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Contact Information

Office of Experiential Education 502-413-8634
Sullivan University College of Pharmacy (FAX) 502-493-8980
2100 Gardiner Lane
Louisville, KY 40205
oee@sullivan.edu

Vinh D Nguyen, Pharm.D 502-413-8637
Director, Experiential Education
vnguyen@sullivan.edu

Yolanda Long 502-413-8634
Administrative Assistant
ylong@sullivan.edu

Sarah Lisenby CPhT 502-413-8996
Coordinator, PharmTech & OEE
slisenby@sullivan.edu

Office of the Dean 502-413-8640
Office of Student Affairs (OSA) 502-413-8643
SUCOP Center for Health and Wellness 502-413-8991
Sullivan University Wellness Center 502-456-0029
Drug Information Center 502-413-8638
http://druginfo.sullivan.edu

Sullivan University Library 502-413-8630
http://library.sullivan.edu

SUCOP Preceptor Website: https://sullivan.edu/college-of-pharmacy/preceptors/
Sullivan University College of Pharmacy

MISSION
to improve the health and wellness of individuals and communities through
  ➔ developing dynamic and thoughtful leaders
  ➔ serving the needs of diverse populations
  ➔ innovating to improve the human condition

VISION
exceptional well-being—improving lives one student, one patient, one community at a time

VALUES
compassion, leadership, excellence, advocacy, respect

10/2015
SUCOP Educational Outcomes

Outcome 1: Foundational Knowledge
The graduate will gain the knowledge, skills, abilities, behaviors, and attitudes necessary to apply the foundational sciences to the provision of patient-centered care.
1. Graduates will be able to develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.

Outcome 2: Essentials for Practice and Care
The graduate will demonstrate the knowledge, skills, abilities, behaviors, and attitudes necessary to provide patient-centered care, manage medication use systems, promote health and wellness, and describe the influence of population-based care on patient-centered care.
1. The graduate will be able to provide patient-centered care as the medication expert.
2. The graduate will manage patient healthcare needs using human, financial, technological and physical resources to optimize the safety and efficacy of medication use systems.
3. The graduate will be able to design prevention, intervention and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.
4. The graduate will be able to describe how population-based care influences patient-centered care and the development of practice guidelines and evidence-based best practices.

Outcome 3: Approach to Practice and Care
The graduate will demonstrate the knowledge, skills, abilities, behaviors and attitudes necessary to solve problems; educate, advocate and collaborate, working with a broad range of people; recognize social determinants of health; and effectively communicate verbally and nonverbally.
1. The graduate will identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.
2. The graduate will educate all audiences by determining the most effective and enduring ways to impart information and assess learning.
3. The graduate will represent the patient’s best interests.
4. The graduate will actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.
5. The graduate will recognize social determinants of health to diminish disparities and inequities in access to quality care.
6. The graduate will effectively communicate verbally and nonverbally when interacting with individuals, groups, and organizations.

Outcome 4: Personal and Professional Development
The graduate will become self-aware, a leader, demonstrating innovation and entrepreneurship and professionalism.
1. The graduate will examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.
2. The graduate will be responsible for creating and achieving shared goals, regardless of position.
3. The graduate will engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.
4. The graduate will exhibit behaviors and values that are consistent with the trust given by the profession by patients, other healthcare providers, and society.
**Becoming a Preceptor**

Pharmacists wanting to precept Sullivan University College of Pharmacy Students must fulfill the following criteria. Hold a license in good standing in the state in which they practice, have a minimum of one year practice experience, and be registered with the Kentucky Board of Pharmacy as a preceptor if practicing in KY. Preceptors must apply and submit a curriculum vitae to the OEE. Orientation will be provided to all new preceptors.

Technicians wanting to precept Sullivan University College of Pharmacy Technician Students must fulfill the following criteria. *Technician Preceptors are also referred to as experiential site coordinators per ASHP*

- Have the credentials of a certified pharmacy technician.
- Follow the registration laws for the state in which they practice
- Works at the experiential site and coordinates or oversees students' activities at the practice site.
- Have demonstrated contribution and commitment to pharmacy practice and patient care, and have at least three years experience in the type of pharmacy setting for which they are training students.
- If experiential site coordinators delegate training responsibilities, it must be to an experienced staff member.
- Experiential site coordinators must act as a liaison between site and the program director to ensure that the student receives the intended educational experience and is evaluated effectively.

**Requesting Students**

Preceptors will be contacted annually in August to gather availability for the following year of APPE students and the upcoming Spring Institutional IPPE courses. The APPE cycle begins in July of the upcoming year and running through May. Spring Institutional IPPE begins the last week of March and ends mid-June. Preceptor availability for longitudinal IPPE’s will be collected in April. Longitudinal IPPE’s begin the fourth week of July and end the following May.

Preceptors will be notified in January of the students assigned for APPEs beginning the following July and IPPEs beginning in March. Preceptors for the longitudinal IPPEs will be notified of the assigned student during the first week of July. Preceptors are encouraged to review the APPE/IPPE schedule and notify OEE with necessary schedule adjustments within two weeks of receiving the schedule.

Technician preceptors will be asked for student placement no less than 4 weeks prior to the experience.

**Site Assignment Rules**

- Preceptors are limited to 2 students at a time
- Students will not be allowed to be placed at a facility where a family member has full or partial ownership or would be their direct supervisor.
- PharmD Students cannot be paid for any time spent on SUCOP clinical experience for which academic credit is given.

**Schedule Adjustments during the Year**

Once the schedule for APPE is finalized, there will be no changes unless the preceptor is no longer available, the site no longer fulfills site requirements, or the student is unable to complete the experience due to medical reasons.

