Intermediate Pharmacy Practice Experiential (IPPE) 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.
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Experience Programs at South University School of Pharmacy

OVERVIEW

The purpose of the experiential training portion of the curriculum is to provide pharmacy students with practical experience in various aspects of the profession of pharmacy. Students 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 Experience Practice is comprised of two phases. The Intermediate Practice Experience will consist of two full time four week rotations, one in community and one in institutional practice. These will begin the second quarter of the second professional year. The 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 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 Professional 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.
PROGRAM OVERVIEW

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 learns to make decisions based on professional knowledge and judgment. Broad exposure to as many pharmacy activities as possible, as well as significant personal study and reflection, facilitates this transition.

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

PY2 Experience (fifth quarter)

5th Quarter (Summer Quarter) 8 Credit Hours each
PHA4280 Community Professional Practice Experience
PHA4281 Institutional Professional Practice Experience

PY4 Year (beginning in the fall quarter, 36 weeks in duration) 8 Credit Hours each (with the exception of PHA6490 and PHA6338 one (1) credit each)

10th, 11th, and 12th Quarters (Fall/Winter/Spring Quarters)
Advanced Professional Practice Experience Rotations
PHA6482 Advanced Professional Practice Experience Community Practice*
PHA6483 Advanced Professional Practice Experience Ambulatory Care
PHA6484 Advanced Professional Practice Experience Internal Medicine/Acute Care
PHA6485 Advanced Professional Practice Experience Medical Specialty
PHA6486 Advanced Professional Practice Experience
(Drug Information or Medical Specialty)
OR
PHA6487 Elective Rotation I
PHA6488 Other Approved Rotation
PHA6489 Advanced Professional Practice Experience - Elective II Rotation
PHA6490 Advanced Professional Practice Experience DI (1 credit)
PHA6338 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).

NOTE: Students are required to take 8 rotations and Grand Rounds for a total of 58 required hours. Students will take PHA6482, PHA6483, PHA6484, PHA6485, PHA6486 OR PHA6488, PHA6487, PHA6489, PHA6490, PHA6338.

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 to the appropriate site personnel, the student will be removed from said rotation site and they will receive a failing grade. If the vacation Module is still available, and if there is a site available, the student will be assigned to that site during the Vacation Module, which may or may not be in the general area originally requested. If the Vacation Module is not available, then the rotation will be remediated during the first Module of APPEs causing the last APPE Module to be completed after graduation.

**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
site). BREACHES IN CONFIDENTIALITY CAN RESULT IN IMMEDIATE DISMISSAL FROM THE PRACTICE SITE, FAILURE OF THE ROTATION, AND/OR DISMISSAL FROM THE DOCTOR OF PHARMACY PROGRAM.

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

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

Each clinical site may have additional dress requirements that must be adhered to while on rotation. Each student should check with their preceptor 30 days before reporting for the first day of the rotation to become familiar with any special requirements. Any student who voluntarily leaves a site will receive an automatic “F” for that experience and will be referred to the Professional and Progressions Committee. It is the responsibility of the student to also check the preceptor and preceptor’s site in 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 failing 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 Px Dx 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.
BASIC STUDENT COMPETENCIES FOR INTERMEDIATE PRACTICE EXPERIENCE: COMMUNITY AND INSTITUTIONAL

Intermediate Community Practice - The following is a list of required skills and activities for which each student will be able to demonstrate competency.

1. The following will be reviewed with the student within 3 working days of the start date:
   - job description/performance appraisal items
   - infection control
   - fire, safety, security, HIPAA
   - emergency (disaster plans, etc.)
   - hazardous waste, personal protective equipment, etc.
   - equipment/utilities management, as appropriate

2. The Preceptor or a designee will be responsible for orienting new pharmacy students to the following:
   A. Introduction
      - job descriptions
      - policies and procedures pertinent to the Pharmacy
      - tour of the Pharmacy
   
   B. Pharmacy Forms
      - medication profile
      - prescription files
      - Other forms
   
   C. Dispensing
      - policy for filling prescription
      - process for filling prescription (including legal and ethical considerations)
      - patient consultation
      - other
   
   D. Computer Procedures
      - hardware
      - profiling orders
      - charge/credits
      - reports
      - special functions
   
   E. Ordering
      - want book system
      - prime vendor
      - direct orders
   
   F. Audits
   
   G Drug Information Resource Materials
   
   H. Controlled Substances
      - forms
      - dispensing procedure—stock items vs. patient-specific
      - outdate control
      - physical inventories
I. Incident Reporting

J. Adverse Drug Reaction and Drug Product Defect Reporting

K. Drug Utilization Review

L. In-service Education/Continuing Education

M. Quality Assurance Program

N. Productivity System Procedures

O. Security

3. At the end of the rotation, all items on the orientation list will be reviewed for completion or need for further discussion/review.

**Intermediate Practice Institutional** - The following is a list of required skills and activities for which each student will be able to demonstrate competency.

