



## **Advanced Experiential Education Preceptor/Student Handbook**

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## ***Experience Programs at South University School of Pharmacy***

### **Mission Statement**

**To prepare pharmacists for life-long learning in the practice of collaborative patient-centered care, and promote excellence in teaching, scholarship and service.**

### **Vision Statement**

**To graduate professionals consistently recognized for excellence in patient care, service, and scholarship.**

## **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 have the opportunity to 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.

Experiential education is divided into two parts; the early Introductory Pharmacy Practice Experience (IPPE) is the first component, and Advanced Pharmacy Practice Experience (APPE) reflects the second part. The experiential rotations are designed to provide students with the opportunity to focus on the traditional and clinical aspects of pharmacy practice. The Introductory Pharmacy Practice Experience consists of five modules; the first three modules will be in quarters 2, 3, and 4. The last two modules are two full-time four-week rotations, one in community and one in institutional practice during quarter 5, which is the second quarter of the second professional year (PY2). The Advanced Pharmacy Practice Experience rotations will be offered in the Fall, Winter, and Spring Quarters of the fourth professional year (third calendar year). The Advanced Pharmacy Practice Experience is comprised of seven experiential rotations (six rotations five weeks in length and one rotation six weeks in length) to allow the student to be directly involved in pharmacy operations and 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 interact with other health care professionals. Per ACPE's guidance, the student is required to successfully complete four (4) Core Experiences (Advanced Community, Advanced Institutional, Ambulatory Care, and Inpatient General Medicine), and then three (3) electives.

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

The Experiential Education experience is divided into two parts; the early Introductory Pharmacy Practice Experience (IPPE), which you have already completed, and Advanced Pharmacy Practice Experience (APPE), reflecting the second part. The experiential rotations are designed to allow students to concentrate on the traditional and clinical aspects of pharmacy practice.

The Introductory Pharmacy Practice Experience consists of five modules; the first three modules will be in quarters 2, 3, and 4. The last two modules, which occur during quarter 5 are two full-time four-week rotations, one in community and one in institutional practice. Advanced Pharmacy Practice Experience rotations are offered Quarters 10, 11, 12 of third calendar year. The Advanced Pharmacy Practice Experience is comprised of seven (7) experiential rotations (six (6) rotations five (5) weeks in length and one rotation six (6) weeks in length to allow the student to be directly involved in pharmacy operations and direct patient care in a specific clinical area (internal medicine, oncology, cardiology, pediatrics, etc.). Some of these rotations may have little direct patient care (drug information, pharmaceutical industry, research, etc.) but has crucial interaction with other healthcare professionals.

Per ACPE's guidance, the student is required to successfully complete four (4) Core Experiences which includes Advanced Community, Advanced Institutional, Ambulatory Care, Inpatient General Medicine and three (3) electives.

## **EXPERIENTIAL DESCRIPTION**

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The Professional Experiential Education Program (PEEP) provides Doctor of Pharmacy students with a structured, intense, supervised program of participation in the practice of pharmacy. Students have opportunities to gain experiences in problem-solving and delivering patient-care services while applying basic and pharmaceutical sciences acquired in the didactic classroom and practice laboratories. Through the PEEP, the student has the opportunity to continue to mature intellectually while moving through the continuum from student to practitioner. Under the supervision of faculty and meticulously designated selected preceptors, the student discovers to make decisions based on evidence-based professional knowledge and judgment. Broad exposure to as many pharmacy activities as possible and significant personal study with intrapersonal reflections facilitate this transition. Each IPPE and APPE experience is evaluated using the Patient Care Ability Profile (PCAP) evaluation tools developed in conjunction with other World renowned Pharmacy Academic Centers. In addition, each PCAP evaluates the student based on the Entrustable Practice Activities (EPAs), which further link to the Pharmacy Patient Care Profile (PPCP) and the Cape Outcomes.

The PEEP requires the satisfactory completion of three academic quarters of part-time early observational introductory experience (2 hours per week in a community setting), one-quarter of Introductory Pharmacy Practice Experience (IPPE) experience in the PY2 year (Quarter 5), followed by three academic quarters of Advanced Pharmacy Practice Experience (APPE) in the PY4 year (Quarters 10, 11, and 12). These include:

### PY1 Observational Experience (second, third, and fourth quarters)

#### **2<sup>nd</sup> Quarter (Fall Quarter) 1 Credit**

- **PHA4277 Introductory Community Pharmacy Practice I – 1 credit hour**

- The Introductory Community Pharmacy Practice I, II, and III rotations are designed to build a sense of professionalism and expose the student to various patient care services in the community pharmacy practice site. The goal of the rotation is to expose the student, in a protected environment, to basic pharmacy-related concepts of patient care scenarios occurring in an outpatient pharmacy setting. The primary focus should be on distributive functions but may include, at an introductory level, direct patient care (e.g., administration of immunizations, health-related screenings, self-care, medication therapy management services, and collaborative practice), pharmacy operations management, personnel management, and advocacy.

#### **3<sup>rd</sup> Quarter (Winter Quarter) 1 Credit**

- **PHA4278 Introductory Community Pharmacy Practice II 1 credit hour**

- The Introductory Community Pharmacy Practice I, II, and III rotations are designed to build a sense of professionalism and expose the student to various patient care services in the community pharmacy practice site. The goal of the rotation is to expose the student, in a protected environment, to basic pharmacy-related concepts of patient care scenarios occurring in an outpatient pharmacy setting. The primary focus should be on distributive functions but may include, at an introductory level, direct patient care (e.g., administration of immunizations, health-related screenings, self-care, medication therapy management

services, and collaborative practice), pharmacy operations management, personnel management, and advocacy

#### **4<sup>th</sup> Quarter (Spring Quarter) 1 Credit**

- **PHA4279 Introductory Community Pharmacy Practice III – 1 credit hour**

- The Introductory Community Pharmacy Practice I, II, and III rotations are designed to build a sense of professionalism and expose the student to various patient care services in the community pharmacy practice site. The goal of the rotation is to expose the student, in a protected environment, to basic pharmacy-related concepts of patient care scenarios occurring in an outpatient pharmacy setting. The primary focus should be on distributive functions but may include, at an introductory level, direct patient care (e.g., administration of immunizations, health-related screenings, self-care, medication therapy management services, and collaborative practice), pharmacy operations management, personnel management, and advocacy

#### PY2 Experience (fifth quarter)

#### **5<sup>th</sup> Quarter (Summer Quarter) 16 Credits**

- **PHA4280 Community Professional Practice Experience 8 credit hours**

- The community pharmacy practice rotation is designed to expose the student to various patient care services in the community pharmacy practice site. The goal of the rotation is to teach the student to integrate basic pharmacy-related concepts into patient care scenarios as an independent practitioner in an outpatient pharmacy setting.

