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 School of Pharmacy Student Handbook. Questions and/or clarifications pertaining to policies and procedures or other issues should be directed to the Director of 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 Introductory Pharmacy Practice or Advanced Pharmacy Practice Experience.
# Table of Contents

Glossary of Terms and Abbreviations ................................................................. 5  
Office of .................................................................................................................. 7  
Experiential Education Contacts and Information .............................................. 7  
Experiential Program Overview .......................................................................... 8  
Online Tools .......................................................................................................... 10  
  E*Value Management System ............................................................. 10  
  Moodle ........................................................................................................... 10  
  Library Research Databases ................................................................... 10  
  BoxerOnline ................................................................................................. 10  
Student Responsibilities ..................................................................................... 11  
  Requirements for Participation in IPPE and APPE .................................. 11  
    Ongoing Requirements Overview ..................................................... 11  
    Repeat Requirements Overview ....................................................... 12  
    Immunizations ....................................................................................... 13  
Financial Responsibilities .................................................................................. 14  
  Travel .......................................................................................................... 14  
  Compensation ............................................................................................. 14  
  Business Holds ......................................................................................... 14  
Licensure Requirements ..................................................................................... 14  
Expectations During IPPEs and APPEs .............................................................. 16  
  General Expectations ............................................................................. 16  
  Communication ......................................................................................... 16  
  Publishing Opportunities ....................................................................... 17  
  Attendance and Time Tracking ............................................................. 17  
  Absences .................................................................................................... 19  
  Appropriate Attire/Grooming for the Pharmacy Profession .................... 21  
  Health and Safety Requirements ............................................................ 22  
  Laws, Rules, and Regulations ................................................................. 22  
PUSOP Experiential Education Policies and Procedures .................................... 24  
  Academic Integrity .................................................................................... 24  
  Student Grievance Procedure .................................................................. 24  
  American Disability Act Statement and Learning Support Services (LSS) for Students with Disabilities 25  
  Site Assignment ....................................................................................... 25  
  Experience Dismissal Policy ................................................................. 26  
Outcomes, Evaluation and Grading .................................................................. 26  
  Competencies ............................................................................................. 26  
    Professionalism ....................................................................................... 26  
    Pre-APPE Learning Outcomes and Competencies ................................ 27  
    APPE Learning Outcomes and Competencies ..................................... 29  
  Grading ....................................................................................................... 29  
  Evaluations ................................................................................................. 29  
    Student Assessment of Preceptor and Site/Experience .......................... 29
Student Self-Assessment /Reflections .............................................................................................. 30

Academic, Professional, and Experiential Unsatisfactory Progress .................................................. 30

Appendices ........................................................................................................................................ 31

Student Affidavit Experiential Education Manual .............................................................................. 32

Important Information List .................................................................................................................. 33

Communication Tips ............................................................................................................................ 34

Pre-Rotation ........................................................................................................................................... 34

During Rotation ..................................................................................................................................... 35

End of Rotation ...................................................................................................................................... 35

Action Plan Template ............................................................................................................................ 36
## Glossary of Terms and Abbreviations

This section contains terms and abbreviations commonly used throughout this manual.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPE</td>
<td>PharmD students complete all eight Advanced Pharmacy Practice Experiences during the P3 year. APPEs constitute a substantial portion of the total PharmD curriculum. Each experience is six weeks in length.</td>
</tr>
<tr>
<td>CHP</td>
<td>The <a href="#">Pacific University College of Health Professions</a> offers degrees in a wide range of health professions, all designed to prepare students for careers in healthcare practice and health-related research. The School of Pharmacy is housed within CHP.</td>
</tr>
<tr>
<td>Creighton Hall</td>
<td>Also known as Health Professions Campus Building 1 (HPC1). The administration and primary classrooms of the School of Pharmacy are located on the 4th floor.</td>
</tr>
<tr>
<td>Experiential Education Manual</td>
<td>Manual that addresses the policies and procedures related to experiential rotations (this document)</td>
</tr>
<tr>
<td>HPC2</td>
<td>Health Professions Campus Building 2 is located at 190 SE 8th Avenue, Hillsboro, Oregon. School of Pharmacy research laboratories are located on the 4th floor.</td>
</tr>
<tr>
<td>IPPE</td>
<td>Introductory Pharmacy Practice Experiences are designed to introduce first and second year Doctor of Pharmacy (PharmD) 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.</td>
</tr>
<tr>
<td>LSS</td>
<td><a href="#">Learning Support Services</a> at Pacific University coordinates educational accommodations for students with disabilities. Disabilities may be physical or learning related, and may be</td>
</tr>
<tr>
<td>Term/Definition</td>
<td>Description</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>P1, P2, P3</td>
<td>Describes the year of professional pharmacy school.</td>
</tr>
<tr>
<td>Preceptor</td>
<td>A person licensed by the Board of Pharmacy to supervise the training of an intern.</td>
</tr>
<tr>
<td>Preceptor Manual</td>
<td>Manual outlining expectations and resources for PUSOP preceptors.</td>
</tr>
<tr>
<td>School Based Rotation (SRI)</td>
<td>Experience toward achieving competency in the practice of pharmacy in programs developed and administered by a school of pharmacy.</td>
</tr>
<tr>
<td>PUSOP</td>
<td>Pacific University School of Pharmacy (commonly shortened to “SOP”).</td>
</tr>
<tr>
<td>Student Handbook</td>
<td>Manual that addresses policies and procedures for the School of Pharmacy.</td>
</tr>
<tr>
<td>Student Progression Committee (SPC)</td>
<td>A committee that monitors the academic progress and professional development of the students within the SOP. The committee meets as needed to address formal student, faculty, preceptor, or staff concerns regarding issues of academic integrity, academic performance, or professionalism.</td>
</tr>
<tr>
<td>Traditional Pharmacy-practice Internship (TPI)</td>
<td>Experience towards achieving competency in the practice of pharmacy for which no academic credit is granted to an intern.</td>
</tr>
</tbody>
</table>
## Office of Experiential Education Contacts and Information