1. The following will be reviewed with the student within 3 working days of the start date:
   - job description/performance appraisal items
   - infection control (hospital and departmental)
   - fire, safety, security, HIPAA
   - emergency (disaster plans, etc.)
   - hazardous waste, personal protective equipment, etc.
   - equipment/utilities management, as appropriate

2. The Preceptor or a designee will be responsible for orienting new pharmacy students to the following:

   A. Introduction
      - job descriptions
      - policies pertinent to Pharmacy Department
      - policies pertinent to hospital
      - tour of department and hospital

   B. Pharmacy Forms
      - medication profile
      - physician order form
      - TPN order form
      - other medication order forms
      - protocols, cancer chemotherapy, GP IIb/IIIa receptor antagonists, investigational drugs
      - floor stock requisitions
      - central supply requisitions
      - Other forms

   C. Unit Dose
      - understand U.D. concept
      - exchange of cassettes on nursing units
      - fill U.D. cassette and orders correctly
      - The role and function of Pyxis MedStation Rx, or any other such equipment
D. Computer Procedures
   • hardware
   • profiling orders
   • charge/credits
   • reports
   • special functions

E. Ordering
   • want book system
   • prime vendor
   • direct orders
   • hospital storeroom, central supply, etc.

F. Floor Stock
   • patient charge items
   • no charge items (cost transfers)
   • packaging/labeling

G. Audits
   • monthly nursing unit inspections

H. Automatic Stop Order Procedure

I. Drug Information Resource Materials

J. Intravenous Admixtures
   • procedures
   • forms
   • proper aseptic technique
   • reference materials
   • specialty items (e.g., epidural fentanyl, etc.)

K. Controlled Substances
   • forms
   • dispensing procedure—stock items vs. patient-specific
   • outdate control
   • physical inventories

L. Incident Reporting

M. Adverse Drug Reaction and Drug Product Defect Reporting

N. Drug Utilization Review

O. Inservice Education/Continuing Education

P. Quality Assurance Program

Q. Productivity System Procedures

R. Crash Carts and Ambulance Boxes

S. Security

3. At the end of the rotation, all items on the orientation list will be reviewed for completion or need for further discussion/review.
INTERMEDIATE PHARMACY PRACTICE EXPERIENCE:
SYLLABUS TEMPLATE

Each preceptor or site may develop their own syllabus for the respective experience, or they can use the ones below by adding in the preceptor’s information, schedule, and drug information resources used at the site. Students should request and receive a copy of the syllabus prior to arriving on site.

SITE NAME
Intermediate
Pharmacy Experience Community
Syllabus

Address ___________________________
Phone Number ______________________

Experience Description
The community pharmacy practice rotation is designed to expose the student to a variety of 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 to patient care as an independent practitioner in an outpatient pharmacy setting.

Students are likely to encounter a wide variety of patients and illnesses. Emphasis is placed on direct patient involvement in providing pharmacy services such as assessment of the accuracy, legality, and appropriateness of a prescription; evaluation of drug regimens; patient education and compliance counseling; provision of drug information; taking a medication history; and therapeutic interventions which effectively individualize drug therapy.

Goals and Objectives
A. The student will have the opportunity to gain the experience necessary to function as a practicing pharmacist in the community pharmacy setting and drawing on the basic knowledge base acquired in the didactic portion of the curriculum plus assigned readings will demonstrate the ability to discuss these concepts.
B. The student will be able to determine the accuracy and appropriateness of a prescription based on diagnosis, past medical and allergic history, drug history and profile, legal requirements of the state board of pharmacy, and any other unique needs of the particular situation.
C. The student will demonstrate the ability to effectively and appropriately recommend OTC (non-prescription) medications for the treatment of minor ailments.
D. The student will demonstrate the ability to accurately compound prescription and non-prescription products using proper technique and equipment when available.
E. Utilization of available resources to provide accurate drug information to physicians, nurses, pharmacists, and other health care providers.
F. The student will demonstrate competence in educating patients about their medications including route, side effects, drug-drug/-disease/-food/-herbal drug interactions, dose and duration of therapy, safe storage, and compliance.

G. The student will demonstrate effective verbal and written communication skills and will tailor information appropriately for the audience, e.g., physician or pharmacist vs. patient.

H. The student will demonstrate knowledge, problem-solving skills, and data synthesis skills acquired during this rotation building on any previous rotations.

I. The student will demonstrate knowledge of any DME equipment that is available at the site.

J. The student will demonstrate basic knowledge and understanding regarding inventory management, including proper storage of all medications.

Preceptors
List them

Schedule
Daily; Weekly; One-time events

Required Projects and Presentations
The student will be required to complete at least one project to successfully meet the requirements of this rotation:

Clinical Project: The student will complete one of the three clinical project options (the preceptor will make the final decision after discussing the rationale with the student).
   1. Presentation of a new medication, new indication, innovative medication or indication or an innovative topic in pharmacy
   2. Drug information project, (e.g., newsletter, etc.)
   3. Research project on a pharmacy related topic

Disease Management Project: The student will provide an educational program to patients or the public. Potential topics include:
   1. Asthma education
   2. Blood pressure screening
   3. Immunizations
   4. Diabetes education
   5. Smoking cessation program
   6. Stroke prevention program
   7. Medication education for children
   8. Arthritis education

Suggested Reading

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Contact Information
Contact _______________, (Preceptor) by phone or in person Monday through Friday between the hours of 9:00am and 5:00pm during the week before the rotation is scheduled to start. The telephone number is ________________.

