PACIFIC UNIVERSITY PRECEPTOR MANUAL

Pacific University
School of Pharmacy
222 SE 8th Avenue, Suite 451
Hillsboro, Oregon 97123
http://www.pacificu.edu/pharmd/
FAX # 503-352-7398

Contacts:

Anita Cleven, PharmD, Director of Experiential Education & Assistant Professor
Office: 503-352-2648
Anita.Cleven@pacificu.edu

Courtney Kraus, PharmD, Coordinator for Experiential Advancement & Assistant Professor
Office: 503-352-7363
Courtney.Kraus@pacificu.edu

Rose Dahl, Coordinator for Experiential Education
Office: 503-352-7293
rdahl@pacificu.edu

Nora Garfias, CPhT, Coordinator for Experiential Education
Office: 503-352-7334
Nora.Garfias@pacificu.edu

Jackson Ross, MAT, Coordinator for Student and Experiential Affairs
Office: 503-352-7267
Jackson.Ross@pacificu.edu

Revision Date: August 26, 2016
DISCLAIMER

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

Pacific University School of Pharmacy Background

The School of Pharmacy at Pacific University offers a three-year curriculum leading to the Doctor of Pharmacy degree. The School is located in Hillsboro, Oregon in a state-of-the-art Health Professions building. The new Health Professions Campus comprised of eight health professional Schools (including pharmacy), provides a rich and diverse learning environment for the student population. Developing opportunities for student interaction and collaboration is a focus of the faculties from the different disciplines. The program admitted its first class in the fall of 2006, and the average class size is about 100 students.

The competency-based curriculum, with courses delivered in a modified block design, supports our mission. The structure provides a schedule that allows students to study one topic at a time before moving on to another content area. This method of education allows students to master each topic with a high level of mastery and promotes the integration of concepts in a planned and sequential manner.

The competency-based design encourages teamwork and collaboration among students and removes the competitive nature characteristic of many professional curriculums. Team teaching by our faculty and the utilization of technology further enhance the student's experience at Pacific University School of Pharmacy.

As part of their education, students complete experiential components of the curriculum throughout their first and second didactic years; with the third year being devoted entirely to advanced clinical experience.

Accreditation

Schools and colleges of pharmacy are accredited by the Accreditation Council on Pharmacy Education (ACPE) 135 South LaSalle Street, Suite 4100, Chicago, IL 60503, 312/664-3575; FAX 312/664-4652, web site www.acpe-accredit.org. The Doctor of Pharmacy program of the Pacific University, School of Pharmacy, was awarded full accreditation status during the June 24-29, 2009 meeting of the ACPE Board of Directors.

A comprehensive self-study evaluation was completed by the Accreditation Council for Pharmacy Education (ACPE) in fall 2014. The ACPE Board of Directors reviewed the Doctor of Pharmacy program for purposes of continued accreditation at its January 2015 meeting. The accreditation term granted for the Doctor of Pharmacy program extended until June 30, 2023. A focused on-site evaluation to monitor progress on a few ACPE standards occurred in spring 2016.

Mission, Vision, Values

Mission
We prepare dynamic practitioners, leaders, and scholars to promote patient advocacy and advance the profession of pharmacy to deliver innovative and collaborative patient-centered care in diverse populations by building an interprofessional, learner-centered community.
Vision
Create and sustain an interprofessional community of excellence in education, scholarship and practice which is widely recognized and respected.

Values
• Innovation in teaching, learner, and Scholarship
• Leadership in patient and professional advocacy
• Collaboration & Collegiality
• Integrity
• Diversity & Inclusion

Pacific University SOP Experiential Education Program

Description of IPPE Curriculum
• Students complete a total of four IPPEs that take place during their first and second professional year.
• IPPEs one, two and four are at the same site location with the same preceptor to allow for extended student growth and development.

<table>
<thead>
<tr>
<th></th>
<th>P1 Year</th>
<th>P2 Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>• Community (IPPE 1) every other Tuesday</td>
<td>64 hours (8 days x 8 hours)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>• Community (IPPE 2)</td>
<td>120 hours (15 days x 8 hours)</td>
</tr>
<tr>
<td></td>
<td>• 3 weeks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Health System (IPPE 3)</td>
<td>240 hours (30 days x 8 hours)</td>
</tr>
<tr>
<td></td>
<td>• 6 weeks</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>• Community (IPPE 4) every other Tuesday</td>
<td>56 hours (7 days x 8 hours)</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health System</td>
<td></td>
<td>240 hours</td>
</tr>
<tr>
<td>Community</td>
<td></td>
<td>240 hours</td>
</tr>
</tbody>
</table>

IPPE 1 Community
In this experiential course, which occurs every other Tuesday, students spend time at a community pharmacy site. Emphasis is placed on integration of didactic and experiential curricula in the form of Learning Bridge assignments, orientation to pharmacy practice including patient and healthcare provider interactions, medication processing systems, and learning healthcare provider roles.

IPPE 2 Community
In this experiential course, which occurs daily, students spend additional time at a community pharmacy site. Emphasis is placed on integration of didactic and experiential curricula in the form of Learning Bridge assignments, orientation to pharmacy practice including patient and healthcare provider interactions,
medication processing systems, and learning healthcare provider roles. The intent of this course is to build on the skills learned in previous IPPE community experiences.

**IPPE 3 Health System**
In this experiential course, which occurs daily, students spend time at a health systems pharmacy site. Emphasis is placed on integration of didactic and experiential curricula in the form of Learning Bridge assignments, orientation to pharmacy practice including patient and healthcare provider interactions, medication processing systems, and learning healthcare provider roles.

**IPPE 4 Community**
In this experiential course, which occurs every other Tuesday, students spend additional time at a community pharmacy site. Emphasis is placed on integration of didactic and experiential curricula in the form of Learning Bridge assignments, orientation to pharmacy practice including patient and healthcare provider interactions, medication processing systems, and learning healthcare provider roles. The intent of this course is to build on the skills learned in previous IPPE community experiences.