<table>
<thead>
<tr>
<th>Anita Cleven, PharmD</th>
<th>Huy Hoang, PharmD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assistant Dean for Experiential Education (ADEE)</strong></td>
<td><strong>Coordinator for Experiential Advancement (CEA)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E-mail:</strong> <a href="mailto:anita.cleven@pacificu.edu">anita.cleven@pacificu.edu</a></td>
<td><strong>E-mail:</strong> <a href="mailto:huy.hoang@pacificu.edu">huy.hoang@pacificu.edu</a></td>
</tr>
<tr>
<td><strong>Phone:</strong> 503-352-2648</td>
<td><strong>Phone:</strong> 503-352-7363</td>
</tr>
<tr>
<td><strong>Office:</strong> Creighton Hall – 566</td>
<td><strong>Office:</strong> Creighton Hall – 567</td>
</tr>
</tbody>
</table>

Talk to Dr. Cleven about any questions or issues with...  
- ...your site.  
- ...your preceptor.  
- ...other personal matters.

<table>
<thead>
<tr>
<th>Nora Garfias &amp; Melanie Belles</th>
<th>Jackson Ross</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coordinators for Experiential Education (CEEs)</strong></td>
<td><strong>Admissions and Experiential Strategist (AES)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E-mail:</strong> <a href="mailto:nora.garfias@pacificu.edu">nora.garfias@pacificu.edu</a>, <a href="mailto:rdahl@pacificu.edu">rdahl@pacificu.edu</a></td>
<td><strong>E-mail:</strong> <a href="mailto:jackson.ross@pacificu.edu">jackson.ross@pacificu.edu</a></td>
</tr>
<tr>
<td><strong>Phone:</strong> Nora – 503-352-7334, Melanie – 503-352-7293</td>
<td><strong>Phone:</strong> 503-352-7267</td>
</tr>
<tr>
<td><strong>Office:</strong> Creighton Hall - 565</td>
<td><strong>Office:</strong> Creighton Hall - 451</td>
</tr>
</tbody>
</table>

Talk to Nora or Melanie about any questions or issues with **E*Value**, such as...  
- ...logging in.  
- ...evaluations.  
- ...other technical issues.  
- ...contacting your preceptor.  
- ...pre-rotation paperwork.

Talk to Jackson about any questions or issues with...  
- ...onboarding requirements (immunizations, background checks, drug screenings etc.).  
- ...intern licenses.

Please note that you may contact Dr. Cleven, your advisor, or the respective Course Coordinator for guidance related to experiential education courses.
Frequently Asked Questions:

1. What if I can’t login to E*Value? or What if my preceptor can’t access my evaluation?
   - Contact either Nora or Melanie for assistance.

2. What if I have questions about the assignments and grades for an experiential course?
   - Contact the Course Coordinator for assistance.

3. Where can my preceptor find resources about experiential education?
   - Preceptors may access experiential education resources through the E*Value homepage or the School’s website.
   - Contact Dr. Cleven for information about preceptor resources.

4. What do I do if I’m having trouble with my intern license/immunizations/pre-rotation paperwork/background check/drug screen?
   - Contact Jackson for assistance resolving these issues.

5. Who do I talk to if I have an issue with my site/preceptor?
   - Contact Dr. Cleven for assistance in resolving the issue.

6. What if I have a scheduling issue (delay, absence, change etc.)?
   - Please refer to pg. 18-20 in the Experiential Education Manual. Students may contact Dr. Cleven and/or their preceptor as appropriate.

Experiential Program Overview

The pharmacy profession is continuously progressing as the face of healthcare 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 career opportunities available to them. These experiences support direct pharmacist involvement with diverse patient populations and expand interactions with other healthcare professionals.
The pharmacy practice experience provides students with an opportunity to apply and expand their knowledge and skills, while developing professional attitudes and behaviors in a variety of pharmacy settings. An emphasis on self-learning and responsibility encourages students to take ownership of the learning process during their experiential education. The student’s primary goal while at the practice site is to learn all aspects of pharmacy practice related to the site with the assistance of their preceptor. Students should understand that each experiential learning site is a healthcare-related worksite and the process of learning involves working as pharmacists-in-training with preceptor’s guidance, assessment, and assistance.

