

Experiential Education Manual



SCHOOL of PHARMACY

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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 manual 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. Failure to adhere to any of the requirements in this manual may result in removal from site or delay in progression of the student's IPPE or APPE.

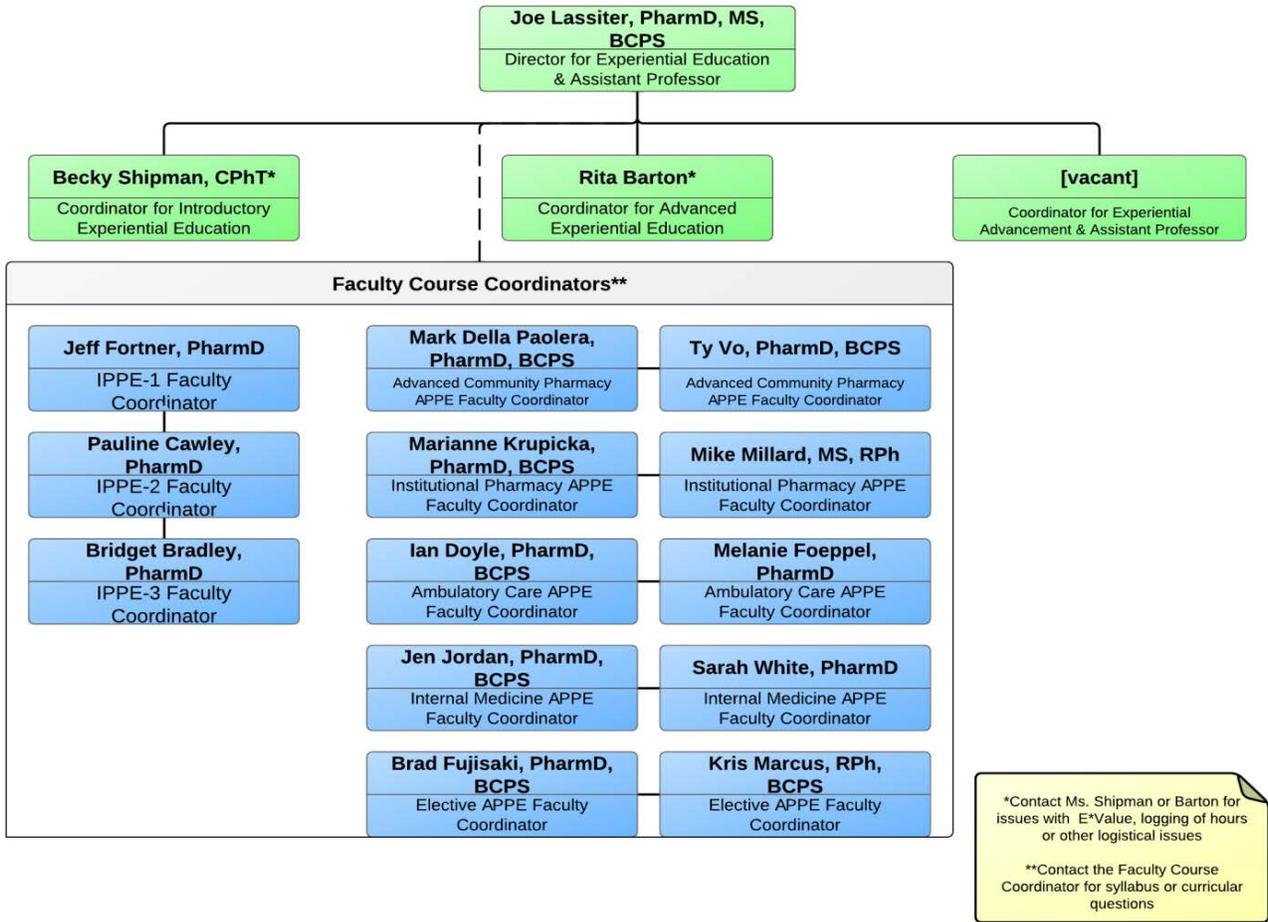
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I. 2012-2013 Experiential Education Contacts and Information



II. Experiential Program Overview

The pharmacy profession is continuously progressing 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 pharmacy practice experiences provide students with an opportunity to apply and expand their knowledge and skills, while developing professional attitudes and behaviors in a variety of pharmacy settings. It is expected that students will take ownership of the learning process during their experiential

education as there is an emphasis on self-learning and responsibility. 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-related work site and the process of learning will involve working as a pharmacist-in-training. Although the preceptor's first duty is to their patients, students should remember preceptors are also available to provide guidance, assessment and assistance.

Introductory Pharmacy Practice Experiences are designed to introduce first- and second-year Doctor of Pharmacy (Pharm.D.) students to the activities, structure and responsibilities of community, institutional and health-system pharmacy practice. The IPPE rotations complement the didactic blocks of the first- and second-year curriculum and prepare the student for Advanced Pharmacy Practice Experiences (APPE) during their third professional year. These IPPE experiences assist in providing hands-on experiences that support classroom instruction. Courses include:

PHRM 530/531: IPPE-1

PHRM 600: IPPE-2

PHRM 630/631: IPPE-3

The Advanced Pharmacy Practice Experience (APPE) Program at Pacific University consists of 7 courses each consisting of 240 hours mostly in primary, acute, chronic and preventive care settings. APPEs provide a multitude of experiences for students in their third year in which they further integrate their didactic knowledge and pharmaceutical care skills into diverse pharmacy practice experiences. The APPE program at the School begins upon successful completion of the second professional year, and spans continues through successful completion of the third professional year. Courses include:

PHRM701: Advanced Community Pharmacy

PHRM702: Institutional Pharmacy

PHRM703: Ambulatory Care Pharmacy

PHRM704: Adult Internal General Medicine

PHRM705: Patient Care Elective*

PHRM706: Non Patient Care or Patient Care Elective A

PHRM707: Non Patient Care or Patient Care Elective B

*One patient care elective is mandatory.

PHRM 708 and PHRM 709 are two additional courses during the P3 year. PHRM 708 is a self-study block with a 240 hour minimum hour requirement.

For further delineation, see syllabus for the respective course and curriculum.

III. Electronic Tools

A. E*Value Management System

The Experiential Education program uses E*Value to coordinate all rotation assignments, time tracking, student and preceptor assessments, evaluations and general announcements.

B. Moodle

Moodle is a learning management system used by the School of Pharmacy. Experiential course materials and announcements may be located here: <https://moodle.pacific.edu>

C. Library

Pharmacy Resources available at:

http://www.pacificu.edu/library/databases/browse_databases.php?subject_id=20

D. BoxerOnline

BoxerOnline is an online resource that contains many resources for students, including: student's immunization summary, ability for students to produce their verification of enrollment, and grades.

IV. Student Responsibilities

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. Questions and/or clarifications pertaining to student responsibilities should be directed to the Director for Experiential Education.

A. Requirements for Participation in IPPE and APPE

Prior to beginning IPPEs and APPEs, students must complete at a minimum, the following requirements. **Students are advised that each site may have more stringent requirements than those listed below.** Students should release the following information to affiliated institutions upon request.

Pacific University School of Pharmacy may authorize designated affiliate hospitals and/or clinical sites to view student reports including drug screening results and background check, if such information is required prior to gaining entrance into such facilities. Students may be required to complete additional licensing, testing, training, documentation of personal information (ex. date of birth, social security number), finger printing or testing, at an additional cost, before gaining entrance to such facilities.

Requirement	Description	How to meet Requirement	Due Date
Pre-requisite coursework	Experiential coursework runs concurrently with didactic coursework.	Successful completion of pre-requisite coursework	Ongoing requirement
Maintain demographic information in E*Value	Maintain a current address, phone number and emergency contact in the e*Value management system.	Update e*Value with current information.	Ongoing requirement
Health Insurance Portability and Accountability Act (HIPAA) training*	HIPAA compliance training is an online training consisting of educational learning and a test.	Annual renewal of HIPAA training; carry verification certificate to inform experiential site(s) as needed.	P1 year- complete in August during orientation P2 year- complete end of P1 Spring Semester P3 year- complete end of P2 Spring Semester; ; keep current through completion of APPEs
Bloodborne Pathogens in Healthcare Facilities (OSHA) training*	Understanding bloodborne pathogens training is an online training module with an educational component and test.	Annual renewal of OSHA training; carry verification certificate to inform experiential site(s) as needed.	P1 year- complete in August during orientation P2 year- complete end of P1 Spring Semester P3 year- complete end of P2 Spring Semester; ; keep current through

			completion of APPEs
Immunization administration certification*	Training will occur at Pacific University during the Spring Semester of the P1 year.	Successfully participate in the school provided training.	Ongoing requirement after initial certification
Requirement	Description	How to meet Requirement	Due Date
Basic Life Support for Healthcare Providers (BLS) certification*	Training will occur at Pacific University during the Spring Semester of the P1 year.	Successfully participate in the school provided training; carry verification certificate to inform experiential site(s) as needed.	Ongoing requirement after initial certification Note: This certification is required for immunization administration certification and ACLS certification.
Advanced Cardiac Life Support for Healthcare Providers (ACLS) certification*	Training will occur at Pacific University during the Fall Semester for the P2 year.	Successfully participate in the school provided training; carry verification certificate to inform experiential site(s) as needed.	Ongoing requirement after initial certification
School ID cards (Boxer ID)		Students are required to have their ID cards on them at all times while on School premises and when involved with their experiential sites.	Ongoing requirement
Medical Insurance	Students are offered the University insurance plan, which provides extensive coverage for students or students can have insurance through a personal plan. The University insurance plan covers medical needs beyond the	Ensure adequate medical coverage	Ongoing requirement