**Description of APPE Curriculum**
- Students complete APPE rotations during their third professional year.
- Students complete four core rotations, which include Advanced Community, Health System, Ambulatory Care, and Internal General Medicine.
- Students are also required to complete three electives, one of which must be Patient-Care.

<table>
<thead>
<tr>
<th>P3 Year</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PHRM 701 Advanced Community Pharmacy</td>
<td>6 weeks/240 hours</td>
</tr>
<tr>
<td></td>
<td>PHRM 702 Health System Pharmacy</td>
<td>6 weeks/240 hours</td>
</tr>
<tr>
<td></td>
<td>PHRM 703 Ambulatory Care Pharmacy</td>
<td>6 weeks/240 hours</td>
</tr>
<tr>
<td></td>
<td>PHRM 704 Internal General Medicine</td>
<td>6 weeks/240 hours</td>
</tr>
<tr>
<td></td>
<td>PHRM 705 Patient Care Elective</td>
<td>6 weeks/240 hours</td>
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<tr>
<td></td>
<td>PHRM 706 Patient Care or Non-Patient Care Elective</td>
<td>6 weeks/240 hours</td>
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<tr>
<td></td>
<td>PHRM 707 Patient Care or Non-Patient Care Elective</td>
<td>6 weeks/240 hours</td>
</tr>
<tr>
<td></td>
<td>PHRM 711 Self-Study/Optional Elective/International Experience/NAPLEX &amp; MPJE Review</td>
<td>6 weeks/240 hours</td>
</tr>
</tbody>
</table>

*Only for academic credit, does not count for intern hours*
**Advanced Community Pharmacy**
The advanced community rotation affords students the opportunity to effectively participate in the patient care decision-making process. Emphasis will be placed on the student’s ability to demonstrate their understanding of common disease states and treatment modalities as well as their ability to provide pharmaceutical care. Emphasis will be placed on disease state management initiatives.

**Health System Pharmacy**
The purpose of this rotation is for students to gain professional skills in a health system pharmacy setting. The health system pharmacy rotation affords students the opportunity to effectively participate in the patient care decision-making process. Students will participate in a variety of clinical activities, functioning as an integral member of the healthcare team. Emphasis will be placed on the student’s ability to demonstrate their understanding of functional roles of health system pharmacy in providing consistent quality patient care.

**Ambulatory Care**
The purpose of this rotation is for students to gain professional skills in an ambulatory care practice environment. The Ambulatory Care rotation affords students the opportunity to effectively participate in the patient care decision-making process. Students will participate in a variety of clinical activities, functioning as an integral member of the healthcare team. Emphasis will be placed on the student’s ability to demonstrate their understanding of common disease states and treatment modalities as well as their ability to provide pharmaceutical care.

**Internal General Medicine**
The purpose of this rotation is for students to gain professional skills in an Internal General Medicine setting. The Internal General Medicine rotation affords students the opportunity to effectively participate in the patient care decision-making process. Students will participate in a variety of clinical activities, functioning as an integral member of the healthcare team. Emphasis will be placed on the student’s ability to demonstrate their understanding of internal general medicine and their ability to provide pharmaceutical care.

**Patient Care Elective**
This experience may occur in any setting where the student would be providing pharmaceutical care to patients. Examples of Patient Care electives include: Advanced Community, Cardiology, Critical Care, Hematology/Oncology, Home Infusion, HIV/AIDS, Infectious Disease, Long Term Care, Nutrition, Pediatrics, Solid Organ Transplant, and Trauma Surgery.

**Patient/Non-Patient Care Elect A**
Elective clerkships can be performed in non-patient care environments. Examples of Elective clerkships include: Compounding, Drug Information, Drug Use Policy, Managed Care, Pharmacy Education, Pharmaceutical Industry, Pharmacy Management, Professional Organizations and Pharmacy Leadership, or Research. Elective clerkships could also encompass any Advanced Community, Ambulatory, Internal Medicine or other patient care elective.
Patient/Non-Patient Care Elect B
Elective clerkships can be performed in non-patient care environments. Examples of Elective clerkships include: Compounding, Drug Information, Drug Use Policy, Managed Care, Pharmacy Education, Pharmaceutical Industry, Pharmacy Management, Professional Organizations and Pharmacy Leadership, or Research. Elective clerkships could also encompass any Advanced Community, Ambulatory, Internal Medicine or other patient care elective.

Preceptor Expectations

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

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

Affiliation Agreements
A written affiliation agreement will be executed between each experiential site/corporation (facility) and the School. The agreement will define responsibilities, commitments and expectations of each of the parties regarding the education and the experience of the students. In addition, the agreements will include issues such as health services, malpractice provisions, criminal background checks, student disclosures, immunization policies and professional conduct expectations.
The Affiliation Agreement prohibits the publication by the students, faculty or staff members of any material relative to their clinical education experience that has not been reviewed by the Facility and the School, in order to assure that infringement of patients’ rights to privacy is avoided. Any article written by a student that has been based on information acquired through their clinical education experience must clearly reflect that the School or Facility does not endorse the article, even where a review has been made prior to publication. This is accomplished by requiring the following disclaimer to appear with each such article written: “The opinion and conclusions presented herein are those of the author and do not necessarily represent the views of the School or Facility.”

Preceptor Legal Responsibilities

Preceptors must be appropriately licensed in the state in which they practice to precept students. According to the Oregon Board of Pharmacy, a preceptor may precept two school-based rotational interns at a time. For those students completing out-of-state rotations please comply with your State specific intern requirements regarding the submission of hours and preceptor requirements.

Preceptor Requirements and Responsibilities

Preceptors are a fundamentally crucial element in the educational development of competent and professional pharmacy practitioners. They guide students through educational objectives, instill values and attitudes, and supervise the student’s performance. Their contribution in this manner is meaningful and is an important component of the School’s mission to graduate exemplary, competent pharmacists prepared to deal with the demands and rewards of contemporary pharmacy practice. The following requirements and responsibilities listed below are in accordance with ACPE Standards.