Course Policies
Students are expected to adhere to the same standards of professional conduct, ethics, and company policies as pharmacists on the staff as stated in the facility Policy and Procedures Handbook. Any violation of ethical conduct will result in an immediate removal from the practice site, and a failing grade for the rotation.

Attendance
Students are required to participate in a minimum of 40 hours each week at each clerkship 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.

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 clerkship. 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.

Tardiness
Tardiness is considered to be an unexcused absence.

Dress Code
All students are expected to continue to adhere to the “Code of Conduct” (as listed in the South University 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 your name and school name embroidered on it at all times.
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 otherwise 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 approximately one week before reporting for the first day of the rotation to become familiar with any special requirements.

**Academic Honesty**
Dishonesty will not be tolerated. This will be considered a breach of the Honor Code of the School of Pharmacy and may lead to dismissal.

**Confidentiality**
While you are at this site, your access to patient information will be unrestricted. There are stringent policies protecting the confidentiality of patient information. You should not discuss any patient information with anyone other than your preceptor under any circumstances. You are expected to adhere to all HIPAA policies.

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

Students **MUST** enter no fewer than three (3) Daily Activities in 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.
The intermediate hospital pharmacy practice rotation is designed to expose the student to the inpatient drug distribution facility of a hospital or other institutional health care setting. The goal of the rotation is to teach the student to integrate basic pharmacy related concepts to pharmacy practice in the inpatient setting and to provide a basic understanding of how distributive, clinical, and administrative aspects of pharmacy practice are intertwined.

Emphasis is placed on the operational aspects of inpatient pharmacy practice such as:

- Assessment of the accuracy, legality, and appropriateness of a medication order;
- understanding the modern inpatient medication use cycle, evaluation of drug regimens;
- provision of drug information;
- IV/TPN/Chemotherapy and other compounding;
- Interacting as a part of a multidisciplinary health care team, administrative activities including pharmacy and therapeutics committee, ADR, Medication errors, formulary, JCAHO and other accrediting/licensing bodies, hospital organization, computer systems, and front line supervision of support staff.

Goals and Objectives

A. The student will have the opportunity to gain the experience necessary to function as a practicing pharmacist in an inpatient pharmacy setting, drawing on the knowledge base acquired in the didactic portion of the curriculum. Assigned readings and discussions will supplement these concepts.

B. The student will be able to determine the accuracy and appropriateness of a medication order based on past medical and allergic history, medication history and profile, legal and other regulatory requirements (State Board, JCAHO, etc.), and any other unique needs of the practice setting.

C. The student will describe and demonstrate the complete medication use cycle from initial patient evaluation through the provision of pharmaceutical care and administration of the dose to post-dose monitoring and documentation.

D. The student will demonstrate the ability to correctly evaluate and profile a medication order, identify any problems and make recommendations for correcting any errors before dispensing the medication.

E. The student will demonstrate the ability to correctly and accurately compound IV medications using proper technique, equipment, and diluents/fluids/additives.
F. The student demonstrates the ability to find the information available in the medical record and pharmacy patient profile.

G. The student demonstrates the ability to utilize available resources to provide accurate drug information to physicians, nurses, pharmacists, and other health care providers, (e.g., Micromedex, textbooks, Medline, and others).

H. The student will be able to describe the roles of the various hospital departments and their relationship and interaction with one another.

I. The student will demonstrate effective verbal and written communication.

J. The student will be able to intelligently discuss the organizational structure of the practice site.

K. The student will demonstrate an understanding of the administrative and operational concerns of department Managers.

L. The student will demonstrate knowledge, problem-solving skills, and data synthesis skills acquired during this rotation building on any previous rotations.

M. The student will demonstrate mature, professional attitudes, values, and behaviors.

Preceptors
All pharmacists working in the main pharmacy should be considered Preceptors.

