Advanced Experiential Education Preceptor/Student Handbook

See suprograms.info for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important information.
# TABLE OF CONTENTS

OVERVIEW ..................................................................................................................... 3

PROGRAM OVERVIEW ................................................................................................. 4

POLICIES AND PROCEDURES ..................................................................................... 6
  Assignment .................................................................................................................... 6
  Compensation for Students .......................................................................................... 6
  Concurrent Employment .............................................................................................. 6
  Insurance and Licensure .............................................................................................. 6
  Background Checks/Drug Screens ............................................................................. 7
  Immunizations and Physical Exam ............................................................................ 7
  OSHA Training / Communicable Disease Guideline/HIPAA Rules ....................... 7
  Attendance ................................................................................................................... 8
  Confidentiality ........................................................................................................... 8
  Professional Conduct and Dress Code ..................................................................... 9
  Preceptor Assignment Restrictions ......................................................................... 9
  Professional Meeting Attendance .......................................................................... 9
  Correspondence ......................................................................................................... 9
  Portfolio ...................................................................................................................... 10
  Grading Procedures .................................................................................................... 11
  University Policies and Academic Regulations .................................................... 11

ONLINE REQUIREMENTS (E-VALUE) ........................................................................ 12

BASIC REQUIRED COMPETENCIES FOR ADVANCED PRACTICE ROTATIONS .................................................................................................................. 13

ADVANCED PHARMACY PRACTICE EXPERIENCE SYLLABUS TEMPLATE .......................................................................................................................... 15

EXPERIENTIAL EDUCATION SITE AND PRECEPTOR EXPECTATIONS/REQUIREMENTS ........................................................................................................ 18

DISCRIMINATION AND HARASSMENT EXPERIENTIAL POLICY ............................................ 20

PRECEPTOR APPLICATION FORM ................................................................................ 22

SOUTH UNIVERSITY APPE EVALUATION PCAP EXAMPLE ........................................ 26

PRECEPTOR OF THE YEAR NOMINATION FORM ............................................................ 38

SOUTH UNIVERSITY CONTACT INFORMATION ........................................................... 39
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 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.

The experiential education is divided into two parts; the early Longitudinal Pharmacy Practice Experiences (LPPE) and Intermediate Pharmacy Practice Experience comprise the Introductory Pharmacy Practice Experience (IPPE), and Advanced Pharmacy Practice Experience (APPE) reflects the second part. The early Introductory Pharmacy Practice Experience is comprised of two phases. The Intermediate Pharmacy 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 second phase begins in the second quarter of the First Professional Year consisting of the Longitudinal Experiences in various service agencies in the local community. The Advanced Pharmacy Practice Experience rotations will be offered in 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 Pharmacy Practice Experience is comprised of eight experiential rotations (seven rotations five weeks in length and one rotation one week 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 have interaction with other health care professionals. Each professional rotation consists of five weeks in each area of practice.
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 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. 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 has the opportunity to learn 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)**

**5th Quarter (Summer Quarter)**
PHA4280 Community Professional Practice Experience 8 credits
PHA4281 Institutional Professional Practice Experience 8 credits

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

**10th, 11th, and 12th Quarters (Fall/Winter/Spring Quarters)**
Advanced Professional Practice Experience Rotations
PHA6482 Advanced Professional Practice Experience Community Practice* 8 credits
PHA6483 Advanced Professional Practice Experience Ambulatory Care 8 credits
PHA6484 Advanced Professional Practice Experience Internal Medicine/Acute Care 8 credits
PHA6485 Advanced Professional Practice Experience Medical Specialty 8 credits
PHA6486 Advanced Professional Practice Experience *(Drug Information or Medical Specialty)* 8 credits

OR

PHA6487 Elective Rotation I 8 credits
PHA6488 Other Approved Rotation 8
PHA6489 Advanced Professional Practice Experience - Elective II Rotation 8 credits
PHA6490 Advanced Professional Practice Experience DI 1 credit
PHS6338 Grand Rounds 1 credit

*Includes an Advanced Community Experience based on Pharmaceutical Care
Additionally, the student will also participate in the following experiences longitudinally:

PHA3161, PHA3163, PHA4266, PHA4369, PHA5330, PHA5348, PHA5349 Longitudinal Pharmacy Practice Experience through Service Learning, Community Outreach, and Peer Mentoring (LPPE) (The longitudinal experiential education program will begin in quarter 2 and end in quarter 9).

