



Advanced Experiential Education
Preceptor/Student Handbook

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Experience Programs at South University School of Pharmacy

OVERVIEW

The purpose of the experiential training portion of the curriculum is to provide pharmacy students with practical experience in various aspects of the profession of pharmacy. Students gain experience in problem solving and providing patient care services while applying the basic and pharmaceutical sciences learned in the classroom and practice laboratories. A pharmacist preceptor directs the majority of practice experiences, however, in some special cases; a licensed medical professional (e.g. physician) may be the preceptor for that site. The student should view each experience as an opportunity to incorporate learned didactic information into the development of the skills necessary to be a competent pharmacy practitioner.

The experiential education is divided into two parts; the Introductory Pharmacy Practice Experience (IPPE) comprised of the Longitudinal Pharmacy Practice Experience and the Intermediate Pharmacy Practice Experience, (early Service-Learning (Longitudinal) and Intermediate Pharmacy Practice Experience (IPPE) comprise the Early Pharmacy Practice Experience (EPPE)), and Advanced Pharmacy Practice Experience (APPE). The Longitudinal Pharmacy Practice Experience is comprised of two parts. The first part is an integrated service-learning/peer mentoring community outreach experience.) The early Introductory Experience Practice is comprised of two phases. The first phase will be offered in conjunction with the Introduction to Pharmacy Practice course beginning the first professional year. The second phase will consist of the continuation of the Service-Learning experience for the second and third professional years.) The Intermediate Practice Experience will consist of two full time four week rotations, one in community and one in institutional practice. These will begin the second quarter of the second professional year. The Advanced Practice Experience rotations will be offered the Fall, Winter, Spring, and Summer Quarters of the fourth professional year (third calendar year). The experiential rotations are designed to provide students the opportunity to focus on the traditional and the clinical aspects of pharmacy practice. The Advanced Professional Practice Experience will be comprised of six experiential rotations and will allow the student to be directly involved in pharmacy operations as well as in direct patient care in a specific clinical area (internal medicine, oncology, cardiology, pediatrics, etc.). Some of these rotations may not have direct patient care (drug information, pharmaceutical industry, research, etc.) but will have interaction with other health care professionals. Each professional rotation shall consist of five weeks in each area of practice.

PROGRAM DESCRIPTION

The Professional Experiential Education Program (PEEP) provides entry-level Doctor of Pharmacy students a structured, supervised program of participation in the practice of pharmacy. Students gain experience in problem solving and providing patient care services while applying the basic and pharmaceutical sciences learned in the classroom and practice laboratories. Through the PEEP, the student continues to mature while moving through the continuum from student to practitioner. Under the supervision of faculty and selected preceptors, the student learns to make decisions based on professional knowledge and judgment. Broad exposure to as many pharmacy activities as possible, as well as significant personal study and reflection, facilitates this transition.

The PEEP requires four quarters of full-time precepted practice, one quarter with intermediate experience in the PY2 year, followed by three quarters of experience in the PY4 year. These include:

PY2 Experience (fifth quarter)

Introductory Community/Hospital Pharmacy Practice Experience
(four weeks of eight hours per day, five days per week))

PY4 Year (beginning in fall winter quarter, 36 weeks in duration)

Advanced Community
Inpatient Medicine (Internal Medicine)
Medicine Specialty
Ambulatory Care
Elective (3)
One week APPE DI (Applied Drug Information and Scholarly Endeavors
Pharmacy Practice Experience)

POLICIES AND PROCEDURES

Assignment - The Doctor of Pharmacy Student will be assigned to the appropriate experiential rotation site as determined by their level of education (e.g. P2, P4). This will determine the type of experience the student will have. All students shall be required to complete all rotations assigned, there are no exemptions, regardless of previous experience.

Students are NOT ALLOWED to contact Preceptors with regards to setting up rotations. If you have a specific place you are interested in doing a rotation, give that information to the Experiential Education Office. Anyone who disregards this rule will be sent directly to the Scholastic and Professional Standards Committee and this will be viewed as an academic misconduct.

Using the Pharmacy Education Management System (PEMs), students are allowed to choose three preferences for each rotation. Assignments are chosen by the PEMs program in a randomized fashion. Special considerations may be given to those students who can show hardship situations (such as single parent, military spouse, military commitments, chronic illness of self or other family member, primary caregiver to a sick person, etc.).