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

The APPE program at Pacific University consists of 8 courses, each totaling 240 intern hours, set mostly in primary, acute, chronic and preventive care environments. There are four core courses (PHRM 701, 702, 703 and 704), three elective courses (PHRM 705, 706 and 707) and one self-study or additional elective course (PHRM 711). APPE rotations provide a multitude of experiences for third year students in which they further integrate didactic knowledge and pharmaceutical care skills into diverse pharmacy practice experiences. The APPE program begins upon successful completion of the second professional year, and continues through the successful completion of the third professional year. Each rotation includes unique focus areas, which emphasize a variety of competencies required for graduation and licensing as a pharmacist.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>BLOCK DESCRIPTION</th>
<th>LENGTH OF COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHRM 701:</td>
<td>Advanced Community Pharmacy</td>
<td>240 hours/6 weeks</td>
</tr>
<tr>
<td>PHRM 702:</td>
<td>Health System Pharmacy</td>
<td>240 hours/6 weeks</td>
</tr>
<tr>
<td>PHRM 703:</td>
<td>Ambulatory Care Pharmacy</td>
<td>240 hours/6 weeks</td>
</tr>
<tr>
<td>PHRM 704:</td>
<td>Internal General Medicine</td>
<td>240 hours/6 weeks</td>
</tr>
<tr>
<td>PHRM 705:</td>
<td>Patient Care Elective</td>
<td>240 hours/6 weeks</td>
</tr>
<tr>
<td>PHRM 706:</td>
<td>Non-Patient Care OR Patient Care Elective</td>
<td>240 hours/6 weeks</td>
</tr>
<tr>
<td>PHRM 707:</td>
<td>Non-Patient Care OR Patient Care Elective</td>
<td>240 hours/6 weeks</td>
</tr>
</tbody>
</table>
PHRM 711  or PHRM 713**:

Self-Study OR Optional Additional Elective  240 hours/6 weeks*

*Only for academic credit, does not count for intern hours. In addition, students will complete PHRM 709, Comprehensive Curricular Review, which takes place after block 8 (30 hours/5 days) at the end of P3 year.

**Students may complete PHRM711 or PHRM 713. PHRM 713 is a research elective for research track students only.

Online Tools

With the exception of E*Value, students can access all of the below online tools through myAccount.

E*Value Management System

The Office of Experiential Education uses E*Value to coordinate rotation assignments, time tracking, student and preceptor assessments, and communication. A variety of course materials, including copies of the IPPE and APPE evaluation forms, are available on E*Value.

https://www.e-value.net/login.cfm

Moodle

Moodle is a learning management system used by Pacific University. Moodle houses experiential course materials, announcements, class discussion boards and frequently asked questions. Please visit:

moodle.pacificu.edu

Library Research Databases

Pharmacy databases available at:


BoxerOnline

BoxerOnline is an online resource that contains many resources for students, including immunization summary, financial information, transcript requests, and verification of enrollment and grades.

https://boxeronline.pacificu.edu
**Student Responsibilities**

Students should be knowledgeable of and compliant with the material contained in this manual as well as the Pacific University Catalog and the Pacific University and School of Pharmacy Student Handbooks. Questions and/or clarifications pertaining to student responsibilities should be directed to the Director of Experiential Education. Questions and/or clarifications pertaining to student progression should be directed to the Assistant Dean of Student Affairs.

**Requirements for Participation in IPPE and APPE**

Prior to beginning IPPEs and APPEs, students must complete the minimum requirements listed below. Each site may have more stringent requirements with which students must comply. Students must release all required documents to the Office of Experiential Education and/or the site before beginning an experience. The School may authorize designated affiliated clinical sites to view student reports including drug screening and background check results, if such information is required prior to gaining entrance into the facilities. Students may be required to complete additional licensing, testing, training and/or provide documentation of personal information (e.g., date of birth, social security number, finger printing) at additional cost before gaining entrance to some facilities. Students are responsible for all costs associated with experiential rotation site requirements.

All of these requirements must be met well in advance of experiential rotations as directed by the Office of Experiential Education, typically at least one month prior to the start of an experience. If a requirement(s) is not met by the deadline communicated, this will result in consequences at the discretion of the Office of Experiential Education 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. If making up an IPPE or APPE outside of the usual cycle, students must check with the Office of Experiential Education to ensure all of the requirements have been met.

**Ongoing Requirements Overview**

Must be maintained throughout enrollment at the School of Pharmacy.

- Successfully complete all prerequisite P1 and P2 coursework prior to starting P2 and P3 year experiential rotations.

- Maintain current contact information (address, phone number, emergency contact) in E*Value. The Office of Experiential Education uses this information to assign certain rotations and to facilitate contact with you during experiential rotations.

- Upload required documents in E*Value as directed by the Office of Experiential Education (e.g., intern license, immunization records, certificates).
• Self-renew immunization administration certificate after initial training provided during spring semester of P1 year.

• Self-renew Basic Life Support for Healthcare Providers (BLS) certification after initial training provided during spring semester of P1 year.

• Carry Pacific University Student ID card (Boxer ID) at all times while on school premises and at experiential sites.