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 School of Pharmacy 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. 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. 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 not a maximum number of hours imposed per week.

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 Online Grading System (E-Value), students are allowed to choose three preferences for each rotation. Assignments are chosen by the E-Value 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 and South Carolina to take the licensing exam. As a requirement of the School of Pharmacy, in order to receive the full 1000 hours of credit, the student is required to work a minimum of 40 hours each week. At the completion of all rotations, the School of Pharmacy shall notify the Georgia State Board of Pharmacy or the South Carolina State Board of Pharmacy of the appropriate number of earned credit hours.

The Georgia State Board of Pharmacy prohibits concurrent enrollment in any additional coursework while participating in clinical training. In other words, in Georgia, the additional 500 hours must be earned during quarter breaks, vacations and holidays. However, the South Carolina State Board of Pharmacy states “under the practice act, practical experience can be gained at any time either concurrent or non-current with school attendance.”

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 or South
Carolina Intern License, respectively. These must be maintained throughout the training period. 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 in advance of the rotation and furnish the School with a copy of the license for that state. If this is not received, the student will receive an automatic F for the rotation. Remediation for affected rotation(s) will occur after graduation or the earliest Module possible pending preceptor availability.

**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 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 E-Value. It is each student’s responsibility to check the site’s webpage for any necessary documentation that is required 30 days (90 days for government facilities) prior to the beginning of the experience. If for any reason, the required documentation is not completed and submitted, the student’s grade will be reduced to 70 (2.0). Students that do not receive clearance to begin their rotation 72 hours prior to the rotation start date for that Module, will receive a failing grade for that rotation. Any student not cleared within the specific time period must contact the Experiential Education Coordinator for the campus of residence immediately. In any instance that 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:
- MMR immunity
- Tetanus vaccine
- Hepatitis-B immunity
- Varicella Zoster (Chicken Pox) immunity
- 2 Step PPD Testing (initially, then single PPD 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. Current immunization documents MUST be maintained in the student’s portfolio at all times. If a student leaves for rotations without having their immunizations current, it will result in an automatic letter grade decrease for that rotation and any subsequent rotations that they are unimmunized.

**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 and online through E-Value), 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 in a minimum of 40 hours each week at each rotation 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 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 requesting his/her own schedule, other than in extreme extenuating circumstances, 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 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 clerkship. 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 E-Value and submit it electronically to 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 and will not be allowed to return to that rotation, then the student will receive a Failing Grade for that Experience and will automatically be required to remediate that experience immediately after graduation OR the earliest Module possible secondary to preceptor availability.**

**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
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 Performance Committee. It is the responsibility of the student to also check the preceptor and preceptor’s site in E-Value 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. Students may access online through E-Value their *MyFolio* in lieu of a physical copy of the folio. However, physical copies of government issued identification, intern licensure, student identification, drug screen, background check, and immunization information may be required. Students who fail to electronically maintain the folio in *MyFolio* and finalize it for review by the last clinic day will see the impact in their final grade.

From 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 withheld 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 rotations 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) is kept. 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 E-Value.
2. Student’s evaluation of the preceptor (from the student) completed on E-Value. Grades will be held until completed.
3. Verification from the Preceptor of the Total number of hours completed (on E-Value.).
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.

Students **MUST** enter no less than three (3) Daily Activities in E*Value PxDx and the Preceptors **are requested to** review and verify that the activity was completed, however this is not required. A minimum of sixty (60) activity entries are required for a four week IPPE rotation and 75 entries for a five week APPE rotation. Fewer than the minimum required number of entries in a given rotation will result in a letter grade decrease in the final rotation grade. 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. During the IPPE Rotations, students will be required to electronically submit two (2) reflections (one every two (2) weeks) via ExamSoft. In each reflection the student will select one logged activity and provide detailed connections between the activity and material learned in the first four (4) quarters of didactic learning. Each reflection shall be composed of 150 words or less. Reflections will be graded and will represent 10% of the IPPE final grade.

**University Policies and Academic Regulations as found in the Student Handbook for South University and South University School of Pharmacy Handbooks** - Students are expected to continue to observe the University’s policies and academic regulations during their Introductory Practice Experiences and Advanced Practice Experiences.
ONLINE PHARMACY GRADING SYSTEM (E*VALUE)

The E*Value 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.