Schedule
Daily Events
- Reading: JCAHO, policies and procedures
- Meet for pharmacy practice discussion with a different pharmacy staff member daily
- Work in an assigned dispensing area, becoming familiar with all aspects of that area (will rotate through as many areas as possible)

Weekly Events
- Main dispensing area
- IV Room
- Department Administration
- Automation (e.g. Pyxis), Controlled Substances
- Work in satellites and decentralized areas
- Meeting with preceptor and weekly evaluation

One Time Events
- Orientation to hospital and pharmacy
- Follow a medication order from its genesis to post-administration monitoring
- IV Room: orientation, videotapes on sterile technique, dosage calculation, determination of diluent/volume/dose/etc., large volume fluids with and without additives, piggybacks, cassettes. TPN, chemotherapy, various protocols, investigational drugs, etc.
- Pharmacy and Therapeutics Committee Meeting, if possible
- Infection Control Meeting, if possible
- Any other meetings appropriate for the student to attend.
- Pharmacy Department Meeting, if possible
- Complete and present project
Required Projects and Presentations
The student will be required to complete a major project to successfully meet the requirements of this rotation:

Clinical Project: The student will complete one of the clinical project options below (the preceptor will make the final decision after discussing the rationale with the student).
1. Presentation of a new medication, new indication, innovative medication or indication or an innovative topic in pharmacy suitable for pharmacy technicians: This in-service education program will be appropriate for pharmacy technicians.
2. Drug information project, (e.g., newsletter, formulary monograph, etc).

OR

Administrative Project: The student will research and complete an assignment from pharmacy administration of a quality suitable for presentation at a management level organization meeting. Potential topics include:
1. Pharmacy & Therapeutics Committee (P&T) project: Formulary monograph, Medical Error Analysis, Adverse Drug Reaction Analysis, Protocol, MUE/DUE, JCAHO QM.
2. Proposal and justification for a program change including financial analysis – or feasibility analysis of a program at risk for elimination.
3. Another project decided on by pharmacy administration that meets a need of the department and falls within the scope of this rotation.

Contact Information
Contact _____________ (Preceptor) by phone or in person Monday through Friday between the hours of _______ AM and _______ PM during the week before the rotation is scheduled to start. The telephone number is ________________.

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

Attendance
Students are required to participate in a minimum of 40 hours each week at each clerkship 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.

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 clerkship. 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.

**Tardiness**
Tardiness is considered to be an unexcused absence.

**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 your name and school name embroidered on it at all times.
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Dishonesty will not be tolerated. This will be considered a breach of the Honor Code of the School of Pharmacy and may lead to dismissal.

**Confidentiality**
While you are at this site, your access to patient information will be unrestricted. There are stringent policies protecting the confidentiality of patient information. You should not discuss any patient information with anyone outside of your preceptor under any circumstances. You are expected to adhere to **all** HIPAA policies.

**Grading**
Grading is according to the PCAP Evaluations of the South University School of Pharmacy.
Students MUST enter no fewer than three (3) Daily Activities in E-Value and the Preceptors are REQUESTED to review and verify that the activity was done. 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 may 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.

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. See page 16 of the APPE Handbook.
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) students. 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.

NON-DISCRIMINATION POLICY STATEMENT

South University does not discriminate or harass on the basis of race, color, national origin, sex, gender, sexual orientation, gender identity or expression, disability, age, religion, veteran’s status, genetic marker, or any other characteristic protected by state, local or federal law, in our programs and activities. South University will not retaliate against persons bringing forward allegations of harassment or discrimination. The Campus President, 706 Mall Blvd., Savannah, GA 31406 912-201-8008, has been designated to handle inquiries and coordinate the institution’s compliance efforts regarding the non-discrimination policy.

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.
First Name ___________________ MI ___ Last Name _____________________________

Site Name ____________________________________________________________________

Maiden Name (if Applicable) ___________________________________________________

JobTitle __________________________________________________________ Gender ___ M ___ F

Office Phone ___________________ FAX ___________________________________________

Pager _________________________ PIN ___________ 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**

<table>
<thead>
<tr>
<th>Institution Attended</th>
<th>City and State</th>
<th>Dates Attended</th>
<th>Degree</th>
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**Post Graduate Training (Residency, Fellowship, etc)**

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Employer</th>
<th>Dates</th>
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**Professional Licensure**

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

Personnel with whom student will rotate on your rotation. Check all that apply

_____ BS Pharmacist
_____ PharmD
_____ Pharm Resident/Fellows
_____ MS
_____ PhD

_____ Pharm Techs
_____ Clerks
_____ MD
_____ PA or NP
_____ Others -specify
<table>
<thead>
<tr>
<th>Clinical/Professional Services</th>
<th>Ambulatory care clinic</th>
<th>Community Hospital</th>
<th>Teaching Hospital</th>
<th>Tertiary Hospital</th>
<th>Chain Pharmacy</th>
<th>Independent Pharmacy</th>
<th>Long term care facility</th>
<th>Clinical research</th>
<th>Drug information center</th>
<th>Drug utilization reviews</th>
<th>Health screening clinic</th>
<th>Patient discharge consult</th>
<th>Pharmacist involved on code teams</th>
<th>Pharmacist involved on daily rounds</th>
<th>Pediatrics- inpatient</th>
<th>Pediatrics- outpatient</th>
<th>Medicine service</th>
<th>Primary Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check the area(s) that you provide service in:</td>
<td></td>
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| Pharmaceutical Industry | Critical Care Unit | Health Department | Physician’s office | Government | Mental Health Facility | Pharmacokinetic monitoring | P&T Committee functioning | Pharmacy newsletter | Poison Control Center | OTC counseling | Disease state management | Immunizations | Nutrition support | Oncology | Cardiology | Consultant Rx | Nuclear | Other services: |