• Maintain current immunizations (see Immunizations section in this manual for more details). Students must provide immunization documentation upon admission to the School and remain current while enrolled. Students are required to upload documentation of immunizations to E*Value and to provide records upon request to assigned clinical sites.

• Maintain an active, valid intern license in Oregon, Washington, and any state where an experience is assigned (see Licensure Requirements section in this manual for more information).

Repeat Requirements Overview

Completed prior to each rotation and/or on an as-needed basis:

• Site-specific pre-rotation paperwork. The Office of Experiential Education and/or sites will communicate information about site-specific requirements. Deadlines vary and must be adhered to in order to ensure timely site onboarding and to avoid rotation delays or cancellations.

• International travel paperwork required by Pacific University. The Office of Experiential Education will communicate information about international travel requirements.

• Verification by student that the preceptor is appropriately licensed in the state in which they practice. Use the Board of Pharmacy websites to verify preceptor licensure prior to each experience.

Repeated at least once per year; students may need to repeat a requirement more often at the discretion of the School and/or experiential education sites.

<table>
<thead>
<tr>
<th>Health Insurance Portability and Accountability Act (HIPAA) and Rapid</th>
<th>P1</th>
<th>P2</th>
<th>P3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>August of P1 year</td>
<td>April of P1 year</td>
<td>April of P2 year (keep current throughout APPEs)</td>
</tr>
</tbody>
</table>
Regulatory Compliance

Online trainings. Carry verification certificate to inform experiential site(s) as needed.

- Criminal background checks and drug screenings conducted by a School-approved vendor. See the CHP Criminal Background and Drug Screen policies for more information.

- Review and sign information release waiver.

<table>
<thead>
<tr>
<th></th>
<th>No more than three months prior to matriculation</th>
<th>April of P1 year</th>
<th>April of P2 year (keep current throughout APPEs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>August of P1 year</td>
<td>August of P1 year</td>
<td>April of P1 year</td>
<td>April of P2 year</td>
</tr>
</tbody>
</table>

**Immunizations**

- Students must provide all necessary immunization documentation upon admission to the School and to Pacific University Student Health Center. Immunizations must remain current while enrolled. When requested, students must provide verification of the immunization status to their assigned clinical site. Students are advised that each site may have MORE stringent requirements than those required by the School, in which case they must comply with the more stringent requirement.

- Students are required to maintain current proof of TB status as outlined in the Student Handbook. Prior to IPPEs and APPEs, students must provide evidence of their status in April for the upcoming academic year. Positive PPD, QuantiFERON® Gold or other immune assay test 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 repeat a chest x-ray every two years, or more often per site requirements. Any student who converts to a positive PPD or has a chest x-ray changed during the program is referred to Washington County Health Department for further evaluation. If a site has additional TB screening requirements, the student is required to follow the site’s policy before beginning a rotation.

- Students will be reassigned at the discretion of the Office of Experiential Education if they fail to meet the immunization requirements of the site to which they are assigned, which may delay progression.
Financial Responsibilities

Students are responsible for all expenses, fees and/or fares incurred during site experiences, including those related to site-specific pre-rotation screenings and/or immunizations.

Travel
- Students should expect to complete experiential rotations outside the Portland area throughout the entirety of the program and must 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 is not an acceptable reason for non-attendance or tardiness at experiential rotations.

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, etc. Students can direct questions related to compensation to the Director of Experiential Education.
- Students typically are unable to complete most formalized internship programs while enrolled in the School of Pharmacy. Before applying for any internship program or volunteer program, students are strongly encouraged to talk to the Assistant Dean of Student Affairs, Assistant Dean for Academics and Assessment, or to the Director of Experiential Education to discuss the feasibility of participating in any internship or volunteer program.

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 School of Pharmacy 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.

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 website: [http://www.nabp.net](http://www.nabp.net)
- Oregon Board of Pharmacy: [http://www.pharmacy.state.or.us](http://www.pharmacy.state.or.us)
• Washington Board of Pharmacy:
  http://www.doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewRenewUpdate/Pharmacist

All students are required to have a valid, active intern license in Oregon, Washington, and any state where an experience is or may be assigned.

Notes:

• Oregon and Washington license must be maintained throughout the duration of the student’s enrollment in the program, regardless of where a student may be assigned for IPPEs and APPEs. Any licensure restrictions must be brought to the School of Pharmacy immediately.

• Washington pharmacy intern licenses expire on the student’s birthday in the year indicated on your license regardless of the application date. It is imperative that students be proactive in monitoring their Washington pharmacy intern license’s expiration date and in completing the renewal process in a timely manner.

<table>
<thead>
<tr>
<th>Introductory and Advanced Pharmacy Practice Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Licensure Responsibilities</strong></td>
</tr>
<tr>
<td><strong>Deadline</strong></td>
</tr>
</tbody>
</table>
### Consequence

Failure to obtain licensure in the state in which the student’s rotation is assigned will result in reassignment at the discretion of the Office of Experiential Education. If no experiences are available at the time needed, this may cause a delay to progression and or/graduation.