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.
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 non-traditional 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 aspects 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
- Accepts 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
**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 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 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 insure 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
  - Midpoint 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 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.

**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.

**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 based on the PCAP Evaluations of the South University School of Pharmacy found online.

Students **MUST** enter no fewer than three (3) Daily Activities in E-Value 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 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

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, 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 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 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 free preceptor development continuing education programs that are online 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 (LPPE, IPPE, or APPE) should follow the South University Grievance Procedure found in the student handbook issued during orientation to South University School of Pharmacy (SUSOP). The most up to date policy is listed below.

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 or Dr. Wynn. The campus specific faculty member will then follow 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 following the SUSOP procedures on discrimination and harassment.

Student Grievance Procedure for Internal Complaints of Discrimination and Harassment

Students who believe they have been subjected to discrimination or harassment in violation of the Non-discrimination policy should follow the procedure outlined below. This complaint procedure is intended to provide a fair, prompt and reliable determination about whether the South University Non-discrimination policy has been violated.

1. Complainants are encouraged to file a complaint as soon as possible after an alleged incident of discrimination has occurred. Any student who chooses to file a discrimination complaint should do so for non-academic matters with the Dean of Students (912) 201-8041 or for academic matters with the Dean of Academic Affairs, 709 Mall Blvd. Savannah, Georgia 31406, (912) 201-8005. The complaint should be presented in writing and it should describe the alleged incident(s) and any corrective action sought. The complaint should be signed by the complainant.

2. South University will investigate the allegations. Both the accuser and the accused are entitled to have others present during a disciplinary proceeding. Both will be informed of the outcome of any campus disciplinary proceeding. For this purpose, the outcome of a disciplinary proceeding means only South University’s final determination with respect to the alleged sexual offense and any sanction that is imposed against the accused. Both the complainant and the accused will have the opportunity to meet and discuss the allegations with the investigator and may offer any witnesses in support of their position to the investigator during the course of the investigation. A student may be accompanied during investigation meetings and discussions by one person (family member, friend, etc.) who can act as an observer, provide emotional support, and/or assist the student in understanding and cooperating in the investigation. The observer may not be an attorney, unless otherwise required by local law. The investigator may prohibit from attending or remove any person who disrupts the investigation in the investigator’s sole discretion.
3. The student who made the complaint and the accused shall be informed promptly in writing when the investigation is completed, no later than 45 calendar days from the date the complaint was filed. The student who made the complaint shall be informed if there were findings made that the policy was or was not violated and of actions taken to resolve the complaint, if any, that are directly related to him/her, such as an order that the accused not contact the student who made the complaint. In accordance with institutional policies protecting individuals’ privacy, the student who made the complaint may generally be notified that the matter has been referred for disciplinary action, but shall not be informed of the details of the recommended disciplinary action without the consent of the accused.

4. The decision of the Investigator may be appealed by petitioning the President's Office of South University. The written appeal must be made within 20 calendar days of receipt of the determination letter. The President, or his or her designee, will render a written decision on the appeal within 30 calendar days from receipt of the appeal. The President's decision shall be final.

5. South University will not retaliate against persons bringing forward allegations of harassment or discrimination.

6. Matters involving general student complaints will be addressed according to the Student Complaint Procedures, a copy of which can be found in the Student Handbook or Academic Catalog.

7. For more information about your rights under the federal laws prohibiting discrimination, please contact the Office for Civil Rights at the U.S. Department of Education.

See suprograms.info for program duration, tuition, fees, and other costs, median debt, federal salary data, alumni success, and other important information.
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 /

Work Address

City State ZIP

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

Specialty (Community, Oncology, Critical Care, etc)

Education/Degrees

<table>
<thead>
<tr>
<th>Institution Attended</th>
<th>City and State</th>
<th>Dates Attended</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Post Graduate Training (Residency, Fellowship, etc)

<table>
<thead>
<tr>
<th>Post-Graduate Program</th>
<th>Dates Attended</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Employment History

<table>
<thead>
<tr>
<th>Position</th>
<th>Employer</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Professional Licensure

