



Advanced Pharmacy Practice Experience Manual

2009-2010 Academic Year

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DISCLAIMER

This manual is not a contract. The School of Pharmacy reserves the right to modify the policies and procedures described in this syllabus at any time. Students and preceptors will be notified of any changes. The information contained in this manual is complementary to that in the Student Handbook. Questions and/or clarifications pertaining to policies and procedures or other issues should be directed to the Director for Experiential Education.

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INTRODUCTION - Advanced Pharmacy Practice Experience

The pharmacy profession progresses continuously as the face of health care is transformed. Pharmacy education has broadened such that the didactic curriculum has been complimented by pharmacy practice experiences. Pharmacy practice experiences play a vital role by integrating didactic knowledge into skill-based practice and providing an opportunity to expose students to the many opportunities available to them. These experiences support direct pharmacist involvement with diverse patient populations and expand interactions with other health care professionals.

The Accreditation Council for Pharmacy Education (ACPE) Standards advocates extensive diverse advanced pharmacy practice experiences that, “provide experience in prescription processing, compounding and preparation of dosage forms, including parenteral products, drug distribution systems, documentation of services, the taking of drug histories, participating in drug therapy decisions, monitoring, educating, and counseling patients, solving problems, and systematically evaluating drug use. Advanced practice experiences should include application of clinical pharmacokinetic principles in the development and management of dosing and should incorporate knowledge and skills in the searching, analysis, and interpretation of drug information. Students should be under the close supervision of pharmacist role models.”

The Advanced Pharmacy Practice Experience (APPE) Program at Pacific University provides this environment for students in their third, and final, year in which they further integrate their didactic knowledge and pharmaceutical care skills into diverse pharmacy practice experiences, with an emphasis on self-learning and responsibility. It provides students with an opportunity to apply and expand their knowledge and skills, while developing professional attitudes and behaviors in a variety of pharmacy settings. The student will experience a minimum of 1680 hours mostly in primary, acute, chronic and preventive care settings where pharmacists are delivering patient care services to diverse populations.

The APPE program at the School begins in the first week of the third year and continues throughout the third year. The APPE series consists of:

- Four (4) Required Experiences
 - PHRM701: Advanced Community Pharmacy*
 - PHRM702: Hospital Pharmacy*
 - PHRM703: Ambulatory Care Pharmacy*
 - PHRM704: Adult Internal General Medicine*
- Four (3) Elective Experiences
 - PHRM705: Patient Care Elective (One patient care elective is mandatory)*
 - PHRM706: Non Patient Care or Patient Care Elective A*
 - PHRM707: Non Patient Care or Patient Care Elective B*

Each APPE experience is six weeks in length and students complete a total of seven experiences.

Required Advanced Pharmacy Practice Experience guidelines:

The Advanced Community Pharmacy Clinical Experience (PHRM701) provides integration of didactic skills, knowledge and Introductory experiences such that the student is competent in providing effective and appropriate pharmaceutical care in the community setting. Activities include patient assessment plans, medication review, and disease state management understanding.

The Hospital Pharmacy Clinical Experience (PHRM702) provides integration of didactic skills, knowledge and Introductory experiences such that the student is competent in providing pharmaceutical care, clinical services, and management skills related to those patients in an institutional setting. Activities include drug distribution, primary and acute care, sterile preparation and administrative services.

The Ambulatory Care Pharmacy Clinical Experience (PHRM703) provides integration of didactic skills, knowledge and Introductory experiences such that the student is competent providing pharmaceutical care and specialized services to those patients in an ambulatory setting. Activities include primary, acute, medication management therapy, chronic and preventative care.

The Adult Internal General Medicine Pharmacy Clinical Experience (PHRM704) selective provides integration of didactic skills, knowledge and Introductory experiences such that the student is competent in providing pharmaceutical care, clinical services, and management skills related to general medicine to patients in a variety of settings. These settings include but not limited to primary, acute, chronic and preventative care focused in internal general medicine.

Elective Advanced Pharmacy Practice Experience guidelines:

The Elective practice experiences provide integration of didactic skills, knowledge and Introductory experiences such that the student is competent in a broad array of experiences. These experiences enhance skills necessary for effective pharmacy practice. Some examples of Patient Care Elective Pharmacy Clinical Experience (PHRM705) include pediatrics, long-term care, home infusion, oncology, nuclear pharmacy, compounding pharmacy and nutrition. Some examples of Elective A and B Pharmacy Clinical Experience (PHRM706 and 707) include drug information, pharmacy administration, industry, and research but is not limited to non patient care experiences.

Patient Care Elective	
Cardiology Infectious	Disease
Critical Care (ICU, NICU, CCU, etc)	Long Term Care / Consulting
Compounding Nu	trition
Geriatrics Pediatrics	
Hematology / Oncology	Psychiatry
Home Health / Home Infusion	Solid Organ Transplant
Hospice Care	Trauma / Surgery
Pain Management	Nuclear
HIV / AIDS	Other

Non-patient care Elective
Drug Information
Drug Use Policy
Managed Care
Pharmaceutical Industry
Pharmacy Management
Professional Organizations
Research
Other

II. POLICIES AND PROCEDURES

The information contained in the APPE Manual is complementary to the Pacific University and School of Pharmacy (SOP) Student Handbooks. Policies in both of these documents are relevant to pharmacy practice experiences. Questions and/or clarifications pertaining to policies and procedures or other issues should be directed to the appropriate experiential faculty member or the Assistant Dean for Program Development.

A. Attendance

Attendance is mandatory for all pharmacy practice experiences. If a student is ill or has a personal emergency, the appropriate experiential faculty and the Preceptor must be contacted as early as possible on or before the day in question. Documentation from a physician or relevant third party may be required for any absence. Requests for time off unrelated to an emergency or illness must

be discussed with and approved in advance by the Director of Experiential Education, appropriate experiential faculty and the Preceptor. All scheduling conflicts must be resolved prior to student commitment to said activity.

A minimum of 40 hours per week is required in each APPE course (usually 5 eight working hour days per week). Extra hours worked are considered part of the professional responsibility of a clinician and no compensatory time off is permitted. In addition, working at home is not permitted in lieu of APPE hours on site without advanced approval of the School unless stated otherwise in the syllabus.

All absences will be made up at the convenience of the Preceptor. The date and time of the makeup must be communicated to the appropriate experiential faculty member. **Unexcused absences will not be permitted. In the event of any absences the student will be assigned a grade of Incomplete (I) until all experiential requirements have been completed. Completion of all experiential assignments and annual objectives (educational competencies) are required for student promotion to the next academic level.**

Excused Absence: excused absences fall into six categories: A) medical necessity B) death of a family member C) jury duty D) pre-approved professional activities E) residency interviews F) extenuating circumstances unforeseen by this policy.

