate

Regulatory Requirements

- Understand requirements for security of drugs
- Understand need for proper audits
- Know proper required references Know HIPAA Regulations
- Have a working understanding of necessary accreditation policies and procedures
- Prepares and packages safe and effective dosage forms (including compounding)

Curricular Outcomes: Identify, assess and solve medication related problems, providing clinical judgment and recommendations for achievement of individualized therapeutic outcomes.

Relevant Practice Tasks (add others in comments)

- Demonstrate understanding of storage of drugs

- Understand various methods of storing and controlling Scheduled drugs including proper audits
- Participate in DUE, ADR, Drug Product Defect Reporting and / or QA programs
- Participate in Drug Monograph preparation for P&T Committee
- Proper utilization of available reference material for drug information
- Understand the basic requirements for the various regulatory and accreditation organizations

Communication Abilities

- Communicates evidence-based recommendations and plans effectively to patients and other health care practitioners
- Appropriately defends conclusions/rationale regarding drug therapy
- Provides patient counseling relative to pharmacotherapy / health maintenance / wellness
- Effectively applies patient counseling skills
- Exhibits diplomacy and confidence when communicating with others
- Writes effective patient care notes/documents when appropriate
- Demonstrates written communication that is professional, well organized and without grammar/spelling errors
- Delivers effective communication (verbal/written) to all members of the healthcare team (physicians, pharmacists, nurses, pharmacy technicians, etc.)
- Delivers effective group presentations using appropriate media aids to peers and practitioners (i.e., lectures, in services, journal clubs, patient presentations)

Curricular Outcomes: Communicate with patients and provide counseling regarding the purposes, uses, and effects of medications, related therapy, and general health promotion. Collaborate with other health professionals in patient care, scholarship, and service.

Display professional attributes of a pharmacist including ethical decision making, critical thinking, and lifelong learning as described in the Pharmacist's Oath.

Relevant Practice Tasks (add others in comments)

- Provides patient education/counseling including appropriate explanations of medication therapy and therapeutic plan
- Respects the needs and concerns of others
- Provides appropriate verbal explanations to patients/family
- Counsels patient/family on appropriate OTC medications
- Uses appropriate language skills in all verbal and written communications
- Provides appropriate verbal and written explanation of plan/recommendations to practitioners
- Exhibits effective writing skills (i.e., SOAP notes) when appropriate
- Exhibits effective writing skills of drug information responses / other documents / reports
- Adheres to established requirements for presentations: style, delivery, use of media, length, preparation, Q&A, etc.

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
- Utilizes own pharmacotherapy knowledge base

Curricular Outcomes:

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.

Relevant Practice Tasks (add others in comments)

- Exhibits general critical thinking/problem solving skills
- Provides drug information responses – interpretation of literature
- Applies basic understanding of appropriate interpretation of literature in solving drug-related problems
- Can begin to apply knowledge base to real world situations
- Appropriately selects/uses clinical and scientific information resources

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
- Ensures compliance with laws, regulations, etc.
- 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

Curricular Outcomes:

Manage and utilize systems, technology and personnel to support, build and enhance the practice of pharmacy including storage, preparation, dispensing and administration of medication and pharmacy care. Collaborate with other health professionals in patient care, scholarship, and service.

Relevant Practice Tasks (add others in comments)

- Exhibits effective time management skills, e.g., assignments are completed in a timely manner
- Exhibits effective organizational skills, e.g., prioritize activities
- Exhibits ability to supervise support staff appropriately (e.g., scheduling, coaching / counseling to motivate or discipline)
- Participates in discussions / assignments regarding compliance with accreditation, legal, regulatory / legislative and safety requirements. (OSHA, Joint

- Commission, State Board of Pharmacy, DEA, etc.)
- Participates in discussions / assignments regarding the drug approval process and the role of key organizations in public safety and standards setting.
- Participates in discussions / assignments concerning key healthcare policy matters that may affect pharmacy
- Participates in and understands continuous quality assurance programs
- Assists in the negotiation of contracts
- Exhibits ability to appropriately work with people
- Demonstrates skills needed to be an effective team member
- Exhibits ability to collect, organize and trend data