### Other Requirements

Students must maintain current licensure through the end of APPEs (duration of enrollment in the program). If the renewal cycle is during the APPE year, the license must be renewed through the end of the student’s APPE.

### Expectations During IPPEs and APPEs

#### General Expectations

- Students should behave professionally and 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 patients and other members of the healthcare team, but only under the supervision and authorization of their preceptor.

#### Communication

For detailed pre-, during, and end of rotation Communication Tips, see the appendix.

- **Pre-Rotation Communication**
  - Students are responsible for contacting their preceptor and/or supervisor by telephone or email to introduce themselves 2-3 weeks prior to their experience.
  - If on initial contact the student has left a message or an email, they should follow up to ensure the preceptor has received the necessary communication. It is the student’s responsibility to make sure they have communicated with the preceptor prior to starting the rotation.
- Students are expected to communicate with the School (e.g. faculty course coordinators, the Office of Experiential Education, advisor), sites and preceptors during experiential
placements.

- Students are responsible for checking their Pacific University email account at least **TWICE DAILY, INCLUDING WEEKENDS AND ON SCHOOL BREAKS**, to ensure all email correspondence from the School, site, and preceptor is received and responded to in a timely manner.

- Students are to utilize only their Pacific University email address for correspondence with the School (including the Office of Experiential Education), sites, and preceptors, and are to refrain from forwarding to another email address.

- Students are responsible for seeking direction from the preceptor regarding communication.

- All communication should be **PROFESSIONAL**. When in doubt, please seek guidance from the School (e.g., Office of Experiential Education, advisor).

- Students are responsible for having adequate Internet access to accomplish assigned tasks, assignments, communication, etc. while on experiences. Inadequate Internet access is not an acceptable reason for failure to meet deadlines, and appropriate consequences will apply.

**Publishing Opportunities**

- Any student-authored publication based on information acquired through an experiential education experience must clearly reflect that the School and experiential rotation site do not endorse the article (even if a review has been made prior to publication). This is accomplished by requiring the following disclaimer to appear with each such publication:

  “The opinion and conclusions presented herein are those of the author and do not necessarily represent the views of the School or Facility”

**Attendance and Time Tracking**

**Attendance on 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 offsite in preparation for the rotation.

- Students may not request a specific schedule; the schedule is **SET BY THE SITE IN CONJUNCTION WITH THE SCHOOL**.

- For School Based Rotations in Oregon, the maximum number of logged contact hours permitted on rotation is 48 hours per week. Students may be assigned additional readings, projects and other homework to be completed in addition to the 48 hours. There are no restrictions under Washington state law that define or limit the number of hours a pharmacist intern may work. For all other states, students are responsible for verifying
with the respective Board of Pharmacy for the maximum number of hours a pharmacy intern may report per week.

- Weekly hours acquired after the maximum number of logged contact hours permitted will not carry forward to subsequent weeks.
- Outside employment should not interfere with experiential activities.
- The majority of hours recorded for APPEs should involve patient care (except for elective non-patient care experiences).
- Students’ schedules may deviate from the traditional ‘9-5 shift’; the schedule may include evening, graveyard, and weekend hours. Scheduling is at the discretion of the preceptor and NOT up to the student.
- Students must complete and log the minimum number of hours specified in the syllabus.
- All absences during IPPEs and APPEs will be made up at the discretion of the preceptor. The date and time of the makeup shall be determined with the preceptor. Make-up hours shall not conflict with class-time or other scheduled School activities. See Absences in this manual for more information.

**Time Tracking Documentation**

- Students should document the rotation hours spent at their site by the end of the day for each day worked.
- The hours should be documented after they have been completed, not in advance of the activity or rotation time.
- Time logged in E*Value should be active engagement or participation completed on-site; do not log lunch or other breaks taken throughout the day or preparatory work, which may include reviewing drug therapy and medical conditions or working on assigned projects offsite (unless directed by the preceptor).

**School-based Rotation Intern (SRI) 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 SRI hours in E*Value (see Time Tracking Documentation in this manual for more details).
- For licensure in Oregon, the School of Pharmacy reports SRI 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 Association of State Boards of Pharmacy website: http://www.nabp.net
Inclement Weather Procedures

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

Absences

Excused Absence

An excused absence is one for which the student or a loved one 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 healthcare provider or relevant third party may be required for any absence.

Examples of excused absences include:

- Medical necessity: An unpredictable or serious illness of the student or an immediate family member
- 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.

In the case of jury duty, contact the Director of Experiential Education for direction.

Preceptors may only grant a maximum of THREE DAYS of excused absence per rotation. Students and preceptors must agree on a plan to complete these missed hours within the time period of the course. All instances of a student missing more than three days must be reported to the Director of 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 then emailed to the Director of Experiential Education.

Pre-Planned Absence

The preceptor must be contacted at least two weeks before the day(s) in question for pre-planned absences. 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.

Examples of pre-planned excused absences include:
• Routine physician or other healthcare practitioner visits: As approved by the preceptor.

• Professional activities (e.g., residency interviews, professional meetings): As approved by the preceptor.