<table>
<thead>
<tr>
<th>State Where Licensed to Practice</th>
<th>License Number</th>
<th>Expiration Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Personnel with whom student will rotate on your rotation. Check all that apply</th>
<th>_____BS Pharmacist</th>
<th>_____Pharm D</th>
<th>_____Pharm Resident/Fellows</th>
<th>_____MS</th>
<th>_____PhD</th>
<th>_____Pharm Techs</th>
<th>_____Clerks</th>
<th>_____MD</th>
<th>_____PA or NP</th>
<th>_____Others -specify</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical/Professional Services Check the area(s) that you provide service in:</td>
<td>□ Ambulatory care clinic</td>
<td>□ Community Hospital</td>
<td>□ Teaching Hospital</td>
<td>□ Tertiary Hospital</td>
<td>□ Chain Pharmacy</td>
<td>□ Independent Pharmacy</td>
<td>□ Long term care facility</td>
<td>□ Clinical research</td>
<td>□ Drug information center</td>
<td>□ Drug utilization reviews</td>
</tr>
</tbody>
</table>

<p>| IV Admixture Programs | □ Yes | □ No | □ Not applicable to this site | Computer supported | □ Yes | □ No | TPN Compounding | □ Yes | □ No | Approximate # Units/Day | □ &lt;50 | □ 50-100 | □ 100-200 | □ 200-300 | □ &gt;300 |</p>
<table>
<thead>
<tr>
<th>Approximate # of orders/prescriptions filled per/day If applicable</th>
<th>☐ &lt;50</th>
<th>☐ 301-500</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐ 50-100</td>
<td>☐ &gt;500</td>
</tr>
<tr>
<td></td>
<td>☐ 101-300</td>
<td>☐ N/A</td>
</tr>
<tr>
<td>Number of RPh’s per shift responsible for the above orders/prescriptions:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of techs per shift responsible for the above orders/prescriptions:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distribution Systems Check all that apply</td>
<td>☐ Computer supported</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Unit Dose</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Floor stock</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Robotics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Bulk packaged, multiple days supply sent to nursing unit for each patient</td>
<td></td>
</tr>
</tbody>
</table>
### Patient History Assessment - Learning Objectives

- Performs a medication history/patient interview efficiently and effectively
- Performs reconciliation process for all prescription

### Patient History Assessment - Rating

<table>
<thead>
<tr>
<th>Remediation Required</th>
<th>Needs Significant Development</th>
<th>Needs Development</th>
<th>Competent</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>RR</td>
<td></td>
<td></td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>NSD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ND</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Patient History Assessment - Please provide evidence/reasoning for why you have given the student the assessment chosen for this learning outcome area.
and non-prescription therapies between points of care
- Considers patient specific data
- Elicits pertinent socioeconomic, cultural and behavioral information
- Assesses patient medication adherence

Please list any specific learning objectives or activities you care to document.

Uses patient medication profile when consulting doctors, nurses, and patients.

<table>
<thead>
<tr>
<th>2. Patient Knowledge and Needs Assessment - Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assesses patient understanding of illness and treatment (health literacy)</td>
</tr>
<tr>
<td>• Performs physical assessment procedures appropriate to setting</td>
</tr>
<tr>
<td>• Prioritizes/triages patient problems</td>
</tr>
<tr>
<td>• Gathers, compiles, and evaluates subjective and objective data</td>
</tr>
<tr>
<td>• Evaluates patient educational needs and limitations in regard to counseling</td>
</tr>
</tbody>
</table>

Please list any specific learning objectives or activities you care to document.

Devon always asks the necessary questions to patients before providing her assessment or feedback.

<table>
<thead>
<tr>
<th>3. Assessment of Drug Therapy - Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evaluates patient specific drug and non-drug therapy</td>
</tr>
<tr>
<td>• Identifies all medication-related problems including OTC, herbal, nutritional, and non-traditional therapies</td>
</tr>
<tr>
<td>• Evaluates status, etiology,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment of Drug Therapy - Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Applicable</td>
</tr>
<tr>
<td>Remediation Required</td>
</tr>
<tr>
<td>Needs Significant Development</td>
</tr>
<tr>
<td>Needs Development</td>
</tr>
<tr>
<td>Competent</td>
</tr>
<tr>
<td>Exceeds Expectations</td>
</tr>
</tbody>
</table>

Assessment of Drug Therapy - Please provide evidence/reasoning for why you have given the student the assessment chosen for this learning outcome area.
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

Please list any specific learning objectives or activities you care to document.

Devon had some training on basic OTC drugs and recommendations.