Self-Learning 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
- At least monthly, 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, list-serves)
- Explores career pathways
- Develops and maintains a career plan

Curricular Outcomes:

Maintain and Enhance Competence through Self-Initiated Learning

Develop Practice and Leadership

Relevant Practice Tasks (add others in comments)

- Independently identifies learning issues that must be answered in order to resolve medication related problems and develop a plan
- Attends continuing education (CE) opportunities
- Without instructor prompting reads articles, textbooks, and other resources to solve patient problems and uses these findings to support
- recommendations/plan
- Maintains awareness of current drug therapy issues
- Appropriately assesses own performance and performance of peers
- Is proactive with patient needs and / or learning opportunities
- Attends local, state and national meetings for continuing professional development

- Participates in providing CE for other health care professionals
- Contributes to education of a multidisciplinary health care team
- Pursues knowledge of career opportunities
- Identifies own limitations and develops self-improvement plans

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, list-serves)
- 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 Outcomes:

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.

Relevant Practice Tasks (add others in comments)

- Demonstrate professional Values/Ethics for other healthcare professionals in their actions to assist patients
- Demonstrate respect and understanding for the Roles/Responsibilities of other healthcare professionals in their actions to assist patients.
- Demonstrate proper oral Interprofessional Communication with other healthcare professionals in their actions to assist patients
- Demonstrate proper written Interprofessional Communication with other healthcare professionals in their actions to assist patients
- Demonstrates the spirit of Teams and Teamwork in their actions to assist patients

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

Curricular Outcomes:

Develop Practice and Leadership

Advance the Profession

Relevant Practice Tasks (add others in comments)

- Adheres to Standards for Professional Conduct including appropriate attire, attendance policies, commitment to pharmaceutical care, use of professional
- language, acting in civil manner
- Adheres to the School / College of Pharmacy Honor Code
- Adheres to pharmacy laws and ethical standards
- Gives patient care the highest priority
- Completes all patient responsibilities before leaving for the day
- Is considered responsible and accountable
- Is punctual for patient care and experience activities
- Respects individuals who are of another culture, gender, or personal lifestyle
- Demonstrates respect to practitioners
- Appropriately accepts constructive feedback
- Follows HIPAA and OSHA regulations
- Follows site specific policies and procedures
- Attends and participates in local, state and national meetings
- Effectively works with others in a way that promotes a positive image for pharmacy

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 Identifies potential opportunities to serve the public

- Exhibits leadership skills when indicated
- Contributes to government and public health initiatives and policy development
- Identifies potential opportunities to serve the public
- 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

Curricular Outcomes:

Develop Practice and Leadership

Participate in Public Health and Professional Initiatives and Policies

Relevant Practice Tasks (add others in comments)

- Functions effectively as a team member
- Exhibits ability to appropriately work with people
- Participates in health and wellness screenings
- Promotes public health through ensuring patient immunization records are up-to-date
- Serves as a role model/leader for peers
- Strives to teach others and learn from others
- Educates on disease prevention

INTERMEDIATE PHARMACY PRACTICE EXPERIENCE: SYLLABUS TEMPLATE

Each preceptor or site may develop their own syllabus for the respective experience, or they can use the ones below by adding in the preceptor's information, schedule, and drug information resources used at the site. Students should request and receive a copy of the syllabus prior to arriving on site.

SITE NAME
PHA4280 Intermediate
Pharmacy Experience Community
Syllabus

Address _____
Phone Number _____

Experience Description

The community pharmacy practice rotation is designed to expose the student to a variety of patient care services in the community pharmacy practice site. The goal of the rotation is to teach the student to integrate basic pharmacy related concepts to patient care as an independent practitioner in an outpatient pharmacy setting.

Students are likely to encounter a wide variety of patients and illnesses. Emphasis is placed on direct patient involvement in providing pharmacy services such as assessment of the accuracy, legality, and appropriateness of a prescription; evaluation of drug regimens; patient education and compliance counseling; provision of drug information; taking a medication history; and therapeutic interventions which effectively individualize drug therapy.