- **PHA4281 Institutional Professional Practice Experience 8 credit hours**

- The intermediate hospital pharmacy practice rotation is designed to expose the student to the hospital's inpatient drug distribution facility or other institutional health care setting. The rotation aims to teach the student to integrate basic pharmacy-related concepts into pharmacy practice in the inpatient setting and to provide a basic understanding of how distributive, clinical, and administrative aspects of pharmacy practice are intertwined.

PY4 Year (tenth, eleventh, and twelfth quarters beginning in the fall quarter, 36 weeks in duration)

**Advanced Professional Practice Experience Rotations\*(10th, 11th, and 12th Quarters)**

- Core Rotations:

- **PHA6525 APPE I: Advanced Community Rotation (8 credit hours)**

- The community pharmacy rotation may include clinical services such as compounding, blood pressure and diabetes mellitus screening, MTM, immunizations, dispensing, and OTC counseling. Skills refined on this rotation can include distributive functions, medication counseling, patient education, managing pharmacy operations, personnel management, retrieval and evaluation of drug information, monitoring and evaluating drug therapy, and direct patient care experience where allowed by state regulation.

- **PHA6526 APPE II: Ambulatory Care Rotation (8 credit hours)**

- The Ambulatory Care rotation, a minimum of 200 contact hours, is intended for students to obtain experience from direct patient-care in an out-patient and multidisciplinary practice setting. By actively participating, students will gain experience in medication therapy management, build long-term relationships, learn coordination of care, patient advocacy, promotion of wellness and health, triage and referral, patient education and patient self-management. This type of practice need not exclude dispensing, but the overwhelming majority of effort and time is spent delivering the care previously listed and not in the packaging and dispensing of medications. Medication dispensing is the means to the clinical endpoint, not the focus of this experience.

- **PHA6527 APPE III: Inpatient General Medicine Rotation (8 credit hours)**

- The Internal Medicine rotation, a minimum of 200 contact hours, will provide direct patient care in an in-patient setting. Students will gain knowledge rounding among inter-professional medical teams, including pharmacists, directly impacting positive literature based-clinical patient care. Acute care or internal medicine is ideally delivered in an in-patient setting via hospitals, skilled nursing facilities, or assisted living facilities. This patient-centered care ensures optimal patient outcomes by delivering comprehensive, evidence-based, individualized, and prospective drug therapy management. Pharmacists uniquely contribute expertise in drug therapy as autonomous professionals who adhere to their scope of practice as an integrated member of the inter-professional patient care team.

- **PHA6528 APPE IV: Advanced Institutional Rotation (8 credit hours)**

- The Advanced Institution rotation, a minimum of 200 contact hours, a student will experience hospital-based experience in an institutional pharmacy. This experience should include proper orientation to the facility and a thorough explanation of policies and procedures. A hospital experience should comprise order processing (verification), dispensing, sterile and nonsterile compounding, with other activities overseen by the pharmacist. Advanced Institutional experiences encompass a broad range of distributive functions, experience in

resource management, population-based care activities, and the use of technology to advance patient care. Students should understand the drug distribution system and departmental structure, participate in the activities of relevant institutional committees, work with pharmacists in various settings, and interact with pharmacy administrators.

- Electives: (Choose 3)
  - PHA6529 APPE V: Elective - Institutional Care Rotation I *8 credit hours*
  - PHA6530 APPE VI: Elective - Institutional Care Rotation II *8 credit hours*
  - PHA6531 APPE VII: Elective - Institutional Care Rotation III *8 credit hours*
  - PHA6532 APPE VIII: Elective - Community Care Rotation I *8 credit hours*
  - PHA6533 APPE IX: Elective - Community Care Rotation II *8 credit hours*
  - PHA6534 APPE X: Elective - Community Care Rotation III *8 credit hours*
  - PHA6535 APPE XI: Elective - Non-Patient Care Rotation *8 credit hours*
  - PHA6536 APPE XII: Elective - Administrative Rotation *8 credit hours*
- Review:
  - PHA6500 Essential Knowledge of Practice Review I *3.5 credit hours*
  - PHA6510 Essential Knowledge of Practice Review II *3.5 credit hours*
  - PHA6520 Essential Knowledge of Practice Review III *3.5 credit hours*

**Note(s):**

*\*Students are required to take 7 of the 12 listed rotations (56 credit hours) along with the 3 Essential Knowledge of Practice Review courses (10.5 credit hours) for a total of 66.5 required credit hours. Students will take PHA6525, PHA6526, PHA6527, PHA6528, PHA6500, PHA6501, PHA6502 and any combination of three of the following: PHA6529, PHA6530, PHA6531, PHA6532, PHA6533, PHA6534, PHA6535, PHA6536.*

*Courses are taught once annually and during defined remediation blocks at the discretion of the school. Courses must be attempted in the curriculum sequence as defined by the current Doctor of Pharmacy degree program curriculum. Curriculum content and sequence are subject to change without notification.*

## **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., first professional year (P1), second professional year (P2), third professional year (P3), fourth professional year (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. While on rotations, the preceptor will determine the student's schedule. In order for the student to experience "Real World Experiences", this may include various shifts and long hours. The minimum number of hours per week is 40; there is no maximum number of hours imposed per week. Students are allowed to take only one non-patient care (NPC) rotation unless the student is enrolled in the MBA Program; then, they are allowed a second NPC Rotation as an elective if they so desire. P4 students may be required to complete no less than three (3) Advanced Pharmacy Practice Experiences within a five (5) hour's drive of Savannah, GA. Students **may be** assigned to regions where they will complete at least three (3) of the four (4) core required APPE rotations. Housing for students while on rotations is the responsibility of the student.

**Students are required to have a reliable modem of transportation to and from each of their rotation sites.**

**Students are NOT ALLOWED to contact Preceptors with regards to setting up rotations.** However, 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 referred directly to the and this will be viewed as academic and/or professional misconduct.

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

**Rotation Change Policy** - Once IPPE or APPE schedules are finalized, IPPE and APPE **changes will only be made when a change occurs in preceptor availability or if an administrative error has occurred.**

In a reassignment is required, student preferences will be considered; however, the appropriate experiential faculty (i.e., Assistant Dean, Experiential Director, IPPE course coordinator) will make final decisions on the replacement experience. The appropriate experiential faculty will contact a potential site and make the necessary arrangements for student placement. Students are prohibited from initially contacting a potential preceptor/site themselves. Students initiating such contact will not be assigned to that site/preceptor.

**Compensation for Students** - Students are not compensated financially for experience training but receive academic credit towards graduation and intern hour credit for each training period. Any student who does receive financial compensation for IPPEs or APPEs **must** receive a failing grade for that experience and, therefore **must** remediate that IPPE or APPE experience at the discretion of the Office of Experiential Education. Doctor of Pharmacy degree candidates who complete all experiential rotations will receive 1,820 hours of credit toward the 1500 hours required in Georgia and 1,000 hours of credit towards the 1,500 hours required in South Carolina to take the licensing exam. As a requirement of the School of Pharmacy, to receive full credit, **the student must work a minimum of 40 hours each week.** After completion of all rotations, the School of Pharmacy shall notify the Georgia State Board of Pharmacy of the appropriate number of earned credit hours.