1. Preceptors must be appropriately licensed and in good standing in the state in which they practice.
2. Preceptors should be knowledgeable of and compliant with the material contained in this manual and the appropriate course manual.
3. Preceptors are expected to instill and demonstrate principles of professionalism and ethics.
4. Preceptors are expected to be respectful of fellow practitioners and allied health professions, in as much as the Preceptor is a role model to the student.
5. Preceptors are responsible for clearly communicating student expectations regarding performance, appearance, attitude and method of practice.
6. Preceptors are responsible for scheduling an orientation session with their student(s).
7. Preceptors are responsible for identifying an acceptable replacement to supervise students during absences.
8. Preceptors are responsible for fostering an environment of mutual learning.
9. Preceptors should not assume student competency but determine it by reviewing the student’s performance through discussions and observation.
10. Preceptors are responsible for reviewing student progress at regular intervals during the experience and sharing their observations with the students.
11. Preceptors are expected to provide constructive feedback that is conveyed in private and in an appropriate manner.
12. Preceptors should inform students of any areas requiring improvement as early as possible.
13. Preceptors are responsible for submitting a midpoint and final assessment by the prescribed due date.
14. Preceptors are responsible for verifying student attainment of required experience outcomes.
15. Preceptors hold a natural power gradient over students and it is important that preceptors not take advantage of this power gradient. Ex: It is inappropriate for a preceptor to purposefully threaten or incite fear in a student. The final grade for any experiential experience will be assigned by the School.

Failure to comply with any requirements and responsibilities listed above may result in revoking preceptor privileges for the School.

**Preceptor Education**

New Preceptors receive a new preceptor packet prior to assuming the responsibilities of precepting students. This packet includes:

- Preceptor information form
- Title IX disclosure
- Preceptor resources list
- Information on how to access online preceptor resources list
- FERPA information

Ongoing preceptor education is provided in a variety of ways including: site visits, on-site preceptor development workshops, telephone and email communications, via online webinars, and at live in-state and out-of-state pharmacy meetings. Additional training takes place via the NWPEC supported Collaborative Education Institute (CEI) CE and Pharmacist’s Letter.

**FERPA**

*Privacy Guidelines for Student Records*

**What is FERPA?**
The Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment, helps protect the privacy of student education records. The Act provides for the right to inspect and review education records, the right to seek to amend those records, and the right to limit disclosure of information from the records. The Act gives the University the responsibility to protect the privacy of the student’s educational records. Student educational records are considered confidential and may not be released without the written consent of the student. As a preceptor, you have a responsibility to protect education records in your possession. Legitimate educational need to know is the basic principle to consider before accessing student information.
The intent of the legislation is to protect the rights of students and to ensure the privacy and accuracy of education records. The Act applies to all institutions that are recipients of federal aid administered by the Secretary of Education. Further details regarding the FERPA Act may be accessed at http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

Who is protected under FERPA?
Students, who are currently or formerly enrolled, regardless of their age or status in regard to parental dependency, are protected. Students who have applied to but have not attended Pacific University and deceased students do not come under FERPA guidelines.

What are education records?
With certain exceptions, an education record is any record (1) from which a student can be personally identified and (2) maintained by the college. Education records include any records in whatever medium (handwriting, computer media, print, e-mail, magnetic tape, film, diskette, microfilm and microfiche, video or audio tape, etc.) that are in the possession of any school official. When in doubt, assume that any item that relates to a student is an education record and seek further assistance from the registrar’s office.

What is considered Directory Information?
Directory Information is information that is generally not considered harmful or an invasion of privacy if disclosed. Under the terms of FERPA, Pacific University has established the following as directory information:

- Name
- Address
- Telephone number
- E-mail address
- Dates of attendance
- Class schedule/roster
- Previous institutions attended
- Major fields of study
- Full or part-time enrollment status
- Awards
- Honors
- Degree(s) conferred (including dates)
- Past and present participation in officially recognized sports and activities
- Physical factors (height, weight) of athletes
- Date and place of birth

Pacific University does not release Directory Information to parties outside the University. Exceptions to this guideline include Deans Lists, Academic or Athletic Honors/Awards or programs, and information on students attending the University to hometown newspapers. Pacific University is much stricter than many other universities in regards to FERPA.
FERPA states that each student has the right to withhold any or all of the information. Pacific University will honor the student’s request to restrict the release of “Directory Information.” Once restricted, that information cannot be released without the written consent of the student.

**Important FERPA Reminders**

- Do not display student scores or grades publicly in association with names, student ID numbers or other personal identifiers.
- Do not put papers, projects, and assignments containing student names and grades in publicly accessible places. Students should not have access to scores and grades of other students.
- Do not share student record information, including grades or grade point averages, with other preceptors or staff members unless their official responsibilities identify their "legitimate educational interest" in the information for that student.
- Do not share by phone or correspondence information from student education records, including grades or grade point averages, with parents/guardians or others outside the institution.
- If you have any questions or are unsure, please contact the Director of Experiential Education.

**What does this mean for a Pacific University School of Pharmacy preceptor?**

- Keep confidential student information private and secure.
- Avoid discussing previous, current and future students with other co-workers and preceptors.
- It is reasonable to discuss the performance level of a student to other pertinent preceptors if sharing this information will improve student learning and patient care.
- Specific rotation information, such as previous evaluations and grades, cannot be provided to other preceptors unless the student provides consent.
- The student “owns” all information about him/herself that the university maintains, and controls who gets access to it.
- You may request information from a student, but not require the student to provide the information, such as previous evaluations.

**FERPA Quiz**

(Questions from Case University but answers based on Pacific University FERPA Policy)

1. You get a phone call from someone identifying himself as a student, asking about his grade on his rotation with you. Can you give out that information?
   a. Yes
   b. No

   Answer: No, Pacific University does not release academic information over the phone.

2. You receive an e-mail message from your employer asking for names and addresses for students who have passed your rotation. They have good job information to offer. Can you help students get jobs by giving out that information?
   a. Yes
b. No

Answer: No, without a written request for the release of this information from the student to the employer we are not allowed to supply this information (regardless of the good intention of the employer).