	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/ .		
Requirement	Description	How to meet Requirement	Due Date
Current Immunizations*	See Section 11 below for more detail.	Students will provide all immunization documentation upon admission to the School and immunizations must remain current while enrolled; The School requires the student to provide verification of immunization status to their assigned clinical site when requested.	Ongoing requirement
Pre-rotation paperwork*	Pre-rotation paperwork may be required by different sites. This information will be communicated to students as necessary.	Complete paperwork and requirements	Due dates vary depending on the site
Preceptor Licensure	Verification by students that the Preceptor has a current preceptor license.	Utilize the Board of Pharmacy webpage	Check this licensure prior to every experience
Criminal Background Check and Drug Screening*	Criminal background check and drug screening must be conducted by a vendor approved by the School.	Annual completion	P1 year- complete during Summer P2 year- complete end of P1 Spring Semester P3 year-

Requirement	Description	How to meet Requirement	Due Date
			complete end of P2 Spring Semester; keep current through completion of APPEs
International Travel Paperwork	Additional paperwork and requirements are in place for international travel.	The Experiential office will communicate requirements to applicable students	Varies depending on departure date
Intern Licensure	See Section B below for more information.	Maintain active intern licensure	See below
Confidentiality Statement	Statement that describes types of confidential information and disciplinary/legal action.	Read and complete confidentiality statement located in this manual	P1 year -complete during orientation P2 year -complete end of P1 Spring Semester P3 year -complete end of P2 Spring Semester

- *All of these requirements must be met at least **14 days** prior to the start of each experience or as directed by the experiential team. If a requirement(s) is not met 14 days prior to the start of an experience this will result in consequences at the discretion of the experiential team, such as reassignment of the student's site, referral to the Assistant Dean for Student Affairs, cancellation of the student's experience or other appropriate action.
- All costs associated with background checks, drug screenings, immunizations, etc are the responsibility of the student
- If you are making up an APPE please check with the experiential team to ensure you have met all requirements.

B. Licensure Requirements

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>. All students are required to have a valid, active intern license in the following states, at a minimum:

CO 2013: Oregon, any state where an APPE is assigned
 CO 2014/2015: Oregon and Washington

	IPPEs	APPEs
Licensure Responsibilities	The student is responsible for carrying copies of all of their licenses. The student must provide the Preceptor with a certified copy of their Pharmacy Intern License.	The student is responsible for carrying copies of all of their licenses. The student must provide the Preceptor with a certified copy of their Pharmacy Intern License. Any out of state licensure, outside of Washington, must be on file at the School of Pharmacy.
Deadline	Students must have an active intern license at least 21 days prior to the beginning of an experience	Students must have an active intern license at least 14 days prior to the beginning of the P3 year
Consequence	Student will be reassigned at the discretion of the experiential team, when the student has obtained an active license. If no experiences are available at the time needed, the student may be required to take a leave of absence.	
Other Requirements		All licenses must be current or renewed through the end of student's APPEs. If the renewal cycle is during the APPE year the license must be renewed through the end of the student's APPEs.

C. Expectations during IPPEs and APPEs

1. General Expectations

- Students are expected to behave professionally at all times.
- Students should be respectful and courteous at all times.
- Each student should be proactive with their experiential education, which necessitates active participation and communication.
- Students should never be hesitant to admit they do not know something, and should seek help when necessary.
- Advice or direction from a Preceptor should be viewed as a learning experience.

- Students should never publicly question the advice or directions of a Preceptor.
- Students and Preceptors are encouraged to discuss differences or conflicts.
- Students should take an active role in communicating with physicians, patients, and other healthcare professionals, but only under the direct supervision and authorization of their Preceptor.

2. Expenses

Students are responsible for all expenses, fees and/or fares incurred during the experience.

3. Compensation

Students may not request or receive compensation from sites or preceptors for activities related to IPPEs or APPEs. Receiving or requesting compensation will result in dismissal from the program. Some examples may include: hotel lodging, any monetary reimbursement, salary, travel. Students can direct questions to the Director for Experiential Education.

4. Laws and Regulations

Students are responsible for abiding by the laws and regulations that govern the pharmacy practice site and to the policies and procedures of the practice site. If there is a difference between rules the more strict interpretation applies. Students are responsible for practicing within the scope of their license as designated by the Board of Pharmacy.

5. Travel

Students should expect to spend experiential rotations outside the Portland area throughout the entirety of the program and are expected to make their own travel and housing arrangements.

Students are required to have reliable transportation to allow them to get to and from campus, attend off-campus experiential rotations, and participate in other community activities as required. Lack of transportation will not be accepted as an excused absence for non-attendance or tardiness at experiential rotations.

6. Communication

- Students are expected to communicate with faculty course coordinators, experiential staff, and preceptors during experiential placements.
- Because a majority of the communication is electronic, students are responsible for checking their pacificu.edu email account twice daily, including weekends.
- Students are to utilize only their Pacific University email address for correspondence with the School, including the Experiential Education team and to refrain from forwarding to another e-mail address.
- Students are responsible for seeking direction from the preceptor.
- All communication should be professional.
- See APPE Midpoint/Final Preceptor Evaluation of Student
 - This assessment form is available electronically in E*Value.

7. Internet Access

It is the student's responsibility to have adequate internet access to accomplish assigned tasks, assignments, communication, etc while on experiences. Inadequate internet access is not an acceptable reason for not meeting deadlines and appropriate consequences will apply.

8. Publishing opportunities

Any article written by a student which has been based on information acquired through his or her clinical education experience must clearly reflect that the School or clinical rotation site 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."

9. Attendance

a) General information applicable to IPPEs and APPEs

- Attendance is mandatory for all IPPEs and APPEs.
- A schedule should be set for the student by the preceptor delineating what activities occur while onsite and what activities occur in preparation for rotation offsite.
- Students may not request a specific schedule; the schedule is **set by the site in conjunction with the School.**
- For IPPE 2 and all APPEs, a minimum of 40 hours per week of rotation time is required and the maximum number of contact hours on rotation is 48 hours per week.

Time to log in e*Value	Other time (do not log in e*Value)
Onsite patient care	Preparatory work, which may include reviewing drug therapy and medical conditions or working on assigned projects offsite

- Weekly hours do not carry forward to subsequent weeks.
- The work week runs from Monday to Sunday.
- Outside employment should not interfere with experiential activities.
- The majority of hours recorded for APPEs should involve direct patient care (except for elective non-patient care experiences).

Onsite project work, research, writing	Homework
	Reading and Reviewing

b) IPPEs:

(1) Pre-rotation Communication

(a) Students are responsible for contacting their IPPE preceptor and/or supervisor by telephone or email to introduce themselves 3 weeks prior to their experience.

(b) If on initial contact the student has left a message or an email, please follow up to ensure the preceptor and student have communicated the necessary information.

(2) Expectations

(a) The student's schedule may vary from the "normal 9-5 shift"; the schedule may include evening hours.

(b) Each IPPE practice setting visit is a minimum of 8.5 hours in duration, which includes 8 patient contact hours and 30 minutes for lunch/break(s).

(c) A student must complete the minimum number of hours required by the syllabus.

(d) All absences during IPPE will be made up at the end of the semester. The date and time of the makeup will be determined with the site preceptor and the faculty course coordinators.

(3) Documentation

(a) At a minimum, the student should document the hours spent at their rotation experience upon conclusion of each visit day.

(b) The hours should be documented after they have been completed, not in advance of the activity or rotation time. The hours should be reviewed by the preceptor of record.