**Concurrent Employment** - Students, from time to time, may have to personally work while in school; however, employment during clinical experiences should not interfere with attendance and performance on rotation sites. Some rotations may involve evenings 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 (which is provided by the school) (minimum limits of \$1,000,000 per occurrence/\$3,000,000 aggregate), health insurance (provided by the student) and a current Georgia or South Carolina Intern License, respectively. South University provides Medical Liability Insurance and, upon request, will provide a copy of the Certificate of Insurance (COI) to the site; however, it is the responsibility of the student to provide for their health insurance. These must be maintained throughout the training period. In addition, any student going out of state for rotations must obtain an intern license (or proof of application) for that particular state at least 90 days before the rotation and furnish the school with a pdf copy of the license for that state. The student will receive an automatic F for the rotation if this is not received. **Remediation for affected rotation(s) will occur after graduation or the earliest module possible pending preceptor availability; this may also impact the student financially.**

**Complio Screen Program** – Complio Screening Program is an internet-based program that the School of Pharmacy uses Complio to monitor all aspects of student compliance. The student is to upload all required information and documents into Complio, such as immunizations, documentation on certificate programs, Background Checks and Drug Screens, and finger prints, to name a few. Complio will communicate with our programmatic internet software, CORE ELMS, and other On-Boarding programs used by various clinical sites.

**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. Students are responsible for obtaining such background/drug screens and ensuring that the requesting facility receives the final report **before starting** the rotation. **The student is also responsible for any and ALL financial obligations for such screenings. Unless the clinical site requires the student to use their preferred Background and Drug Screen company, the student should order their Background Check and Drug Screens from Complio (again, 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 CORE ELMS. Each student is responsible for checking the site's webpage for any necessary documentation that is required 30 days (90 days for government facilities) before the beginning of the experience. If, for any reason, the required documentation is not completed and submitted, the student's grade will be reduced by 5% to 10%. Students who do not receive clearance to begin their rotation 72 hours before the rotation start date for that module, may receive a failing grade for that rotation. Any student not cleared within the specific time period must contact the Experiential Education Coordinator. If a grade of "F" is received for failure to receive clearance for a site, the matter will be referred to the Professional Performance Committee for review.

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

- Measles, Mumps and Rubella (MMR immunity)
- Tetanus vaccine
- Hepatitis-B immunity
- Varicella Zoster (Chicken Pox) immunity
- 2 Step Purified Protein Derivative (PPD) Testing (initially, then single PPD Annually)  
Most facilities now require the influenza vaccine.

**COVID-19 Vaccinations (fully vaccinated).** Although South University currently does not require students to be vaccinated for COVID-19, most sites now require that students show proof of vaccination. If a site requires the student to be fully vaccinated and the student is not fully vaccinated, the office of experiential education will attempt to move the student to a site that does not require proof of COVID-19 vaccination, however, changes cannot be promised or guaranteed. This could have an adverse effect on the student's On-Time Graduation or make it such that a student cannot complete the program.

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 other circumstances require 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. In addition, 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. Current immunization documents MUST be maintained in the student's documents in CORE ELMS at all times. Students leaving for rotations without having their immunizations current will result in an automatic letter grade decrease for the current rotation and for any subsequent rotations that they are unimmunized.

**OSHA Training / Communicable Diseases Guideline / HIPAA Privacy Rules/ Fraud and Waste:** Students will be required to receive training in OSHA regulations (covered in the integrated skills lab sequences and online through The Pharmacist Letter or in CORE ELMS in the READINESS Library), including guidelines for bloodborne pathogens and for proper prevention of communicable disease transmission, Medicare fraud, waste, and abuse, and in HIPAA privacy rules, (online) before they can participate in pharmacy practice rotations. The student is responsible for complying with these policies. These should be renewed every year.

**Attendance** - Students are required to participate in a minimum of 40 hours each week at each rotation setting. The preceptor at each experiential site will inform the student of the rotation's time and place. The preceptor may require the student to be present at the site during an evening, night, or weekend to experience the difference in workload and pace. It is important to note that the preceptor establishes the schedule for the student, **NOT** the student. **If the preceptor notifies the Experiential Education Office that the student is mandating or prescribing his/her schedule, other than in extremely extenuating circumstances or limited requests, the student will automatically be removed from the rotation, will receive a failing grade for that rotation and the course will be made-up during the earliest possible module following graduation pending preceptor availability.**

Students do not have excused absences from rotation sites unless the the School of Pharmacy requests their on-campus presence. If, 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. While on rotations, the University Holiday Schedule is NOT followed. In case of illness or other emergency necessitating a student's absence, the preceptor must be notified as early as possible. If a situation causes 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 or employment interview (with advance permission from the preceptor and the Experiential Education Coordinator) and not to exceed more than four (4) days. **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. In addition, 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.** Each student is responsible for making allowances for traffic, parking, etc.

**If, for any reason, a student misses two (2) consecutive days of their assigned experiences, they must notify the Experiential Education Office and the Preceptor no later than 24 hours after their absence.** If notification is not sent to the Experiential Education Office, it will result in an automatic letter grade decrease for that rotation.

**If a student is asked to leave a rotation due to their action or inaction and not allowed to return to that rotation, then the student will receive a Failing Grade for that rotational experience. The student will automatically be required to remediate that experience immediately after graduation OR the earliest time secondary to the preceptor availability.**

**Confidentiality** - During all clinical experiences, students will have access to privileged information about patients' health, insurance information, financial information, and in some instances, financial information about the management of the practice site. None of this information is ever discussed outside the workplace (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 adhere to the "Code of Conduct" (as listed in South University's *Academic Catalog*) and Dress Code of the School of Pharmacy as found in the South University School of Pharmacy Student Handbook. Failure to comply with the conduct rules will result in disciplinary action, including course failure or program dismissal.

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, and hospital scrubs (unless indicated) are unacceptable and are **not** allowed.
5. All students must maintain good personal hygiene at all times. Offensive odors such as the smell of smoke or heavy perfumes, are strongly discouraged. Students should follow the practice site's and their preceptors' policies during experiential education rotations.

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 (60 days for VA, Military, or any government facility)** 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 Performance Committee. The student must also check with the preceptor and preceptor's site information and requirements in CORE ELMS for any required documentation the student must complete before 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 based on preceptor availability.

**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 employed by a facility may complete a rotation at that facility as long as it differs from their job description.

**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 making the appropriate changes in CORE ELMS. It is the **responsibility of the student** to keep ALL contact information current in CORE ELMS.

**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 online.
2. Student evaluation of the preceptor (from the student) completed online. Grades will be held until completed.
3. Verification from the preceptor of the total number of hours completed (online.).
4. Any student earning < 2.0 on any individual rotation will have failed that rotation and must repeat/remediate that rotation after graduation **OR the earliest Module possible secondary to preceptor availability.**

Each student and preceptor **MUST** complete a mid-term 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 Office of Experiential Education receives the grade. After two (2) weeks, an "I" will be automatically converted to a failing grade.