1. Medical necessity

An unpredictable or serious illness of the student or an immediate family member. Routine physician or other health care practitioner visits within the student's control do not fall under this policy and should be scheduled at other times.

2. Death of a family member

Death of a spouse, child or significant other in the immediate family. Also includes parents, grandparents and siblings of student, spouse or significant other.

3. Jury Duty

Students summoned for jury duty must contact the Director of Experiential Education for advisement.

4. Pre-approved professional activities

Permitted when the student and/or student organization has followed the appropriate notification procedures outlined in the School of Pharmacy Handbook. Students must inform the Preceptor and Director for Experiential Education of his/her planned absence well in advance and documentation must be provided.

5. Residency Interviews

The School encourages its students to continue their education in residency and other programs. Students should be cognizant of the following statements:

- A student planning to attend multiple residency or other interviews should choose their 6 week vacation to coincide with the interviews.
- A student planning to attend a small number of residency or other interviews should ask the Preceptor for personal time off and understand that the Procedures for Notification (Absent Request Form Page 34) and Make-up (see Section A) apply. Preceptors are not obliged to grant personal time off.
- A student should recognize that attendance for less than 200 hours (25 days) during the prescribed dates for an APPE rotation may be grounds for a No Pass (N) grade.

6. Extenuating circumstances unforeseen by this policy

Students with extenuating circumstances not addressed by these policies should contact the Director for Experiential Education.

7. Unexcused Absences

Absences that do not fall within the above categories are unexcused and not permitted.

***NOTE: THE FOURTH OF JULY, LABOR DAY, THANKSGIVING, NEW YEAR'S DAY, SPRING BREAK AND MEMORIAL DAY ARE NOT OBSERVED HOLIDAYS DURING THE THIRD PROFESSIONAL YEAR. ***

**Pacific University School of Pharmacy
APPE Rotation Dates for 2009-2010**

Block #	2009-2010 (Class of 2010)		
	Dates	Midpoint Evaluation Due	Final Evaluation Due
1	5/18/09-6/26/09	Friday, June 5	Friday, June 26
2	6/29/09-8/7/09	Friday July 17	Friday, August 7
3	8/10/09-9/18/09	Friday, August 28	Friday, September 18
4	9/21/09-10/30/09	Friday, October 9	Friday, October 30
5	11/2/09-12/11/09	Friday, November 20	Friday, December 11
6	12/28/09-2/5/10	Friday, January 15	Friday, February 5
7	2/8/10-3/19/10	Friday, February 26	Friday, March 19
8	3/22/10-4/30/10	Friday, April 9	Friday, April 30

SPECIAL NOTES:

A student whose name does not appear on the official University course roster will **not** be allowed to remain in the experience. If you have registered for the course and paid your fees but your name is not on the schedule, you may show the Assistant Director for Experiential Education an official University paid receipt for the course to remain temporarily in class while you follow the University procedure to be placed on the University official class roster as quickly as possible. A registration printout is not acceptable.

B. Academic Integrity

Students are required to adhere to all School and University standards regarding academic integrity.

Academic integrity is viewed with the utmost respect and adherence. It is the cornerstone of professionalism. Inability to maintain academic integrity will not be tolerated. Please refer to the Pacific University Catalog and the School of Pharmacy Student Handbook for applicable policies and details.

Academic Dishonesty will NOT be tolerated and will result in sanctions and may result in dismissal.

Please refer to the Student Handbook regarding academic dishonesty and integrity. In addition, applicable University policies may also be found at:

Code of Academic Conduct	http://www.pacificu.edu/studentlife/handbook/index.cfm#conduct_code
Statement of Student's Rights and Responsibilities	http://www.pacificu.edu/studentlife/handbook/index.cfm#students_rights

The course staff retains the right to implement any policies designed to help prevent academic misconduct in this course.

C. **Compensation:** Students may not request or receive compensation from sites or preceptors for activities related to pharmacy practice experiences. Receiving or requesting compensation will result in dismissal from the program.

D. Student Requirements for Participation in APPE

Prior to beginning experiential experiences, each student must complete the following requirements:

1. Successful completion of second didactic year of program
2. Valid Intern License (state specific to the practice site)
 - a. Students are responsible for obtaining an intern license in the state they will complete their experiences. Information regarding intern responsibilities may be obtained on board of pharmacy websites. A listing of State Boards of Pharmacy can be found on the National Associations of State Boards of Pharmacy web site: <http://www.nabp.net>.
3. Health Insurance Portability and Accountability Act (HIPAA) training
4. Blood Borne Pathogens in Healthcare Facilities (OSHA) training
5. Criminal Background Check repeated in the Spring of P2 year
6. Basic Cardiac Life Support for Healthcare Providers (BCLS)
7. Advanced Cardiac Life Support for Healthcare Providers (ACLS)
8. Immunization administration certification
9. Immunizations and Health Screenings
 - a. Measles, Mumps, and Rubella (MMR) proof of immunization or serologic titers showing immunity
 - b. Tetanus and Diphtheria (Td) within 10 years
 - c. Hepatitis B proof of completion of the 3 shot series or serologic titers showing immunity
 - d. Two-Step Tuberculin Purified Protein Derivative (PPD) within the last six months or chest x-ray within the last year. Positive PPD or X-ray must be accompanied by written certification from a physician stating that the student is not a health risk. This should be maintained throughout clinical experiences.

- e. Varicella (chicken pox) proof of completion of the 2 shot series or positive serologic titers

Students will release this information to affiliated institutions upon request of the affiliated institution.

Optimizing the Learning Experience

1. The advanced experience is not meant for the student to passively watch/shadow the preceptors. The student must engage themselves with actual work as determined by their preceptors.
2. The student should take initiative in finding opportunities to practice communicating in a professional manner with all types of persons encountered at an experience site, including pharmacists, physicians, other health care professionals, and patients. Students should seek advice regarding methods of communication that are appropriate for various types of encounters.
3. The student should gain experience in making professional decisions involved in pharmacy practice (e.g. evaluating prescriptions/medication orders, counseling patients, therapeutic decisions, nonprescription drug advice, etc.). Students are to follow the advice of the preceptor regarding review/oversight of professional judgments.
4. When possible, students should gain experience with written communication in patient's medical record. Discuss policies regarding written communication with your preceptor. Remember, **the patient's medical record is a legal document – please document appropriate information in the appropriate fashion.**
5. Preceptors should provide constructive criticism regarding a student's professional interactions and performance at the practice site. These discussions are to be viewed as a means of learning.
6. The student should not publicly question advice or directions of the preceptor. Any disagreements should be discussed privately. Disagreements between the student and preceptor should be resolved with discussion between the parties involved. The Director for Experiential Education may be contacted if needed.