3. You get a frantic phone call from an individual who says he is a student’s (husband/brother/father) and must get in touch with her immediately because of a family emergency. Can you tell him where she is on rotation today?
   a. Yes
   b. No

Answer: No; under Pacific University’s policy the appropriate response would be to reply: “If the person is in fact a student, a message will be given to the student to phone them as soon as possible”.

4. Is it wrong for preceptors to leave personally identifiable projects or copies of the midpoint evaluations on the breakroom table where all employees have lunch?
   a. Yes
   b. No

Answer: Yes

5. An unauthorized person retrieves information from a computer screen that was left unattended. Under FERPA, is the institution responsible?
   a. Yes
   b. No

Answer: Yes. FERPA requires that any computer screen with student information be closed in order to protect student privacy.

6. Preceptor X wants to know the last rotation grade of Student Y and says he is entitled to it because he is the student on rotation this spring. Do you give it to him without further question?
   a. Yes
   b. No

Answer: No. It would be more appropriate to refer Preceptor X to the Registrar’s office to explain why or how this information is needed to complete his responsibilities. Prior grade information could potentially bias the Preceptor’s assessment of the student.

7. You receive a subpoena in the mail. It appears to be a legal, court ordered subpoena. Should you supply the information?
   a. Yes
   b. No

Answer: No, it is appropriate to refer this request to the Registrar’s office for evaluation.
Preceptor Benefits and Resources

Preceptor Resource Overview

- **Library Access**
  - Databases
    - Examples: UpToDate, Medline Ovid, Micromedex, AccessPharmacy, Drug Facts and Comparisons, Lexi Comp Online, Stat!Ref
  - E-Journals
- **Preceptor Development**
  - CEI (see next page)
  - Pharmacist’s Letter for the Preceptor
  - Live Preceptor Development workshops - some examples include:
    - *The Millennial Generation, Learning Styles, and Pharmacy Precepting*
    - *Developing Good Teaching Cases*
    - *Critical Thinking in Experiential Education*
    - *Challenging Learners in Experiential Education*
    - *Precepting Across the Continuum*
- **Opportunities for involvement in the School of Pharmacy**
  - Pharmacy Practice Days
  - Career Fair
  - Interview Days
  - Preceptor Advisory Board
  - Collaboration with faculty
- **Opportunities for Professional Development**
  - Educate, coach, and mentor introductory and advanced pharmacy students
  - Give back to the profession of pharmacy
  - Enhance communication skills
- **Benefits of precepting students for pharmacy site and staff**
  - Integrate and expand new and current clinical services
  - Present new and updated information about medications/treatments and the profession
  - Opportunity for interprofessional collaboration in an integrated medical model
- **See our website for more information**
  [http://www.pacificu.edu/pharmd/alumnifriends/preceptor](http://www.pacificu.edu/pharmd/alumnifriends/preceptor)
Access to Pacific University Online Library Resources

The Office of Experiential Education receives many requests to add preceptors to our existing preceptor bank. As a program we want to be judicious with how we provide the responsibility and privilege of being a Pacific preceptor. Pacific University School of Pharmacy (PUSOP) offers online library resources to all preceptors and co-preceptors. Co-preceptors are those individuals involved in the training and supervision of our students during their IPPEs and/or APPEs in conjunction with the preceptor of record.

The criteria for all preceptors and co-preceptors are as follows:
- Be a health care professional (including PhD) with active licensure as applicable
- Directly precepts or supervises IPPE and/or APPE students, defined as:
  - Participation in the training of at least one PUSOP student per academic year, as identified by primary preceptor or co-preceptor. Specific student(s) for which co-preceptor trains must be identified.
  - Example training metrics include, but are not limited to: transfer of knowledge, skills, attitudes, and feedback

In addition to current preceptors and co-preceptors, we are happy to provide library resources to individuals that provide availability within a given academic year.

In order to provide access to library resources, please provide the Office of Experiential Education with the following information so that we may update our records and create a sponsored account for you:

- If you are a preceptor/co-preceptor: Please provide the student name, block date, and rotation type for which you most recently were or for which you will be a preceptor/co-preceptor, OR
- If not a current preceptor/co-preceptor, please complete and return the most recent availability form via fax (503-352-7398) or email (sopexperiential@pacificu.edu).
How to Access CEI through E*Value

Login to E*Value (www.e-value.net) using your E*Value credentials. Please contact the Office of Experiential (sopexperiential@pacificu.edu) should you require assistance with E*Value credentials.

From the E*Value Welcome Page, click Learning Modules >> CEI >> Connect to CEI Account.

The following text will appear within the E*Value window. Select the hyperlinked text on the bottom line.

This will take you directly to CEI Homepage. You can scroll down to view a list of preceptor-related CEs, all of which are ACPE accredited. Click on the module(s) you wish to review (for example, Preceptor Development: Core Modules).
A registration screen will pop up. Click Register Here.

On the next Summary screen, click Register for Free. The system will send you a confirmation email and the respective module will be available on your profile page.

Please note that the preceptor modules are available at no charge for preceptors.
How to Access Pharmacist’s Letter

Navigate to the Pharmacist’s Letter Welcome Page at www.pharmacistsletter.com/?referer=pacificu/ptrn (please see screenshot below). You may also access the Pharmacist’s Letter Welcome Page through E*Value Homepage by clicking on the hyperlink text Pharmacist Letter - CLICK HERE FOR PHARMACIST LETTER ACCESS.

From the Welcome Page, click on I'm new to Pharmacist's Letter - sign me up for Preceptor CE and Resources! You will be asked to set up a user account and then you will have access with that login information.
How to Access Educator Performance Reports

Preceptors have access to aggregate data on evaluations completed by students. To access these reports, login to E*Value (www.e-value.net) using your E*Value credentials. Please contact the Office of Experiential (sopexperiential@pacificu.edu) should you require assistance with E*Value credentials.

From the E*Value homepage navigate to Reports >> Aggregate Educator Performance.