<table>
<thead>
<tr>
<th>4. Patient Safety - Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Accurately interprets prescriptions</td>
</tr>
<tr>
<td>• Prepares and packages safe and effective dosage forms (including compounding)</td>
</tr>
<tr>
<td>• Screens prescription orders for drug-related problems</td>
</tr>
<tr>
<td>• Identifies and reports medication prescribing errors</td>
</tr>
<tr>
<td>• Identifies and reports adverse drug reactions</td>
</tr>
<tr>
<td>• Verifies accuracy of the dispensed product</td>
</tr>
</tbody>
</table>

Please list any specific learning objectives or activities you care to document.

Devon always took prescriptions and transfers accurately and always repeated back the information for accuracy purposes.

<table>
<thead>
<tr>
<th>Develop, Implement, and Monitor Drug Therapy Plans - Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Interprets and analyzes patient, disease, and drug data appropriately</td>
</tr>
<tr>
<td>• Establishes desired therapeutic outcomes / goals to promote optimal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Develop, Implement, and Monitor Drug Therapy Plans - Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Applicable</td>
</tr>
<tr>
<td>Remediation Required</td>
</tr>
<tr>
<td>Needs Significant Development</td>
</tr>
<tr>
<td>Needs Development</td>
</tr>
<tr>
<td>Competent</td>
</tr>
<tr>
<td>Exceeds Expectations</td>
</tr>
</tbody>
</table>
- Considers drug and non-drug therapy alternatives
- Advises providers and patients about appropriate prescription and non-prescription medications, dietary supplements, diet, nutrition, traditional non-drug 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

<table>
<thead>
<tr>
<th>Development</th>
<th>Needs Development</th>
<th>Competent</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
</table>

29
and assists with access to health services
- Documents pharmaceutical care activities for ongoing patient care, quality control, quality assurance and accountability

Please list any specific learning objectives or activities you care to document.
Devon made numerous calls to doctor's offices every day discussing drug therapies, drug interactions, third party rejections, etc.

<table>
<thead>
<tr>
<th>6. Communication With Healthcare Team - Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Communicates evidence-based recommendations and plans effectively</td>
</tr>
<tr>
<td>- Appropriately defends conclusions/rationale regarding drug therapy</td>
</tr>
<tr>
<td>- Exhibits diplomacy and confidence when communicating with others</td>
</tr>
<tr>
<td>- Writes effective patient care notes/documents</td>
</tr>
<tr>
<td>- Demonstrates written communication that is professional, well organized and without grammar/spelling errors</td>
</tr>
<tr>
<td>- Delivers effective group presentations using appropriate media aids to peers and practitioners (i.e., lectures, inservices, journal clubs, patient presentations)</td>
</tr>
</tbody>
</table>

Please list any specific learning objectives or activities you care to document.
Devon communicates effectively and clearly with the doctor's offices and coworkers.

<table>
<thead>
<tr>
<th>Communication With Healthcare Team - Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Applicable</td>
</tr>
<tr>
<td>Remediation Required</td>
</tr>
<tr>
<td>Needs Significant Development</td>
</tr>
<tr>
<td>Needs Development</td>
</tr>
<tr>
<td>Competent</td>
</tr>
<tr>
<td>Exceeds Expectations</td>
</tr>
</tbody>
</table>

Communication With Healthcare Team - Please provide evidence/reasoning for why you have given the student the assessment chosen for this learning outcome area.

<table>
<thead>
<tr>
<th>7. Patient Communication - Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Provides patient counseling relative to pharmacotherapy / health</td>
</tr>
</tbody>
</table>