Goals and Objectives

- A. The student will have the opportunity to gain the experience necessary to function as a practicing pharmacist in the community pharmacy setting and draw on the basic knowledge base acquired in the didactic portion of the curriculum. Assigned readings will demonstrate the ability to discuss these concepts.
- B. The student should be able to determine the accuracy and appropriateness of a prescription based on diagnosis, past medical and allergic history, drug history and profile, legal requirements of the state board of pharmacy, and any other unique needs of the particular situation.
- C. The student should be able to demonstrate the ability to effectively and appropriately recommend OTC (non-prescription) medications for the treatment of minor ailments.
- D. The student should be able to demonstrate the ability to accurately compound prescription and non-prescription products using proper technique and equipment when available.

- E. The student should be able to demonstrate utilization of available resources to provide accurate drug information to physicians, nurses, pharmacists, and other health care providers.
- F. The student should be able to demonstrate competence in educating patients about their medications including route, side effects, drug-drug/-disease/-food/-herbal interactions, dose and duration of therapy, safe storage, and compliance.
- G. The student should be able to demonstrate effective verbal and written communication skills and tailor information appropriately for the audience, e.g., physician or pharmacist vs. patient.
- H. The student should be able to demonstrate knowledge, problem-solving skills, and data synthesis skills acquired during this rotation building on any previous rotations.
- I. The student should be able to demonstrate knowledge of any durable medical equipment (DME) equipment that is available at the site.
- J. The student should be able to demonstrate basic knowledge and understanding regarding inventory management, including proper storage of all medications.

Preceptors

List them

Schedule

Daily; Weekly; One-time events

Required Projects and Presentations

The student will be required to complete at least one project to successfully meet the requirements of this rotation:

Clinical Project: The student will complete one of the three clinical project options (the preceptor will make the final decision after discussing the rationale with the student).

- 1. Presentation of a new medication, new indication, innovative medication or indication or an innovative topic in pharmacy
- 2. Drug information project, (e.g., newsletter, etc.)
- 3. Research project on a pharmacy related topic

Disease Management Project: The student will provide an educational program to patients or the public. Potential topics include:

- 1. Asthma education
- 2. Blood pressure screening
- 3. Immunizations
- 4. Diabetes education
- 5. Smoking cessation program
- 6. Stroke prevention program
- 7. Medication education for children
- 8. Arthritis education

Suggested Reading

-
-
-

Contact Information

Contact _____, (Preceptor) by phone or in person Monday through Friday between the hours of 9:00am and 5:00pm during the week before the rotation is scheduled to start. The telephone number is _____.

Course Policies

Students are expected to adhere to the same standards of professional conduct, ethics, and company policies as pharmacists on the staff as stated in the facility Policy and Procedures Handbook. Any violation of ethical conduct will result in an immediate removal from the practice site, and a failing grade for the rotation.

Attendance

Students are required to participate in a minimum of 40 hours each week at each clerkship 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.

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 (with permission from the preceptor and the Experiential Education Coordinator). 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 clerkship. 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 clerkship. It is the responsibility of each student to make allowances for traffic, parking, etc.

Tardiness

Tardiness is considered to be an unexcused absence.

Dress Code

All students are expected to continue to adhere to the "Code of Conduct" (as listed in the *South University Student Handbook*) and Dress Code of the School of Pharmacy. 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 your name and school name embroidered on it at all times.
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 otherwise indicated) are **not** acceptable and are **not** allowed.
5. All students must maintain good personal hygiene at all times.

Each clinical site may have additional dress requirements that must be adhered to while on rotation. Each student should check with their preceptor approximately one week before reporting for the first day of the rotation to become familiar with any special requirements.

Academic Honesty

Dishonesty will not be tolerated. This will be considered a breach of the Honor Code of the School of Pharmacy and may lead to dismissal. 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. There are stringent policies protecting the confidentiality of patient information. You should not discuss any patient information with anyone other than your preceptor under any circumstances. You are expected to adhere to **all** HIPAA policies.

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.