(4) Absence

Type of Absence	Description and Action
Excused Absence	<p>If a student is ill or has a personal emergency the faculty course coordinators should be contacted via email and site preceptor must be contacted via telephone as early as possible <u>prior to the site visit</u>. Text, voice or email messages are not acceptable methods for notification unless directed by your preceptor. The IPPE Absence Request Form must be completed for each instance and submitted to the faculty course coordinators <u>within 24 hours</u>.</p> <p>Failure to comply will result in an unexcused absence and may delay progression in the professional program. Documentation from a physician or relevant third party may be required for any absence.</p> <p>Examples of valid reasons for excused absences from an experiential site visit include, but are not limited to, the following (with documentation):</p> <ul style="list-style-type: none"> ○ Hospitalization of the student due to illness or accident ○ Death in the student's immediate family (i.e., spouse, parents, guardians, siblings, children) ○ Summon of the student to appear for Jury Duty or before a court
Pre-Planned Absence	<p>Requests for time off for professional activities (e.g., Association meetings) must be submitted to the faculty course coordinators and the site preceptor at <u>least 2-weeks in advance for review</u>. Time off for pre-planned absences will be reviewed for approval on a case-by-case basis.</p>
Unexcused Absence	<p>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.</p>
Extended Excused Absence	<p>All experiential hours, as well as assignments, must be made up by the end of the given semester for IPPE.</p>
Other Absences	<p>Jury Duty: Students summoned for jury duty must contact the Director for Experiential Education immediately.</p> <p>Holidays: The student's rotation site may or may not be open on Federal holidays. Attendance on these days is at the discretion of the preceptor. If the student is not required to attend, this should be documented. Students should review holiday coverage with their preceptor before reporting to the site to determine whether additional project work will be required to complete the minimum total hours per IPPE.</p> <p>Unmet Requirements: If the student is excused from site due to unmet site requirements the student must contact the Academic Coordinator for Experiential Education.</p> <p>If the student leaves the rotation site for any reason other than illness, the student should contact the faculty course coordinator.</p> <p>Extenuating circumstances unforeseen by this policy: Students with extenuating</p>

	circumstances not addressed by these policies should contact the Director for Experiential Education.
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c) **APPEs:**

(1) Pre-rotation Communication

- (a) Students are responsible for contacting their next preceptor by telephone three weeks before the start of each APPE block.
- (b) If unable to reach them by telephone, please follow up with the preceptor by email.

(2) Expectations

- (a) A student must complete a minimum of 240 hours per APPE, regardless of any absences the student has.
- (b) The student's schedule may vary from the "normal 9-5 shift"; it may include evening/overnight/weekend hours.
- (c) Each APPE is a discrete six-week course.
- (d) Students are required to participate during all six weeks.
- (e) Hours in excess of the minimum should be anticipated as these are considered an integral part of professional responsibility.
- (f) A student should recognize that missed attendance during the APPE rotation may be grounds for a No Pass or an Incomplete grade.
- (g) The last professional year is not designed for additional student employment and preceptors should **not** schedule around additional employment work hours.

(3) Documentation

- (a) At a minimum, the student should document the hours spent at their rotation experience every week.
- (b) The hours should be documented after they have been completed, not in advance of the activity or rotation time.
- (c) The hours should be reviewed by the preceptor of record at the end of week three and end of week six or on another interval as agreed upon by the preceptor and the Director for Experiential Education.

(4) Absence

Types of Absence	Description and Action
Excused Absence	<p>An excused absence is one for which the student experiences an acute illness or emergency. Students must advise their preceptor via telephone as early as possible, preferably before the start of the day or expected time of arrival. Text, voice or email messages are not acceptable methods for notification unless directed by your preceptor. Documentation from a health care provider or relevant third party may be required for any absence.</p> <p>Examples of excused absences include:</p> <p>Medical necessity: An unpredictable or serious illness of the student or an immediate family member</p> <p>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.</p> <p>Preceptors may only grant a maximum of three days excused absence per rotation. Students and preceptors must agree on a plan to complete these missed hours within the six-week time period. If more than three days are missed, students will not be able to complete their APPE in the six-week time period due to pharmacy law restrictions. All instances of a student missing more than three days must be reported by the student to the Director for Experiential Education, with submission of a plan describing how the missed hours will be completed. This plan must be signed and dated by the student and preceptor.</p>
Pre-Planned Absence	<p>The preceptor must be contacted at least two weeks before the day(s) in question. Preceptors are not required to grant time off for pre-planned absences. All scheduling conflicts must be resolved prior to student commitment to said activity. Since rotation hours do not carry forward from week to week, you may not work hours in advance of pre-planned absences.</p> <p>Examples of pre-planned excused absences include:</p> <p>Routine physician or other health care practitioner visits: As approved by the preceptor.</p> <p>Professional activities: As approved by the preceptor. Examples may include: residency interviews and professional meetings.</p> <p>Students will be allowed 5 days during their APPE year to participate in professional activities. Any pre-planned absences for professional activities in excess of the 5 days must be reviewed and approved by the Director for Experiential Education in addition to approval by the preceptor.</p> <p>You may attend a professional activity no more than 3 days in a given week.</p> <p>You will be expected to complete additional work in concert with or in addition to attending the professional activity at the discretion of the preceptor.</p>

	Please remember that 240 hours must be documented for each APPE.
Types of Absence	Description and Action
Unexcused Absence	In the event of any unexcused absences, the student will be assigned a grade of Incomplete (I) or No Pass (NP) until all experiential requirements have been completed for the APPE course. This must be reported by the student to the Director for Experiential Education, with submission of a plan describing how the missed hours will be completed. This plan must be signed and dated by the student and preceptor. These experiential requirements should be completed prior to the end of the rotation or the agreed upon time between the student and preceptor. If these requirements are not met, there is the potential for a No Pass grade.
Extended Excused Absence	<i>Occurs when a student misses more than 3 days on APPEs; students will need to make up any missed time prior to graduation.</i>
Other Absences	<p>Jury Duty: Students summoned for jury duty must contact the Director for Experiential Education immediately.</p> <p>Holidays: The student's rotation site may or may not be open on Federal holidays. Attendance on these days is at the discretion of the preceptor. If the student is not required to attend, this should be documented. Students should review holiday coverage with their preceptor before reporting to the site to determine whether additional project work will be required to complete the minimum total hours per APPE.</p> <p>Unmet Requirements: If the student is excused from the site due to unmet rotation requirements, the student must contact the Coordinator for Experiential Education.</p> <p>If the student leaves the rotation site for any reason other than illness, the student should contact the faculty course coordinator.</p> <p>Extenuating circumstances unforeseen by this policy: Students with extenuating circumstances not addressed by these policies should contact the Director for Experiential Education.</p>

10. Appropriate Attire/Grooming for the Pharmacy Profession

The following are required:	<ul style="list-style-type: none"> • Students are expected to practice personal hygiene (clean and well groomed) • Students must wear professional attire; if a student is unclear about professional attire please contact the course coordinator or the Director for Experiential Education. • 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. • A short, clean white lab jacket should be worn at all times unless instructed otherwise by the site preceptor.
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	<ul style="list-style-type: none"> • Hosiery is required and shoes must be closed toed. • Students should wear their School identification badge and/or site identification at all times as instructed by the site preceptor • Students should confirm with their preceptor whether earrings are acceptable. • The School recommends while on rotation students be conservative with respect to hair coloring.
The following are not allowed:	<ul style="list-style-type: none"> • 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 • Wearing jeans or tee shirts • Caps or headgear; these may be worn for religious or medical purposes. • Wearing revealing attire • Wearing any visible piercing while on experience except for earrings placed in the ear. • Students must cover tattoo marks or other body art.

Experiential sites may have more restrictive dress and hygiene codes (which may include jewelry and facial hair restrictions) and students must follow the more restrictive dress code when present at those individual sites.

See examples of professional dress attire here:

http://humanresources.about.com/od/workrelationships/tp/dress_code_collect.htm

11. Immunizations

Students will provide all immunization documentation upon admission to the School and immunizations must remain current while enrolled. The School requires the student to provide verification of the immunization status to their assigned clinical site when requested. **Students are advised that each site may have more stringent requirements than those listed below.**

1. Measles, Mumps, and Rubella (MMR) proof of immunization or serologic titers showing immunity.
2. Tetanus and Diphtheria (Td) within 10 years.
3. Hepatitis B proof of completion of the 3 shot series or serologic titers showing immunity.
4. Students are required to be current with their proof of TB status. Prior to IPPEs and APPEs, students provide evidence of their status in May for the coming academic year. Positive PPD or chest X-ray must be accompanied by written certification from a physician stating that the student is not a health risk. 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. This should be maintained throughout clinical experiences.
5. Varicella (chicken pox) proof of completion of the 2 shot series or positive serologic titers.
6. Hepatitis A may be required by some sites pursuant to affiliation agreements.
7. Annual Influenza vaccination is required annually.

Please see Student Handbook for further detail.

12. Health and Safety Requirements

Students may acquire communicable illnesses during the academic calendar year. While enrolled in the program, students exposed to a communicable disease should be evaluated by a physician as soon as possible. The Director for Experiential Education should be notified by telephone 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. 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.