**South University Policies and Academic Regulations as found in the South University Academic Catalog, the Student Handbook for South University and the South University School of Pharmacy Handbook-** Students are expected to continue to observe South University's policies and academic regulations during their Introductory Practice Experiences and Advanced Practice Experiences.

**APPE Residency Preferential Schedule Sequencing:**

Students are considering postgraduate residency training and wishing to have additional schedule consideration including preferential schedule sequencing will be required to apply for consideration. Each student will provide a cover letter describing why they wish to seek residency training and why they believe they are qualified to do so. Likewise, this cover letter should describe the applicant intended primary and secondary career path. Data included in the application and ranking of the candidates will include but not be limited to the student's GPA for the Doctor of Pharmacy degree program, work history, student leadership roles, research with faculty, quality of the letter of intent, and other factors. Applicants will be ranked and have preferred sequencing based on their ranking. Ranking applications will go to students no later than October 31 each year.

## CALENDAR OF EVENTS (APPROXIMATE)

APPROXIMATE DATE	EVENT	COMMENTS
Summer quarter	Students to complete all required annual training	E.g., HIPPA, OSHA, etc.
End of quarter 9	Meeting with APPE students	IN LIEU OF MEETING, STUDENTS WILL RECEIVE INSTRUCTIONS FOR APPEs
September 1	Assign Students to the Observation IPPE site and send Preceptors	
	EE sends out preceptor availability	
Mid-October (Q2)	Begin Observation PPE	
October 15	Availability entered into Core	
End of October to the first of November	Students planning to apply for residency will complete and send an internal application to the Office of Experiential Education.	
End of November to the end of December	Rotation selection open to students	FOR ABOUT 1 – 2 WEEKS
First to the middle of January	Spin occurs	
First to the middle of February	Rotations finalized and sent to preceptors	ALLOW ONE WEEK FOR REVIEW
March 1 (Q4)	Assign Students to Observation IPPE Sites and Send to Preceptors	
End of February to the middle of March	Rotations released to students	ALLOW ONE WEEK TO REQUEST ANY CHANGES THAT ARE DEEMED ABSOLUTELY NECESSARY.
Middle to end of March	Finalize rotations	ONCE FINALIZED, NO MORE CHANGE REQUESTS ARE ACCEPTED OTHER THAN THE TWO (2) EXCEPTIONS LISTED IN THE HANDBOOK
End of Quarter 4	Meet with IPPE students	IN LIEU OF MEETING, STUDENTS WILL RECEIVE INSTRUCTIONS FOR IPPEs.
End of Quarter 9	Meet with APPE students	IN LIEU OF A MEETING, STUDENTS WILL RECEIVE INSTRUCTIONS FOR APPEs.

## **ONLINE PHARMACY GRADING SYSTEM**

The online software that the Office of Experiential Education uses assists in maintaining all information necessary to assign students to preceptors and sites and allows the Office of Experiential Education to monitor the student's progress while on rotations. The preceptors can 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.

Students will not only be able to enter their preferences for clinical sites and preceptors, enter the preceptor/site evaluations, and communicate directly to the Office of Experiential Education, but 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 can access to the syllabus for a particular preceptor and their rotation.

## **BASIC REQUIRED COMPETENCIES AND CURRICULAR OUTCOMES FOR ADVANCED PRACTICE ROTATIONS**

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### **APPE Learning Objectives**

#### ***Program Level Outcome Area Patient Care***

Demonstrate the ability to provide patient specific care in cooperation with patients, prescribers, and other members of an inter-professional health care team based upon sound therapeutic principles and evidence-based data, taking into account relevant legal, ethical, social, economic, and professional issues, emerging technologies, and evolving pharmaceutical, biomedical, socio-behavioral, and clinical sciences that may impact therapeutic outcomes at a level appropriate for a Doctor of Pharmacy degree program graduate.

#### **Patient History Assessment**

- Performs a medication history/patient interview efficiently and effectively
- Performs reconciliation process for all prescription and non-prescription therapies between points of care
- Considers patient specific data
- Elicits pertinent socioeconomic, cultural and behavioral information
- Assesses patient medication adherence

#### ***Patient History Curricular Outcome***

Demonstrate the ability to gather, organize, and analyze patient information to provide patient centered care at a level appropriate for a Doctor of Pharmacy degree program graduate.

#### **Patient Knowledge and Needs Assessment**

- Assesses patient understanding of illness and treatment (health literacy)
- Performs physical assessment procedures appropriate to setting
- Prioritizes/triages patient problems
- Gathers, compiles, and evaluates subjective and objective data
- Evaluates patient educational needs and limitations in regard to counseling

#### ***Patient Knowledge and Needs Assessment Curricular Outcome***

Demonstrate the ability to gather, analyze, interpret and make sound decisions using the information available from patient histories, patient communications, medical records and the professional, lay, and scientific literature to provide patient-centered care at a level appropriate for a Doctor of Pharmacy degree program graduate.

#### **Assessment of Drug Therapy**

- Evaluates patient specific drug and non-drug therapy
- Identifies all medication-related problems including OTC, herbal, nutritional, and nontraditional therapies
- Evaluates status, etiology, and risk factors for each problem
- Prioritizes each problem
- Demonstrates sufficient knowledge base in therapeutics and pharmacology to perform in the practice setting

- Assesses patient readiness / motivation / ability to accept therapy / lifestyle recommendations

#### ***Assessment of Drug Therapy Curricular Outcome***

Demonstrate the ability to evaluate a patient's current therapy and disease risk factors in order to create a problem list, prioritize treatment, apply pharmacy related therapeutics to the patient and assess the patient's ability to succeed.

#### **Patient Safety**

- Accurately interprets prescriptions
- Prepares and packages safe and effective dosage forms (including compounding)
- Screens prescription orders for drug-related problems
- Identifies and reports medication prescribing errors
- Identifies and reports adverse drug reactions
- Verifies accuracy of the dispensed product

#### ***Patient Safety Curricular Outcome***

Demonstrate the ability to dispense, monitor, educate, and adjust medication safely and effectively.

#### **Develop, Implement, and Monitor Drug Therapy Plans**

- Interprets and analyzes patient, disease, and drug data appropriately
- Establishes desired therapeutic outcomes / goals to promote optimal health (patient advocacy, collaboration with patient and other health care professionals)
- Considers drug and non-drug therapy alternatives
- Advises providers and patients about appropriate prescription and nonprescription medications, dietary supplements, diet, nutrition, traditional nondrug therapies and complementary and alternative therapies
- Makes appropriate drug product selection decisions
- Addresses patient concerns / resistance / ambivalence and cultural considerations
- Develops comprehensive, logical, evidence-based and practical pharmacotherapy recommendations and plans to prevent or resolve medication-related problems or to respond to information requests
- Develops a complete pharmacokinetic / dynamic plan
- Implements therapeutic plan promptly, efficiently, and accurately (including administration as appropriate)
- Evaluates therapeutic plan (including monitoring)
- Demonstrates understanding and consideration of patient economic factors in the drug use process
- Develops strategies to improve or maintain patient adherence
- Participates in emergency care where applicable
- Administers medications where practical and consistent with the practice environment and legally permitted
- Makes needed referrals and assists with access to health services
- Documents pharmaceutical care activities for ongoing patient care, quality control, quality assurance and accountability

#### ***Drug Therapy Outcome***

Demonstrate the ability to design, implement, monitor, evaluate and adjust patient-specific, evidence-based care plans to provide patient-centered care at a level appropriate for a Doctor of Pharmacy degree program graduate.