Compensation for Students - Students are not compensated financially for experience training, but do receive academic credit towards graduation and intern hour credit for each training period. Pharm.D. candidates who complete all experiential rotations will receive 1000 hours of credit toward the 1500 hours required in Georgia to take the licensing exam. At the completion of all rotations, the School of Pharmacy shall notify the Georgia State Board of Pharmacy of the appropriate number of earned credit hours. In order to receive the full 1000 hours of credit, the student is required to work a minimum of 40 hours each week. The Georgia State Board of Pharmacy prohibits concurrent enrollment in any additional coursework while participating in clinical training.

Concurrent Employment - Students, from time to time, may have to work while in school, however, employment during clinical experiences should not interfere with the attendance and performance on rotation sites. Some rotations may involve evening and/or weekends. Outside employment shall not interfere with such requirements.

Insurance and Licensure - Before starting any rotation, students must provide proof of the liability insurance provided by the School (minimum limits of \$1,000,000 per occurrence/\$3,000,000 aggregate), health insurance and a current Georgia Intern License. These must be maintained throughout the training period. Any student going out of state for rotations must obtain an intern license for that particular state at least 60 days in advanced of the rotation and furnish the School with a copy of the license for that state.

Background Checks / Drug Screens – From time to time, the student may be required to have a background check and/or a drug screen prior to beginning rotations at various sites. It is the responsibility of the student for obtaining such background / drug screen and making sure that the requesting facility receives the final report **prior to starting** the rotation. **It is also the student's responsibility for any and ALL financial obligations for such screenings.**

The pertinent information for each site/preceptor is posted on the practice site's webpage in PEMs. It is each student's responsibility to check the site's webpage for any necessary documentation that is required 30 days prior to the beginning of the experience. IF for any reason the required documentation is not completed and submitted, the student will be re-assigned.

Immunizations and Physical Exam - In order to comply with the Infection Control policies at various sites, the following must be current:

- MMR immunity
- Tetanus vaccine
- Hepatitis-B immunity
- Varicella Zoster (Chicken Pox) immunity
- PPD Testing (annually)

Students must provide proof of immunizations within three months prior to starting the advanced practice experiential portion of their education. PPD testing shall be an annual requirement, unless there are other circumstances requiring more frequent testing. Students with a positive PPD test will be required to show proof of a chest x-ray and a statement from their physician confirming the results of the chest x-ray. Information regarding any necessary treatment must be provided. It is the responsibility of the student to have all immunizations completed and forwarded to the School of Pharmacy prior to matriculation into the School of Pharmacy. Immunization status must be reconfirmed three months prior to beginning their experiential experience. Preceptors and students can view the student's Immunization information on PEMs under Immunizations. Current immunization documents **MUST** be maintained in the student's portfolio at all times.

OSHA Training / Communicable Diseases Guideline / HIPAA Privacy Rules - Students will be required to receive training in OSHA Regulations (covered in the integrated skills lab sequences), including guidelines for blood borne pathogens and for proper prevention of communicable disease transmission and in HIPAA privacy rules, (online) before they can participate in Pharmacy Practice Rotations. The student is responsible for complying with these policies.

Attendance - Students are required to participate a minimum of 40 hours each week at each experiential setting. The preceptor at each experiential site will inform the student as to the time and place for that rotation. The preceptor may require the student to be present at the site during evenings, nights, or weekends to experience the difference in workload and pace.

Students do not have excused absences from rotation sites unless their presence is requested by the School of Pharmacy. If while on rotation, a holiday occurs which closes the rotation site, the student is to coordinate a time with the preceptor to make up that day. In case of illness or other emergency necessitating a student's absence, the preceptor is to be notified as early as possible. If the situation will cause the student to miss more than two consecutive days, the student is to contact the Office of the Experiential Education Coordinator. ALL absences are required to be made up at the discretion of the preceptor, except for those absences that are due to the attendance of a state or national pharmacy meeting (with permission from the preceptor and the Experiential Education Coordinator). Failure to notify your preceptor at the time of an absence will result in the

loss of one letter grade from the final grade of that experience. Missing 25% or more of any clinical rotation will require repeating the entire rotation; regardless of the reason.

The occurrence of unexcused tardiness two times during a rotation will also result in the loss of one letter grade from the final grade of that experience. It is the responsibility of each student to make allowances for traffic, parking, etc.

If for any reason a student misses any of their assigned experiences, they must complete the Absentee form that is located in PEMs (located under the Documents/Forms link) and submit it electronically to the Experiential Education office and the preceptor no later than 24 hours after their absence.