<table>
<thead>
<tr>
<th>IV Admixture Programs</th>
<th>Yes</th>
<th>No</th>
<th>Not applicable to this site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer supported</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>TPN Compounding</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

| Approximate # of orders/prescriptions filled per/day (If applicable) |
|-----------------------------|-----------------|
| □ <50                        | □ 50-100         |
| □ 100-200                    | □ 200-300        |
| □ >300                       |                  |

<table>
<thead>
<tr>
<th>Approximate # Units/Day</th>
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<tbody>
<tr>
<td>□ &lt;50</td>
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<td>□ 50-100</td>
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<tr>
<td>□ 100-200</td>
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<tr>
<td>□ 200-300</td>
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<tr>
<td>□ &gt;300</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of RPh’s per shift responsible for the above orders/prescriptions:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Number of techs per shift responsible for the above orders/prescriptions:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Distribution Systems</th>
<th>Computer supported</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check all that apply</td>
<td>Unit Dose</td>
</tr>
<tr>
<td></td>
<td>Floor stock</td>
</tr>
<tr>
<td></td>
<td>Robotics</td>
</tr>
<tr>
<td></td>
<td>Bulk packaged, multiple days supply sent to nursing unit for each patient</td>
</tr>
</tbody>
</table>
## 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):

*This section is empty.*

## Nomination Procedure

1. Using selection criteria below, submit your nomination by completing this form. Full time faculty members 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.
James “Rusty” Fetterman, PharmD.

*Experiential Education Coordinator & Associate Professor*

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

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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: llmckinney@southuniversity.edu

Web site: www.southuniversity.edu/pharmacy
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Web site: [www.southuniversity.edu/pharmacy](http://www.southuniversity.edu/pharmacy)
**Subject:**
**Evaluator:**
**Site:**
**Period:**
**Dates of Activity:** Intermediate Pharmacy Practice Experience
**Activity Type:** PCAP Assessment of Student Final

(Question 1 of 15)

<table>
<thead>
<tr>
<th>RR</th>
<th>NSD</th>
<th>ND</th>
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<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/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.**

**Relevant Practice Tasks**

<table>
<thead>
<tr>
<th>Basic Pharmacy Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have a basic understanding of the pharmacy</td>
</tr>
<tr>
<td>• Understand Legal and Regulatory issues</td>
</tr>
<tr>
<td>• Understand and apply concepts of sterile technique</td>
</tr>
<tr>
<td>• Understand work flow patterns related to pharmacy operation</td>
</tr>
<tr>
<td>• Understanding the process of dispensing</td>
</tr>
<tr>
<td>• Considers patient specific data</td>
</tr>
<tr>
<td>• Elicits pertinent socioeconomic, cultural and behavioral information</td>
</tr>
<tr>
<td>□ Review of Policy and Procedures</td>
</tr>
<tr>
<td>□ Overview of ordering procedures</td>
</tr>
<tr>
<td>□ Participate in operational functions</td>
</tr>
<tr>
<td>□ Assesses allergies, weight / height, organ function, etc.</td>
</tr>
<tr>
<td>□ Review accrediting and licensing guidelines</td>
</tr>
<tr>
<td>□ Correctly evaluate and profile medication orders</td>
</tr>
<tr>
<td>□ Abstracts information from the medical chart, other databases and practitioners</td>
</tr>
</tbody>
</table>

**Student Performance is Based On:**

<table>
<thead>
<tr>
<th>Basic Pharmacy Knowledge</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>

**Basic Pharmacy Knowledge**
- Assesses patient medication adherence
- Assesses patient understanding of illness and treatment (health literacy)
- Evaluates patient educational needs and limitations in regard to counseling

Curricular Outcomes:
- Accurately and legally process drug orders: interpret and evaluate prescriptions, compound, prepare, package, and dispense medications.

Basic Dispensing Functions
- Participate in drug distribution
- Constructs counseling materials needed to improve health literacy and medication adherence
- Evaluates patient specific drug and non-drug therapy
- Identifies all medication-related problems including OTC, herbal, nutritional, and non-traditional therapies
- Understand the mechanics of dispensing
- Know requirements of a prescription / order
- Know computer programs used to dispense
- Accurately interprets prescriptions
- Screens prescription orders for drug-related problems
- Identifies and reports medication prescribing errors
- Identifies and reports adverse drug reactions
- Verifies accuracy of