**Communication With Healthcare Team (Interprofessional Experiences (IPE))**

- Communicates evidence-based recommendations and plans effectively
- Appropriately defends conclusions/rationale regarding drug therapy
- Exhibits diplomacy and confidence when communicating with others
- Writes effective patient care notes/documents
- Demonstrates written communication that is professional, well organized and without grammar/spelling errors
- Delivers effective group presentations using appropriate media aids to peers and practitioners (i.e., lectures, in-services, journal clubs, patient presentations)

**Patient Communication**

- Provides patient counseling relative to pharmacotherapy / health maintenance / wellness
- Effectively applies patient counseling skills
- Demonstrates understanding and applies principles of health literacy to all patient education

**Communication Outcome**

Demonstrate the ability to communicate and collaborate with patients and their families, health care professionals, care givers, and other stakeholders, to provide patient-centered care at a level appropriate for a Doctor of Pharmacy degree program graduate.

**Critical Thinking and Problem Solving Skills**

- Retrieves, analyzes and evaluates biomedical literature as part of the therapeutic decision making process
- Interprets and applies information to promote optimal patient health
- Uses clinical and scientific information resources efficiently and effectively
- Effectively presents analysis of the biomedical literature (i.e. journal club)

**Critical Thinking Outcome**

Demonstrate the ability to think critically, exercise professional judgment, articulate a decision and defend an evidence based decision made in a problem solving process at a level appropriate for a Doctor of Pharmacy degree program graduate.

**Management / Organizational Abilities**

- Demonstrates the ability to work effectively within a formulary system and/or managed care environment
- Demonstrates effective organization and time management skills
- Demonstrates an understanding of business aspect of pharmacy to include inventory management, purchasing, pricing, human resources, therapeutic interchange, reporting, budgeting process, etc.
- Manages systems for the storage, preparation and dispensing of medications
- Manages systems to monitor the safety of medication dispensing and usage (includes information technology)
- Applies research and assessment methods to establish quality, values, and outcomes
- Complies with laws and regulations relating to pharmacy practice, and observes institutional policies and procedures
- Contributes to the enhancement of an existing service or to the development of a new pharmacy service
- Collaborates as an effective, efficient, and accountable team member

### ***Management Outcome***

Demonstrate the ability to manage and use resources of the health care system, in cooperation with patients, prescribers, and others to promote health; to provide, assess, and coordinate safe, accurate, and time-sensitive medication distribution; and to improve therapeutic outcomes of medication use at a level appropriate for a Doctor of Pharmacy degree program graduate.

### **Self-Directed Learning and Assessment Abilities**

- Self-assesses, recognizes limitations, develops and implements self-learning plans
- Exhibits commitment to independent and lifelong learning
- Identifies and acts upon opportunities proactively
- Reviews and critically evaluates the literature to keep current on therapeutic / practice issues
- Networks with fellow professionals at local, state and national level
- Uses regular self-assessment and peer-assessment to assure the quality of one's own work and to identify learning needs and self-directed learning efforts, independent of the evaluation by others
- Evaluates own and peer behavior against professional standards to determine strengths and areas for improvement and develops / implements an action plan to achieve / exceed standard
- Identifies and uses resources to stay current and meet learning needs (e.g., professional library, pharmacy organizations, journals, listservs)
- Explores career pathways

### **Inter-professional Interaction/Collaboration**

- Delivers effective communication (verbal/written) to all members of the healthcare team (physicians, pharmacists, nurses, pharmacy technicians, etc.)
- Demonstrates written communication that is professional, well organized and without grammar/spelling errors
- Collaborates as an effective, efficient, and accountable team member
- Identifies and uses resources to stay current and meet learning needs (e.g., professional library, pharmacy organizations, journals, listservs).
- Educates current and future health care professionals (mentoring, peer teaching) to influence their decisions, share responsibility and maintain effective working relationships
- Establishes and actively participates in a collaborative working relationship with other pharmacists, physicians, other health care providers and other departments

### ***Curricular Outcome***

Demonstrate the ability to communicate and collaborate with patients, caregivers, health care professionals, and other stakeholders, to provide patient-centered care at a level appropriate for a Doctor of Pharmacy degree program graduate.

### **Professional Ethics and Identity**

- Establishes professional credibility
- Maintains standards of professional conduct
- Makes appropriate ethical, legal and logical decisions
- Accepts responsibility for and provides patient centered care
- Maintains excellence and quality in personal practice
- Exhibits altruism
- Demonstrates a professional caring attitude to include diversity and respect for others

- Maintains patient and proprietary confidentiality
- Educates current and future health care professionals (mentoring, peer teaching) to influence their decisions, share responsibility and maintain effective working relationships
- Participates in the activities of local, state and national professional organizations
- Advocates professional improvements

#### ***Professional Ethics Outcome***

Demonstrate the ability to consistently act with honor and integrity as a professional pharmacist at a level appropriate for a Doctor of Pharmacy degree program graduate.

#### **Social Interaction, Citizenship, and Leadership**

- Displays appropriate interpersonal behaviors
- Displays appropriate team behaviors
- Establishes and actively participates in a collaborative working relationship with other pharmacists, physicians, other health care providers and other departments
- Establishes professional credibility
- Exhibits leadership skills when indicated
- Contributes to government and public health initiatives and policy development
- Educates the public and other health care professionals to improve health promotion and disease prevention
- Participates in the response to public emergencies and disasters when necessary
- Demonstrates understanding of the concept of philanthropy and 'giving back' to society

#### ***Leadership Outcome***

Demonstrate the ability to communicate, collaborate and assume a leadership role in pharmacist delivered patient centered care with patients, caregivers, health care professionals, and other stakeholders at a level appropriate for a Doctor of Pharmacy degree program graduate.

## **Advanced Pharmacy Practice Experience SYLLABUS TEMPLATE**

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### **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.)*

### **Experience 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 (APPEs) 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 Experience 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 multi-disciplinary clinical staff, an extensive medical library and multiple computer databases are available to further the student's training.*

### **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.

### **Experience Prerequisites**

Advanced or difficult rotations may want to specify how many or what kinds of rotations the student should have completed in order to help to ensure they are adequately prepared.

### **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 to be determined by preceptor

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*
- Mid-Term Evaluation *Friday*

Week 4 to be determined by preceptor

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. Absences will only be excused in the event of an emergency or extremely unusual circumstance. 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.