E. Health Requirements

Students may acquire communicable illnesses during the academic calendar year. At the discretion of the preceptor and/or in accordance with site policy, students who acquire a communicable illness may be asked to remain off-site until symptoms have resolved (student is no longer contagious). Students are required to make up this time at the convenience of the preceptor.

Pacific University requires all students carry medical insurance. If students do not have medical coverage, the University offers an insurance plan to cover medical needs beyond the scope of services provided at the Student Health and Counseling Center. To review the medical coverage offered by the University, visit the Student Health and counseling center website at <http://www.pacificu.edu/healthcenter/>.

F. Immunizations

Students will provide all immunization documentation upon admission to the School and immunizations must remain current while enrolled. Students enrolled in the School complete a health history with documentation of current immunizations for MMR, Tetanus and Diphtheria, Hepatitis B, a negative PPD or chest x-ray within the last year and Varicella. Students are required to have PPD testing while enrolled in the program. The results are sent to Student Health and placed in the student record. Students with a prior documented positive PPD are required to have a repeat chest x-ray every 2 years. Any student who converts to a positive PPD or has x-ray changes during the program is referred to Washington County Health Department for further evaluation. Hepatitis A is optional. The School encourages students to obtain an influenza vaccination annually.

The School requires the student to provide verification of the immunization status to their assigned clinical site when requested. Students are expected to adhere to all infection control policies of the clinical site.

While enrolled in the program, students exposed to a communicable disease such as tuberculosis or hepatitis should be evaluated by a physician as soon as possible. The School should be notified if there is any limitation to the student's ability to participate in clinical activities or if other students need to be evaluated as a result of this exposure to a communicable disease.

See the Pacific University Infectious Disease Policy for further information about enrollment of students known to have Human Immunodeficiency Virus (HIV) or Hepatitis B (HBV) infection.

G. Facility Policies and Procedures

Students must comply with all policies and procedures of the practice site. Preceptors should advise students of site policies during the orientation process. Discussion should include the following: fire and safety procedures, emergency exits, telephone etiquette, facility parking policies, etc. Students must respect the site property. Damage to site property may result in dismissal from the location and/or the program. Students must return all property to the site at the end of the 6 week experience. Fines assigned by the site for past due items are the responsibility of the student.

H. Confidentiality

The student is responsible for maintaining confidentiality with regards to all protected health information (PHI) in accordance with the HIPAA and the policies of the practice site. Inappropriate disclosure of PHI or other related information could result in a student's dismissal from the practice site. The Confidentiality Statement must be signed and dated by the student prior to participating in the experiential program. Students receive HIPAA training prior to clerkship experiences. Students may be asked to complete additional training specific to each site and will comply with all policies and procedures.

I. Extracurricular Activities

Students will inform and discuss any plans for volunteer or other professional activities (including employment and attendance at professional meetings) with the appropriate experiential faculty and site preceptor. **All scheduling conflicts must be resolved prior to student commitment to said activity (at least two weeks in advance).** Attendance at professional meetings is encouraged but does not preclude experiential requirements. Verification of attendance or written summary of activities may be required upon return by the appropriate experiential faculty and/or site preceptor. In addition, students will be required to make up all missed hours.

J. Background Checks:

Students are required to undergo background checks prior to the beginning of the third year. A third party utilizing the internet conducts these background checks. The student will provide an access code created by the third party to the Assistant Director for Experiential Education and to their preceptors or site coordinators upon request. The cost for this background check is borne by the student. Students cannot begin practical experience until the background check has been completed and the results have been found to be satisfactory. The appropriate release and disclosure forms provided by the Experiential Team must be fully completed and submitted before beginning APPE rotations.

K. Dress Code:

The School recommends the following standards:

1. Students shall display mature discernment as to appropriate attire for all School activities, reflecting proper taste, personal modesty, neatness, and a concern for the feelings of others.
2. A short, clean white lab jacket should be worn at all times unless instructed otherwise by the site preceptor. Students should wear their School identification badge and/or site identification at all times as instructed by the site preceptor.
3. Clothing with inappropriate advertising, designs, and/or logos such as alcohol and cigarette ads, sexually explicit sayings or designs, as well as drug-related sayings or designs that may be offensive to others is prohibited. Please use your discretion.
4. Under no circumstance may students wear jeans or tee shirts. Caps or headgear cannot be worn other than for religious or medical purposes. Hosiery is required and shoes must be closed toed. Wearing revealing attire is unprofessional.
5. Individual sites may have more restrictive dress codes (which may include jewelry restrictions) and students must follow the more restrictive dress code when present at those individual sites.”
6. All students are expected to practice personal hygiene (clean and well groomed) and wear professional attire while attending all practice site visits and professional meetings. Students are also to adhere with site-specific dress codes.
7. Students are not permitted to wear *any* visible piercing while on experience except for earrings placed in the ear. Students should confirm with their preceptor whether earrings are acceptable. In addition, students must cover tattoo marks or other body art.

Questions and/or clarifications pertaining to policies and procedures or other issues should be directed to the Director for Experiential Education.

L. American Disability Act Statement and Learning Support Services (LSS) for Students with Disabilities

Pacific University is committed to providing an educational environment that is accessible to all students. Services and accommodations are available to students covered under the Americans with Disabilities Act. If you require accommodations in this course you must immediately contact Edna K. Gehring, Director of Learning Support Services for Students with Disabilities at (503) 352-2107 or email her at gehringe@pacificu.edu. She will meet with you, review the documentation of your disability and discuss the services Pacific University offers and any accommodations you require for specific courses. If you require any accommodation and have received your LSS documentation, please contact the Director for Experiential Education by email prior to noon on the first day of the block.