Confidentiality - During all clinical experiences, students will have access to privileged information about patient's health, insurance information, and financial information, and in some instances, the financial information about the management of the practice site. None of this information is ever to be discussed outside of the work place (or rotation site). **BREACHES IN CONFIDENTIALITY CAN RESULT IN IMMEDIATE DISMISSAL FROM THE PRACTICE SITE, FAILURE OF THE ROTATION, AND/OR DISMISSAL FROM THE DOCTOR OF PHARMACY PROGRAM.**

Professional Conduct and Dress Code - All students are expected to continue to adhere to the "Code of Conduct" (as listed in South University's *Student Handbook*) and Dress Code of the School of Pharmacy. Failure to comply with the conduct rules will result in disciplinary action that could include failure of the course or dismissal from the program. The following Dress Code must be adhered to by ALL students:

1. All students must wear a neat, clean short white lab jacket with their name and South University School of Pharmacy embroidered on the jacket and the School of Pharmacy Patch.
2. Female students may wear skirts, dresses, or dress slacks with appropriate shoes.
3. Male students must wear dress slacks, dress shirts and ties, socks and appropriate shoes.
4. Jeans, shorts, athletic shoes, flip-flops, T-shirts, hospital scrubs (unless indicated) are not acceptable and are **not** allowed.
5. All students must maintain good personal hygiene at all times.

Each clinical site may have additional dress requirements that must be adhered to while on rotation. Each student should check with their preceptor 30 days before reporting for the first day of the rotation to become familiar with any special requirements. Any student who voluntarily leaves a site will receive an automatic "F" for that experience and will be referred to the Professional and Progressions Committee. It is the responsibility of the student to also check the preceptor and preceptor's site in PEMs for any required documentation that must be completed by the student prior to the beginning of the clinical experience. Failure to comply within the specified time may result in the student having their clinical experience changed to another preceptor.

Preceptor Assignment Restrictions - A student may not work with a preceptor if they are related in any way or if the student has worked, or is currently working, with the preceptor as a pharmacy technician or intern. Students that are employed by a facility may complete a rotation at that facility as long as the rotation differs from their job description at work.

Professional Meeting Attendance - The Georgia State Board of Pharmacy has ruled that students may receive up to 24 hours of experiential credit for attendance at a state or national pharmaceutical organization meeting. The student must inform their preceptor (if they are to miss any training days) and the Office of the Experiential Education Coordinator that he/she is planning to attend such a meeting. Both the preceptor and the Experiential Education Coordinator must approve the absence from rotation and proper Documentation of Attendance by the sponsoring organization is required.

Correspondence - Students are required to keep the Office of Experiential Education informed of their current address, phone number, and e-mail address at all times. This will allow for the students to be contacted in the case of an emergency, changes to their rotation schedules, upcoming events, reminders, etc. This can be accomplished by way of the PEMs Program.

Portfolio - Students will be required to have a portfolio with them while they are on their rotation and while they rotate at other faculty managed sites. Failure to maintain and to turn in the portfolio at the **last** clinic day will impact their final grade.

From the time to time the Office of Experiential Education will conduct reviews of selected portfolios for completeness. If the preceptor page has not been initialed for all courses to date, a letter will be placed in the student's file with the Dean of Student Affairs. It will serve as an infraction of the Professional Code of Conduct, which may necessitate the student to be sent to the Progression and Professionalism Committee for disciplinary action. If at the end of the year, the portfolio is not complete, the final grade for the last clinical experiences will be with held until the portfolio is complete.

The portfolio should have at the very least the following information in this order:

- A. Verification of review of portfolio by preceptors
- B. Current Curriculum Vitae. It will be expected that prior to arriving to the rotation you will have updated your CV with all of your current information including contact information.
- C. Vaccine and Certification History: You will be expected to have a copy of **all** immunizations, intern license, and current CPR card in this section of your portfolio.
- D. Current Evaluations: You will have the evaluations from all rotation in this location. They should be in the order of the most recent to the oldest. These include service learning and IPPE.
- E. Previous Evaluations: All previous rotation evaluations should be in this area. They should be in the order of most recent to oldest with all final evaluations in the front of the weekly or mid-term evaluations.
- F. Patient Notes: Patient notes should be placed here for **each** patient that you see and write a note for. The most recent patient notes should be at the front of this section. All identifying information should be removed.
- G. Drug Information: This is the area of the portfolio where all drug information (questions answered, pamphlets created, education provided). They should be in chronological order with the most recent in the front.
- H. Presentations: All presentations (slide sets included) should be placed into this group. Also relevant evaluations to your presentation should be attached to your presentation.
- I. Journal Presentations: Include any handouts that were presented along with a copy of the article being presented. The most recent presentation should be first.

Grading Procedures - From each rotation site, the Office of Experiential Education should receive for each student the following:

1. Student's grade (from the preceptor) completed on PEMs
2. Student's evaluation of the preceptor (from the student) completed on PEMs. Grades will be held until completed.
3. Verification from the Preceptor of the Total number of hours completed (on PEMs).