INTERMEDIATE INSTITUTIONAL PHARMACY EXPERIENCE SYLLABUS TEMPLATE

SITE NAME
PHA4281 Intermediate
Institutional Pharmacy Experience
Syllabus

Address _____
Phone Number _____

The intermediate hospital pharmacy practice rotation is designed to expose the student to the inpatient drug distribution facility of a hospital or other institutional health care setting. The goal of the rotation is to teach the student to integrate basic pharmacy related concepts to pharmacy practice in the inpatient setting and to provide a basic understanding of how distributive, clinical, and administrative aspects of pharmacy practice are intertwined.

Emphasis is placed on the operational aspects of inpatient pharmacy practice such as:

- Assessment of the accuracy, legality, and appropriateness of a medication order;
- Understanding the modern inpatient medication use cycle, evaluation of drug regimens;
- Provision of drug information;
- IV/Total Parenteral Nutrition(TPN)/Chemotherapy and other compounding;
- Interacting as a part of a multidisciplinary health care team, administrative activities including pharmacy and therapeutics committee, Adverse Drug Reactions (ADR), medication errors, formulary, the Joint Commission on Accreditation of Healthcare Organization (JCAHO) and other accrediting/licensing bodies, hospital organization, computer systems, and front line supervision of support staff.

Goals and Objectives

- A. The student will have the opportunity to gain the experience necessary to function as a practicing pharmacist in an inpatient pharmacy setting, drawing on the knowledge base acquired in the didactic portion of the curriculum. Assigned readings and discussions will supplement these concepts.
- B. The student should be able to determine the accuracy and appropriateness of a medication order based on past medical and allergic history, medication history and profile, legal and other regulatory requirements (State Board, JCAHO, etc.), and any other unique needs of the practice setting.
- C. The student should be able to describe and demonstrate the complete medication use cycle from initial patient evaluation through the provision of pharmaceutical care and administration of the dose to post-dose monitoring and documentation.
- D. The student should be able to demonstrate the ability to correctly evaluate and profile a medication order, identify any problems and make recommendations for correcting any errors before dispensing the medication.
- E. The student should be able to demonstrate the ability to correctly and accurately compound IV medications using proper technique, equipment, and diluents/fluids/additives.
- F. The student should be able to demonstrate the ability to find the information available in the medical record and pharmacy patient profile.

- G. The student should be able to demonstrate the ability to utilize available resources to provide accurate drug information to physicians, nurses, pharmacists, and other health care providers, (e.g., Micromedex, textbooks, Medline, and others).
- H. The student should be able to describe the roles of the various hospital departments and their relationship and interaction with one another.
- I. The student should be able to demonstrate effective verbal and written communication.
- J. The student should be able to intelligently discuss the organizational structure of the practice site.
- K. The student should be able to demonstrate an understanding of the administrative and operational concerns of department managers.
- M. The student should be able to demonstrate knowledge, problem-solving skills, and data synthesis skills acquired during this rotation building on any previous rotations.
- N. The student should be able to demonstrate mature, professional attitudes, values, and behaviors.

Preceptors

All pharmacists working in the main pharmacy should be considered preceptors.

Schedule

Daily Events

- Reading: JCAHO, policies and procedures
- Meet for pharmacy practice discussion with a different pharmacy staff member daily
- Work in an assigned dispensing area, becoming familiar with all aspects of that area (will rotate through as many areas as possible)

Weekly Events

- Main dispensing area
- IV Room
- Department Administration
- Automation (e.g. Pyxis), Controlled Substances
- Work in satellites and decentralized areas
- Meeting with preceptor and weekly evaluation

One Time Events

- Orientation to hospital and pharmacy
- Follow a medication order from its genesis to post-administration monitoring
- IV Room: orientation, videotapes on sterile technique, dosage calculation, determination of diluent/volume/dose/etc., large volume fluids with and without additives, piggybacks, cassettes, TPN, chemotherapy, various protocols, investigational drugs, etc.
- Pharmacy and Therapeutics Committee Meeting, if possible
- Infection Control Meeting, if possible
- Any other meetings appropriate for the student to attend.
- Pharmacy Department Meeting, if possible
- Complete and present project

Required Projects and Presentations

The student will be required to complete a major project to successfully meet the requirements of this rotation:

Clinical Project: The student will complete one of the clinical project options below (the preceptor will make the final decision after discussing the rationale with the student).