Please remember: All students are required to abide by any applicable policy that is listed in the student handbook. Students are responsible for periodically reviewing the following sites for any policy, program and/or course updates:

Course Web Page in Blackboard	http://blackboard.pacificu.edu/webct/entryPageIns.dowebct
SOP Student Handbook	http://blackboard.pacificu.edu/webct/entryPageIns.dowebct . Pharmacy Homepage

M. Recording of Pharmacy Intern Hours

In the State of Oregon, interns may earn a maximum of 48 hours per week, which may result in a total of 288 pharmacy intern hours per six week APPE rotation. A total of 7 experiences may result in 2016 intern hours that may be counted toward licensure. States may differ regarding the number of experiential education hours that may be counted toward the total required hours for licensure eligibility. **Students are responsible for maintenance and submission of intern hours to the State Board of Pharmacy of their choice for licensure and documentation.** Students should contact individual State Boards of Pharmacy for specific details. A listing of State Boards of Pharmacy can be found on the National Associations of State Boards of Pharmacy web site: <http://www.nabp.net>.

N. Student Requirements and Responsibilities

The student's primary goal while at the practice site is to learn all aspects of pharmacy practice the preceptor and experience has to offer. Students should understand that each experiential learning site is a health care work site and the process of learning will involve working as a pharmacist-in-training. All experiential practicum are intended to help students integrate didactic skills and knowledge with pharmacy practice. Although the preceptor's first duty is to their patients, students should remember preceptors are also available to provide guidance, assessment and assistance.

1. Students must have an active Pharmacy Intern license in the state in which they are completing experiences.
2. Students should be knowledgeable of and compliant with the material contained in this manual as well as the Pacific University and School of Pharmacy Student Handbooks and the Pacific University Catalog.
3. Students are responsible for contacting the Preceptor not less than three weeks prior to the start of each experiential experience.
4. Students should be knowledgeable of the scope of practice when licensed as a pharmacy intern.
5. All expenses, fees and/or fares incurred during the experience are the responsibility of the student.
6. Students are expected to be present at the practice site a minimum of 8 hours per visit.
7. Students are responsible for adhering to the schedule and deadlines for assignments.
8. Students are expected to behave professionally, respectfully, and courteously at all times.
9. Each student should be proactive with their experiential education, which necessitates active participation, communication, and independently seeking learning opportunities at each site.
10. Students should never be hesitant to admit they do not know something and should seek help when necessary.
11. Advice or direction from the Preceptor should be viewed as a learning experience. Students should never publicly question the advice or directions of the Preceptor; these issues should be discussed in private. The student and the Preceptor are encouraged to discuss differences or conflicts with the Director for Experiential Education.
12. Students should take an active role in communicating with physicians, patients, and other healthcare professionals but only under the direct supervision and authorization of the Preceptor.
13. The student is responsible for registering as a Pharmacy Intern with the Oregon State Board of Pharmacy or the applicable State Board of Pharmacy of each experience. The student is responsible for providing a certified copy of his/her Pharmacy Intern License to the Director for Experiential Education and practice site.
14. Students must abide by the laws and regulations that govern pharmacy practice and seek clarification from the Preceptor when necessary.
15. Evidence of substance or alcohol abuse by a student is reason for immediate sanction and possible termination from the program. Please see the Pacific University and School of

Pharmacy Student Handbooks for policies and procedures regarding abuse of substances or alcohol.

16. Students are required to submit assessment forms no later than the due date.

17. Students are responsible for the maintenance and submission of internship hours to the State Board of Pharmacy of their choice.

O. Orientation

The student will contact the Preceptor three weeks prior to the beginning of each experience to confirm arrangements. The students must provide the Preceptor with a copy of their Pharmacy Intern License and Students will verify the Preceptor has a current preceptor license.

Suggested Orientation Outline and Content:

1. Review of experience outcomes, course syllabus and APPE Manual
 - a. Preceptor expectations and contact information
 - b. Student expectations and contact information
 - c. Daily routine and responsibilities (students and Preceptors)
 - d. Assessment procedure and timeline
2. Orientation to the practice site: hours of operation, staff introductions and roles, acceptable or prohibited electronic devices (cell phones), etc.
3. Pharmacy department policies and procedures.
4. Available resources: drug information references, clinical specialists, etc.
5. Use of site resources: photocopier, computers, telephones, etc.
6. Use of pharmacy department equipment and safety requirements: refrigerators, balances, etc.

P. Required Textbooks / References

1. DiPiro JT, Talbert RL, Yee GC, Matzke GR, Wells BG, Posey LM, eds. *Pharmacotherapy, a Pathophysiologic Approach, 6ed.* McGraw-Hill, New York, NY, 2005.
2. Boh's Pharmacy Practice Manual -- A Guide to the Clinical Experience, 3rd edition. Stein, S., editor. Lippincott Williams & Wilkins: Baltimore, MD: 494-522.
3. Pacific University School of Pharmacy EMS website
4. Pacific University School of Pharmacy Student Handbook, Pacific University Student Handbook, Advanced Pharmacy Practice Experience Manual
5. Materials as assigned by preceptor or participating health care professionals

Q. Experience Dismissal Policy: The following may result in dismissal of a student from an APPE rotation or clinical experience:

1. Failure to adhere to APPE site policies and procedures
2. Failure to adhere to School of Pharmacy policy and procedures
3. Persistent unacceptable performance, conduct and/or behavior as determined by the preceptor in consultation with the Director of Experiential Education
4. Any action which is detrimental to the care of a patient or to the clinical service provided by the site and/or preceptor
5. Unauthorized removal of any books, charts, references, journals or equipment from a patient area or practice site
6. Violation of State and/or Federal laws.

III. ADVANCED SITE AND PRECEPTOR DEVELOPMENT

Overview:

The School strives to develop and utilize a wide variety of pharmacy practice experiential sites for student education. The following is a brief list of the characteristics the school strives for in an exemplary site:

1. Meets or exceeds legal and professional standards required to provide patient care
2. Serves a diverse patient population, provides sufficient experiences to complete the stated objectives, and provides medical therapy management and patient care services for the population
3. Maintains access to informational resources and technological advances supportive of the experience
4. Committed to enhancing the education of students and Pacific University's mission and vision
5. Management team which is supportive of professional staff involvement in the education of pharmacy students
6. Preceptor provides daily contact or has qualified designee to ensure quality student experience, including follow up and assessment
7. Provides superior and supportive professional staff which results in sufficient time for preceptor and student to interact and enhancement of the learning objectives
8. Supportive of patients and other healthcare providers by providing educational workshops
9. When applicable, serves as an accredited site for training of pharmacy residents
10. Involved in the advancement of the profession through collaborative relationships with other health care providers

A. Affiliation Agreements

A written affiliation agreement will be executed between each experiential site/corporation (facility) and the School. The agreement will define responsibilities, commitments and expectations of each of the parties regarding the education and the experience of the students. In addition, the agreements will include issues such as health services, malpractice provisions, criminal background checks, student disclosures, immunization policies and professional conduct expectations. Agreements will be renewed annually following successful review and assessment.