## **Site 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 while at the site will not be tolerated. Please see the Academic Honesty section in the South University Academic Catalog.

## **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 completed online and uses the pharmacy online grading system currently being used by the South University School of Pharmacy.

Each student and preceptor **MUST** complete a mid-term 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 possibly a two-step PPD series as well as an 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 or South Carolina Intern license.

## **EXPERIENTIAL EDUCATION SITE AND PRECEPTOR EXPECTATIONS / REQUIREMENTS**

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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 South University.
2. The primary preceptor for any rotation site must have practiced in their discipline (pharmacy, medicine, or 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, and charge nurse) that the student may interact with to explain the role of Doctor of Pharmacy degree program 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 are 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 preceptor development continuing education programs that are online at no additional charge and were developed by our Southeastern Pharmacy Experiential Education Consortium (SPEEC).

### **Discrimination and Harassment during Experiential Experiences:**

Any student who wishes to file a discrimination or harassment complaint while on any experiential experience (IPPE or APPE) should follow the Student Grievance Procedure For Internal Complaints of Discrimination and Harassment found in the South University Academic Catalog.

If a preceptor or employee of a site believes a student has committed any form of discrimination or harassment during the student's experience, this will be handled as an alleged unprofessional conduct violation and should be reported to Dr. Fetterman ([jfetterman@southuniversity.edu](mailto:jfetterman@southuniversity.edu)) or Dr. Ten Eick ([ateneick@southuniversity.edu](mailto:ateneick@southuniversity.edu)). The campus specific faculty member will then follow the South University School of Pharmacy (SUSOP) policies and procedures, outlined in the SUSOP student handbook and IPPE and APPE manuals to investigate and resolve the alleged conduct indiscretion; this will include the South University procedures on discrimination and harassment.



### 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       NoAre 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       NoDo 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"/> Pharmacy & Therapeutics (P&T) <input type="checkbox"/> 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 Computer supported	<input type="checkbox"/> Not applicable to this site <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 Pharmacists ( 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

### **Example of APPE Final Evaluation of Student**

[View Assessment](#)

**Note: This Assessment/Evaluation has not been submitted**

Institution:	South University
Student:	
Preceptor:	
Site:	
Date:	( )

YOU ARE CURRENTLY IN PREVIEW MODE - THE EVALUATION CANNOT BE SUBMITTED. [Start Evaluation](#)

### **APPE General Medicine Evaluation**

#### **General overview**

General medicine (acute care) experiences provide comprehensive, evidence-based, individualized, patient-centered care to adult inpatients typically located on a general medicine floor. Pharmacists are expected to be accountable for the patient's drug therapy outcomes and practice as an integrated member of the inter-professional health care team. Typical patients present with the following medical problems: cardiac, pulmonary, renal, hepatic, neurologic, gastrointestinal, endocrine and infectious diseases. The experience incorporates all elements of care from medication reconciliation, medication therapy recommendations and monitoring, discharge counseling, and transitions of care.

#### **Instructions**

For each objective,

- Use the 5-point scale to determine a rating based on the student's performance of required and/or suggested activities. Suggested activities may include other activities assigned by the preceptor.
- Please provide comments to justify your rating.

For the level of Entrustability,

- Rate the level of trust you would place in the student to perform the specified activities. Trust includes consideration of competence, honesty, reliability, and discernment of own limitations.
- AACP defines "practice-ready" as meeting or exceeding the following level of entrustability: I trust the student, with limited correction, to perform the activities required for the objective.
- Your rating for entrustability will not be factored into the student's final grade. This assessment is used at the College level to gauge student readiness for practice and to identify students who may need remediation.

#### **How to apply scoring**

##### **Rating Scale**

Needs Significant Development (1)	Needs Development (2)	Competent with support (3)	Competent with minimal support (4)	Independent (5)	Not Applicable
Student is consistently unable to complete	Student performs activities with	Student performs activities	Student performs activities	Student performs activities competently	Student performs activities competently

activities despite preceptor guidance.	constant preceptor guidance.	competently with frequent guidance.	competently with minimal guidance.	and can function independently.	and can function independently.
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**Section Weight: 20.00%**

### Patient Care Provider Domain

**MIDPOINT**

**FINAL**

**Collect information to identify a patient's medication-related problems and health-related needs.**

Required activities:

- Collect a medical history from a patient or caregiver.
- Collect a medication history from a patient or caregiver.
- Discuss a patient's experience with medication.
- Determine a patient's medication adherence.
- Use health records to determine a patient's health-related needs relevant to setting of care and the purpose of the encounter.

**Question Comments  
(Midpoint):**

**Question Comments (Final):**

**Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.**

Required activities:

- Assess a patient's signs and symptoms to determine whether the patient can be treated within the scope of practice or requires a referral.
- Interpret laboratory results.
- Identify drug interactions.
- Perform a medication review for a patient.
- Assess a patient's health literacy.
- Compile a prioritized health-related problem list for a patient.
- Evaluate an existing drug therapy regimen.

Suggested activities:

- Measure an adult patient's vital signs and interpret the results (e.g. body temperature, pulse rate, respiratory rate, and blood pressure).

**Question Comments  
(Midpoint):**

**Question Comments (Final):**

**Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregivers, and other health professionals.**

Required activities:

- Follow an evidence-based disease management protocol.
- Develop a treatment plan with/for a patient that represents the patient's best interests.
- Manage drug interactions.
- Select monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan.
- Determine the appropriate time interval(s) to collect monitoring data.
- Create a patient-specific education plan.

**Question Comments  
(Midpoint):**

**Question Comments (Final):**

**Implement a care plan in collaboration with the patient, caregivers, and other health professionals.**

Required activities:

- Write a note (or mock note) that documents the findings, recommendations, and a plan from a patient encounter.
- Educate a patient regarding the appropriate use of a new medication, device to administer a medication, or self-monitoring test.
- Educate a patient on the use of medication adherence aids.
- Assist a patient with behavior change (e.g. use shared decision making and motivational strategies).

Suggested activities:

- Demonstrate common communication techniques (e.g. motivational interviewing, coaching, counseling/education, teach back and teaching for devices) in response to patient specific needs and individual social determinants of health (e.g. culture, religion, health literacy, literacy, disabilities, and cognitive impairment).

**Question Comments  
(Midpoint):**

**Question Comments (Final):**

**Follow-up and monitor a care plan**

Required activities:

- Collect monitoring data at the appropriate time interval(s).

- Evaluate the selected monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan.
- Recommend modifications or adjustments to an existing medication therapy regimen based on patient response.
- Participate in communications regarding transitions of patients between different levels of care in the same institution (ICU to ward).
- Communicate with community pharmacists and other community providers to facilitate successful transition to home upon discharge.