1. Presentation of a new medication, new indication, innovative medication or indication or an innovative topic in pharmacy suitable for pharmacy technicians: This in-service education program will be appropriate for pharmacy technicians.
2. Drug information project, (e.g., newsletter, formulary monograph, etc.).

OR

Administrative Project: The student will research and complete an assignment from pharmacy administration of a quality suitable for presentation at a management level organization meeting. Potential topics include:

1. Pharmacy and Therapeutics Committee (P&T) project: Formulary monograph, Medical Error Analysis, Adverse Drug Reaction Analysis, Protocol, Medication Utilization Evaluation (MUE)/Drug Utilization Evaluation (DUE), JCAHO Quality Management (QM).
2. Proposal and justification for a program change including financial analysis – or feasibility analysis of a program at risk for elimination.
3. Another project decided on by pharmacy administration that meets a need of the department and falls within the scope of this rotation.

Contact Information

Contact _____ (Preceptor) by phone or in person Monday through Friday between the hours of _____AM and _____PM during the week before the rotation is scheduled to start. The telephone number is _____.

Course Policies

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

Attendance

Students are required to participate in a minimum of 40 hours each week at each clerkship 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.

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 (with permission from the preceptor and the Experiential Education Coordinator).

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 clerkship. Missing 25% or more of any clinical rotation will require repeating the entire rotation; regardless of the reason.

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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.
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Grading

Grading is completed 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.

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). The campus specific faculty member will then follow 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 _____ PIN _____ 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 _____PharmD _____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:	<input type="checkbox"/> Ambulatory care clinic <input type="checkbox"/> Community Hospital <input type="checkbox"/> Teaching Hospital <input type="checkbox"/> Tertiary Hospital <input type="checkbox"/> Chain Pharmacy <input type="checkbox"/> Independent Pharmacy <input type="checkbox"/> Long term care facility <input type="checkbox"/> Clinical research <input type="checkbox"/> Drug information center <input type="checkbox"/> Drug utilization reviews <input type="checkbox"/> Health screening clinic <input type="checkbox"/> Patient discharge consult <input type="checkbox"/> Pharmacist involved on code teams <input type="checkbox"/> Pharmacist involved on daily rounds <input type="checkbox"/> Pediatrics- inpatient <input type="checkbox"/> Pediatrics- outpatient <input type="checkbox"/> Medicine service <input type="checkbox"/> Primary Care	<input type="checkbox"/> Pharmaceutical Industry <input type="checkbox"/> Critical Care Unit <input type="checkbox"/> Health Department <input type="checkbox"/> Physician's office <input type="checkbox"/> Government <input type="checkbox"/> Mental Health Facility <input type="checkbox"/> Pharmacokinetic monitoring <input type="checkbox"/> Pharmacy & Therapeutics (P&T) Committee functioning <input type="checkbox"/> Pharmacy newsletter <input type="checkbox"/> Poison Control Center <input type="checkbox"/> OTC counseling <input type="checkbox"/> Disease state management <input type="checkbox"/> Immunizations <input type="checkbox"/> Nutrition support <input type="checkbox"/> Oncology <input type="checkbox"/> Cardiology <input type="checkbox"/> Consultant Rx <input type="checkbox"/> Nuclear <input type="checkbox"/> Other services:
IV Admixture Programs	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable to this site Computer supported <input type="checkbox"/> Yes <input type="checkbox"/> No TPN Compounding <input type="checkbox"/> Yes <input type="checkbox"/> No Approximate # Units/Day <input type="checkbox"/> <50 <input type="checkbox"/> 50-100 <input type="checkbox"/> 100-200 <input type="checkbox"/> 200-300 <input type="checkbox"/> >300	