The Affiliation Agreement prohibits the publication by the students, faculty or staff members of any material relative to their clinical education experience that has not been reviewed by the Facility and the School, in order to assure that infringement of patients' rights to privacy is avoided. Any article written by a student which has been based on information acquired through their clinical education experience must clearly reflect that the School or Facility does not endorse the article, even where a review has been made prior to publication. This is accomplished by requiring the following disclaimer to appear with each such article written: "The opinion and conclusions presented herein are those of the author and do not necessarily represent the views of the School or Facility."

B. Preceptor Legal Responsibilities

According to the Oregon Board of Pharmacy, a preceptor may precept one intern at a time. The Board on a case-by-case basis may grant an exception to this rule. This is intended to ensure the student receives sufficient attention and patient safety is not compromised. For those students completing out-of-state rotations please comply with your State specific intern requirements regarding the submission of hours and preceptor requirements.

C. Preceptor Requirements and Responsibilities

Preceptors are a fundamentally crucial element in the educational development of competent and professional pharmacy practitioners. They guide students through educational objectives, instill values and attitudes, and supervise the student's performance. Their contribution in this manner is

meaningful and is an important component of the School's mission to graduate exemplary, competent pharmacists prepared to deal with the demands and rewards of contemporary pharmacy practice.

1. Preceptors must be a licensed pharmacist and a licensed preceptor (if required) and in good standing in the state in which they practice.
2. Preceptors should be knowledgeable of and compliant with the material contained in this manual.
3. Preceptors are expected to instill and demonstrate principles of professionalism and ethics.
4. Preceptors are expected to be respectful of fellow practitioners and allied health professions, in as much as the Preceptor is a role model to the student.
5. Preceptors are responsible for clearly communicating student expectations regarding performance, appearance, attitude and method of practice.
6. Preceptors are responsible for scheduling an orientation session with their student(s).
7. Preceptors are responsible for identifying an acceptable replacement to supervise students during absences.
8. Preceptors are responsible for fostering an environment of mutual learning.
9. Preceptors should not assume student competency but determine it by reviewing the student's performance through discussions and observation.
10. Preceptors are responsible for reviewing student progress at regular intervals during the experience and sharing their observations with the students.
11. Preceptors are expected to provide constructive criticism that is conveyed in private and in an appropriate manner.
12. Preceptors should inform students of any areas requiring improvement as early as possible.
13. Preceptors are responsible for submitting a midpoint and final assessment by the prescribed due date.
14. Preceptors are responsible for verifying the intern hours completed by each student.
15. Preceptors are responsible for verifying student attainment of required experience outcomes.

D. Preceptor Training

All active preceptors are Faculty or designated as Clinical Adjunct Faculty for Pacific University. Preceptors receive extensive training prior to assuming the responsibilities of precepting students. Training includes an orientation, a curricular overview/ongoing update, and extensive tools to aid the Preceptor in developing and enhancing teaching skills. Competency and outcome expectations of experiences are explained as well as effective pedagogical methods to maximize learning. Additionally, student samples are presented with accompanying techniques and pearls to enhance skill development, encourage individualized instruction and guidance, and to showcase assessment criteria. Frequently asked questions are addressed in addition to techniques for handling difficult situations. Preceptors may access the web based: **Advanced Pharmacy Practice Experience Preceptor Packet**.

The APPE Preceptor Packet contents are available on-line at:
<http://www.pacificu.edu/pharmd/alumni/friends/preceptor.cfm>

APPE Preceptor Packet Table of Contents

Document/File	File Name
Getting started <input type="checkbox"/> Diagrams of key decision & design points when first planning to implement pharmacy experiences. Designed for preceptors and leadership to go through together	Planning experiences.ppt
Maximizing preceptor resources <input type="checkbox"/> Tips on how to make the most of precious preceptor time/resources and have students help the pharmacy achieve important goals	Maximizing resources.doc
Preceptor development <input type="checkbox"/> An overview of the Pacific University School of Pharmacy program <input type="checkbox"/> This program will become more extensive in time but this document outlines the initial highlights	Preceptor development program.doc
Experience syllabus template <input type="checkbox"/> A complete template for an Internal Medicine experience that can be easily adapted for any type of experience	Pacific experience template.doc
Schedule examples <input type="checkbox"/> A selection of different ways to communicate schedules to all staff and students for experience	Schedule templates.doc 2009 calendar.doc 2009 to 2010 Experience dates.doc
Rubric example <input type="checkbox"/> Solving the puzzle of the mysterious “rubric”! <input type="checkbox"/> An example of how to communicate your expectations of the student during your experience. <input type="checkbox"/> Students can also use for self-assessment	Rubric templates.doc
Thank You & tips for great precepting <input type="checkbox"/> Tip sheet for preceptors and our appreciation for your help educating our students	Thank You for being a fabulous preceptor.doc
Advanced Pharmacy Practice Experience Manual 2009-2010 <input type="checkbox"/> All the details for precepting Advanced Pharmacy Practice Experiences are in this manual <input type="checkbox"/> Also contains contact information for faculty/staff	Advanced Pharmacy Practice Experience Manual 2009.doc
Technology	
Experiential Management System (EMS) <input type="checkbox"/> System used by Pacific University for managing all aspects of experiential experiences	
Blackboard <input type="checkbox"/> System used for providing lectures, test taking, and also administering surveys	http://blackboard.pacificu.edu/webct/entryPageIns.dowebct
Pacific University School of Pharmacy Website Preceptor Resources Page <input type="checkbox"/> Information about our program <input type="checkbox"/> Contact information <input type="checkbox"/> Useful links including our library	http://www.pacificu.edu/pharmd/

IV. ASSESSMENT PROCESS

Overview:

The grading for the final year of the Pharm.D. program is a “pass” / “no pass” system. It is required that each student be evaluated during mid point (end of 3rd week) and final (end of 6th week) against 5 learning outcome categories (i.e. Knowledge Application, Professionalism, Communication, Patient Care, Management of Systems). Each outcome category has competencies (i.e. Applies the Knowledge of the Profession) that must be rated according to the student’s performance by using Preceptor Evaluation Of Student Form.

- A. Student Appeal of Experiential Objectives: Students wishing to appeal the outcome of an experiential experience may do so by following the procedures described in the Pacific University or School of Pharmacy Student Handbook or Pacific University Catalog.