**Question Comments  
(Midpoint):**

**Question Comments (Final):**

**Section Weight: 0.00%**

<b>Level of Entrustability</b>	<b>MIDPOINT</b>	<b>FINAL</b>
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Rate the level of trust you would place in the student to perform the specified activities. Trust includes consideration of competence, honesty, reliability, and discernment of own limitations.

**I trust the student, with limited correction, to perform the activities required for the Patient Care Provider Domain.**

**Question Comments  
(Midpoint):**

**Question Comments (Final):**

**Section Weight: 15.00%**

<b>Interprofessional Team Member Domain</b>	<b>MIDPOINT</b>	<b>FINAL</b>
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**Collaborate as a member of an interprofessional team.**

Required activities:

- Contribute medication-related expertise to the team's work.
- Explain to a patient, caregiver, or professional colleague each team member's role and responsibilities.
- Communicate a patient's medication-related problem(s) to another health professional.
- Use setting appropriate communication skills when interacting with others.
- Use consensus building strategies to develop a shared plan of action.

**Question Comments  
(Midpoint):**

**Question Comments (Final):**

**Section Weight: 0.00%**

Level of Entrustability	MIDPOINT	FINAL
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Rate the level of trust you would place in the student to perform the specified activities. Trust includes consideration of competence, honesty, reliability, and discernment of own limitations.

**I trust the student, with limited correction, to perform the activities required for the Interprofessional Team Member Domain.**

**Question Comments  
(Midpoint):**

**Question Comments (Final):**

**Section Weight: 10.00%**

Population Health Promoter Domain	MIDPOINT	FINAL
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**Identify patients at risk for prevalent diseases in a population.**

Required activities:

- Perform a screening assessment to identify patients at risk for prevalent diseases in a population (e.g., hypertension, diabetes, VTE, stress ulcer, renal insufficiency).

**Question Comments  
(Midpoint):**

**Question Comments (Final):**

**Minimize adverse drug events and medication errors.**

Required activities:

- Report adverse events and medication errors to stakeholders.

Suggested activities:

- Assist in the identification of underlying system-associated causes of errors.

**Question Comments  
(Midpoint):**

**Question Comments (Final):**

**Maximize the appropriate use of medications in a population.**

Required activities:

- Apply cost-benefit, formulary, and/or epidemiology principles to medication-related decisions.

**Question Comments  
(Midpoint):**

**Question Comments (Final):**

**Ensure that patients have been immunized against vaccine-preventable diseases, using patient history and/or immunization registry.**

Required activities:

- Determine whether a patient is eligible for and has received CDC-recommended immunizations.

Suggested activities:

- Perform basic life support.

**Question Comments  
(Midpoint):**

**Question Comments (Final):**

**Section Weight: 0.00%**

**Level of Entrustability**

**MIDPOINT**

**FINAL**

Rate the level of trust you would place in the student to perform the specified activities. Trust includes consideration of competence, honesty, reliability, and discernment of own limitations.

**I trust the student, with limited correction, to perform the activities required for the Population Health Promoter Domain.**

**Question Comments  
(Midpoint):**

**Question Comments (Final):**

**Section Weight: 15.00%**

**Information Master Domain**

**MIDPOINT**

**FINAL**

**Educate patients and professional colleagues regarding the appropriate use of medications.**

Required activities:

- Lead a discussion regarding a recently published research manuscript and its application to patient care.

Suggested activities:

- Develop and deliver a brief (less than 1 hour) educational program regarding medication therapy to health professional(s) or lay audience.

**Question Comments  
(Midpoint):**

**Question Comments (Final):**

#### **Use evidence-based information to advance patient care.**

Required activities:

- Retrieve and analyze scientific literature to make a patient-specific recommendation.
- Retrieve and analyze scientific literature to answer a drug information question.

**Question Comments  
(Midpoint):**

**Question Comments (Final):**

**Section Weight: 0.00%**

**Level of Entrustability**

**MIDPOINT**

**FINAL**

Rate the level of trust you would place in the student to perform the specified activities. Trust includes consideration of competence, honesty, reliability, and discernment of own limitations.

**I trust the student, with limited correction, to perform the activities required for the Information Master Domain.**

**Question Comments  
(Midpoint):**

**Question Comments (Final):**

**Section Weight: 15.00%**

**Practice Manager Domain**

**MIDPOINT**

**FINAL**

Oversee the pharmacy operations for an assigned work shift.

Required activities:

- Implement pharmacy policies and procedures.
- Identify pharmacy service problems and/or medication safety issues.

Suggested activities:

- Assist in the preparation for regulatory visits and inspections.

**Question Comments  
(Midpoint):**

**Question Comments (Final):**

**Fulfill a medication order.**

Required activities:

- Determine if a medication is contraindicated for a patient.
- Identify and manage drug interactions.
- Ensure the formulary preferred medications are used when clinically appropriate.

Suggested activities:

- Enter patient-specific information into an electronic health or pharmacy record system.
- Obtain authorization for a non-preferred medication when clinically appropriate.
- Assist a patient to acquire medication(s) through support programs.

**Question Comments  
(Midpoint):**

**Question Comments (Final):**

**Accurately prioritize multiple patient care responsibilities/needs in times of high activity and workload.**

Required activities:

- Determine which patient's needs should be addressed first.
- Address patient needs within an appropriate time, based on priority/acute.
- Communicate clearly and appropriately regarding patient work that is unable to be completed during an assigned work shift (i.e. hand-off).

**Question Comments  
(Midpoint):**

**Question Comments (Final):**

**Section Weight: 0.00%**

**Level of Entrustability**

**MIDPOINT**

**FINAL**

Rate the level of trust you would place in the student to perform the specified activities. Trust includes consideration of competence, honesty, reliability, and discernment of own limitations.

**I trust the student, with limited correction, to perform the activities required for the Practice Manager Domain.**

**Question Comments  
(Midpoint):**

**Question Comments (Final):**

**Section Weight: 5.00%**

<b>Self-Developer Domain</b>	<b>MIDPOINT</b>	<b>FINAL</b>
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**Examine personal knowledge, skills, and abilities that could enhance or limit personal or professional growth.**

Required activities:

- Perform a self-evaluation to identify professional strengths and weaknesses.
- Demonstrate self-directed learning.

**Question Comments  
(Midpoint):**

**Question Comments (Final):**

**Section Weight: 20.00%**

### **Professionalism Domain**

Pharmacy students should be able to exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society. For each item below, please determine a rating based on the student's performance.