Students **MUST** enter no less than three (3) Daily Activities in PEMs and the Preceptors **MUST** review and verify that the activity was done. Each student and preceptor **MUST** complete a Mid-Point and a Final Evaluation in a timely manner. If the Final grade is not received by the due date, the student will receive an "I" for that rotation until the grade is received by the Office of Experiential Education.

University Policies and Academic Regulations - Students are expected to continue to observe the University's policies and academic regulations during their Introductory Practice Experiences and Advanced Practice Experiences.

PHARMACY EDUCATION MANAGEMENT SYSTEM (PEMS)

The PEMS program is a software program that is used by the Experiential Education Program to assist in the maintenance of all information necessary to assign students to preceptors, sites and allow the Office of Experiential Education to monitor the progress of the students while on rotations. The preceptors are able to see which students have been assigned to their site and what type of practice experience they are to have (e.g. Internal Medicine). The preceptor will also complete the mid-term and final evaluation online therefore not requiring them to be faxed or mailed. The South University School of Pharmacy web address is <https://www.ems-webs.com/southpharm/>.

Students will not only be able to enter their preferences for clinical sites and preceptors, but also will be able to enter daily activity logs for Intermediate and Advance Practice, enter the preceptor/site evaluations and communicate directly to the Office of Experiential Education. They will also be able to obtain directions to their respective practice sites and communicate with the preceptor prior to the start of their rotation. In some cases, students will have access to the syllabus for a particular preceptor and their rotation.

BASIC REQUIRED COMPETENCIES FOR ADVANCED PRACTICE ROTATIONS

1. Patient Assessment
 - Perform a medication history/patient interview
 - Consider patient specific data
 - Elicit pertinent socioeconomic and behavioral information
 - Perform physical assessment procedures appropriate to setting
 - Assess patient medication adherence
 - Assess patient educational needs and limitations in regard to counseling

2. Drug Therapy Assessment
 - Identify all medication-related problems including OTC, herbal, and nontraditional therapies
 - Evaluate status, etiology, and risk factors for each problem
 - Prioritize each problem
 - Identify medication prescribing errors
 - Demonstrate sufficient knowledge base in therapeutic and pharmacology to perform in the practice setting

3. Develop, Implement, and Monitor Drug Therapy Plans
 - Interpret and analyze patient, disease, and drug data
 - Establish desired therapeutic outcomes
 - Consider drug and non-drug therapy alternatives
 - Develop comprehensive, logical, and practical drug therapy plans
 - Develop a complete Pharmacokinetic/dynamic plan
 - Implement plan promptly, efficiently, and accurately
 - Monitoring forms are organized, complete, and up-to-date
 - Develop strategies to improve or maintain patient adherence

4. Communication Abilities
 - Communicate effectively with patients and practitioners
 - Exhibit diplomacy when communicating with others
 - Appropriately defend conclusions/rationale regarding drug therapy
 - Write effective patient care notes/documents
 - Use appropriate patient counseling skills
 - Deliver effective group presentations using appropriate media aids to peers and practitioners

5. Critical Thinking and Problem Solving Skills
 - Retrieve, analyze and evaluate biomedical literature
 - Interpret and apply information to patient care appropriately
 - Identify and act upon opportunities proactively

6. Management / Organizational Abilities

- Demonstrate the ability to work effectively within a formulary system and/or managed care environment
- Consider patient economic factors
- Display appropriate team behaviors
- Exhibit leadership skills when indicated
- Demonstrate organization and time management skills
- Demonstrate understanding of business aspect of pharmacy to include inventory management, purchasing, pricing, human resources, therapeutic interchange, reporting, budgeting process, etc.

7. Professional Ethics and Identity

- Maintain Standards of Professional Conduct
- Make Appropriate Ethical, legal and logical Decisions
- Accept Responsibility and Provides Patient Centered Care
- Maintain Excellence and Quality in Personal Practice
- Exhibits Altruism
- Display appropriate interpersonal behaviors
- Demonstrate a professional caring attitude to include diversity and respect for others
- Commitment to independent and lifelong learning
- Maintain patient and proprietary confidentiality

ADVANCED PHARMACY PRACTICE EXPERIENCE SYLLABUS TEMPLATE

SITE

Address
Address
Phone Number

Type of Rotation

Acute (Internal Medicine) (inpatient clinical)
Chronic/Preventative/Ambulatory Care (outpatient clinical)
Inpatient Dispensing
Outpatient Dispensing
Advanced Community
Special Population (pediatric, neonatal, geriatric)
Specialty and Elective Rotations (administrative, nuclear, critical care, psychiatry, research, pediatrics, cardiology, Pulmonology, etc.)