- B. Site/Preceptor Assessment: Students are required to complete the APPE Site/Preceptor Assessment Form at the completion of all APPE experiences. The opinion survey utilizes a five-point scale, the description for which is at the top of the form. The open-ended question section affords students the opportunity to provide details regarding their experiences throughout the academic calendar. Students are to provide constructive feedback and criticism on the Advanced Experience Assessment Form. Only comments made in the last comment field at the end of this survey will be shared with the Preceptor, and then only after review by the School. All Assessment forms must be received by the School no later than three (3) days after the completion of the experience.

- C. Assessment Form Submission
 - 1. Students are responsible for the completion and submission of all assessment forms by the deadline stated in the applicable syllabus. Students will receive an “Incomplete” (I) until all assessment forms have been received. In addition, student progression to the next experience may be prohibited until verification is confirmed.
 - 2. Electronic submission of student assessment will be available via EMS. Preceptors and students will be provided with a user ID and password in order to access the assessment forms. All assessment must be submitted no later than the dates noted in this manual. Although electronic submission is preferred, Preceptors without internet access may fax assessment forms to the School. Preceptors and students are encouraged to contact the Director for Experiential Education if clarification is required regarding the assessment process or a particular learning outcome.

V. GENERAL OUTCOMES

The overarching goal of these experiences is to help students become active participants in the pharmaceutical care process. Students, under the supervision of the Preceptor, will learn how to integrate their knowledge of pharmaceuticals, pharmacology, pathophysiology, pharmacokinetics, and pharmacotherapeutics when developing individual patient care plans.

Each experience will emphasize and encourage outcome oriented decision making. Students will formulate recommendations and participate in decisions about drug therapy considering economic, clinical and humanistic factors such as efficacy, toxicity, costs, third party coverage, and delivery methods. Students will interact with patients and other healthcare professionals, monitor assigned patients, attend and participate in daily rounds, conferences and discussions. Students will develop lifelong learning skills through participation in journal clubs, case presentations, answering drug information questions, and attendance at special conferences (such as medical grand rounds and pharmacy department sponsored lectures).

A. Professionalism

Professional socialization is a lifelong process that begins before entry into pharmacy school. Monitoring student progress is essential to help ensure continued progression and reduce inconsistent socialization. Professionalism encompasses attitudes, values and behaviors, and of the three areas behaviors are the most measurable. The Behavioral Professionalism Assessment Form, Experiential Version (BPAE) is a valid and reliable assessment tool developed by Dana Hammer at the University of Washington. The following statements are highlights selected from the BPAE (Reprinted with permission).

1. *Student is empathic*, i.e., demonstrates appreciation of others' positions; attempts to identify with others' perspectives; demonstrates consideration towards others.
2. *Student behaves in an ethical manner*, i.e., acts in patients' best interests; acts in accord with the profession's and/or practice site's code of ethics.
3. *Student communicates articulately*, i.e., clearly communicates thoughts; uses appropriate terminology and vocabulary for intended audience.
4. *Student is punctual*, i.e., arrives at practice site early or on time; meets deadlines for completion of tasks and responsibilities.
5. *Student maintains confidentiality*, i.e., engages in discussions or other activities involving patient- and/or site-specific information for purposes of fulfilling professional responsibilities only; maintains confidential nature of patient- and/or site-specific documents.
6. *Student is respectful*, i.e., demonstrates regard for patients, superiors, colleagues, other personnel, and property; acts in a manner that shows recognition that he/she is a guest at the practice site as a professional student.
7. *Student demonstrates accountability*, i.e., holds oneself liable for tasks/duties/responsibilities for which he/she is responsible; does not blame others for mistakes or mishaps, nor avoids responsibilities.
8. *Student accepts and applies constructive criticism*, i.e., responds openly and positively to feedback; modifies behavior if necessary.
9. *Student wears appropriate attire*, i.e., adheres to dress code (written or unwritten); attire is acceptable to practice setting.
10. *Student demonstrates confidence*, i.e., acts and communicates in a self-assured manner, yet with modesty and humility

B. School of Pharmacy (SOP) Course Competencies Map

Three specific sources have been identified to help outline the competency based curriculum that has been created for the program:

- 1) SOP ability based outcomes
 - 2) The Center for Advancement of Pharmaceutical Education (CAPE) Outcomes
 - 3) The North American Pharmacist Licensure Examination (NAPLEX) competencies.
- The SOP course competencies map identifies each competency with the corresponding course number that addresses it.

C. Advanced Pharmacy Practice Experience learning outcomes and competencies

The five learning outcomes and competencies described below were created by the Northwest Pharmacy Experiential Consortium (NWPEC). The NWPEC was formed in 2006 through the collaborative efforts of the Experiential Directors, Department Chairs, and Associate Deans from Idaho State University, Oregon State University/Oregon Health and Sciences University, Pacific University Oregon, University of Montana, University of Washington, University of Wyoming and Washington State University. The Mission of the NWPEC is to promote

outstanding pharmacy experiential education programs for our students and preceptors by standardizing evaluations of education outcomes and preceptor training.

The learning outcomes and competencies were derived from the NWPEC School Mission and Vision Statements, Ability Based Outcomes, ACPE and the Center for the Advancement of Pharmaceutical Education, Educational Outcomes (CAPE 1998 and CAPE 2004). These competencies should be attained upon completion of seven experiences. Preceptors and students are encouraged to contact the Assistant Director for Experiential Education or the Director for Experiential Education if clarification is required for a particular competency.



PRECEPTOR EVALUATION OF STUDENT (please print): _____

Student name

Preceptor: _____	Site: _____	Date: _____
Block (circle one):	1 2 3 4 5 6 7 8	
Course (circle one):	PHRM 701 PHRM 702 PHRM 703 PHRM 704 PHRM 705 PHRM 706 PHRM 707	

Instructions:

The grading for the final year of the Pharm.D. program is a “pass” / “no pass” system. It is required that each student be evaluated during mid point (end of 3rd week) and final (end of 6th week) against 5 outcome categories (i.e. Knowledge Application, Professionalism, Communication, Patient Care, Management of Systems). Each outcome category has competencies (i.e. Applies the Knowledge of the Profession) that must be rated according to the student’s performance by using the scale below.

- 4** = Performs within and often beyond the expectations of a student at this level.
- 3** = Performs within the expectations of a student at this level in most areas.
Some areas are still in need of growth.
- 2** = Performs within the expectations of a student at this level in only some areas.
Several areas are still in need of significant growth.
- 1** = Student has too many areas needing development; a passing grade cannot be given.
- N/A** = Not addresses

Once the rating is determined, use the comment section to provide further insight regarding the performance of the student. This is especially useful to highlight examples of excellence and deficiencies. If the student rating is “2” or “1”, it is required to provide commentary that includes areas that need development and significant growth. The student must receive scores of 2 or greater in EACH competency in order to pass the course.