You may then filter by time period of interest, course type, or evaluation type. Reports may be generated in HTML or Excel format. After selecting all desired filters click Next or Save Template to reuse in the future.
You may view aggregate data in a condensed or expanded view (the default is condensed; click **Expanded View** to see further breakdown by questions). Data may also be viewed in graphical displays such as pie, bar, and horizontal graph. The following information is included in the scale-type questions:

- Average Score
- Minimum and Maximum Scores (the lowest and highest scores received)
- Applicable Answers (the number of responses that was used to generate the report data)
- Scale (the evaluation scale used for the question)

To print or request an emailed PDF of the report, click the printer or Adobe PDF icons in the upper right corner of the screen.
How to Complete an Evaluation

Preceptors are required to complete evaluations of the students they precept. To complete an evaluation, log in to E*Value (www.e-value.net) using your E*Value credentials. Please contact the Office of Experiential (sopexperiential@pacificu.edu) should you require assistance with E*Value credentials.

Once logged in, navigate to Evaluations >> Complete Pending Evaluations.

On the next screen you will see a list of pending evaluations sorted by time period. Click Edit Evaluation to work on the evaluation online.

Remember to click Save for Later or Submit at the bottom of the evaluation screen; the student will not be able to see the evaluation until after you Submit.
How to View Schedule of Students

Preceptors may view APPE Course Objectives submitted by their students. Login to E*Value (www.e-value.net) using your E*Value credentials. Please contact the Office of Experiential (sopexperiential@pacificu.edu) should you require assistance with E*Value credentials.

Once logged in, navigate to Reports >> Schedule Report.

On the next Schedule Report screen, set the Start Date and End Date (the end date is automatically set to one year months from the current date.) Click Next. Read the popup message and click OK to continue.

The schedule of students assigned to you for the time period specified will display on the next screen. Click the student’s name to view contact information. To export the schedule rather than viewing it online, choose a different Format Option on the previous screen.
How to View Student APPE Course Objectives

Preceptors may view APPE Course Objectives submitted by their students. Login to E*Value (www.e-value.net) using your E*Value credentials. Please contact the Office of Experiential (sopexperiential@pacificu.edu) should you require assistance with E*Value credentials.

Once logged in, navigate to view your Schedule of Students (see instructions above). Click the student’s name and another window will appear.

In the new window, double click on the icon to the right of the words “APPE Preceptor View – Course Objectives.” The student’s APPE Course Objectives for that rotation will appear in a new window (please make sure that popups are enabled).

Please note that if the student has not yet submitted the course objectives, a message will appear in the new window stating: “No evaluations were found that meet your selection criteria. Please try again.”
Appointment Guidelines

Appointment guidelines for external individuals who are engaged in student learning for Pacific University School of Pharmacy

Goals

• To promote our learner-centered environment by rewarding Practitioner/Scientist dedication to student learning
• To serve the pharmacy profession by providing an environment for learning the craft of academia
• To strengthen our professional relations with the pharmacy and scientific community
• To create an avenue for delivery of content reflecting practice excellence for students

Appointments

The following appointments may apply to individuals who are engaged in student learning in the didactic or/and experiential curricula:

1. **Guest Speaker**
2. **Affiliate Instructor of Experiential Education**
3. **Affiliate Instructor of Pharmacy Practice/Pharmaceutical Sciences**
4. **Affiliate Professor of Pharmacy Practice/Pharmaceutical Sciences**
   • This appointment requires a record of substantial success in both academic and professional activities, association with the School for one full year, and meeting outlined criteria.
   • Affiliate Professors’ names and biographies of will be listed/updated on the School’s faculty directory site, and they will be invited as non-voting attendees to monthly faculty/staff meetings.

Application and Evaluation for Appointments/Reappointments

1. The Assistant Dean for Pharmacy Practice (ADPP) and Assistant Dean for Pharmaceutical Sciences (ADPS), in conjunction with the Director for Experiential Education (DEE), will award titles of Guest Speaker and Affiliate Instructor of Experiential Education.
   • Titles are awarded based on meeting criteria, and continued positive student or/and peer evaluations for teaching or practice skills, as applicable.
2. The ADPP and ADPS will award titles of Affiliate Instructor and Affiliate Professor of Pharmacy Practice/Pharmaceutical Sciences.
   • Titles are awarded based on meeting criteria, and continued positive student or/and peer evaluations for teaching or practice skills.
   • Applicants must annually submit an updated curriculum vitae (CV), or provide an annual report summarizing their services to the School over the past year and other significant professional and scholarly accomplishments.
   • The ADPP and ADPS will request materials during April of each year. The CV or annual report must be returned no later than May 1.
3. Appointment/annual reappointment for all individuals except Guest Speakers is confirmed by the Dean upon formal letter of nomination by the ADPP or ADPS.

The above individuals do not receive tenure or extended-term appointments, and receive neither a salary nor employment benefits from the University.
Appointment guidelines for external individuals who are engaged in student learning for Pacific University School of Pharmacy:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Guest Speaker</th>
<th>Affiliate Instructor of Experiential Education</th>
<th>Affiliate Instructor of Pharmacy Practice/Pharmaceutical Sciences</th>
<th>Affiliate Professor of Pharmacy Practice/Pharmaceutical Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Degree not required</td>
<td>Health care professional (including PhD) with active licensure as applicable</td>
<td>BPharm (or) PharmD w/ active pharmacist licensure; (or) PhD</td>
<td>PharmD w/ active pharmacist licensure (or) PhD (or) equivalent terminal doctorate degree</td>
</tr>
</tbody>
</table>

### Teaching Responsibilities

<table>
<thead>
<tr>
<th>Degree</th>
<th>1-3 podium hours (or) 1-9 instructional support hours per year</th>
<th>4-10 hours podium (or) 10-29 hours instructional support per year</th>
<th>11+ hours podium (or) 30 hours instructional support per year</th>
</tr>
</thead>
</table>