Patient Communication - Please provide evidence/reasoning for why you have given the student the assessment chosen for this learning outcome area.
<table>
<thead>
<tr>
<th>Maintenance / Wellness</th>
<th>Needs Significant Development</th>
<th>Devon was able to communicate effectively with her patients...even when there was a communication barrier, she found a way to get her point across.</th>
</tr>
</thead>
</table>
| - Effectively applies patient counseling skills  
- Demonstrates understanding and applies principles of health literacy to all patient education | Needs Development | Please list any specific learning objectives or activities you care to document. |
| - Requires Significant Development | Needs Development | Critical Thinking and Problem Solving Skills - Learning Objectives |
| - 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 the business aspect of pharmacy to include | Competent | Please provide evidence/reasoning for why you have given the student the assessment chosen for this learning outcome area. |
| - Retrives, 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) | Exceeds Expectations | Critical Thinking and Problem Solving Skills - Rating |
| - Critical Thinking and Problem Solving Skills - Rating | Remediation Required | Not Applicable |
| | Needs Significant Development | Needs Development |
| | Competent | Exceeds Expectations |
| - 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 the business aspect of pharmacy to include | Remediation Required | Please provide evidence/reasoning for why you have given the student the assessment chosen for this learning outcome area. |
<p>| - Requires Significant Development | Needs Significant Development | Competent |
| | Needs Development | Exceeds Expectations |</p>
<table>
<thead>
<tr>
<th>inventory management, purchasing, pricing, human resources, therapeutic interchange, reporting, budgeting process, etc.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Manages systems for the storage, preparation and dispensing of medications</td>
<td></td>
</tr>
<tr>
<td>• Manages systems to monitor the safety of medication dispensing and usage (includes information technology)</td>
<td></td>
</tr>
<tr>
<td>• Applies research and assessment methods to establish quality, values, and outcomes</td>
<td></td>
</tr>
<tr>
<td>• Complies with laws and regulations relating to pharmacy practice, and observes institutional policies and procedures. (Note: if the student does not meet this standard, 'Remediation Required' should automatically be selected for this section.)</td>
<td></td>
</tr>
<tr>
<td>• Contributes to the enhancement of an existing service or to the development of a new pharmacy service</td>
<td></td>
</tr>
<tr>
<td>• Collaborates as an effective, efficient, and accountable team member.</td>
<td></td>
</tr>
</tbody>
</table>

Please list any specific learning objectives or activities you care to document.

Devon learned the Hawaii laws quickly and followed them at all times. She had a lot of practice preparing medications and helping out in the pharmacy workflow where needed.

<table>
<thead>
<tr>
<th>10. Self-Directed Learning and Assessment Abilities - Learning Objectives</th>
<th>Self-Directed Learning and Assessment Abilities - Rating</th>
<th>Self-Directed Learning and Assessment Abilities - Please provide evidence/reasoning for why you have given the student the assessment chosen for this learning outcome area.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Self-assesses, recognizes limitations, develops and</td>
<td>Not Applicable</td>
<td></td>
</tr>
</tbody>
</table>

32
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

Please list any specific learning objectives or activities you care to document.

Devon is always eager to learn, she asks the right questions, and follows direction well.

<table>
<thead>
<tr>
<th>Remediation Required</th>
<th>Needs Significant Development</th>
<th>Needs Development</th>
<th>Competent</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
</table>

**Directions for the following 2 domains: Professional Ethics and Identity and Social Interaction, Citizenship, and Leadership**

The student is expected to achieve a C (Competent) or EE (Exceeds Expectations) in the outcome areas of Professional Ethics and Identity and Social Interaction, Citizenship, and Leadership listed below. If this is not achieved, the preceptor may either recommend follow-up and/or assign a failing grade. The School of Pharmacy will review and/or monitor performance in these areas across the entire rotation sequence. If evaluations from 2 or more rotations cite that an improvement in behaviors is indicated, a faculty committee will develop a plan for professional growth. Lack of professional growth and achievement of the expected behaviors may result in rotation failure.

*(Question 2 of 17)*
<table>
<thead>
<tr>
<th>RR</th>
<th>NSD</th>
<th>ND</th>
<th>C</th>
<th>EE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remediation Required</td>
<td>Needs Significant Development</td>
<td>Needs Development</td>
<td>Competent</td>
<td>Exceeds Expectations</td>
</tr>
</tbody>
</table>

The student is unable to satisfactorily complete some or all basic and routine tasks despite directed questioning. The preceptor must complete the task. Remediation is necessary.

The student requires guidance / several minutes of directed questioning to complete some or all basic and routine tasks.

The student requires limited prompting to complete most complex tasks; independently completes all basic and routine tasks.

The student independently completes most complex tasks; independently completes all basic and routine tasks. Proficiency demonstrates readiness for entering the profession and becoming an independent practitioner.

11. Professional Ethics and Identity - Learning Objectives

- 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 healthcare 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 and Identity - Rating**

Not Applicable

Remediation Required

Needs Significant Development

Needs Development

Competent

Exceeds Expectations

Professional Ethics and Identity - Please provide evidence/reasoning for why you have given the student the assessment chosen for this learning outcome area.
Devon always demonstrated the highest level of professionalism at all times.


- 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

Please list any specific learning objectives or activities you care to document.

Devon fit into our pharmacy team perfectly. She was always very respectful of her coworkers, patients, and doctors.