Additional information about University policy regarding blood borne pathogens may be obtained at the following web site:

http://www.pacificu.edu/studentlife/handbook/bloodborne_path.cfm

Student Grievance Procedure

It is the policy of the University not to discriminate on the basis of sex, physical or mental disability, race, color, national origin, sexual orientation, age, religious preference, or disabled veteran or Vietnam era status. Further, the University expects that those with whom it deals will comply with all applicable anti-discriminations laws.

The School has adopted an internal grievance procedure for the prompt and equitable resolution of complaints alleging harassment, discrimination, or concerns regarding a requested service or accommodation on the basis of a disability. A student may express or file a complaint or grievance that alleges discrimination and, after an investigation, receive a fair resolution without fear of reprisal. Complaints should be filed with the University Vice President for Student Affairs and Dean of Students.

The Dean of Students is responsible, for, among other things, Title IX coordination and compliance with the Americans with Disabilities Act, (Title II), and Section 504 of the Rehabilitation Act of 1973. Title IX regulations specify detailed prohibitions of sex discrimination in education programs receiving federal funds. Any student who wishes to file a complaint or seek an accommodation at the campus in which they are enrolled will follow the Student Grievance Procedure and contact the Dean of Students:

Eva Krebs, Vice President of Student Affairs and Dean of Students
(503) 352-2212
krebsec@pacificu.edu

Office of Student Life
University Center, 221
UC Box 666
2043 College Way
Forest Grove, OR 97116
(503) 352-2200 studentlife@pacificu.edu

a) Informal Procedure

Prior to filing a formal complaint about a member of the faculty, administration or another student regarding nonacademic matters, including complaints of harassment or discrimination, the aggrieved is encouraged to consider discussing the concern with the individual involved. If this is not possible, or does not lead to satisfactory resolution, then a formal complaint should be filed with the Dean of Students.

b) Formal Procedure

The formal complaint procedure may be found under the Judicial Process heading in the University Student Handbook located at:
<http://www.pacificu.edu/studentlife/handbook/judicial.cfm>.

Harassment Policy

This is Pacific University policy and applies to all students and programs. Further detail may be found in the Pacific Student Handbook and online at:
<http://www.pacificu.edu/studentlife/handbook/harassment.cfm>

Students should contact the Director for Experiential Education with any questions or concerns as it relates to discrimination or harassment.

13. Business Holds

Students should make payments of all fees and charges in accordance with one of the University's payments options. All payments must be made in U.S. currency. The experiential program reserves the right to remove or reschedule IPPEs or APPEs if notified by the University business office if the student's account is on business hold.

14. Facility/Site Policies and Procedures

The School has affiliations with a variety of experiential training sites, including but not limited to health systems (e.g. hospitals), managed care pharmacy organizations, community pharmacies (e.g. chain and independent), ambulatory clinics, long term care facilities, home infusion pharmacies, mail order pharmacies, and the pharmaceutical industry. The vast majority of these facilities are located within the states of Oregon and Washington. Experiential sites will be continually added by the School in order to provide variety and quality to the experiential experiences. Students will complete all rotations at sites assigned by the School and where the School has a current, active affiliation agreement.

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 each experience. Fines assigned by the site for past due items are the responsibility of the student.

All students must disclose information regarding Board of Pharmacy - Board Actions and/or background checks to preceptors and the Director for Experiential Education. Students are

required to notify the School and preceptors within 15 days of receipt of any notice of action from a Board of Pharmacy. Students are required to notify preceptors of the results of their background checks, drug testing and Board of Pharmacy actions prior to each experiential rotation. An experiential rotation may need to be reassigned or canceled by the School in instances when site-specific requirements will not allow successful completion of the experiential course at that location. Examples of this may include, but are not limited to, site-specific requirements and handling of criminal history, Board of Pharmacy – Board Action and/or probation requirements of licensure, etc.

If a site has specific requirements that prevent a student from completing a rotation, the experiential team will then review their database for availability of an experience that meets the requirements of the originally scheduled rotation (i.e. same course number). If a suitable experiential rotation alternative is not found, the experience will be canceled and a delay in academic progress will result.

Student’s personal safety and security is of paramount importance to the School. Students should remain vigilant in their assessment of personal and professional interactions, examples may include, but are not limited to the following: parking lots, hallways, bathrooms, storage facilities. Students are encouraged to seek advice and assistance from preceptors and/or facility staff (i.e. security officer) as is appropriate. Students are encouraged to use the “buddy system” or security personnel when entering areas where there is any perceived or known risk.

15. 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 annually prior to participating in experiences. Students receive HIPAA training on an annual basis, at a minimum. Students may be asked to complete additional training specific to each site and will comply with all policies and procedures.

16. Academic Integrity

Academic integrity is viewed with the utmost respect and adherence. It is the cornerstone of professionalism. 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.

In addition, applicable University policies may also be found at:

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

No student at the School of Pharmacy shall participate, by any means, in actions of dishonesty, cheating, plagiarizing, stealing, or lying to any School official. All students have an obligation to report suspected violations. All reports of suspected violations must be made in writing, within seven calendar days of the alleged offense, to the block coordinator or experiential preceptor. If there is an adequate cause, the faculty/preceptor will communicate it to the appropriate administrative faculty. Any student who has knowledge (other than unsubstantiated rumor), or is a witness to any violation or possible violation, and who knowingly fails to report such is also in violation of the Honor Code and is subject to disciplinary sanctions. Any student found to report another student intentionally and maliciously for the mere purpose of harassment shall be subject to disciplinary sanctions as set forth in the Code of Student Conduct and Discipline.

Staff who witness an act of academic dishonesty will report violation in writing to the Assistant Dean for Academic Affairs and Assessment. Faculty who witness an act of academic dishonesty will investigate the violation by talking to the student. If the violation is proven to be the case they report the student to the Assistant Dean for Academic Affairs and Assessment.

D. Site Assignment

IPPE site assignments will occur within the states of Oregon and Washington. APPE required coursework will occur within the states of Oregon and Washington, except for identified Alaskan and Hawaiian native students who may follow an alternative process. Students are not allowed, nor encouraged, to locate potential experiential rotations sites.

The schedule provided to the student by the experiential team may be required to be altered due to site or preceptor needs or other programmatic needs. Requests by students for changes will not be accepted after assignment. In the setting, where students believe there may be reasons for consideration, e.g. safety, please discuss with the Director for Experiential Education.

E. 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 a student requires accommodations in a course they 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 the student, review the documentation of the student's disability and discuss the services Pacific University offers and any accommodations the student requires for specific courses. If the student requires an accommodation and has received the LSS documentation, please contact the Director for Experiential Education as soon as the student has the documentation for discussion and follow up.

Please remember: All students are required to abide by any applicable policy that is listed in the student handbook.

F. School-based Intern Hours

States may differ regarding the number of experiential education hours that may be counted toward the total required hours for licensure eligibility. For curriculum purposes, all students document school-based intern hours in e*Value. For licensure in Oregon, the School of Pharmacy reports school-based intern hours. For licensure outside of Oregon, it is the student's responsibility to report intern hours. Students should contact individual State Boards of Pharmacy for specific details as each state board's rules and regulations differ. 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>.

G. Inclement Weather Procedures

Students should be in communication with their preceptor or designated supervisor when inclement weather occurs. Even if Pacific University campus is closed due to inclement weather, students should attend their experiences as scheduled, unless otherwise directed by their preceptor, designated supervisor or the School.

H. Experience Dismissal Policy

Students may be dismissed from an experience due to the following, but not limited to:

1. Failure to adhere to IPPE and/or 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 for Experiential Education
4. Any action which is detrimental to:
 - i. Self
 - ii. The care of a patient or to the clinical service provided by the site
 - iii. Preceptor, pharmacy team or other employees of the site
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
7. Violation of Site policies and/or procedures
8. 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

II. Outcomes, Evaluation and Grading

A. In addition to syllabi competencies, students will be held accountable for the following:

1. 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

2. Pre-APPE Learning Outcomes and Competencies

1. Accurately dispense medications or order fulfillment (patient safety element):

Demonstrate a commitment to and a valuing of patient safety by assuring accurate preparation, labeling, dispensing and distribution of prescriptions and medication orders.

2. Basic Patient Assessment

Collect, record, and assess subjective and objective patient data to define health and

medication-related problems. Patient information must be collected in a manner demonstrating knowledge of patient educational level, the unique cultural and socioeconomic situations of patients, and comply with requirements for patient privacy.

3. Medication Information

Demonstrate knowledge of and accept responsibility for that knowledge of commonly used medications, formulations and drug products.

4. Identification and Assessment of Drug related Problems

Correlate drug related variables and patient related variables to identify and assess drug related problems. Evaluate how the unique characteristics of patients and patient populations impact on manifestations of drug-related problems.

5. Mathematics applied to pharmaceutical calculations, compounded medications, dose calculations, and applications of pharmacokinetic calculations

Utilize pharmaceutical and pharmacokinetics mathematics to perform accurate medication calculations. Value the importance of total accuracy in performing and applying these calculations.