Approximate # of orders/prescriptions filled per/day (If applicable)	<input type="checkbox"/> <50 <input type="checkbox"/> 301-500 <input type="checkbox"/> 50-100 <input type="checkbox"/> >500 <input type="checkbox"/> 101-300 <input type="checkbox"/> N/A
Number of 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	<input type="checkbox"/> Computer supported <input type="checkbox"/> Unit Dose <input type="checkbox"/> Floor stock <input type="checkbox"/> Robotics <input type="checkbox"/> Bulk packaged, multiple days supply sent to nursing unit for each patient

IPPE Final Evaluation of Student

View Assessment

Student Being Evaluated: N/A
Assessment PREVIEW - IPPE Preceptor PCAP Evaluation of Student (Final) (Apr 1 2016 10:47AM)
Evaluator Karcher, Jonathan
Learning Experience
Due Date 4/1/2016 10:37:40 AM Submitted Date Not Submitted

Note: This Assessment/Evaluation has not been submitted

Basic Pharmacy Knowledge

- Have a basic understanding of the pharmacy
- Understand legal and regulatory issues
- Understand and apply concepts of sterile technique
- Understand work flow patterns related to pharmacy operation
- Understanding the process of dispensing
- Considers patient specific data
- Elicits pertinent socioeconomic, cultural and behavioral information
- Assesses patient medication adherence
- Assesses patient understanding of illness and treatment (health literacy)
- Evaluates patient educational needs and limitations in regard to counseling

Curricular Outcomes: Accurately and legally process drug orders: interpret and evaluate prescriptions, compound, prepare, package, and dispense medications.

*1. Relevant Practice Tasks (add others in comments)

- Review of policy and procedures
- Overview of ordering procedures
- Participate in operational functions
- Assesses allergies, weight / height, organ function, etc.
- Review accrediting and licensing guidelines
- Correctly evaluate and profile medication orders
- Abstracts information from the medical chart, other databases and practitioners
- Participate in drug distribution

Constructs counseling materials needed to improve health literacy and medication adherence
Other

Comments:

***2. Rating for Basic Pharmacy Knowledge**

3. Student Performance is Based On:

Basic Dispensing Functions

- Evaluates patient specific drug and non-drug therapy
- Identifies all medication-related problems including OTC, herbal, nutritional, and nontraditional therapies
- Understand the mechanics of dispensing
- Know requirements of a prescription / order
- Know computer programs used to dispense
- Accurately interprets prescriptions
- 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
- Understand basic aspects of insurance requirements
- Understand basic methods of inventory control and basic use of various forms
- Understand basic concepts and methods of patient education
- Were applicable, understand basic concepts of "Floor Stock" requirements
- Understand the use of various mechanical dispensing equipment

Curricular Outcomes: Evaluate pharmacotherapy of individual patients; ensure appropriate drug distribution to individual patients; evaluate and document interventions and pharmaceutical care outcomes.

4. Relevant Practice Tasks (add others in comments)

- Exhibits general drug knowledge (generic vs brand name; dosage; dosage forms) Perform basic dispensing functions
- Demonstrate basic prescription / order requirements
- Demonstrate basic input of prescription / order in computer system
- Properly evaluate and offer possible resolution for insurance or noninsurance situations
- Accurately fill prescription / order with proper drug
- Identifies untreated medical conditions
- Identifies medications used without indication
- Identifies therapeutic duplicates
- Identifies improper medication selection

Identifies inappropriate dosing
Identifies drug interactions, ADRs and side effects
Reviews and interprets medication orders / prescriptions
Reviews and verifies dispensed medications
Demonstrate proper aseptic technique were appropriate
Other

Comments:

5. Rating for Basic Dispensing Functions

6. Student Performance is Based On:

Regulatory Requirements

- Understand requirements for security of drugs
- Understand need for proper audits
- Know proper required references
- Know HIPAA regulations
- Have a working understanding of necessary accreditation policies and procedures
- Prepares and packages safe and effective dosage forms (including compounding)

Curricular Outcomes: Identify, assess and solve medication related problems, providing clinical judgment and recommendations for achievement of individualized therapeutic outcomes.