<table>
<thead>
<tr>
<th>Basic Dispensing Functions</th>
<th>Remediation Required</th>
<th>Needs Significant Development</th>
<th>Needs Development</th>
<th>Competent</th>
<th>Exceeds Expectations</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibits general drug knowledge (generic vs. brand name; dosage; dosage forms)</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Perform basic dispensing functions</td>
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<tr>
<td>Demonstrate basic prescription / order requirements</td>
<td></td>
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<td></td>
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<tr>
<td>Demonstrate basic input of prescription / order in computer system</td>
<td></td>
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<tr>
<td>Properly evaluate and offer possible resolution for insurance or non-insurance situations</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Accurately fill prescription / order with proper drug</td>
<td></td>
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<tr>
<td>Identifies untreated medical conditions</td>
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<tr>
<td>Identifies medications used</td>
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</tbody>
</table>
the dispensed product
- Understand basic aspects of insurance requirements
- Understand basic methods of inventory control and basic use of various forms
- Understand basic concepts and methods of patient education
- Where applicable, understand basic concepts of “Floor Stock” requirements
- Understand the use of various mechanical dispensing equipment

Curricular Outcomes:
- Evaluate Pharmacotherapy of Individual Patients
- Ensure Appropriate Drug Distribution to Individual Patients
- Evaluate and document interventions and pharmaceutical care outcomes.

Regulatory Requirements
- Understand requirements for security of drugs
- Understand need for proper audits
- Know proper required references
- Know HIPAA Regulations
- Have a working understanding of necessary accreditation policies and procedures
- Prepares and packages safe and effective dosage
  - without indication
  - [ ] Identifies therapeutic duplicates
  - [ ] Identifies improper medication selection
  - [ ] Identifies inappropriate dosing
  - [ ] Identifies drug interactions, ADRs and side effects
  - [ ] Reviews and interprets medication orders / prescriptions
  - [ ] Reviews and verifies dispensed medications
  - [ ] Demonstrate proper aseptic technique where appropriate

<table>
<thead>
<tr>
<th>Regulatory Requirements</th>
<th>Regulatory Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Demonstrate understanding of storage of drugs</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>[ ] Understand various methods of storing and controlling Scheduled drugs including proper audits</td>
<td>Remediation Required</td>
</tr>
<tr>
<td>[ ] Participate in DUE, ADR, Drug Product Defect Reporting and / or QA programs</td>
<td>Needs Significant Development</td>
</tr>
<tr>
<td>[ ] Participate in Drug Monograph preparation for P&amp;T</td>
<td>Needs Development</td>
</tr>
<tr>
<td></td>
<td>Competent</td>
</tr>
<tr>
<td></td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>Curricular Outcomes:</td>
<td>Committee</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>• Identify, assess and solve medication-related problems, providing clinical judgment and recommendations for achievement of individualized therapeutic outcomes.</td>
<td>□ Proper utilization of available reference material for drug information</td>
</tr>
<tr>
<td></td>
<td>□ Understand the basic requirements for the various regulatory and accreditation organizations</td>
</tr>
</tbody>
</table>
(verbal/written) to all members of the healthcare team (physicians, pharmacists, nurses, pharmacy technicians, etc.)

- Delivers effective group presentations using appropriate media aids to peers and practitioners (i.e., lectures, inservices, journal clubs, patient presentations)

Curricular Outcomes:

- Communicate with patients and provide counseling regarding the purposes, uses, and effects of medications, related therapy, and general health promotion.
- Collaborate with other health professionals in patient care, scholarship, and service.
- Display professional attributes of a pharmacist including ethical decision-making, critical thinking, and life-long learning as described in the Pharmacist’s Oath.

<table>
<thead>
<tr>
<th>Critical Thinking and Problem Solving Skills</th>
<th>Adheres to established requirements for presentations: style, delivery, use of media, length, preparation, Q&amp;A, etc.</th>
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</thead>
<tbody>
<tr>
<td>Exhibits general critical thinking/problem-solving skills</td>
<td>Provides drug information responses – interpretation of literature</td>
</tr>
<tr>
<td>Applies basic understanding of appropriate</td>
<td></td>
</tr>
</tbody>
</table>

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

Exhibits general critical thinking/problem-solving skills

Provides drug information responses – interpretation of literature

Applies basic understanding of appropriate

Critical Thinking and Problem Solving Skills

- Not Applicable
- Remediation Required
- Needs Significant Development
- Needs Development
- Competent
- Exceeds
- Uses clinical and scientific information resources efficiently and effectively
- Utilizes own pharmacotherapy knowledge base

**Curricular Outcomes:**

- Retrieve, evaluate, manage, and communicate professional information and literature
- Contribute to the rational use of medications through skills related to formulary management, medication use evaluation, and adverse event reporting.

**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 interpretation of literature in solving drug-related problems
- Can begin to apply knowledge base to real world situations
- Appropriately selects/uses clinical and scientific information resources

<table>
<thead>
<tr>
<th>Expectations</th>
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<tbody>
<tr>
<td>Management / Organizational Abilities</td>
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<td>Not Applicable</td>
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<tr>
<td>Exceeds Expectations</td>
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</table>
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
- Ensures compliance with laws, regulations, etc.
- 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

Curricular Outcomes:
- Manage and utilize systems, technology and personnel to support, build and enhance the practice of pharmacy including storage, preparation, dispensing and administration of medication
- Collaborate with other health professionals in patient care, scholarship, and service.