Course Description

Describe the rotation: Where. Service demographics (beds, services, etc.) Other areas where the student may work. Philosophy, etc. – e.g., It is the philosophy of the Clinical Experience that the student work as autonomously as possible learning as much from patients, physicians, and other health care workers as they do from their pharmacist preceptors. The expectation of the clinical program is to expose students in the most current principles of _____. Students are often involved in special pharmacy programs such as _____. These programs serve as a basis for residency training or future clinical positions. Students are expected to utilize the excellent pharmacy/medical/_____ resources to which they will have access. In addition to an excellent multidisciplinary clinical staff, an extensive medical library and multiple computer databases are available to further the student's training.

Course Goals and Objectives

Minimum and Essential Core Qualifications are listed in the template. 80% of the rotation should be devoted toward achieving these goals and objectives for Core Rotations (not specialty rotations).

- 1. Goal (enter objectives below)*
 - a.*
 - b.*
- 2. Goal (enter objectives below)*
 - a.*
 - b.*

Preceptors

List all with name, professional designation, job title. The primary preceptor should be listed first

Recommended Reading and References

List at least one or two. Try to give the student a list of those materials you feel are most useful.

Prerequisites

Advanced or difficult rotations may want to specify how many or what kinds of rotations the student needs to insure they are adequately prepared to succeed should have completed.

Documentation of Activities (Portfolio)

Students are required to keep a portfolio of their activities and impact on patient care. If you have other documentation requirements, e.g., CliniTrends or some other clinical workload documentation requirements specify them in this section of the syllabus.

Rotation Schedule

(to give the student some idea of their schedule and expectations)

Daily Schedule

Week 1

Orientation to the Pharmacy and Site, Assignments, etc.

- Review of rotation syllabus
- Weekly evaluation

Week 2

Week 3

Continuation of week 2 agenda

- Journal Club Presentation
(topic to be decided jointly by preceptor and student)
- Presentation as determined by preceptor on *Wednesday and Friday*
- Midpoint Evaluation *Friday*

Week 4

Week 5

Continuation of week 4 agenda and wrapping up projects

- Case presentation (Handout required)
- Presentation as determined by preceptor on *Wednesday and Friday*
- Your evaluation of this rotation and recommendations for changes
- Final Evaluation *Friday*

Course Policies

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

You must contact the site at least one week before your rotation is scheduled to begin.

Attendance

Your schedule will generally be Monday through Friday. Students may have responsibilities in the early morning, at night, or on weekends depending on the rotation. Absence will only be excused in the event of an emergency or extremely unusual circumstances. Any unexcused absence will result in a failing grade for the rotation. Tardiness is considered to be an unexcused absence. Your patients will be relying on you; the site and staff are donating valuable time for you. If you need time off, discuss it with your preceptors well in advance.

Dress Code

You must dress professionally and wear a name tag at all times. A **short** lab coat is required for pharmacy and medical students. You may not wear blue jeans, tee-shirts, shorts, tennis shoes, etc. Males must wear a tie.

Academic Honesty

Dishonesty will not be tolerated.

Confidentiality

While you are at this site, your access to patient information will be unrestricted, this is essential for you to do your job as a pharmacist. Most sites have stringent policies protecting the confidentiality of patient information.

Grading

Grading is according to the PCAP Evaluations of the South University School of Pharmacy.

Students **MUST** enter no fewer than three (3) Daily Activities in PEMs and the Preceptors **MUST** review and verify that the activity was done. Each student and preceptor **MUST** complete a Mid-Point and a Final Evaluation in a timely manner. If the Final grade is not received by the due date, the student will receive an "I" for that rotation until the grade is received by the Office of Experiential Education.

Other

- You will need proof you have had a PPD and MMR within the past 12 months.
- You will need proof of or copies of any other vaccines as required by the facility.
- You will need your Georgia Intern license.

EXPERIENTIAL EDUCATION SITE AND PRECEPTOR EXPECTATIONS / REQUIREMENTS

The site in which the preceptor practices must meet certain standards to allow for appropriate educational experiences for the student. The site must offer the opportunity for the student to obtain excellence in Pharmacy Practice and allow for the advancement of knowledge in the profession.