6. Ethical, Professional, and Legal Behavior

In all health-care activities, demonstrate knowledge of and sensitivity towards the unique characteristics of each patient. Comply with all federal, state, and local laws related to pharmacy practice. Demonstrate ethical and professional behavior in all practice activities.

7. General Communication Abilities

Demonstrate effective communication abilities in interactions with patients, their families and care givers, and other health care providers. Communication should be consistent with education level, cultural issues, and be empathetic. Elicit feedback validating understanding of communication.

8. Patient Interaction and Education

Provide effective health and medication information to patients and/or care givers and confirm patient and/or care giver understanding of the information being provided.

9. Drug Information Analysis and Literature Research

Assess information needs of patients and health providers and apply knowledge of study design and literature analysis and retrieval to provide accurate, evidence-based drug information.

10. Health and Wellness – Public Health

Know and apply principles of health and wellness in the provision of individual and population-based health and wellness information. Integrate unique characteristics of individuals and populations in the design of health and wellness information.

11. Insurance /Prescription Drug Coverage

Utilizing knowledge of a wide array of private and public health insurance options assist patients and care givers to obtain their medications and related para-pharmaceuticals in an affordable manner that meets their health care needs.

12. Interprofessional Health Care Team

Understand the roles and responsibilities of and interact appropriately with all members of the health care team.

13. Medication Use Systems

Understand the various medication use systems across practices of pharmacy.

3. APPE Learning Outcomes and Competencies

The NWPEC learning outcomes and competencies were derived from the Schools' 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 Director for Experiential Education if clarification is required for a particular competency.

The five learning outcome categories are: Knowledge Application, Professionalism, Communication, Patient Care, and Management of Systems.

B. Grading

Provision of feedback is encouraged throughout the experiences.

IPPEs: Successful accumulation of $\geq 90\%$ of the total points in the course is required to pass this course: All students start with **100 points** at beginning of semester. Points will be deducted for the following infractions:

- **Unexcused Absence** = 15 point deduction
- **Late documentation of hours** = 5 point deduction
- **Late or incomplete daily reflection** = 5 point deduction
- **Late or incomplete learning bridge** = 10 point deduction
- **Unprofessional conduct*** = 5-15 point deduction [and possible referral to Assistant Dean for Student Affairs]

Remediation will occur during Extended Learning and will be at the discretion of the Faculty Course Coordinators. Methodologies may include, but are not limited to: practice site experience remediation, oral exam, written exam, paper/project, or combination.

In addition to accumulation of $\geq 90\%$ of the total points, the Faculty course coordinators will assign a final grade, based upon, but not limited to, the following:

- Performance toward Block goals
- Final Assessment by Preceptor
- Preceptor feedback and communication

Failure to achieve a passing grade may result in ineligibility to enroll in the subsequent Introductory Pharmacy Practice Experiences or Advance Pharmacy Practice Experiences and delay your progression in the professional program.

APPEs: The grading for the final year of the PharmD program is a "Pass" / "No Pass" / "Incomplete" system. It is required that each student be evaluated against five learning outcome categories at the

midpoint and conclusion of each APPE. It remains to Pacific University School of Pharmacy to award a final grade for each experience.

C. Student Assessment of Preceptor and Site/Experience

Students are required to complete the Site/Experience Assessment and the Preceptor Assessment online, at the completion of each IPPE and APPE. All assessment forms must be completed and submitted no later than three business days after the completion of the experience. If the assessment is not received within three business days of the completion of the rotation, an incomplete will be assigned which may result in a delay in your financial and academic progress.

D. Self-Assessments/Reflections

1. IPPE

During introductory experiences, self-reflections occur after each site visit or as directed by the syllabus.

2. APPE

During advanced experiences, students will complete one summative self-reflection at the end of each block (i.e., 6 week rotation). This self-reflection should assess the student's strengths, weaknesses and achievements for that entire experience.

E. Student Promotion Committee (SPC) Procedure for Academic, Professional, and Experiential Unsatisfactory Progress

Please see Pacific University School of Pharmacy Student Handbook

F. Consequences of Unsatisfactory Achievement of Academic, Professional, and or Experiential Standards

Please see Pacific University School of Pharmacy Student Handbook.

V. Appendices

A. 2012-2013 APPE calendar

APPE Block	Dates	Important Dates		SOP Events
1	5/14/12-6/22/12	4/23/12	Contact Block 1 Preceptor	
		6/1/12	Midpoint Evaluation of Student by Preceptor	
		6/4/12	Contact Block 2 Preceptor	
		6/22/12	Final Evaluation of Student by Preceptor	
		6/27/12	Preceptor Evaluation, Site/Experience Evaluation, Final Self Assessment Deadline	
2	6/25/12-8/3/12	7/13/12	Midpoint Evaluation of Student by Preceptor	
		7/16/12	Contact Block 3 Preceptor	
		8/3/12	Final Evaluation of Student by Preceptor	
		8/8/12	Preceptor Evaluation, Site/Experience Evaluation, Final Self Assessment Deadline	
3	8/6/12-9/14/12	8/24/12	Midpoint Evaluation of Student by Preceptor	**Required Attendance** Career Fair – tentative dates 9/13 and 9/14/12 Check immunization status
		8/27/12	Contact Block 4 Preceptor	
		9/12/12	Final Evaluation of Student by Preceptor	
		9/19/12	Preceptor Evaluation, Site/Experience Evaluation, Final Self Assessment Deadline	
4	9/17/12-10/26/12	10/5/12	Midpoint Evaluation of Student by Preceptor	
		10/8/12	Contact Block 5 Preceptor	
		10/26/12	Final Evaluation of Student by Preceptor	

		10/31/12	Preceptor Evaluation, Site/Experience Evaluation, Final Self Assessment Deadline	
5	10/29/12-12/7/12	11/16/12	Midpoint Evaluation of Student by Preceptor	Holiday Break 12/8-12/30/12
		11/19/12	Contact Block 6 Preceptor	
		12/7/12	Final Evaluation of Student by Preceptor	
		12/12/12	Preceptor Evaluation, Site/Experience Evaluation, Final Self Assessment Deadline	
6	12/31/12-2/8/13	1/18/13	Midpoint Evaluation of Student by Preceptor	Check immunization status
		1/21/13	Contact Block 7 Preceptor	
		2/8/13	Final Evaluation of Student by Preceptor	
		2/13/13	Preceptor Evaluation, Site/Experience Evaluation, Final Self Assessment Deadline	
7	2/11/13-3/22/13	3/1/13	Midpoint Evaluation of Student by Preceptor	
		3/4/13	Contact Block 8 Preceptor	
		3/22/13	Final Evaluation of Student by Preceptor	
		3/27/13	Preceptor Evaluation, Site/Experience Evaluation, Final Self Assessment Deadline	
8	3/25/13-5/3/13	4/12/13	Midpoint Evaluation of Student by Preceptor	**Required Attendance** Graduation - tentative date 5/18/13
		5/3/13	Final Evaluation of Student by Preceptor	
		5/8/13	Preceptor Evaluation, Site/Experience Evaluation, Final Self Assessment Deadline	

B. 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: _____

C. Student Affidavit Experiential Education Manual



I acknowledge that I have received a copy of the Experiential Education Manual. By signing my experiential policies and procedures form I acknowledge that I have read this Manual and understand it. I accept all student responsibilities within this Manual. 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

D. Important Information List

(must be carried throughout rotations unless available electronically)

1. Intern License
 - a. School requires a copy of your out-of-state intern license(s)
2. Confidentiality Statement (from Experiential manual)
3. Drug Screening (must be made available to preceptor/site upon request)
4. Background Check (must be made available to preceptor/site upon request)
5. Immunizations (take a copy of each result set with you/make available upon request)
 - a. Tetanus Diphtheria (TD) or TDaP (per site requirements)
 - b. TB Skin Test (PPD) or chest x-ray (annually)
 - c. Measles, Mumps, Rubella (MMR)
 - d. Hepatitis B series
 - e. Varicella Vaccine (or titer)
6. Training Certificates
 - a. Immunization
 - b. BLS
 - c. ACLS
 - d. Blood Borne Pathogen
 - e. HIPAA
7. Pacific University Boxer ID card
8. Copy of Health Insurance Card
9. Copy of Student Handbook and Experiential Education Manual (electronic copy on EValue and Moodle)
10. Student Self-Reflections
11. Syllabi (electronic copy on EValue and Moodle)
12. Curriculum Vitae
13. Rotation Hour Logs (for Washington and other state's BOPs)
14. Preceptor Correspondence