Students may plan to miss up to five site visit days during the APPE year to participate in professional activities. Any pre-planned absences for professional activities in excess of the five days must be reviewed and approved by the Director of Experiential Education in addition to being approved by the preceptor.

Students are expected to complete additional work in concert with or in addition to attending the professional activity at the discretion of the preceptor.

Please remember that 240 hours must be documented for each APPE, regardless of any absences.

**Unexcused Absence**

In the event of unexcused absences, students are assigned a grade of No Pass (NP) until all experiential requirements have been completed for the IPPE or APPE Course. Unexcused absences must be reported by the student to the Director of Experiential Education, with submission of a plan describing how the missed hours will be completed. Approval of this plan is at the discretion of the preceptor and the Director of Experiential Education. 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 time agreed upon time between the student and preceptor (whichever comes first). If these requirements are not met within the specified timeframe, there is the potential for a NP grade and delayed progression.

**Extended Excused Absence**

An extended excused absence occurs when a student misses more than 3 days on APPEs, IPPE2, or IPPE3. For APPEs, student must make up any missed time prior to graduation. For IPPEs, student must make up any missed time by the end of the given semester.

**Other Absences**

• Jury Duty: Students summoned for jury duty must contact the Director of Experiential Education immediately.

• Holidays: Rotation sites 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, these hours must be completed on another date within the timeframe of the experience at the
discretion of the preceptor. Students should review holiday coverage with their preceptor before reporting to the site to determine if additional project work is required to complete the minimum total hours required for the IPPE or APPE.

- Unmet Requirements: If the student is excused from the site due to unmet rotation requirements, the student must contact the Director of Experiential Education.

- If the student leaves the rotation site for any reason other than illness, the student should contact the Director of Experiential Education.

- Extenuating circumstances unforeseen by this policy: Students with extenuating circumstances not addressed by these absence policies should contact the Director of Experiential Education.

**Appropriate Attire/Grooming for the Pharmacy Profession**

The following are required on experiential rotations:

- Students are expected to practice personal hygiene (clean and well groomed).
- Students must wear professional attire as required by the rotation site; if a student is unsure about professional attire, please contact the preceptor or the Director of 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.
- 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.
- The School recommends that students be conservative with respect to hair coloring while on rotation.

The following are NOT allowed on experiential rotations:

- Clothing with inappropriate advertising, designs, and/or logos such as alcohol and cigarette ads; sexually explicit sayings or designs; and drug-related sayings or designs that may be offensive to others.
- Jeans or tee shirts.
- Caps or headgear; these may be worn for religious or medical purposes.
• Revealing attire.
• Any visible piercing while on experience except for moderate sized earring placed in the ear.
• Visible tattoos, marks, or other body art (these must be covered up).

Experiential sites may have more restrictive dress and hygiene codes (may include jewelry and facial hair restrictions) and students must follow the more restrictive dress code when presented at those individual sites. See examples of professional dress attire here: http://humanresources.about.com/od/workrelationships/tp/dress_code_collect.htm

Health and Safety Requirements

• It is possible that students may acquire communicable illnesses while enrolled in the program. Students exposed to a communicable disease should be evaluated by a physician as soon as possible. The Director of Experiential Education should be notified by telephone if there is any limitation in 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 (i.e. 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 website: http://www.oregon.gov/oha/OHPR/rulemaking/notices/409-030_Table.pdf

Laws, Rules, and Regulations

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

Facility/Site Policies and Procedures

• Students must comply with all policies and procedures of the practice site. Preceptors should advise students of site policies during the orientation process. Discussion should include the following: fire and safety procedures, emergency exits, telephone etiquette, facility parking policies, Health Insurance Portability and Accountability Act (HIPAA), Protected Health Information (PHI), Family Education Rights and Privacy Act (FERPA), etc. Students are not allowed to take PHI off site and must respect 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 each experience. Fines assigned by the site for past due items are the responsibility of the students.

- An experiential rotation may need to be reassigned or cancelled by the School in instances when site-specific requirements do 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. All students must disclose information regarding Board of Pharmacy – Board Actions and/or background checks to sites, preceptors, and the Director of Experiential Education. Students are required to notify the School, preceptors, and sites within 15 days of receipt of any notice of action from a Board of Pharmacy. Students are required to notify preceptors and sites of the results of their background checks, drug testing and Board of Pharmacy actions prior to each experiential rotation if requested.

- If a site has specific requirements that prevent a student from completing a rotation, the Office of Experiential Education reviews 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 cancelled and a delay in academic progress will result.

- 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 and storage facilities. Students are encouraged to seek advice and assistance from preceptors and/or facility staff (e.g., security officer) as appropriate. Students are encouraged to use the ‘buddy system’ or security personnel when entering areas where there is any perceived or known risk.

**Confidentiality**

- The student is responsible for maintaining confidentiality with regards to all 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 Agreement](#) in this manual must be signed and dated by the student annually prior to participating in experiences.

- Students must complete HIPAA training on an annual basis, at a minimum. Students may be asked to complete additional training specific to each site and must comply with all
PUSOP Experiential Education Policies and Procedures

Academic Integrity

- Academic integrity is to be 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 is **NOT** tolerated and will result in sanctions, up to and including dismissal.
- In addition, applicable University policies may be found online:

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-discrimination 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 University 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 educated programs receiving federal funds. Any student who wishes to file a complaint or seek an accommodation at the campus in which they are enrolled should follow the Student Grievance Procedure and contact the Dean of Students.