The following represent minimal qualifications for an acceptable site:

1. Maintain adequate staffing to allow the student a meaningful educational experience.
2. Meet all standards set by governmental agencies and accrediting bodies.
3. Be free of any violations of state and/or federal laws.
4. Reflect a professional image.
5. All staff at the site must maintain an outstanding ethical and legal compliance record.
6. Be suitable to provide a rich learning environment. This should include a well rounded scope of services and volume of activities to allow the student to experience as varied an education as possible.
7. Where applicable, the student must be permitted to perform a pharmacist's function while under direct supervision of a pharmacist.
8. Where applicable, the student must be permitted to interview patients, make recommendations to other medical personnel on the care of their patients, and maintain patient profiles.
9. Sufficient reference materials should be available for the provision of information to patients, pharmacists, and other health professionals.
10. Each student shall be assigned one primary preceptor for that rotation site (there may be more than one primary preceptor per site). All pharmacists at a given site who are willing to precept students may become co-preceptors if they meet the minimal requirements.

Experiential Course Faculty should:

1. Have a formalized relationship with the School of Pharmacy through the submission and approval of documents for an academic clinical appointment in the University.
2. The primary preceptor for any rotation site must have practiced in their discipline (pharmacy, medicine, nursing) as a licensed practitioner for at least the past 12 months.
3. The preceptor(s) must adhere to all guidelines of the program.
4. The preceptor(s) must be licensed and in good standing by their State Board.
5. Possess a high degree of professional competency and motivation, common sense, good judgment, and an unquestionable standard of ethics.
6. Reflect an attitude, professional stature, and character that is suitable to serve as a role model for students.

7. Spend one-on-one time with the student assessing and communicating the student's progress. It is expected that the preceptor shall thoroughly communicate all expectations of that rotation to the student at the beginning of the experience. The preceptor shall verbally evaluate the student's performance weekly, and have written evaluations at the mid-point and the end of the rotation.
8. Meet with key healthcare personnel (physicians, chief resident, charge nurse) that the student may interact with to explain the role of pharmacy students in the clinical setting, the duration of their rotation, and who to call if problems arise.
9. Unless otherwise assigned, the preceptor should be available at all times to the student while at that site.
10. Communicate at regular intervals with other community-based and campus-based faculty and the experiential education coordinator to exchange teaching experiences and to discuss, design, and implement ways of improving the learning experiences of the students.
11. Engage in professional growth and life-long learning through active participation in professional organizations, preceptor training, and continuing education in the pursuit of new knowledge, attitudes, and skills related to enhancing professional practice.
12. Provide learning experiences that stress the responsible provision of pharmaceutical care and the optimization of patient medication outcomes.
13. Foster student outcomes that is consistent with experiential education objectives.
14. Be receptive to new ideas for the provision of patient care services.
15. Properly orient the student to the rotation site (tour of the site, discussion of expectations, review of syllabus and schedule, introduction to key personnel, computer access and basic training including proper facility name tags if needed).
16. It is strongly recommended that the preceptor has access to the internet and e-mail.

All preceptors will be evaluated by the students assigned to them at the end of the rotation. Feedback shall be communicated to the preceptor, on a routine basis, in order to allow them to make appropriate changes, if necessary, to their syllabus.

It is requested that all preceptors complete Free preceptor development continuing education programs that are online and were developed by our Southeastern Pharmacy Experiential Education Consortium (SPEEC).



**South University School of Pharmacy
Preceptor Profile**

Date _____

First Name _____ **MI** _____ **Last Name** _____

Site Name _____

Maiden Name if Applicable _____

Job Title _____ **Gender** ___M___F

Office Phone _____ **FAX** _____

Pager _____ **Cell** _____

Preferred Email Address _____

Alternate Email Address _____

Date of Birth ____/____/19____

Work Address _____

City _____ State _____ ZIP _____

Type of practice (e.g. Community, Primary Care, Inpatient, etc) _____

Specialty (Community, Oncology, Critical Care, etc) _____

Education/Degrees

Institution Attended	City and State	Dates Attended	Degree

Post Graduate Training (Residency, Fellowship, etc)

Post-Graduate Program	Dates Attended	Completion Date

Employment History

Position	Employer	Dates

Professional Licensure

State Where Licensed to Practice	License Number	Expiration Date

Site Information

Does your site have internet access? Yes
 No

Are you a preceptor for other schools or colleges of Pharmacy? Yes No

If yes, which schools or colleges? _____

Time the student is expected to be at the site (e.g. Mon-Fri- 7:00-5:00)_____

Do you provide a work/study area for the student? Yes No

Do you provide an area for the students to store belongings? Yes No

Average amount of time you have to spend with the student on a daily basis. _____

Please provide descriptive information about your practice site so students can make informed choices about rotation assignments. Briefly describe the type of experience a student would have at your site and indicate any special features that make your rotation experience unique.

List 3 major learning objectives that your rotation can provide students.