E. Orientation Checklist

Date	Student initials	Preceptor initials	Task
Pre-rotation student and preceptor discussion			
			Discuss parking
			Discuss name badge, white coat, other attire, other items to bring (own references, clipboard, notebook, etc)
			Discuss pharmacy hours of operation
			Discuss start time and place on Day 1 of rotation
			Discuss and complete pre-rotation reading and preparation
			Discuss and complete pre-rotation requirements
Review at meeting with Preceptor (within first 3 days of rotation)			
			Student progress in rotations
			Student self-assessment and student expectations
			Rotation syllabus -School -Site
			Schedule, including daily routine
			Projects, presentations, other assignments -- including deadlines and how evaluation will occur
			Review general expectations & expectations of time with preceptor of record
			Review criteria for evaluation (what it consists of; whose input is involved) -midpoint -final -all projects and assignments
			Review Experiential Education Manual

Orientation Checklist cont'd

Tour of pharmacy site and facility			
			Complete necessary human resources steps -Photo ID -Parking sticker (security) -Other
			Introduction to staff (pharmacy, other health care providers)
			Review of technology at site, including computer system access, how to answer telephones, fax machine, copy machine, etc
			Develop understanding of site policies and procedures
			Location of drugs/samples/prescription/forms
			Tour of other areas of pharmacy department (medication room, offices, conference rooms, patient rooms, if applicable)
			Review documents, forms, layout of patient charts, and other pertinent materials at site.
Other			
			Where to put personal belongings
			Where to find the bathrooms
			How to access the pharmacy or office
			Food rules/breaks

F. IPPE Absence Request Form

I am requesting to be absent on ___/___/20___ for the following reason(s):

- I am submitting this request for one of approved absences listed below in Section III
- I am requesting in advance to be absent from my site for the above stated reason.

I will make arrangements with my preceptor to complete the missed hours at a time outside of scheduled class or assessment. I will also complete the assignment that correlates to that IPPE1, IPPE2, or IPPE3 session within the due date prescribed by the corresponding faculty member.

Submitting this form does not guarantee approval of the absence from the IPPE1, IPPE2, or IPPE3 visit. Students should not proceed until approval has been provided by the Academic Coordinator for Experiential Education.

I. Student Information

_____	_____	_____	_____
Last Name	First Name	Telephone	email

II. Preceptor Information

_____	_____
Site	Preceptor

_____	_____
Address	Telephone

III. Reason for Absence

Medical Emergency Family Emergency Other _____

Briefly describe circumstances:

Forward completed form to: Becky Shipman at bshipman@pacificu.edu

Department Use Only

Action Taken: Request Approved Request Denied

Course Coordinator Signature:

Date:

G. APPE Midpoint/Final Preceptor Evaluation of Student

This assessment form is available electronically in E*Value.



PRECEPTOR EVALUATION OF STUDENT (please print): _____
 Student name

Preceptor: _____ Site: _____

Evaluating Preceptor: _____ 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:

Each student must be evaluated during mid-point and final week of the rotation against 5 outcome categories (i.e., Knowledge Application, Professionalism, Communication, Patient Care, Management of Systems). Each outcome category has competencies (e.g., 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 addressed

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 and every competency order to pass the course.

Knowledge Application

I. Applies the Knowledge of the Profession ④ ③ ② ① NA

1. Integrates biomedical, pharmaceutical, social/behavioral/administrative, and/or clinical sciences to effectively participate in this experiential setting.
2. Applies critical thinking and problem solving skills to make rational decisions.
3. Promotes public health improvement, wellness, and disease prevention appropriate to this experiential setting.
4. Demonstrates a systematic process for self-reflection of professional knowledge, skills, and attitudes/behaviors.
5. Distinguishes a personal plan for continuous professional growth.

Additional learning objectives not listed above that are specific to your practice site or rotation:

Strengths and Achievements:

Areas for Improvement:

II. Retrieve, analyze, and interpret the scientific, professional, and lay literature ④ ③ ② ① NA

1. Provides relevant health information appropriately targeted to patients and their families, caregivers, health care providers, and others.
2. Accurately determines the underlying question of individuals requesting health information.
3. Efficiently finds accurate drug and health information from appropriate resources.
4. Identifies relevant studies through a well-designed literature search.
5. Applies best evidence to individualize patient care or make decisions about populations.
6. Creates a well-written response to a drug information question.

Additional learning objectives not listed above that are specific to your practice site or rotation:

Strengths and Achievements:

Areas for Improvement:

Professionalism

I. Altruism & Excellence ④ ③ ② ① NA

1. Puts others' needs above one's own.
2. Demonstrates initiative and the desire to exceed expectations.
3. Demonstrates punctual, reliable, dependable and ethical behavior.
4. Accepts responsibility and accountability for one's work and actions.

Additional learning objectives not listed above that are specific to your practice site or rotation:

Strengths and Achievements:

Areas for Improvement:

II. Interpersonal Skills ④ ③ ② ① NA

1. Demonstrates respect toward others, facilities, property, and policies.
2. Graciously receives feedback and seeks to improve performance.
3. Demonstrates empathy.
4. Cooperates with others in a diplomatic and non-judgmental manner.
5. Displays appropriate personal hygiene and appearance.
6. Works collaboratively with the pharmacy team and other health care professionals.

Additional learning objectives not listed above that are specific to your practice site or rotation:

Strengths and Achievements:

Areas for Improvement:

Communication

I. Verbal, Nonverbal, & Listening Skills ④ ③ ② ① NA

1. Communicates effectively with patients, caregivers, health care professionals, and the public.
2. Listens to others with attention.
3. Provides constructive feedback.
4. Identifies and accommodates for communication barriers (cultural, language, economic, age, medical, behavioral, cognitive, physical and spiritual).

Additional learning objectives not listed above that are specific to your practice site or rotation:

Strengths and Achievements:

Areas for Improvement:

II. **Written Skills** ④ ③ ② ① NA

1. Writes at a level appropriate to the needs of the reader.
2. Creates documents that have a clear purpose, appropriate content, and logical organization of thoughts and ideas.
3. Appropriately cites resources and uses an acceptable reference format.
4. Correctly uses grammar, punctuation, and spelling.

Additional learning objectives not listed above that are specific to your practice site or rotation:

Strengths and Achievements:

Areas for Improvement:

Patient Care

I. **Patient care** ④ ③ ② ① NA

1. Performs relevant physical assessment and acquires an accurate patient history.
2. Collects and organizes all appropriate patient or drug-related information.
3. Evaluates data to identify drug therapy problems.
4. Analyzes the informational, attitudinal, functional, socioeconomic, cultural, and behavioral needs of the patient.
5. Formulates and implements patient care plans, ensuring continuity of patient care across settings.
6. Encourages patients to take an active role in their self-care and overall health.
7. Assesses the effectiveness of the patient care plan in achieving successful health outcome(s) and modifies as necessary.
8. Appropriately refers patients to other health care providers or services.
9. Accurately and concisely documents patient care activities.

Additional learning objectives not listed above that are specific to your practice site or rotation:

Strengths and Achievements:

Areas for Improvement:

II. **Prepare and distribute prescription and non-prescription medications and medical products**
④ ③ ② ① NA

1. Interprets and verifies orders for precision and accuracy.

2. Prepares and dispenses medications or medical products appropriately.
3. Prepares or compounds sterile and non-sterile products.
4. Performs accurate pharmacy calculations.

Additional learning objectives not listed above that are specific to your practice site or rotation:

Strengths and Achievements:

Areas for Improvement:

Management of Systems

I. Medication Distribution and Patient Safety ④ ③ ② ① NA

1. Manages the preparation, dispensing, distribution, and administration of medication by applying legal requirements, manufacturer recommendations, and professional standards for sterile and non-sterile products.
2. Collects, interprets, and applies data from drug use review processes to make recommendations and implement changes.
3. Designs medication error surveillance systems to enhance safety, increase cost-effectiveness of care, and improve outcomes.
4. Correctly uses automation, technology and informatics to improve workload efficiency and patient safety.

Additional learning objectives not listed above that are specific to your practice site or rotation:

Strengths and Achievements:

Areas for Improvement:

II. Administrative Processes, Formulary and Quality Assurance ④ ③ ② ① NA

1. Applies administrative policies and procedures to manage human resources, communications, marketing, billing, and inventory control.
2. Describes quality improvement principles used to develop, implement, and manage medication use systems.
3. Gracefully manages stressful situations.
4. Applies pharmacy law and confidentiality requirements.
5. Analyzes tier status and therapeutic equivalence to determine when therapeutic substitution is needed or to obtain prior authorization for non-formulary drugs.

Additional learning objectives not listed above that are specific to your practice site or rotation: _____

Strengths and Achievements:

Areas for Improvement:



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	_____
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 TO PASS

NOT ON TRACK TO PASS

If this APPE occurred in the State of Oregon, I verify the student has not documented more than 48 internship hours per week to be in compliance with Oregon Board of Pharmacy regulations. I also acknowledge that this evaluation was communicated to the student.