Will Perkins, Dean of Students/Associate Vice President for Enrollment Management & Student Affairs
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 American with Disabilities Act. Students must contact the Office of Learning Support Services to inquire about accommodations. If a student requires accommodations in a course they must immediately contact the Office of Learning Support Services.

  Kim Garrett, LSS Director
  P: 503-352-2171 | e: kgarrett_mrc@pacificu.edu

- LSS staff typically meets with the student, reviews the documentation of the student’s disability and discusses 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, they should contact the Director of Experiential Education as soon as possible for discussion and follow up.

- For additional information on the Office of Learning Support Services, visit their webpage: http://www.pacificu.edu/about-us/offices/learning-support-services

Site Assignment

- 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 majority of these facilities are located within Oregon and Washington. The Office of Experiential Education is committed to continuously providing a variety of quality experiential rotations. Students must complete all rotations at sites assigned by the School and where the School has a current affiliation agreement.

- In general, IPPE site assignments will occur within the states of Oregon and Washington, but may include students opting into experiences in Alaska, California or Hawaii. APPE required coursework occurs within the states of Oregon and Washington. Exceptions may be made for students interested in rotations in Alaska, Hawaii, or California, with preference given to students from Alaska or Hawaii for rotations in those states. Students are not allowed to locate potential experiential rotations sites.

- A student’s APPE rotation schedule may be changed due to accrual of spring Extended Learning exam(s) in the P2 year.

- The schedule provided to students by the Office of Experiential Education may need to be
altered due to site, preceptor or other programmatic needs. In general, requests by
students for changes WILL NOT be approved after assignment.

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

- Failure to adhere to IPPE and/or APPE site policies and procedures.
- Failure to adhere to School of Pharmacy policies and procedures.
- Persistent unacceptable performance, conduct and/or behavior as determined by the
preceptor in consultation with the Director of Experiential Education.
- Any action that is detrimental to:
  - Self
  - The care of a patient or to the clinical service provided at the site
  - Preceptor, pharmacy team or other employees of the site
- Unauthorized removal of any books, charts, electronic records, reference journals, or
  equipment from a patient area or practice site.
- Violation of state and/or federal laws or site policies and/or procedures.
- Evidence of substance or alcohol abuse by a student is reason for immediate sanction and
  possible dismissal from the School. Preceptors or the School may have a professional duty
  to report such actions to the Board of Pharmacy. Please see Pacific University and School
  of Pharmacy Student Handbooks for policies and procedures regarding abuse of illicit
  substances or alcohol: http://www.pacificu.edu/about-us/offices/campus-
  wellness/alcohol-drugs

Outcomes, Evaluation and Grading

Competencies

In addition to syllabi competencies, students are held accountable for the following:

Professionalism

- Student is empathic, i.e., demonstrates appreciation of others’ positions; attempts to
  identify with others’ perspectives; demonstrates consideration towards others.
- 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.
- Student communicates articulately, i.e., clearly communicates thoughts; uses appropriate
terminology and vocabulary for intended audience.
• Student is punctual, i.e., arrives at practice site early or on time; meets deadlines for completion of tasks and responsibilities.

• 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.

• 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.

• 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.

• Student accepts and applies constructive criticism, i.e., responds openly and positively to feedback; modifies behavior if necessary.

• Student wears appropriate attire, i.e., adheres to dress code (written or unwritten); attire is acceptable to practice setting.

• Student demonstrates confidence, i.e., acts and communicates in a self-assured manner, yet with modesty and humility.

Pre-APPE Learning Outcomes and Competencies

• Accurately dispense medication or order fulfillment (patient safety element):
  o Demonstrate a commitment to and a valuing of patient safety by assuring accurate preparation, labeling, dispensing and distribution of prescriptions and medication orders.

• Basic Patient Assessment
  o 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 education level, the unique cultural and socioeconomic situations of patients, and comply with requirements for patient privacy.

• Medication Information
  o Demonstrate knowledge of and accept responsibility for that knowledge of commonly used medications, formulation and drug products.

• Identification and Assessment of Drug related Problems
  o Correlate drug related variable 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.

- 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.

- Ethical, Professional, and Legal Behavior
  - In all healthcare 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.

- General Communication Abilities
  - Demonstrate effective communication abilities in interactions with patients, their families and caregivers, and other healthcare providers. Communication should be empathetic, culturally sensitive, and appropriate to the age and education level of the audience. Students should elicit feedback validating understanding of communication.

- Patient Interaction and Education
  - Provide effective health and medication information to patients and/or caregivers and confirm patients and/or caregiver understanding of the information being provided.

- 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.

- 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.

- Insurance/Prescription Drug Coverage
  - Utilizing knowledge of a wide array of private and public health insurance options, assist patients and caregivers to obtain their medication and related para-pharmaceuticals in an affordable manner that meets their healthcare needs.