7. Relevant Practice Tasks (add others in comments)

- Demonstrate understanding of storage of drugs
- Understand various methods of storing and controlling Scheduled drugs including proper audits
- Participate in DUE, ADR, drug product defect reporting and / or QA programs
- Participate in drug monograph preparation for P&T Committee
- Proper utilization of available reference material for drug information
- Understand the basic requirements for the various regulatory and accreditation organizations
- Other

Comments:

8. Rating for Regulatory Requirements

9. Student Performance is Based On:

Communication Abilities

- Communicates evidence-based recommendations and plans effectively to patients and other health care practitioners
- Appropriately defends conclusions/rationale regarding drug therapy
- Provides patient counseling relative to pharmacotherapy / health maintenance / wellness
- Effectively applies patient counseling skills
- Exhibits diplomacy and confidence when communicating with others
- Writes effective patient care notes/documents when appropriate
- Demonstrates written communication that is professional, well organized and without grammar/spelling errors
- Delivers effective communication (verbal/written) to all members of the healthcare team (physicians, pharmacists, nurses, pharmacy technicians, etc.)
- Delivers effective group presentations using appropriate media aids to peers and practitioners (i.e., lectures, in-services, journal clubs, patient presentations)

Curricular Outcomes: Communicate with patients and provide counseling regarding the purposes, uses, and effects of medications, related therapy, and general health promotion. Collaborate with other health professionals in patient care, scholarship, and service.

Display professional attributes of a pharmacist including ethical decision making, critical thinking, and lifelong learning as described in the Pharmacist's Oath.

***10. Relevant Practice Tasks (add others in comments)**

Provides patient education/counseling including appropriate explanations of medication therapy and therapeutic plan

Respects the needs and concerns of others

Provides appropriate verbal explanations to patients/family

Counsels patient/family on appropriate OTC medications

Uses appropriate language skills in all verbal and written communications

Provides appropriate verbal and written explanation of plan/recommendations to practitioners

Exhibits effective writing skills (i.e., SOAP notes) when appropriate

Exhibits effective writing skills of drug information responses / other documents / reports

Adheres to established requirements for presentations: style, delivery, use of media, length, preparation, Q&A, etc.

Other

Comments:

11. Rating for Communication Abilities

12. Student Performance is Based On:

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

Utilizes own pharmacotherapy knowledge base

Curricular Outcomes:

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.

13. Relevant Practice Tasks (add others in comments)

Exhibits general critical thinking/problem solving skills

Provides drug information responses – interpretation of literature Applies basic understanding of appropriate interpretation of literature in solving drug-related problems
Can begin to apply knowledge base to real world situations Appropriately selects/uses clinical and scientific information resources
Other

Comments:

14. Rating for Critical Thinking and Problem Solving Skills

15. Student Performance is Based On:

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

Ensures compliance with laws, regulations, etc.

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

Curricular Outcomes:

Manage and utilize systems, technology and personnel to support, build and enhance the practice of pharmacy including storage, preparation, dispensing and administration of medication and pharmacy care.

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

16. Relevant Practice Tasks (add others in comments)

Exhibits effective time management skills, e.g., assignments are completed in a timely manner

Exhibits effective organizational skills, e.g., prioritize activities

Exhibits ability to supervise support staff appropriately (e.g., scheduling, coaching / counseling to motivate or discipline)

Participates in discussions /assignments regarding compliance with accreditation, legal, regulatory / legislative and safety requirements. (OSHA, Joint Commission, State Board of Pharmacy, DEA, etc.)

Participates in discussions /assignments regarding the drug approval process and the role of key organizations in public safety and standards setting.

Participates in discussions /assignments concerning key healthcare policy matters that may affect pharmacy

Participates in and understands continuous quality assurance programs

Assists in the negotiation of contracts

Exhibits ability to appropriately work with people

Demonstrates skills needed to be an effective team member Exhibits ability to collect, organize and trend data

Other

Comments:

17. Rating for Management / Organizational Abilities

18. Student Performance is Based On:

Self-Learning 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

At least monthly, 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, list serves) Explores career pathways

Develops and maintains a career plan

Curricular Outcomes:

Maintain and Enhance Competence through Self-Initiated Learning

Develop Practice and Leadership

19. Relevant Practice Tasks (add others in comments)

Independently identifies learning issues that must be answered in order to resolve medication related problems and develop a plan