I have reviewed this evaluation with the student: YES _____ NO _____

If answered No, please provide explanation below for why the evaluation was not reviewed with 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	_____
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)

RECOMMENDATION TO PASS* RECOMMENDATION TO NOT PASS* INCOMPLETE*

By signing below I acknowledge that this student has completed a minimum of 240 hours during this experience. If this APPE occurred in the State of Oregon, I verify the student has not documented more than 48 internship hours per week to be in compliance with Oregon Board of Pharmacy regulations. I also

acknowledge that this evaluation was communicated to the student. *Refer to APPE course syllabus or Experiential Education Manual for further information.

I have reviewed this evaluation with the student: YES _____ NO _____

If answered **No**, please provide explanation below for why the evaluation was not reviewed with the student.

Preceptor Signature

Student Signature

H. IPPE Preceptor Evaluation of Student

Subject:		
Evaluator:		
Site:		
Period:		
Dates of Courses/Rotations:		
Courses/Rotations:		
Evaluation Type:	IPPE Preceptor Assessment of Student - Final	



IPPE Final Assessment

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.

Once the rating is selected, use the comment section to provide further insight regarding the student's performance. Comments are REQUIRED following any score of two (2) or one (1), to provide specific examples of areas needing improvement.

IPPE Intern Competencies

Accurately dispense medications or order fulfillment (patient safety element) *(Question 1 of 28)*

Ability Statement: Demonstrate a commitment to and a valuing of patient safety by assuring accurate preparation, labeling, dispensing and distribution of prescriptions and medication orders.

Not addressed	Student has too many areas needing development.	Performs within the expectations of a student at this level in only some areas. Several areas are still in need of significant growth.	Performs within the expectations of a student at this level in most areas. Some areas are still in need of growth.	Performs within and often beyond the expectations of a student at this level.
0	1	2	3	4

Basic Patient Assessment (Question 2 of 28)

Ability Statement: Collect, record, and assess subjective and objective patient data to define health and medication-related problems. Patient information must be collected in a manner demonstrating knowledge of patient educational level, the unique cultural and socioeconomic situations of patients, and comply with requirements for patient privacy.

Not addressed	Student has too many areas needing development.	Performs within the expectations of a student at this level in only some areas. Several areas are still in need of significant growth.	Performs within the expectations of a student at this level in most areas. Some areas are still in need of growth.	Performs within and often beyond the expectations of a student at this level.
0	1	2	3	4

Medication Information (Question 3 of 28)

Ability Statement: Demonstrate knowledge of and accept responsibility for that knowledge of commonly used medications, formulations and drug products.

Not addressed	Student has too	Performs within	Performs within	Performs within
---------------	-----------------	-----------------	-----------------	-----------------

	many areas needing development.	the expectations of a student at this level in only some areas. Several areas are still in need of significant growth.	the expectations of a student at this level in most areas. Some areas are still in need of growth.	and often beyond the expectations of a student at this level.
0	1	2	3	4

Identification and Assessment of Drug related Problems (Question 4 of 28)

Ability Statement: Correlate drug related variables and patient related variables to identify and assess drug related problems. Evaluate how the unique characteristics of patients and patient populations impact on manifestations of drug-related problems

	Student has too many areas needing development.	Performs within the expectations of a student at this level in only some areas. Several areas are still in need of significant growth.	Performs within the expectations of a student at this level in most areas. Some areas are still in need of growth.	Performs within and often beyond the expectations of a student at this level.
Not addressed				
0	1	2	3	4

Mathematics applied to pharmaceutical calculations, compounded medications, dose calculations, and applications of pharmacokinetic calculations (Question 5 of 28)

Ability Statement: Utilize pharmaceutical and pharmacokinetics mathematics to perform accurate medication calculations. Value the importance of total accuracy in performing and applying these calculations.

	Student has too many areas needing development.	Performs within the expectations of a student at this level in only some areas.	Performs within the expectations of a student at this level in most areas. Some	Performs within and often beyond the expectations of a student at
Not addressed				

Several areas are still in need of significant growth.				
areas are still in need of growth.		this level.		
0	1	2	3	4

Ethical, Professional, and Legal Behavior (Question 6 of 28)

Ability Statement: In all health-care activities, demonstrate knowledge of and sensitivity towards the unique characteristics of each patient. Comply with all federal, state, and local laws related to pharmacy practice. Demonstrate ethical and professional behavior in all practice activities.

Performs within the expectations of a student at this level in only some areas.				
Student has too many areas needing development.		Performs within the expectations of a student at this level in most areas. Some areas are still in need of growth.		
Not addressed		Performs within the expectations of a student at this level in only some areas. Several areas are still in need of significant growth.	Performs within the expectations of a student at this level in most areas. Some areas are still in need of growth.	Performs within and often beyond the expectations of a student at this level.
0	1	2	3	4

General Communication Abilities (Question 7 of 28)

Ability Statement: Demonstrate effective communication abilities in interactions with patients, their families and care givers, and other health care providers. Communication should be consistent with education level, cultural issues, and be empathetic. Elicit feedback validating understanding of communication.

Performs within the expectations of a student at this level in only some areas.				
Student has too many areas needing development.		Performs within the expectations of a student at this level in most areas. Some areas are still in need of growth.		
Not addressed		Performs within the expectations of a student at this level in only some areas. Several areas are still in need of significant	Performs within the expectations of a student at this level in most areas. Some areas are still in need of growth.	Performs within and often beyond the expectations of a student at this level.
0	1	2	3	4

growth.				
0	1	2	3	4

Patient Interaction and Education (Question 8 of 28)

Ability Statement: Provide effective health and medication information to patients and/or care givers and confirm patient and/or care giver understanding of the information being provided.

Not addressed	Student has too many areas needing development.	Several areas are still in need of significant growth.	Performs within the expectations of a student at this level in only some areas.	Performs within the expectations of a student at this level in most areas. Some areas are still in need of growth.	Performs within and often beyond the expectations of a student at this level.
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0	1	2	3	4
---	---	---	---	---

Drug Information Analysis and Literature Research (Question 9 of 28)

Ability Statement: Assess information needs of patients and health providers and apply knowledge of study design and literature analysis and retrieval to provide accurate, evidence-based drug information.

Not addressed	Student has too many areas needing development.	Several areas are still in need of significant growth.	Performs within the expectations of a student at this level in only some areas.	Performs within the expectations of a student at this level in most areas. Some areas are still in need of growth.	Performs within and often beyond the expectations of a student at this level.
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0	1	2	3	4
---	---	---	---	---

Health and Wellness – Public Health (Question 10 of 28)

Ability Statement: Know and apply principles of health and wellness in the provision of individual and population-based health and wellness information. Integrate unique characteristics of individuals and populations in the design of health and wellness information.

		Performs within the expectations of a student at this level in only some areas.	Performs within the expectations of a student at this level in most areas. Some areas are still in need of growth.	Performs within and often beyond the expectations of a student at this level.
Not addressed	Student has too many areas needing development.	Several areas are still in need of significant growth.		

0	1	2	3	4
---	---	---	---	---

Insurance /Prescription Drug Coverage (Question 11 of 28)

Ability Statement: Utilizing knowledge of a wide array of private and public health insurance options assist patients and care givers to obtain their medications and related para-pharmaceuticals in an affordable manner that meets their health care needs.

		Performs within the expectations of a student at this level in only some areas.	Performs within the expectations of a student at this level in most areas. Some areas are still in need of growth.	Performs within and often beyond the expectations of a student at this level.
Not addressed	Student has too many areas needing development.	Several areas are still in need of significant growth.		

0	1	2	3	4
---	---	---	---	---

Interprofessional Health Care Team (Question 12 of 28)

Ability Statement: Understand the roles and responsibilities of and interact appropriately with all members of the health care team.

Not addressed	Student has too many areas needing development.	Performs within the expectations of a student at this level in only some areas. Several areas are still in need of significant growth.	Performs within the expectations of a student at this level in most areas. Some areas are still in need of growth.	Performs within and often beyond the expectations of a student at this level.
0	1	2	3	4

Medication Use Systems (Question 13 of 28)

Ability Statement: Understand the various medication use systems across practices of pharmacy.