**Remediation Required      Needs Significant Development      Needs Development      Competent      Exceeds Expectations**

The pharmacy student is able to actively participate.	<b>Midpoint</b> Required  <b>Final</b> Required			
The pharmacy student is able to show enthusiasm.	<b>Midpoint</b> Required  <b>Final</b> Required			
The pharmacy student is able to invigorate others by their presence.	<b>Midpoint</b> Required  <b>Final</b> Required			
The pharmacy student is able to finish what he/she has started.	<b>Midpoint</b> Required  <b>Final</b>			

		Required
The pharmacy student is able to try hard even after experiencing failure.	<b>Midpoint</b> Required	
	<b>Final</b> Required	
The pharmacy student is able to stay committed until goals are completed.	<b>Midpoint</b> Required	
	<b>Final</b> Required	
The pharmacy student is able to stay focused without supervision.	<b>Midpoint</b> Required	
	<b>Final</b> Required	
The pharmacy student is able to come to class/work prepared.	<b>Midpoint</b> Required	
	<b>Final</b> Required	
The pharmacy student is able to pay attention and resists distractions.	<b>Midpoint</b> Required	
	<b>Final</b> Required	
The pharmacy student is able to remember and follow directions.	<b>Midpoint</b> Required	
	<b>Final</b> Required	
The pharmacy student is able to get to work right away rather than procrastinating.	<b>Midpoint</b> Required	
	<b>Final</b> Required	
The pharmacy student is able to remain calm even when criticized or otherwise provoked.	<b>Midpoint</b> Required	
	<b>Final</b> Required	
The pharmacy student is able to allow others to speak without interruption.	<b>Midpoint</b> Required	
	<b>Final</b> Required	
The pharmacy student is polite to instructors and peers.	<b>Midpoint</b> Required	
	<b>Final</b> Required	
The pharmacy student is able to get over frustrations and setbacks quickly.	<b>Midpoint</b> Required	
	<b>Final</b> Required	
The pharmacy student is able to believe that effort will improve his or her future.	<b>Midpoint</b> Required	
	<b>Final</b> Required	

The pharmacy student is able to recognize and show appreciation for others.	<b>Midpoint</b> Required  <b>Final</b> Required
The pharmacy student is able to recognize and shows appreciation for his/her opportunities.	<b>Midpoint</b> Required  <b>Final</b> Required
The pharmacy student is able to find solutions during conflicts with others.	<b>Midpoint</b> Required  <b>Final</b> Required
The pharmacy student is able to demonstrate respect for feelings of others.	<b>Midpoint</b> Required  <b>Final</b> Required
The pharmacy student is able to know when and how to include others.	<b>Midpoint</b> Required  <b>Final</b> Required
The pharmacy student is eager to explore new things.	<b>Midpoint</b> Required  <b>Final</b> Required
The pharmacy student is able to ask and answer questions to deepen understanding.	<b>Midpoint</b> Required  <b>Final</b> Required
The pharmacy student is able to actively listen to others.	<b>Midpoint</b> Required  <b>Final</b> Required

Section Weight: 0.00%

**MIDPOINT**      **FINAL**

Learning Achievements (Strengths, significant accomplishments):

**Question Comments  
(Midpoint):**

**Question Comments (Final):**

Learning Needs: (These are likely due to inexperience):

**Question Comments  
(Midpoint):**

**Question Comments (Final):**

Problems: (These are deficits that hinder the student's ability to function and must be resolved by the end of the next rotation):

**Question Comments  
(Midpoint):**

**Question Comments (Final):**

Other Comments:

**Question Comments  
(Midpoint):**

**Question Comments (Final):**

**Section Weight: 0.00%**

<b>Hour Requirement Statement</b>	<b>MIDPOINT</b>	<b>FINAL</b>
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I certify that the student completed a minimum of 40 hours per week throughout the training experience.

*If the student has not completed a minimum of 40 hours per week throughout the training experience, please explain.*

*If I do not certify that the student completed a minimum of 40 hours per week throughout the training experience, please explain.*

**Question Comments  
(Midpoint):**

**Question Comments (Final):**

**Section Weight: 0.00%**

<b>MIDPOINT</b>	<b>FINAL</b>
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**\*Hidden from evaluated person's view**

If you had an entry-level position available at your organization and the student met your minimal hiring requirements such as having residency or other work experience, would you consider hiring the student?

**\*Hidden from evaluated person's view**

If you answered NO (you would NOT consider hiring), please select all that apply

**Final**

- Poor work ethic (lacks motivation/initiative)
- Lack of professionalism (tardy and/or has unprofessional appearance)

Question not included on midpoint

- Performance (poor knowledge base or inability to synthesize information)
- Poor communication skills (language barrier, has issues with volume/tone of voice, lack of authority in counseling skills)
- Personality/demeanor (would not work well with your current staff)
- Other, please specify below

**Question Comments (Final):**

## Additional Evaluation Components

If you omit (N/A) an entire domain, on the chart below, please redistribute the weight of that domain into one or more other graded.

Component Weight may not exceed 40%.

Scored Item 1

\*OPTIONAL. If no grade is entered the percentage of this component will roll-up into Primary Evaluation

Scored Item 2

\*OPTIONAL. If no grade is entered the percentage of this component will roll-up into Primary Evaluation

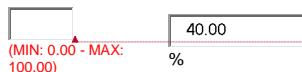
Scored Item 3

\*OPTIONAL. If no grade is entered the percentage of this component will roll-up into Primary Evaluation

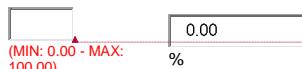
Scored Item 4

Final Score

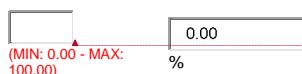
Weight



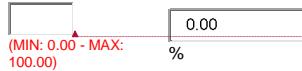
**Formatted:** Hidden



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*\*OPTIONAL. If no grade is entered the percentage of this component will roll-up into Primary Evaluation*

Scored Item 5

*\*OPTIONAL. If no grade is entered the percentage of this component will roll-up into Primary Evaluation*

  
(MIN: 0.00 - MAX:  
100.00) 0.00  
%

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## Evaluation Score Summary

Title:	Midpoint Score	Final Score	Weight	Adj. Final Score
Primary Evaluation		0.00	60.00%	Required
Scored Item 1	N/A	40.00%		
Scored Item 2	N/A	0.00%		
Scored Item 3	N/A	0.00%		
Scored Item 4	N/A	0.00%		
Scored Item 5	N/A	0.00%		

### **Preceptor of the Year Nomination Form**

Student Being Evaluated: N/A

Assessment PREVIEW - Preceptors of the Year

Nomination Form (Apr 1 2016 1:41PM) Evaluator

Karcher, Jonathan

Learning Experience

Due Date 4/1/2016

1:31:11 PM Submitted Date

Not Submitted

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#### **Note: This Assessment/Evaluation has not been submitted**

Page: 1

Brief recommendation narrative (with examples):

. Enter preceptor name and narrative for an Advanced Community or Retail rotation (between 200 to 500 characters).

. Enter preceptor name and narrative for an Advanced Institutional rotation (between 200 to 500 characters).

. Enter preceptor name and narrative for an Ambulatory Care rotation (between 200 to 500 characters).

. Enter preceptor name and narrative for an Inpatient General Medicine or Internal Medicine/Acute Care rotation (between 200 to 500 characters).

. Enter a Faculty member's name and narrative for any type of rotation (between 200 to 500 characters).



## School of Pharmacy – South University, Savannah

### Preceptor Contact Information

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## School of Pharmacy – South University, Savannah

### Preceptor Contact Information

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