Knowledge Application

I. Applies the Knowledge of the Profession.

- a. Integrates biomedical, pharmaceutical, social/behavioral/administrative, and/or clinical sciences to effectively participate in this experiential setting.
- b. Uses critical thinking and problem solving skills to arrive at rational decisions.
- c. Promotes public health improvement, wellness, and disease prevention appropriate to this experiential setting.
- d. Utilizes a systematic process for self-reflection of professional knowledge, skills, and attitudes/behaviors.
- e. Continuously develops a personal plan for professional growth.

Grade (Circle one): 4 3 2 1 N/A

Comment:

II. Retrieve, analyze, and interpret the scientific, professional, and lay literature

- a. Provides relevant health information appropriately targeted to patients and their families, caregivers, health care providers, and others.
- b. Determines the underlying informational needs of the individual requesting health information.
- c. Selects resources that will accurately and efficiently find drug and health information.
- d. Identifies relevant monographs through a well-designed literature search.
- e. Applies best evidence to individualize patient care or make decisions about populations.
- f. Provides drug information document.

Grade (Circle one): 4 3 2 1 N/A

Comment:

Professionalism

I. Altruism/Excellence

- a. Puts others' needs above one's own.
- b. Demonstrates ethical behavior, confidentiality.
- c. Demonstrates the desire to exceed expectations.
- d. Punctual, reliable, dependable.
- e. Demonstrates initiative.
- f. Accepts responsibility and accountability for his / her work and actions.
- g. Embraces collaborative spirit with the pharmacy team and other health care professionals.

Grade (Circle one): 4 3 2 1 N/A

Comment:

II. Interpersonal skills

- a. Demonstrates respect toward others, policies and procedures, and with regard to facilities and property.
- b. Willingly receives feedback, seeks to improve.
- c. Demonstrates empathy.
- d. Cooperates with others and is diplomatic and non-judgmental.
- e. Personal hygiene and appearance are appropriate.

Grade (Circle one): 4 3 2 1 N/A

Comment:

Communication

I. Verbal/Nonverbal/Listening

- a. Communicates effectively with patients, caregivers, health care professionals, and the public.
- b. Listens to others with attention.
- c. Provides constructive feedback.

Grade (Circle one): 4 3 2 1 N/A

Comment:

II. Written

- a. Appropriate for the needs of the audience.
- b. Demonstrates purpose and content.
- c. Uses appropriate references with correct format.
- d. Correct use of grammar, punctuation and spelling and logical organization of thoughts and ideas.

Grade (Circle one): 4 3 2 1 N/A

Comment:

Patient Care

I. Patient care

- a. Performs relevant physical assessment and acquires accurate patient history.
- b. Collects and organizes all appropriate patient or drug-related information.
- c. Evaluates the data to identify drug therapy problems.
- d. Analyzes the informational, attitudinal, functional, socioeconomic, cultural, and behavioral needs of the patient.
- e. Formulates and implements the care plan.
- f. Encourages patients to assume an active role in their self-care and overall health.
- g. Assesses the effectiveness of the patient care plan to a successful health outcome(s) and revise as necessary.
- h. Selects appropriate patients for referral.
- i. Documents patient care activity.

Grade (Circle one): 4 3 2 1 N/A

Comment:

II. Prepare and distribute prescription and non-prescription medications and medical products

- a. Interprets and verify orders for precision and accuracy.
- b. Prepares and dispenses medications or medical products appropriately.
- c. Prepares/compounds nonsterile and sterile products.
- d. Performs accurate pharmacy calculation.

Grade (Circle one): 4 3 2 1 N/A

Comment:

Management of Systems

I. Medication Distribution and Patient Safety

- a. Manages the preparation, dispensing, distribution, and administration of medication in this practice setting by applying the legal requirements, manufacturer recommendations, and professional standards for preparation, storage, and distribution of sterile and non-sterile products.
- b. In the drug utilization review process the student is able to collect drug and patient data, interpret the data, apply the data to make recommendations and implement changes.
- c. Evaluates and understands each step of the medication distribution and medication error surveillance programs intended to enhance the quality of care, increase cost effectiveness of care and to improve outcomes.
- d. Uses the automation, technology and informatics at the practice site and recognize its impact on workload efficiency and on patient safety.

Grade (Circle one): 4 3 2 1 N/A

Comment:

II. Administrative Processes, Formulary and Quality Assurance

- a. Understands, differentiates and applies appropriate administrative processes to this practice site as they apply to relevant areas in: human resources, communication, working environment, marketing, billing, procurement, inventory control, technician and staff supervision.
- b. Describes quality improvement principles used to develop, implement, and/or manage a system for assessing and improving the quality of medication use safety systems, pharmacy products, services, and continuity of patient care across care settings.
- c. When interacting with patients, other healthcare providers at this practice site the student demonstrates the ability to multi-task and manage stressful situations.
- d. Assesses pharmacy law and confidentiality requirements and then applies them within the rules of professional conduct.
- e. Works within the constraints of various formularies including demonstration of working knowledge of the concepts of the tier status, therapeutic equivalence, therapeutic substitution, prior authorization, and non-formulary drugs.

Grade (Circle one): 4 3 2 1 N/A

Comment:



MIDPOINT GRADING SECTION FOR STUDENT (please print): _____

Knowledge Application

Score

Applies the Knowledge of the Profession _____
Retrieve, analyze, and interpret the scientific, professional, and lay literature _____

Professionalism

Altruism/Excellence _____
Interpersonal skills _____

Communication

Verbal/Nonverbal/Listening _____
Written _____
Verbal Presentation _____
Barriers _____

Patient Care

Patient Care _____
Prepare and distribute prescription and non-prescription medications
and medical products _____

Management of Systems

Medication Distribution and Patient Safety _____
Administrative Processes, Formulary and Quality Assurance _____

**The student must receive scores of 2 or greater in each
section above in order to pass the course.**

(CIRCLE ONE)

ON TRACK

NOT ON TRACK

By signing below acknowledges that this evaluation was communicated to the student

Preceptor Signature

Student Signature



FINAL GRADING SECTION FOR STUDENT (please print): _____

Knowledge Application

Score

Applies the Knowledge of the Profession _____
Retrieve, analyze, and interpret the scientific, professional, and lay literature _____