Attends continuing education (CE) opportunities

Without instructor prompting reads articles, textbooks, and other resources to solve patient problems and uses these findings to support recommendations/plan

Maintains awareness of current drug therapy issues

Appropriately assesses own performance and performance of peers

Is proactive with patient needs and / or learning opportunities

Attends local, state and national meetings for continuing professional development

Participates in providing CE for other health care professionals

Contributes to education of a multidisciplinary health care team

Pursues knowledge of career opportunities

Identifies own limitations and develops self-improvement plans

Other

Comments:

20. Rating for Self-Learning Abilities

21. Student Performance is Based On:

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, list serves)

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 Outcomes:

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.

22. Relevant Practice Tasks (add others in comments)

Demonstrate professional Values/Ethics for other healthcare professionals in their actions to assist patients

Demonstrate respect and understanding for the Roles/Responsibilities of other healthcare professionals in their actions to assist patients.

Demonstrate proper oral Inter-professional Communication with other healthcare professionals in their actions to assist patients

Demonstrate proper written Inter-professional Communication with other healthcare professionals in their actions to assist patients

Demonstrates the spirit of Teams and Teamwork in their actions to assist patients

Other

Comments:

23. Rating for Inter-professional Interaction/Collaboration

24. Student Performance is Based On:

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

Curricular Outcomes:

Develop Practice and Leadership

Advance the Profession

25. Relevant Practice Tasks (add others in comments)

Adheres to Standards for Professional Conduct including appropriate attire, attendance policies, commitment to pharmaceutical care, use of professional language, acting in civil manner

Adheres to the School / College of Pharmacy Honor Code

Adheres to pharmacy laws and ethical standards

Gives patient care the highest priority

Completes all patient responsibilities before leaving for the day

Is considered responsible and accountable

Is punctual for patient care and experience activities

Respects individuals who are of another culture, gender, or personal lifestyle

Demonstrates respect to practitioners Appropriately accepts constructive feedback

Follows HIPAA and OSHA regulations

Follows site specific policies and procedures

Attends and participates in local, state and national meetings

Effectively works with others in a way that promotes a positive image for pharmacy

Other

Comments:

26. Rating for Professional Ethics and Identity

27. Student Performance is Based On:

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 Identifies potential opportunities to serve the public

Exhibits leadership skills when indicated

Contributes to government and public health initiatives and policy development

Identifies potential opportunities to serve the public

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

Curricular Outcomes:

Develop Practice and Leadership

Participate in Public Health and Professional Initiatives and Policies

28. Relevant Practice Tasks (add others in comments)

Functions effectively as a team member

Exhibits ability to appropriately work with people

Participates in health and wellness screenings

Promotes public health through ensuring patient immunization records are up-to-date

Serves as a role model/leader for peers

Strives to teach others and learn from others Educates on disease prevention

Other

Comments:

29. Rating for Social Interaction, Citizenship, and Leadership

30. Student Performance is Based On:

Final Grade and Comments

To calculate a grade for your student, please follow the steps below:

Use the average of the scores from the previous domains and the rubric below to 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%

31. Average of first ten domains (PCAP)

32. Percentage score for PCAP (See table above)

Journal Club

Patient Presentation

In-service Newsletter Drug Information (DI) Question

Formulary Review MUE/ DUE Manuscript

Poster abstract

Other (explain in comment)

Comments:

34. If the grade above should be revised, select all reasons which contribute to the grade adjustment below. Give specific examples in comments.

Additional evaluation methods (listed above) 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

Comments:

35. Adjustments to the grade (enter number of percentage points to add, or enter a negative number to reduce the grade)

36. Final Grade (after adjustments)

***37. Select letter grade for this IPPE based on the final (adjusted) grade**

38. Learning Achievements (Strengths, significant accomplishments):

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

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

41. Other Comments:

Hour Requirement Statement

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

Yes

No

43. If the student has not completed a minimum of 40 hours per week throughout the training experience, please explain.

44. If I do not certify that the student completed a minimum of 40 hours per week throughout the training experience, please explain.



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