Skip this section if your site already has our students on rotations

Personnel with whom student will rotate on your rotation. Check all that apply	<input type="checkbox"/> BS Pharmacist <input type="checkbox"/> Pharm D <input type="checkbox"/> Pharm <input type="checkbox"/> Resident/Fellows <input type="checkbox"/> MS <input type="checkbox"/> PhD	<input type="checkbox"/> Pharm Techs <input type="checkbox"/> Clerks <input type="checkbox"/> MD <input type="checkbox"/> PA or NP <input type="checkbox"/> Others -specify
Clinical/Professional Services Check the area(s) that you provide service in:	<input type="checkbox"/> Ambulatory care clinic <input type="checkbox"/> Community Hospital <input type="checkbox"/> Teaching Hospital <input type="checkbox"/> Tertiary Hospital <input type="checkbox"/> Chain Pharmacy <input type="checkbox"/> Independent Pharmacy <input type="checkbox"/> Long term care facility <input type="checkbox"/> Clinical research <input type="checkbox"/> Drug information center <input type="checkbox"/> Drug utilization reviews <input type="checkbox"/> Health screening clinic <input type="checkbox"/> Patient discharge consult <input type="checkbox"/> Pharmacist involved on code teams <input type="checkbox"/> Pharmacist involved on daily rounds <input type="checkbox"/> Pediatrics- inpatient <input type="checkbox"/> Pediatrics- outpatient <input type="checkbox"/> Medicine service <input type="checkbox"/> Primary Care	<input type="checkbox"/> Pharmaceutical Industry <input type="checkbox"/> Critical Care Unit <input type="checkbox"/> Health Department <input type="checkbox"/> Physician's office <input type="checkbox"/> Government <input type="checkbox"/> Mental Health Facility <input type="checkbox"/> Pharmacokinetic monitoring <input type="checkbox"/> P&T Committee functioning <input type="checkbox"/> Pharmacy newsletter <input type="checkbox"/> Poison Control Center <input type="checkbox"/> OTC counseling <input type="checkbox"/> Disease state management <input type="checkbox"/> Immunizations <input type="checkbox"/> Nutrition support <input type="checkbox"/> Oncology <input type="checkbox"/> Cardiology <input type="checkbox"/> Consultant Rx <input type="checkbox"/> Nuclear <input type="checkbox"/> Other services:
IV Admixture Programs	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable to this site Computer supported <input type="checkbox"/> Yes <input type="checkbox"/> No TPN Compounding <input type="checkbox"/> Yes <input type="checkbox"/> No	

	Approximate # Units/Day <input type="checkbox"/> <50 <input type="checkbox"/> 50-100 <input type="checkbox"/> 100-200 <input type="checkbox"/> 200-300 <input type="checkbox"/> >300
Approximate # of orders/prescriptions filled per/day If applicable	<input type="checkbox"/> <50 <input type="checkbox"/> 301-500 <input type="checkbox"/> 50-100 <input type="checkbox"/> >500 <input type="checkbox"/> 101-300 <input type="checkbox"/> N/A
Number of RPh's per shift responsible for the above orders/prescriptions:	
Number of techs per shift responsible for the above orders/prescriptions:	
Distribution Systems Check all that apply	<input type="checkbox"/> Computer supported <input type="checkbox"/> Unit Dose <input type="checkbox"/> Floor stock <input type="checkbox"/> Robotics <input type="checkbox"/> Bulk packaged, multiple days supply sent to nursing unit for each patient

**South University - School of Pharmacy
Advanced Practice Experience (APE) Program
Evaluation Form**

Student: Test Student
 Rotation Dates:
 Site: Test Preceptor
 Preceptor:

All questions must be answered, and all comments entered before this form can be submitted. Since certain items may not be applicable to every site, please select "Not Applicable" where appropriate. The information in the preceptor evaluation will remain anonymous and will only be provided back to the preceptor in a format that summarizes the feedback of all students. Your name and the month the rotation was completed will not be provided to the preceptor. This information is used to determine how to improve the rotation. In instances where problems are noted, Experience Program faculty will make site visits and determine whether the site should continue to be a part of the program. Therefore, accurate perceptions are essential. Please provide constructive thoughts on how each aspect of the rotation can be improved.