<table>
<thead>
<tr>
<th>Self-Learning Abilities</th>
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</tr>
</thead>
<tbody>
<tr>
<td>- Self-assesses, recognizes limitations, develops and implements self-learning plans</td>
<td>- Independently identifies learning issues that must be answered in order to resolve medication-related problems and develop a plan</td>
</tr>
<tr>
<td>- Exhibits commitment</td>
<td>Self-Learning Abilities</td>
</tr>
<tr>
<td></td>
<td>- Not Applicable</td>
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<td></td>
<td>- Remediation Required</td>
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<td></td>
<td>Self-Learning Abilities</td>
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<td></td>
<td>Self-Learning Abilities</td>
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</tbody>
</table>
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
- At least monthly, 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
- Develops and maintains a career plan

Curricular Outcomes:

- Maintain and Enhance

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

- Attends continuing education (CE) opportunities
- Without instructor prompting reads articles, textbooks, and other resources to solve patient problems and uses these findings to support recommendations/plan
- Maintains awareness of current drug therapy issues
- Appropriately assesses own performance and performance of peers
- Is proactive with patient needs and / or learning opportunities
- Attends local, state and national meetings for continuing professional development
- Participates in providing CE for other health care professionals
- Contributes to education of a multidisciplinary health care team
- Pursues knowledge of career opportunities
- Identifies own limitations and develops self-improvement plans
### Calculated PCAP Percentage Grade – (Question 2 of 15)

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 3 of 15)

<table>
<thead>
<tr>
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</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.

### Relevant Practice Tasks

<table>
<thead>
<tr>
<th>Professional Ethics and Identity Tasks</th>
<th>Rating</th>
<th>Student Performance is Based On:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Establishes professional credibility</td>
<td></td>
<td>Professional Ethics and Identity</td>
</tr>
<tr>
<td>☐ Maintains standards of professional conduct</td>
<td></td>
<td>Not Applicable</td>
</tr>
<tr>
<td>☐ Makes appropriate ethical, legal and logical decisions</td>
<td></td>
<td>Remediation Required</td>
</tr>
<tr>
<td>☐ Accepts responsibility for and provides patient centered care</td>
<td></td>
<td>Needs Significant Development</td>
</tr>
<tr>
<td>☐ Maintains excellence and quality in personal practice</td>
<td></td>
<td>Needs Development</td>
</tr>
<tr>
<td>☐ Exhibits altruism</td>
<td></td>
<td>Competent</td>
</tr>
<tr>
<td>☐ Demonstrates a</td>
<td></td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>☐ Adheres to Standards for Professional Conduct including appropriate attire, attendance policies, commitment to pharmaceutical care, use of professional language, acting in civil manner</td>
<td></td>
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</tr>
<tr>
<td>☐ Adheres to the School / College of Pharmacy Honor Code</td>
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<tr>
<td>☐ Adheres to pharmacy laws</td>
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<tr>
<td>☐ Adheres to</td>
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<td>☐ Adheres to</td>
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</tbody>
</table>

43
<table>
<thead>
<tr>
<th>Social Interaction, Functions</th>
<th>Social Interaction, Citizenship, and Social Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>professional caring attitude to include diversity and respect for others</td>
<td>maintains patient and proprietary confidentiality</td>
</tr>
<tr>
<td>maintains patient and proprietary confidentiality</td>
<td>educates current and future health care professionals (mentoring, peer teaching) to influence their decisions, share responsibility and maintain effective working relationships</td>
</tr>
<tr>
<td>educates current and future health care professionals (mentoring, peer teaching) to influence their decisions, share responsibility and maintain effective working relationships</td>
<td>participates in the activities of local, state and national professional organizations</td>
</tr>
<tr>
<td>participates in the activities of local, state and national professional organizations</td>
<td>advocates professional improvements</td>
</tr>
<tr>
<td>advocates professional improvements</td>
<td>curricular outcomes:</td>
</tr>
<tr>
<td>curricular outcomes:</td>
<td>— develop practice and leadership</td>
</tr>
<tr>
<td>— develop practice and leadership</td>
<td>— advance the profession</td>
</tr>
<tr>
<td>— advance the profession</td>
<td>— gives patient care the highest priority</td>
</tr>
<tr>
<td>— gives patient care the highest priority</td>
<td>— completes all patient responsibilities before leaving for the day</td>
</tr>
<tr>
<td>— completes all patient responsibilities before leaving for the day</td>
<td>— is considered responsible and accountable</td>
</tr>
<tr>
<td>— is considered responsible and accountable</td>
<td>— is punctual for patient care and experience activities</td>
</tr>
<tr>
<td>— is punctual for patient care and experience activities</td>
<td>— respects individuals who are of another culture, gender, or personal lifestyle</td>
</tr>
<tr>
<td>— respects individuals who are of another culture, gender, or personal lifestyle</td>
<td>— demonstrates respect to practitioners</td>
</tr>
<tr>
<td>— demonstrates respect to practitioners</td>
<td>— appropriately accepts constructive feedback</td>
</tr>
<tr>
<td>— appropriately accepts constructive feedback</td>
<td>— follows HIPAA and OSHA regulations</td>
</tr>
<tr>
<td>— follows HIPAA and OSHA regulations</td>
<td>— follows site specific policies and procedures</td>
</tr>
<tr>
<td>— follows site specific policies and procedures</td>
<td>— attends and participates in local, state and national meetings</td>
</tr>
<tr>
<td>— attends and participates in local, state and national meetings</td>
<td>— effectively works with others in a way that promotes a positive image for pharmacy</td>
</tr>
<tr>
<td>— effectively works with others in a way that promotes a positive image for pharmacy</td>
<td></td>
</tr>
</tbody>
</table>
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
- Identifies potential opportunities to serve the public
- Exhibits leadership skills when indicated
- Contributes to government and public health initiatives and policy development
- Identifies potential opportunities to serve the public
- 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