- Inter-professional Healthcare Team
  - Understand the roles and responsibilities of the healthcare team and interact appropriately with all members.
• Medication Use System
  o Understand the various medication use systems across practices of pharmacy.

APPE Learning Outcomes and Competencies
• The Northwest Pharmacy Experiential Consortium (NWPEC) learning outcomes and competencies were derived from the School’s Mission and Vision Statements, Ability Based Outcomes, Accreditation Council for Pharmacy Education (ACPE), the Center for the Advancement of Pharmaceutical Education, Educational Outcomes (CAPE 2013), and the Joint Commission for Pharmacy Practitioners (JCPP). These competencies should be attained upon completion of seven experiences. Preceptors and students are encouraged to contact the Director of Experiential Education if clarification is required for a particular competency.

• The five learning outcome categories are:
  1. Learning
  2. Patient Care
  3. Problem Solving
  4. Communication
  5. Professionalism

Grading
• Provision of feedback is encouraged throughout the experiences.
• Failure to achieve a passing grade may result in ineligibility to enroll in the subsequent Introductory Pharmacy Practice Experiences or Advance Pharmacy Practice Experiences, thus delaying progression.
• IPPEs: The grading for IPPEs is specific for each IPPE course and is outlined within the respective course’s syllabus.
• Although preceptors make a recommendation for a student to receive either a “Pass”, “No Pass” or “Incomplete”, the School award a final grade for each experience.

Evaluations
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 Course. 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 aid and academic progress.
**Student Self-Assessment /Reflections**

**IPPE**
- During introductory experiences, self-reflections occur after each site visit or as directed by the syllabus.
- Students must complete a summative self-reflection at the end of each course. This self-reflection should assess the student’s strengths, weaknesses, and achievements for that entire experience.

**APPE**
- During advanced experiences, students must complete APPE Course Objectives at the start of each rotation, as outlined in the syllabus.
- Students must complete a 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.

**Academic, Professional, and Experiential Unsatisfactory Progress**
For information on the SPC procedures and consequences related to unsatisfactory academic, professional, and experiential progress, see the Pacific University School of Pharmacy Student Handbook.
Appendices
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: ________________________________     Date: ________________________________
**Important Information List**

The following items must be carried throughout rotations:

- Intern license
- Pacific University Boxer ID Card
- Health Insurance Card

The following items must be carried throughout rotations or be readily available electronically to provide to site/preceptor upon request:

- Signed [Confidentiality Agreement](#) (from Experiential Manual)
- Drug screening and background check results
- Immunizations results:
  - Tetanus Diptheria (TD) or TDaP (per site requirements)
  - Two-step TB Skin Test (PPD), immune-assay, or Chest X-Ray (annually)
  - Measles, Mumps, Rubella (MMR)
  - Hepatitis B series
  - Varicella Vaccine (or Titer)
- Training Certificates
  - Immunization
  - BLS
  - Blood Borne Pathogens
  - HIPAA
- Student Handbook and Experiential Education Manual (electronic copies on E*Value and Moodle)
- Student Self-Reflections and Evaluations
- Syllabi (electronic copy on E*Value and Moodle)
- Curriculum Vitae
- Rotation Hour Logs (for Washington and other state’s BOPs)
- Preceptor Correspondence
Communication Tips

Pre-Rotation

- Contact your preceptor three weeks prior to the beginning of the rotation
- Determine what needs to be accomplished prior to rotation, including:
  - Pre-rotation readings
  - Pre-rotation paperwork such as drug screening, background check, immunizations, HIPAA/BBP training, and/or other site-specific requirements. Contact the School with any questions about pre-rotation requirements.
- Utilize the orientation checklist
- Discuss where you are at in your rotations and what you want to get out of the coming rotation
- Determine what time and where to be on the first day of rotation
- Discuss other expectations, including:
  - Parking
  - Attire (e.g., name badge, white coat)
  - 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. ___________. 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 ______________, ______________, and ______________ 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?
**During Rotation**

- Utilize the orientation checklist (see the “During the Rotation” section in the Preceptor Manual) as a communication tool and agreement.
- Develop a calendar to schedule required responsibilities (e.g., journal club, topic discussion, project due dates, P & T meetings) while on rotation.
- Keep an open mind about each rotation.
- Remember you are not expected to know everything and it is okay to say, “I don’t know”.
- Discuss expectations at the beginning of the IPPE or APPE and throughout the rotation.
- Take an active role in your learning.
- 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 of Experiential Education.
- 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.

**End of Rotation**

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

**Purpose:** To create a “script” for your improvement and to support implementation.

<table>
<thead>
<tr>
<th>Issue to be Addressed</th>
<th>Identify Elements of the Issue</th>
<th>Action Steps to address contributing factors or to address perceptions</th>
<th>Timeline for Completion By When? (Day/Month)</th>
<th>Resources 1.) Available 2.) Needed to complete</th>
<th>Communications Plan 1.) Who is involved? 2.) Who will need to know moving forward? 3.) What methods? 4.) How often?</th>
<th>Potential Barriers</th>
<th>Measure/monitor progress 1.) Who are you checking in with? 2.) How will you know the step is completed?</th>
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