SECTION 1 ORIENTATION

	Yes	No
Provided an orientation to the practice site	<input type="checkbox"/>	<input type="checkbox"/>
Clearly delineated course objectives and student responsibilities verbally and/or in writing	<input type="checkbox"/>	<input type="checkbox"/>
Reviewed the grading process for the rotation	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 2 SITE / EXPERIENCE

	Not Applicable	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The site had adequate facilities (e.g. space, resources, computer / internet access) needed to precept students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dedicated times were scheduled for individual or group discussions, meetings, or case presentations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scheduled activities were designed to meet specified course goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning activities were well organized throughout the rotation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rotation activities involved students in providing valuable patient care needs and not just busy work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities for students to identify and resolve medication related problems were available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities for students to work with physicians, nurses, and/or other health care professionals were available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in medical team rounds helped improve my ability to work with other health professionals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in medical team rounds helped improve my ability to contribute to patient care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The site exhibited the qualities of a pharmaceutical care practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 3 PRECEPTOR						
	Not Applicable	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Provided a verbal or written midpoint evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided constructive feedback on skills and abilities throughout the experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluated assignments / observations fairly and objectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided supporting reasons for the performance ratings I received.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was available to address questions and problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhibited professional demeanor (e.g. good character, maturity, confidentiality, respect for me and others, responsibility).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was a role model I plan to emulate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectively communicated the subject matter to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided clear explanations when giving me supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognized my difficulties in understanding new tasks and new information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clearly and logically demonstrated new tasks/information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clearly and logically demonstrated a systematic method for monitoring patients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observed me performing patient care tasks and other responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Challenged me to think critically or solve problems independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used guided questions to help me identify and solve drug-related problems when I could not do this independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouraged me to consider various perspectives about a single problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was tolerant of opposing viewpoints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allowed sufficient time to discuss patients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivated me to do my best work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated effective communications with patients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated effective communications with health professionals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If given, questions on exit exam were representative of material covered throughout the experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 4 OVERALL EVALUATION

	Not Applicable	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This clerkship possessed an adequate level of organization and structure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This clerkship provided a sufficient degree of challenge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The clerkship allowed me to apply what I have learned in other pharmacy courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This clerkship stimulated my interest in this area of practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This clerkship has the potential to provide a positive learning experience for future students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL TEACHING ABILITY RATINGS:

Please rate the primary or designated preceptor

Primary Preceptor Name: Memorial Health University Medical Center

This Preceptor's OVERALL TEACHING ABILITY

Poor	Adequate	Good	Very Good	Exceptional
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If another preceptor assisted or co-taught this rotation, please rate this preceptor

Co-Preceptor Name:

This Preceptor's OVERALL TEACHING ABILITY

Poor	Adequate	Good	Very Good	Exceptional
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please describe the STRENGTHS of this rotation / preceptor(s):

Please describe the WEAKNESSES of this rotation / preceptor(s). (Include constructive suggestions for improving the experience). *Weaknesses imply this site should continue to be used for instruction while the weaknesses are resolved.

Please describe PROBLEMS of this rotation / preceptor(s). (Include constructive suggestions for improving the experience). *Problems are areas that suggest the site / rotation should be reevaluated. The site / rotation has clear deficits. **NOTE: This section will only be seen by Experience Program Faculty**

South University - School of Pharmacy
Advanced Practice Experience (APE) Program
Preceptor of the Year Nomination Form

Student:	Test Student
Rotation Dates:	2/20/2006 - 3/24/2006
Preceptor:	Savannah Medical Specialty
Site:	

Selection Criteria:

The preceptor...

- Instills, in the student, principles of professional ethics by both deeds & words
- Explains, in detail, what is expected of a student regarding appearance, attitude and method of practice and assures that both the preceptor and his/her associates adhere to the same standards
- Maintains communication with the student at all times and is willing to discuss any aspect of professional practice that does not violate the preceptor's responsibility to their employer or employees
- Serves in the roles of teacher and mentor, not co-worker
- Affords the student mutual respect and patience
- Never assumes a student's competency but determines it by reviewing the student's work profile and by discussion and experience
- Provides constructive criticism which is empathetically conveyed to the student privately, whenever possible
- Stimulates a positive attitude in all aspects of professional practice
- Promotes a constructive and positive attitude toward fellow practitioners and other members of the health professions
- Does not discuss personal matters with the student unless they relate to professional practice
- Understands that fair and constructive evaluation of the student's performance is a serious responsibility which affects the student's progress and performance as a future practitioner

Brief recommendation narrative (with examples):

Nomination Procedure

1. Using selection criteria below, submit your nomination by completing this form. Full time faculties are not eligible for nomination.
2. You may submit a nomination form for more than one preceptor.
3. **Nominations must be submitted by the last day of the final Spring Semester rotation**
4. The Experiential Education faculty will review all nominations and make the final selections.



South University
School of Pharmacy
Preceptor Contact Information

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