Social Interaction, Citizenship, and Leadership - Rating

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Remediation Required</th>
<th>Needs Significant Development</th>
<th>Needs Development</th>
<th>Competent</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
</table>

Social Interaction, Citizenship, and Leadership - Please provide evidence/reasoning for why you have given the student the assessment chosen for this learning outcome area.

CALCULATED PCAP Percentage Grade: (Question 3 of 17 - Mandatory)
Rotation Grade” section, list the fraction each is worth – This value should be what is listed in your syllabus. (If the PCAP counts for 60% of the student’s grade, type 60; if projects count 25%, type 25, etc). If no other methods were used outside the PCAP, type 100. After you enter all of the evaluations methods, check to see if the total equals 100. The program will compute a percentage score.

(Question 4 of 17)

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Fraction of Rotation Grade</th>
<th>Score Achieved by Student</th>
<th>Grade Points (Fraction x Score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCAP</td>
<td></td>
<td></td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.000</td>
</tr>
</tbody>
</table>

Total

Calculated Letter Grade: (Question 5 of 17)

Do you want to revise this grade? (Question 6 of 17 - Mandatory)

If yes, you may do so by highlighting and overwriting the Final Grade listed below.

<table>
<thead>
<tr>
<th>Selection Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

Final Grade: (Question 7 of 17)

If a revised grade was entered indicate the reason. Select all that apply (Question 8 of 17)

<table>
<thead>
<tr>
<th>Selection</th>
<th>Option</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unexcused absence(s)</td>
</tr>
<tr>
<td></td>
<td>Multiple tardiness</td>
</tr>
<tr>
<td></td>
<td>Professional ethics and identity</td>
</tr>
<tr>
<td></td>
<td>Social interaction, citizenship and leadership</td>
</tr>
<tr>
<td></td>
<td>The calculated grade does not reflect the quality of the student’s work</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>
**Other** *(Question 9 of 17)*

If Other was selected for the question above, please specify:

<table>
<thead>
<tr>
<th>Number of times the student was tardy: <em>(Question 10 of 17 - Mandatory)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of times the student was absent: <em>(Question 11 of 17 - Mandatory)</em></td>
</tr>
</tbody>
</table>

**Please Provide a Brief Description of the Student:**

Learning Achievements *(Strengths, significant accomplishments)*: *(Question 12 of 17)*

**Learning Needs: (These are likely due to inexperience)** *(Question 13 of 17)*

Problems: *(These are deficits that hinder the student’s ability to function and must be resolved by the end of the next rotation)* *(Question 14 of 17)*

**Other Comments:** *(Question 15 of 17)*

**Hour Requirement Statement (Required Field)**

I certify that the student completed a minimum of 40 hours per week throughout the training experience. *(Question 16 of 17 - Mandatory)*

<table>
<thead>
<tr>
<th>Selection</th>
<th>Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

If the student has not completed a minimum of 40 hours per week throughout the training experience, please explain. *(Question 17 of 17)*
South University - School of Pharmacy
Advanced Pharmacy Practice Experience (APPE) Program
Preceptor of the Year Nomination Form

Student: Test Student
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
James “Rusty” Fetterman, Pharm.D.

Professor & Experiential Education Coordinator
South University School of Pharmacy
709 Mall Boulevard
Savannah, GA 31406
Phone: 912-201-8128
E-mail: jfetterman@southuniversity.edu
Web site: www.southuniversity.edu/pharmacy

Lindsey L. Tucker, M.Ed.

Assistant to the Experiential Education Coordinator
South University School of Pharmacy
709 Mall Boulevard
Savannah, GA 31406
Phone: 912-201-8129
E-mail: ltucker@southuniversity.edu
Web site: www.southuniversity.edu/pharmacy
William P. Wynn, III, Pharm.D.

Experiential Education Coordinator & Assistant Professor
South University School of Pharmacy- Columbia
10 Science Court
Columbia, SC 29203
Phone: 803-935-4414
Fax: 803-935-4564
E-mail: wwynn@southuniversity.edu
Web site: www.southuniversity.edu/pharmacy

Dana Lindsey, M.Ed.

Assistant to the Experiential Education Coordinator
South University School of Pharmacy- Columbia
10 Science Court
Columbia, SC 29203
Phone: 803-935-9706
Fax: 803-935-4564
E-mail: ddesautels@southuniversity.edu
Web site: www.southuniversity.edu/pharmacy