### Additional Requirements: At least ONE of the following

<table>
<thead>
<tr>
<th>Experiential Instruction</th>
<th>N/A</th>
<th>Directly precepts or supervises IPPE and/or APPE students</th>
<th>Directly precepts or supervises IPPE and/or APPE students (includes didactic courses PP 1-4)</th>
<th>Directly precepts or supervises IPPE and/or APPE students (includes didactic courses PP 1-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service to School</td>
<td>N/A</td>
<td>N/A</td>
<td>Ex-Officio officer to a standing committee including Preceptor or School advisory boards</td>
<td>Ex-Officio officer to a standing committee including Preceptor or School advisory boards</td>
</tr>
<tr>
<td>Research/Scholarship</td>
<td>N/A</td>
<td>N/A</td>
<td>Mentors and engages students in research and scholarship endeavors</td>
<td>Mentors and engages students in research and scholarship endeavors</td>
</tr>
</tbody>
</table>

Author: SOP Executive Committee
Date Rev.: Jan 2016
Getting to Know your Student

Before the start of rotation
1. Provide a survey with questions, for example:
   • What do you expect to learn on this rotation?
   • What rotations have you been on this year?
   • As of right now, what are your plans after graduating?
   • Identify your professional areas of strength and areas for improvement.
   • Review/reflect on the tenets of professionalism.
2. Request (but do not require) student’s CV or resume for review.
3. If your site has a wide variety of experiences and due to the length of the rotation, there are only so many experiences that the student can participate in, create a list of all of the experiences and determine which are required vs. optional, then have the student identify their areas of interest.

First day/week of rotation
1. Review the student’s self-assessment of their skills
2. Determine how the student learns best
   • Utilize the learning styles resource on pacific university experiential education webpage at http://www.pacificu.edu/pharmd/alumnifriends/preceptor.cfm

Throughout rotation
1. Check in with your student on a regular basis
   • What is working well?
   • What could be improved?
2. Provide informal feedback on a regular basis
3. Review the student’s self-assessment at midpoint and final evaluation
4. Take time to provide in-person, formal feedback at the midpoint and final evaluation

Additional Online Resources

Found at: http://www.pacificu.edu/pharmd/alumnifriends/preceptor.cfm

- Planning Rotations- Diagrams of key decision & design points when first planning to implement pharmacy rotations. Designed for preceptors and leadership to go through together.
- Maximizing Preceptor Resources- Tips on how to make the most of precious preceptor time/resource and have students help the pharmacy achieve important goals.
- Rotation Syllabus Template- A complete template for an Internal Medicine rotation that can be easily adapted for any type of rotation.
- Rubric Example- Solving the puzzle of the mysterious “rubric”! An example of how to communicate your expectations of the student during your rotation. Students can also use for self-assessment.
- Thank You & Tips For Great Precepting- Tip sheet for preceptors and our appreciation for your help educating our students.
Suggested Checklist for Preceptors

Preparing for the rotation

☐ Decide what you wish the student to learn over the course of the rotation. Example considerations:
  • Common disease states seen
  • Commonly used drugs
  • Medication reconciliation
  • Formulary issues
  • Provide education needs
  • Patient and/or medication safety issues
  • Regulatory requirements
  • Quality improvement opportunities

☐ Decide to what degree your rotation is flexible around the learning desires of the student.

☐ Write rotation objectives (gain team consensus if applicable).

☐ Design a pre-rotation assessment of student ability/needs that can be completed at the beginning of the rotation to guide approach. Can also be used to track progress during the rotation, or at the end

☐ Document your expectations, for example:
  • Hours
  • Communication
  • Attire
  • Degree of autonomy
  • Documentation in electronic medical health record or other charting
  • Projects
  • Number of patients and what an ideal student would be expected to do
  • Meeting attendance
  • Lunch
  • Site-specific policies that must be followed (for example, cell phone use)

☐ Identify any required readings for the rotation.

☐ Identify any topic discussions for the rotation.

☐ Compile list of projects that student can work on during rotation that will help the department, and provide student with productive work to do in-between patient care activities.

☐ Identify any learning opportunities with others (watching a surgery, rounding with an RN, visiting a clinic, etc.).

☐ Design a syllabus or Learning Experience Description for the rotation (see page 27 for example).

☐ Work out the logistics of any preceptor handoffs (schedule changes, vacation, etc.).

☐ Communicate with nursing, physicians and other health care professions that will be interacting with your students & seek collaboration opportunities.

☐ Provide a list of protocols, readings, formulary, procedures, antibiograms, intervention documentation forms etc. that will help the student perform in-line with the department.

☐ Explain to the department/staff what type of rotation the student will be completing.

☐ Attain agreement from any technicians, pharmacists, etc. who will be training the student and supply rotation objectives and student evaluation criteria.

☐ Send out notification to other providers that will be involved with the students’ learning.
During the rotation

- Orientation
  - Review syllabus
  - Rotation requirements and expectations
  - Communication preferences
  - Evaluation/review schedule
  - Storage of personal possessions
  - Layout of facility, “glossary of terms” used in the facility, bed numbers per unit, etc.
  - Tour
  - Describe where you expect the student should be performing by the mid-point, and final assessments

- Pre-rotation assessment (snapshot exam of where the student is at so you know how to adjust needs)
- Review pre-rotation assessment performance and survey of learning desires/needs & agree a plan of action for the rotation.
- Schedule – daily, weekly, any required meetings, etc.
- Meet/touch base with student daily and agree how to communicate with you during the day.
- Evaluations – explain the schedule, and what is measured/included (may be more frequent at the beginning of a rotation, or at the beginning of the academic year).
- Obtain feedback from others involved with the student rotation.
- Journal club – typically at least once during the rotation to build skills in evaluating literature and encouraging an evidence-based approach.
- Topic discussions – typically 1 to 2 per week, often run by the student.
- Review interventions – may require student to complete and hand in before key evaluation points, or review daily/weekly.
- Patient load – titrate up as student is able to take on more concurrent patients.
- Projects – typically at least 1 project that runs longitudinally through the rotation. Schedule milestones for the student to keep progressing, and for you to help shape direction as necessary.
- Exam? Some rotations have a mid-point or final exam incorporated into them. Not mandatory. Could have student re-sit the orientation exam to demonstrate progress.
- Consider using “One-minute preceptor” technique frequently during the rotation to provide timely feedback on progress: https://ohio.app.box.com/s/dxnxmtxrz0q9h9oi4xwrfqsbv4co7ung.
- Conduct at minimum, midpoint and final assessments of the student (using scheduled evaluations). It may be useful to do a first week assessment as routine, and establish if student needs more oversight than anticipated initially.
- Advise the School of any concerns related to student performance as early as possible.
Example Learning Experience Description for an Internal Medicine APPE