Not addressed	Student has too many areas needing development.	Performs within the expectations of a student at this level in only some areas. Several areas are still in need of significant growth.	Performs within the expectations of a student at this level in most areas. Some areas are still in need of growth.	Performs within and often beyond the expectations of a student at this level.
0	1	2	3	4

IPPE Intern Competencies - Additional Comments: (Question 14 of 28)

Professionalism Competencies

2 = Meets Expectations

1 = Does Not Meet Expectations

Student is empathic, i.e., demonstrates appreciation of others' positions; attempts to identify with others' perspectives; demonstrates consideration towards others. (Question 15 of 28)

Does Not

Meet Meets
Expectations Expectations

1

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. (Question 16 of 28)

Does Not

Meet Meets
Expectations Expectations

1

2

Student communicates articulately, i.e., clearly communicates thoughts; uses appropriate terminology and vocabulary for intended audience. (Question 17 of 28)

Does Not

Meet Meets
Expectations Expectations

1

2

Student is punctual, i.e., arrives at practice site and meetings early or on time; meets deadlines for completion of tasks and responsibilities. (Question 18 of 28)

Does Not

Meet Meets
Expectations Expectations

1

2

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. (Question 19 of 28)

Does Not

Meet Meets

Expectations Expectations	
1	2
<p>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. (Question 20 of 28)</p> <p>Does Not Meet Meets Expectations Expectations</p>	
1	2
<p>Student demonstrates accountability, i.e., holds oneself liable for tasks/duties/responsibilities that he/she is responsible; does not blame others for mistakes or mishaps, nor avoids responsibilities. (Question 21 of 28)</p> <p>1. Does Not Meet 2. Meets Expectations Expectations</p>	
1	2
<p>Student accepts and applies constructive criticism, i.e., responds openly and positively to feedback; modifies behavior if necessary. (Question 22 of 28)</p> <p>Does Not Meet Meets Expectations Expectations</p>	
1	2
<p>Student wears appropriate attire, i.e., adheres to dress code (written or unwritten); attire is acceptable to practice setting. (Question 23 of 28)</p> <p>Does Not Meet Meets Expectations Expectations</p>	
1	2

Student demonstrates confidence, i.e., acts and communicates in a self-assured manner, yet with modesty and humility. (Question 24 of 28)

Does Not

Meet

Meets

Expectations Expectations

1

2

Professionalism Competencies - Additional Comments: (Question 25 of 28)

--

My global assessment is the student performs at a reasonable level of proficiency based on their current progression in their pharmacy training. (Question 26 of 28)

Disagree

Agree

1

2

By clicking (or signing) here you agree the student has completed all required hours for this course, and that this assessment has been reviewed and discussed with the student.

I have reviewed this evaluation with the student: (Question 27 of 28 - Mandatory)

Selection	Option
<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

If answered No, please provide explanation below for why the evaluation was not reviewed with the student. (Question 28 of 28)

--

I. Student Evaluation of Preceptor

To be completed by the student at the completion of each experience.

Student:

Preceptor of Record:

Site:

Rotation Dates:

Rotation Type:

Instructions: Students are to complete this form at the end of each Pharmacy Practice Experience. This assessment form is intended to provide students with the opportunity to assess the preceptor of record specifically. Student assessment of the preceptor must be received by the School no later than three days after the completion of the experience. If the assessment is not received within three days of the completion of the rotation, an incomplete will be assigned which can cause a delay in your financial and academic progress.

Please indicate your level of agreement with each of the following statements using the following key:

Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

The Preceptor was prepared for the experience.

The Preceptor demonstrated an interest in precepting.

- The Preceptor explained and clarified information.
- The Preceptor was accessible and willing to help students.
- The Preceptor spent adequate educational time with students.
- The Preceptor encouraged students to make comments and ask questions.
- The Preceptor was enthusiastic and interested in their practice.
- The Preceptor provided adequate supervision.
- The Preceptor encouraged the student to solve problems and make professional decisions with supervision.
- The Preceptor demonstrated effective and appropriate interpersonal skills with staff, patients, and students.
- The Preceptor showed respect toward different points of view.

Preceptor Provision of Feedback and Evaluation

- Educational outcomes and expectations were clearly explained prior to and throughout the rotation.
- The Preceptor provided on-going constructive criticism when appropriate (strengths/proficiency and weakness/deficits).
- I was informed of my performance at the midpoint and end of the experience.

Open Ended Questions

- What is the name of the preceptor you are evaluating?

Answer the following questions based on the preceptor you named above:

- On average, how many hours per week were spent with your preceptor?
 On average, how many hours per week did your preceptor actively teach you?
 What are the three most important things you learned from your preceptor?

Please provide additional comments that can serve as constructive feedback to this preceptor.

J. Student Evaluation of Experience/Site

To be completed by the student at the completion of each experience.

Student:

Preceptor:

Site:

Rotation Dates:

Rotation Type:

Instructions: Students are to complete this form at the end of each Pharmacy Practice Experience. This assessment form is intended to provide students with the opportunity to assess the experience and site specifically. Student assessment of the experience and site must be received by the School no later than three days after the completion of the experience. If the assessment is not received within three days of the completion of the rotation, an incomplete will be assigned which can cause a delay in your financial and academic progress.

Please indicate your level of agreement with each of the following statements using the following key:

Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

SITE-SPECIFIC QUESTIONS

Orientation to the site was comprehensive.

Access to reference materials was adequate.

Opportunities for interactions with other healthcare professionals were provided.

The site offered a variety of learning experiences and activities.

The staff was receptive and willing to interact with students.

Site accommodations were appropriate for student learning (i.e. adequate space for personal belongings, meeting areas, resources, etc.).

EXPERIENCE- SPECIFIC QUESTIONS

The experience provided adequate demonstration of the use of computers in daily practice.

The educational experience provided during this experience was of high quality.

The experience prepared me for practicing pharmacy after graduation.

I would recommend this experience to others.

Appropriate time was provided for the completion of projects and/or assignments.

The experience was well organized.

EXPERIENCE-SPECIFIC CLINICAL OPPORTUNITIES

The experience offers opportunities for students to have significant patient interaction.

The experience offers opportunities for students to use physical assessment skills.

The experience offers opportunities for students to utilize evidence-based medicine treatment approaches.

The experience offer opportunities for students to provide drug information services.

The experience offers opportunities for the student to be involved in multiple facets of pharmacotherapy including designing, implementing and monitoring plans.

Open Ended Questions

Independent of your preceptor of record, how many hours per week did you spend with a pharmacist who offered supervision either in conjunction or in place of your preceptor?

If you had the opportunity to work with other health care providers, what types of providers did you work with?
i.e. RN, NP, PA, MD, DO, OD, PT, etc

How many hours per week did you work with them?

How many hours per week were spent completing self-directed learning?

How many hours per week were spent providing patient care? (not applicable to non-patient care elective)

What skills (eg. writing progress notes, physical assessment, patient counseling, communication, etc.) should be incorporated or enhanced in the didactic curriculum to better prepare you for this particular experience?

Would you recommend this experience to other students? Yes No

Why or why not?

Describe a typical day at your site.

Describe three projects or parts of the rotation you learned the most from.

Outside of a typical day at your site, what extra activities did you participate in?

Describe the patient population you served during your pharmacy practice experience (not applicable to non-patient care elective)

K. Communication Tips

1. Pre-Rotation

a) **Check in with preceptor prior to the beginning of rotation**

b) **Determine what needs to be accomplished prior to rotation**

(1) Pre-rotation requirements

- Drug Screening
- Background Check
- Immunizations
- HIPPA
- Site specific requirements

If you have questions about pre-rotation requirements, please contact the School.

(2) Pre-rotation readings

c) **Utilize the orientation checklist**

(1) Discuss where you are at in your rotations and what you want to get out of the coming rotation

(2) Determine what time and where to be on the first day of rotation

(3) Discuss other items including:

- Parking
- Attire: name badge, white coat, etc
- Hours of the rotation
- Assignments or projects (preceptor may be willing to provide you with a syllabus in advance)

Example Script:

Good Morning Dr./Ms./Mr. Preceptor. My name is _____. I am a Pharmacy Student from Pacific University and I am scheduled to begin my rotation with you in 3 weeks. I wanted to determine what requirements you need me to complete before my rotation begins. Are there any pre-rotation readings you would like me to complete? I have had the following rotations thus far this year ____, ____, _____. I hope to learn about ____, ____, _____ while on rotation at your site. Where should I meet you on the first day? What time should I be there? Is there any additional information you need from me at this time?

2. During Rotation

- a) Utilize the orientation checklist as a communication tool and agreement.
- b) Develop a calendar to schedule required responsibilities (i.e. journal club, topic discussion, project due dates, P & T meetings) while on rotation.
- c) Keep an open mind about each rotation
- d) Remember you aren't expected to know everything and it is okay to say I don't know.
- e) Discuss expectations at the beginning of the IPPE or APPE and throughout the IPPE or APPE.
- f) Take an active role in your learning.
- g) 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.
- h) Students should take an active role in communicating with pharmacists, patients, and other healthcare professionals, but only under the direct supervision and authorization of the Preceptor. Students should seek advice regarding methods of communication that are appropriate for various types of encounters

3. End of Rotation

- a) Utilize the final evaluation as a time to assess yourself, your growth and areas for improvement; document these and carry throughout your rotations.
- b) Constructive criticism, provided by your preceptor, regarding your professional interactions and performance at the practice site should be viewed as a means of learning.
- c) Provide constructive feedback to your preceptor

L. Websites for Reference

1. Oregon Board of Pharmacy

<http://www.pharmacy.state.or.us>

2. Washington Board of Pharmacy

<http://www.doh.wa.gov/hsga/professions/Pharmacy/default.htm>