Professionalism

Altruism/Excellence _____
Interpersonal skills _____

Communication

Verbal/Nonverbal/Listening _____
Written _____
Verbal Presentation _____
Barriers _____

Patient Care

Patient Care _____
Prepare and distribute prescription and non-prescription medications
and medical products _____

Management of Systems

Medication Distribution and Patient Safety _____
Administrative Processes, Formulary and Quality Assurance _____

**The student must receive scores of 2 or greater in each
section above in order to pass the course.**

(CIRCLE ONE)

PASS

NO PASS

By signing below acknowledges that this evaluation was communicated to the student

Preceptor Signature

Student Signature

DOCUMENTS AND FORMS SECTION

Confidentiality Agreement

Student Affidavit – 2009-2010 APPE Policies and Procedures

Absence Request Form

APPE Site/Preceptor Assessment Form

APPE Check List



CONFIDENTIALITY AGREEMENT

I acknowledge and agree to comply with the *Health Insurance Portability and Accountability Act of 1996 (HIPAA)* and any current and future regulations promulgated hereunder including without limitation the federal privacy regulations, federal security standards and the federal standards for electronic transactions. Confidential Information specifically includes, but is not limited to, employee information, patient information, computer or access password(s) issued to me, financial information, business activity information, details about the computer systems and software, displayed and printed information, and proprietary vendor information.

I will:

1. Use confidential information strictly in connection with, and for the sole purpose of, performing my assigned educational and patient care responsibilities.
2. Not disclose or communicate any confidential information to any person or entity whatsoever, except in performance of assigned educational and patient care responsibilities at the site or in the classroom.
3. Not disclose to any other person or entity, password(s) issued to me.
4. Always clear confidential information from my terminal screen and sign off the system when my tasks are completed.
5. Report immediately to my preceptor any unauthorized use, duplication, disclosure, or dissemination of confidential information by any person, including other students.
6. Mask the identity of the patient or employee, and site when presenting confidential information orally or in writing, as part of my assigned educational and/or patient care duties.

My failure to fulfill any of the obligations set forth in this confidentiality agreement or my violation of any of the terms of this agreement may result in:

1. Disciplinary action by the Pacific University School of Pharmacy, including but not limited to, action taken under the School's Standards of Professional Conduct.
2. Disciplinary action by the site, according to the site's policies and procedures, including removal from the site.
3. Appropriate legal action (state and/or federal), including, but not limited to, civil or criminal prosecution.

Print Name: _____

Signature: _____

Date: _____



Student Affidavit 2009-2010 APPE POLICIES AND PROCEDURES

Please initial in each box provided to indicate you understand, acknowledge and accept the corresponding policy.

Student Initials

Policy

Attendance

Academic Integrity

Compensation

Student Requirements for Participation in APPE

I authorize the College to provide verification and/or a copy of required documents to practice site upon request

Health Requirements/Medical Insurance

Health Status: ***I certify that I have no health related conditions that would render me unfit to participate in any of the professional experience programs***

Immunizations

Compliance with Site/Facility Policies and Procedures

Confidentiality Policy

Extra-curricular activities

Background check

Dress Code

American Disability Act Statement and LSS

Recording of Student Intern Hours

Student Requirements and Responsibilities

Rotation Orientation

Required textbooks

Student Assessment

Experience Dismissal Policy

I acknowledge, understand and accept all of the policies and procedures in the 2009 - 2010 Advanced Pharmacy Practice Experience Manual.

I acknowledge that I have received a copy of the Advanced Pharmacy Practice Experience Manual. By signing my experiential policies and procedures form I acknowledge that I have read the APPE Manual and understand it. In the event that a University policy is in conflict with a College/Program policy, the more strict policy will apply.

Name (printed)

Signature

Signature

Date



ABSENCE REQUEST FORM

I am requesting to be absent on ____ / ____ /2009-10 for the following reason(s):

I will make arrangements with my preceptor to complete the missed hours at a time outside of scheduled class or assessment.

Submitting this form does not guarantee approval of the absence from the APPE rotation. Students should not proceed until approval has been provided by the Director for Experiential Education.

I. Student Information

Last Name First Name Telephone em ail

II. APPE Preceptor Information

Site Preceptor r

Address Telephone

III. Reason for Absence

- Medical Emergency
- Family Emergency
- Other _____

Briefly describe circumstances: _____

Forward completed form to: Ms. Rita Barton at bartonr@pacificu.edu

Department Use Only

Action Taken:

Request Approved Request Denied

Director for Experiential Education Signature: _____ Date: _____

information to healthcare professionals.

1. What aspect of the practice site or preceptor did you find most useful or instructive?

2. How many hours were spent per visit with your preceptor?

3. How many hours were spent per visit with a pharmacist or other health care provider who offered supervision either in conjunction or in place of your preceptor?

4. What percentage of time was spent with patients during each site visit? %

5. List one positive attribute of the site visit experiences (site and/or preceptor) which you feel would be of interest to other students.

6. List one negative attribute of the site visit experiences (site and/or preceptor) which you feel would be of interest to other students.

7. Did you feel prepared for the experience? What aspects of the School curriculum affected your preparedness?

8. Would you recommend this site to other students? Yes No Why or why not?

1. Secure Housing
 - a. Network with other students who are in the same geographical area
2. Read / Review Advanced Pharmacy Practice Experience Manual
 - a. Understand course policies and procedures
 - b. Understand assessment policies and procedures
 - c. Understand competencies
3. Read Specific Advanced Pharmacy Practice Experience Syllabus
 - a. Understand experience specific activities
 - b. Begin thinking about a project
4. Prepare for the experience
 - a. Review all related materials
 - b. Understand competencies that need to be addressed and developed
5. Location of experiential site
 - a. Identify potential challenges such as commuting time/parking
6. Introduction to your new preceptor – 3 weeks prior to your next rotation
 - a. Phone call **and** email to the preceptor
 - b. Coordinate and complete pre-rotation requirements with Asst. Dir. of Exp Education
7. Orientation
 - a. location if different from the experiential site address
 - b. special instructions i.e. documents to bring to orientation
 - c. Name badge
 - d. Dress Code
 - e. Schedule (meetings, project due date, journal club, presentations)
 - f. Tour of facilities
8. Assessment – complete and submit
 - a. Mid Point
 - b. Final
9. Submit all necessary forms to Director for Experiential Education:
 - a. Complete the Site/Preceptor Evaluation in EMS within 3 days of completing the rotation
10. Thank Preceptor