**Internal Medicine Rotation**

**Student Learning Experience Description**

<table>
<thead>
<tr>
<th>Preceptors (Primary):</th>
<th>Name, Title</th>
<th>Name, Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Contact info</td>
<td>Contact info</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preceptors (Secondary):</th>
<th>Name, Title</th>
<th>Name, Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Contact info</td>
<td>Contact info</td>
</tr>
</tbody>
</table>

**Purpose**

The purpose of the Internal Medicine Rotation is to increase the learner’s knowledge of commonly encountered internal medicine disease states and their appropriate pharmacotherapy, to develop the clinical skills necessary to promote optimal and rational drug therapy through a close working relationship with the internal medicine service, and to optimize communication skills to facilitate effective dialogue with patients and other health care professionals. The rotation will be 6 weeks in length and consist of experiences with the teaching service teams.

**Description**

- **Patient types**: all patients admitted to the service, including adult, geriatric, and pregnant/lactating patients.
- **Common disease states encountered include**:

  - Community acquired pneumonia
  - Health Care-associated pneumonia
  - Acute renal failure
  - Skin and soft tissue infections
  - Urinary tract infections
  - Gastrointestinal disorders – GI bleeding, Crohn’s, Ulcerative Colitis, Gastroenteritis,

  - Pancreatitis
  - Asthma exacerbations
  - COPD exacerbations
  - Diabetic ketoacidosis
  - Withdrawal (opiates, benzodiazepines, alcohol)

- **Practice model**: attending pharmacist-pharmacist resident-pharmacist student team model. Decentralized clinical services with team rounds and occasional order verification.

- **Services provided include**: participation with interdisciplinary teams and in meetings to address medication management issues that arise with the goal of improved patient care. Transitional care services, medication histories, and coordination with the discharge concierge service are also a responsibility of the pharmacy team. Additional pharmacy services provided may include (but are not limited to) pharmacokinetic dosing of aminoglycosides and vancomycin, therapeutic drug monitoring, evaluation and intervention, anticoagulant (heparin, warfarin, low molecular weight heparin) monitoring and dosing per guidelines, antibiotic dosing and monitoring, TPN dosing and monitoring, patient medication teaching, and drug therapy in-services. Involvement in regulatory initiatives and/or research to improve patient care will be included.
• **Expected competency in pharmacy protocols or services by end of rotation (Providence Pharmacy PassPort check off):** learners are expected to bring their Providence Health & Services Oregon Region Pharmacy PassPort to the first day of rotation to discuss with the preceptor their progress and plan for completion of items that are an integral part of practice on this rotation. See next page, **Activities, Roles, and Responsibilities** section for competencies that are expected to be checked off by the end of this rotation.
  
  o **Common clinical protocols and services on this rotation:** pharmacokinetic dosing of aminoglycosides and vancomycin; anticoagulant (heparin, warfarin, low molecular weight heparin) monitoring and dosing per guidelines; antibiotic dosing and monitoring; renal dosing per guidelines; medication histories; patient medication teaching; and document clinical interventions in i-Vents.

**Key Readings and Guidelines**

• Prior to and throughout the rotation, learners will be asked to read and come prepared to discuss content about disease state management of patients commonly cared for on this rotation.

**General Expectations and Schedule While in the Learning Environment**

• **Preceptor Team Expectations of Learners:** Provide evidence-based, patient-centered medication therapy management with interdisciplinary teams. Take responsibility for clinically managing patients on the assigned unit/team. Come prepared to learn and be self-directed in your learning. Ask questions. Seek answers on your own. Clarify when you are uncertain. Know when to consult with your preceptor, when you can answer on your own, and when to triage. Develop a positive working relationship with your team.

• On site Hours: 7-3:30 pm Monday-Friday (or as arranged with preceptor)

• Expected attendance at recurring meetings or educational events:

| Morning Report, Daily at Time (Place) | Morning Report, Daily, 0800-0845, Conference Room 4 |
| Noon Conference, Daily at Time (Place) | Noon Conference Daily, 1215-1300, Conference Room 4 |
| Medical Grand Rounds, Wednesday 0800-0900 (Place) | Medical Grand Rounds, Tuesday 0800-0900, Souther Auditorium |
| Weekly Pharmacy Seminar, Day of Week, Time (Place) | Weekly Pharmacy Seminar, Tuesday, 1500-1600 (Place) |
| Medicine Attending Clinical Teaching Rounds, Date/Time/Place determined by attending physician | Medicine Attending Clinical Teaching Rounds, Date/Time/Place determined by attending physician |

• Attendance is mandatory at Weekly Pharmacy Seminar, Quarterly Providence Learners Hub, Morning Report, Grand Rounds, Noon Conference and Medicine Attending Teaching Rounds.

• Learners are required to make presentations and complete projects as assigned by their preceptor.

**Communication with Preceptors/Medical-Surgical Team**

• Student learners are expected to make up all absences due to short-term illness, accident, or personal matters (e.g., intern interviews, etc.). Make-up arrangements are made with the primary preceptor. Excused absences for all learners must be communicated to the primary preceptor prior to any absence. Unexcused absences or longer absences must be discussed with your RPD or
COP/SOP Experiential Team.

- Learners should provide their medical/surgical team information regarding the best method of contact should questions arise regarding patient care issues in the learner’s absence.