Curricular Outcomes:

- Develop Practice and Leadership
- Participate in Public Health and Professional Initiatives and Policies

<table>
<thead>
<tr>
<th>Citizenship, and Leadership</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Applicable</td>
</tr>
<tr>
<td></td>
<td>Remediation Required</td>
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<tr>
<td></td>
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<tr>
<td></td>
<td>Exceeds Expectations</td>
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</tbody>
</table>

- Exhibits ability to appropriately work with people
- Participates in health and wellness screenings
- Promotes public health through ensuring patient immunization records are up-to-date
- Serves as a role model/leader for peers
- Strives to teach others and learn from others
- Educates on disease prevention
The Final PCAP Percentage Grade assigned by the preceptor should be based on consideration of the Calculated Score AND the rating assigned on the outcome areas of Professional Ethics and Identity and Social Interaction, Citizenship and Leadership. Note: The preceptor may assign a failing PCAP score OR percentage score lower than the score calculated using outcome areas 1-7 if the student performs unsatisfactorily on outcome areas 8 and 9 (Professional Ethics and Identity and Social Interaction, Citizenship and Leadership). In Summary: Professional Ethics and Identity and Social Interaction, Citizenship and Leadership behaviors are at least as important as knowledge and patient care skills.

Rubric for converting a mean score to a percentage score.

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade Points</th>
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<tbody>
<tr>
<td>5.0</td>
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<td>4.9</td>
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<td>4.8</td>
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</tr>
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<td>46%</td>
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<tr>
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<td>45%</td>
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</table>

Directions: In the table below, list or select the evaluation methods that you used to assess the student (e.g., presentations, projects). Note the PCAP is already listed. Then, in the "Fraction of Rotation Grade" section, list the fraction each is worth – and this value should be what is listed in your syllabus. (If the PCAP counts for 60% of the student’s grade type 60, projects 25% type 25, etc.).

After you enter all of the evaluation methods, check to see if the total is 100. The program will compute a percentage score. The letter grade will appear, but you have the flexibility to change it if you feel that is appropriate.

<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></td>
</tr>
</tbody>
</table>

Total PCAP Points - Final

| [A = 100 – 90] [B = 89 – 80] [C = 79 – 70] [D = 69-65] [F = < 65] |

Letter Grade:  

The letter grade will appear but you have the flexibility to change it if appropriate.
### Please provide a Brief Description of the Student:

#### Learning Achievements (Strengths, significant accomplishments):  (Question 7 of 15)

<p>| |</p>
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#### Learning Needs: (These are likely due to inexperience and will likely be overcome by the end of the year)  (Question 8 of 15)

<p>| |</p>
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#### Problems: (These are deficits that hinder the student’s ability to function and must be resolved by the end of the next rotation)  (Question 9 of 15)

PLEASE NOTE: Students and other preceptors will be able to see these comments in the Global View of Student Performance.

<p>| |</p>
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#### Other Comments:  (Question 10 of 15)

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</table>

#### Item Will Not Viewed by Student – For Program Information Only (Required Field)

**Upon graduation, would you consider this student for an entry level position?**  (Question 11 of 15 - Mandatory, Confidential)

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

**If No, please briefly explain.**  (Question 12 of 15, Confidential)

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</table>
Please select the ranking that best describes this student's overall performance compared to other students at the same training level.  

(Question 13 of 15 - Mandatory, Confidential)

<table>
<thead>
<tr>
<th>Selection</th>
<th>Option</th>
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</thead>
<tbody>
<tr>
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<td>Top 10%</td>
</tr>
<tr>
<td></td>
<td>Upper 1/3</td>
</tr>
<tr>
<td></td>
<td>Middle 1/3</td>
</tr>
<tr>
<td></td>
<td>Lower 1/3</td>
</tr>
<tr>
<td></td>
<td>Bottom 10%</td>
</tr>
</tbody>
</table>

Hour Requirement Statement (Required Field)

I certify that the student completed a minimum of 40 hours per week throughout the training experience.  

(Question 14 of 15 - Mandatory, Confidential)

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

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

(Question 15 of 15, Confidential)