**Activities, Roles and Responsibilities**

- Activities of each learner related to the different aspects of pharmacy care and oversight of the different learners is shown in Appendix-Team Roles, Responsibilities and Expectations. Although in the same learning environment, resident and student learners will have different levels of responsibility in accordance with their licensure, past experience, knowledge base, skills, attitudes, and interest. Residents will assist in overseeing student daily activities and providing feedback for student evaluations.
- Throughout the rotation, learners will be exposed to broader areas of practice and will have a graduated expansion in their responsibilities as their knowledge and skills increase:

<table>
<thead>
<tr>
<th>Rotation Week</th>
<th>Daily Patient Care Activities</th>
<th>Other Activities/Deliverables</th>
<th>Learning Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Patient workup, profile review, identification and resolution of drug related problems</td>
<td>Case/Dz Discussion TOPIC – Preceptor Led Weekly Seminar/Hub with Other Learners at Site</td>
<td>Transitions of Care; Discharge Concierge Interface</td>
</tr>
<tr>
<td>2</td>
<td>As before plus: Medication histories</td>
<td>Case/Dz Discussion TOPIC – Resident Lead Weekly Seminar/Hub with Other Learners at Site</td>
<td>Chart Documentation Renal Dose Guidelines</td>
</tr>
<tr>
<td>3</td>
<td>As before plus: Discharge Concierge Interface As before plus: (RES) Help orient/train new learners</td>
<td>Case/Dz Discussion TOPIC – Student Lead Weekly Seminar/Hub with Other Learners at Site</td>
<td>IV to PO Guidelines</td>
</tr>
<tr>
<td>4</td>
<td>As before</td>
<td>Case/Dz Discussion TOPIC – Preceptor Led Weekly Seminar/Hub with Other Learners at Site</td>
<td>Vancomycin/Aminoglycoside Protocol Notes</td>
</tr>
<tr>
<td>5</td>
<td>As before plus: (STU) Help orient/train new learners</td>
<td>Major case presentation – Both Learners Weekly Seminar/Hub with Other Learners at Site</td>
<td>Vancomycin/Aminoglycoside Protocol Notes</td>
</tr>
<tr>
<td>6</td>
<td>As before</td>
<td>Projects Due Weekly Seminar/Hub with Other Learners at Site</td>
<td>Anticoagulant Protocol and Education</td>
</tr>
</tbody>
</table>

- Students will initially be responsible for following 3-5 patients; by the end of the rotation they should be following 5-7 patients
- Residents will initially be responsible for following 5-7 patients; by the end of the rotation they should be following all patients
- In addition to discussions and presentations to their medical/surgical team during rotation, individual students and residents will be assigned to present cases, journal club, or projects at the Weekly Seminar or Providence Learners Hub throughout the year. See separate schedule.
• By the end of the rotation, the learner will have completed the following Pharmacy PassPort competencies and had them signed off by the preceptor:
  o Antibiotic Guidelines
  o Kinetic Calculator
  o IV to PO Guidelines
  o Renal Dose Guidelines
  o 3 Vancomycin/Aminoglycoside Certified Notes

Evaluation
The learner is evaluated against predetermined learning outcomes (see next section, Rotation Activities Mapped to Learning Outcomes) that have been chosen for this rotation by the precepting team with input from the residency or COP/SOP experiential program. In the attending pharmacist-pharmacist resident-pharmacist student team model, residents will assist in overseeing student daily activities and providing feedback for student evaluations. The preceptor will provide both written and verbal formative and summative feedback during the course of the rotation. The primary preceptor may seek input from other health care providers involved in precepting or working with the learner when giving feedback or compiling their evaluation. Learners are also expected to self-reflect and self-evaluate their own progress and to provide feedback on the learning environment and preceptor.

Students: E*Value (or designated program by College/School) will be used for documentation of scheduled evaluations (both formative and summative per the chart below). The student and preceptor will independently complete the evaluations. The student and preceptor will then compare and discuss the evaluations. This discussion will provide feedback on performance of the activities and student progress. Evaluations will be completed no later than due date specified below.

<table>
<thead>
<tr>
<th>Evaluation Schedule At-a-Glance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What</strong></td>
</tr>
<tr>
<td>Formative Written Midpoint Self-Assessment</td>
</tr>
<tr>
<td>Formative Written Midpoint Evaluation</td>
</tr>
<tr>
<td>Summative Self-Assessment</td>
</tr>
<tr>
<td>Summative Evaluation</td>
</tr>
<tr>
<td>Preceptor Evaluation</td>
</tr>
<tr>
<td>Learning Experience Evaluation</td>
</tr>
</tbody>
</table>

Other Non-Scheduled Evaluations:
The learner may also be evaluated using additional departmental skills competencies or checklists. Written or verbal feedback may be provided during Pharmacy Seminar and Providence Learners Hub. Additional customized assessments and/or snapshots may be conducted at the discretion of the preceptor or directive of the RPD or Experiential Director to assess the learner’s skill in a particular area. If criteria based checklists are applied, learners will be responsible for self-evaluation using the same checklists.

*This Learning Experience Description example is adapted from Providence Health & Services, Oregon region.
General Outcomes

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

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

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 following statements are based on competencies developed in association with the Northwest Pharmacy Experiential Consortium.

The pharmacy intern will:
1. Assess personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.
2. Demonstrate responsibility for creating and achieving shared goals, regardless of position.
3. Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.
4. Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society educating the public and health professionals regarding medical conditions, wellness, dietary supplements, durable medical equipment, and medical and drug devices.
5. Actively seek engagement in the profession through service.
6. Develop the skills, attitudes, and values necessary for self-directed, life-long learning.

Advanced Pharmacy Practice Experience Learning Outcomes and Competencies

The five learning outcomes and competencies described in the preceptor assessment of student were created by the Northwest Pharmacy Experiential Consortium (NWPEC). The NWPEC was formed in 2006 through the collaborative efforts of the Experiential Directors, Department Chairs, and Associate Deans from Idaho State University, Oregon State University/Oregon Health and Sciences University, Pacific University Oregon, University of Montana, University of Washington, University of Wyoming and
Washington State University. The Mission of the NWPEC is to promote outstanding pharmacy experiential education programs for our students and preceptors by standardizing evaluations of education outcomes and preceptor training.

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