Preceptors requiring adjustments to their schedules or cancel an experience after the site selection process has been completed should contact the OEE as soon as possible. The OEE will re-assign students based on available sites and requirements for graduation.

**Preceptor Eligibility and Qualifications**

**Eligibility**

Pharmacist preceptors must be licensed pharmacists who:

- Have completed an ASHP-accredited PGY1 and/or PGY2 residency; or
- Without completion of an ASHP-accredited residency, have one or more years of pharmacy practice experience and be recognized by their respective State Board of Pharmacy as a preceptor (if applicable)
- In good standing with the profession and other health care professionals in the community
- Non-pharmacist preceptors:
  - Utilization of non-pharmacist preceptors may occur when a qualified pharmacist preceptor does not maintain an active practice in the area but the experience adds value to students’ professional development
  - When non-pharmacists are utilized as preceptors:
    - The learning experience cannot be a core experience
A pharmacist preceptor works closely with the non-pharmacist preceptor to select the educational goals and objectives for the learning experience.

Preceptor Qualifications

- Demonstrate the ability to provide individualized instruction and precept students’ learning experiences by use of clinical teaching roles at the level required by the student.
- Demonstrate the ability to provide appropriate guidance and assess students’ performance.
- Comply with state/federal statutes and regulations.
- Recognition in the area of pharmacy practice for which they serve as preceptors.
  - BPS-recognized certification and/or other credentials, degrees, recognition etc. (preferred).
- Have an established, active practice in the area for which they serve as preceptor.
- Be able to provide the appropriate oversight to allow a student pharmacist to progress safely to the level of independence necessary for a newly-licensed pharmacist.
- Demonstrate ongoing professionalism, including a personal commitment to advancing the profession.
  - Service and/or scholarly activities (preferred).

Preceptor Responsibilities and Performance Expectations

Demonstrate a desire and aptitude for teaching that includes the important roles necessary for teaching clinical problem solving including instructing, modeling, coaching/mentoring, and facilitating. (20.1, 20.3)

- Serve as a role model for students and other pharmacy practitioners by:
  - Practicing ethically and with compassion for patients.
  - Accepting personal responsibility for patient outcomes.
  - Having professional education, experience, and competence commensurate with their position.
  - Utilizing clinical and scientific publications in clinical care decision-making and evidence-based practice.
  - Desiring to educate others (patients, caregivers, other healthcare professionals, students, residents).
  - Demonstrating the willingness and ability to advocate for patients and the profession.
  - Demonstrating creative thinking that fosters an innovative, entrepreneurial approach to problem solving.
  - Having an aptitude for facilitating learning.
  - Being competent in the documentation and assessment of student performance.
  - Having a systematic, self-directed approach to their own continuing professional development and actively participate in self-directed lifelong learning.
  - Collaborating with other healthcare professionals as a visible and contributing member of a team.
  - Being committed to their practice organization, professional societies, and the community.
  - Contribute to the success of students and the program.

- Provide learning experiences in accordance with SUCOP and ACPE standards:
  - Develop and annually update experience syllabus.
  - Orient students to their learning experience at the onset of the experience using the syllabus.
  - Use the four preceptor roles as needed based on students’ needs (Direct Instruction/Modeling/Coaching/Facilitation).
  - Provide sufficient opportunities and repetitions for students to achieve the experience’s educational goals and objectives.
  - Ensures that the student has access to appropriate resources as well as the necessary supervision to complete the experience objectives and requirements.
  - Provide on-going feedback (oral and written) to students about how they are progressing and how they can improve that is frequent, immediate, specific, and constructive.
  - Make appropriate adjustments to students’ learning activities in response to information obtained through day-to-day informal observations, interactions, and assessments.
  - Complete formative and summative evaluations of student performance in a timely manner (within 5 days of completion of experience).
  - Preceptors-in-training are encouraged to have evaluations reviewed by mentor to verify criteria-based feedback.
  - Communicate concerns re: student performance/progression that have not been resolved after discussion with the student to OEE in a timely fashion.

- Demonstrate practice expertise, preceptor skills, and strive to continuously improve.
- Routinely review student evaluations of self (Preceptor) and corresponding experiences
  - Preceptors-in-training are encouraged to discuss evaluations with mentor

**Preceptor Development**

To meet the expectations of SUCOP, preceptors must complete a minimum of 1 hour of CEU (or equivalent) related to experiential teaching or preceptor development and review of SUCOP preceptor handbook annually. Those preceptors that are identified as preceptors-in-training must complete 2 hours of preceptor development as well as 2 hours of time with expert preceptor mentor. (This might include syllabi development, review of evaluations, etc.) These requirements will be documented in E*Value and will be reviewed annually by OEE for compliance.

**Orientation**

All preceptors that are new to SUCOP will be oriented to the policies and procedures of the College as well as the Office of Experiential Education. An orientation manual will be provided to the new preceptor and a site visit will be conducted to ensure they are familiar with the expectations of the college and to answer questions about the expectations. The manual will include:

- Mission and Vision of the College
- Organizational structure and responsibilities of OEE
- Overview of the didactic curriculum
- Preceptor Qualifications and Expectations
- SUCOP and OEE policies
- Course description and syllabi templates
- Course evaluations and guidance on how to evaluate students
- Preceptor resources

**Ongoing Development**

Preceptor Development is offered in a continuous fashion to fit the needs of the preceptor. Development will encompass multiple areas of growth including roles of precepting, dealing with students, providing an ideal learning environment, design and structure of learning experience and assessment techniques. The Enrichment and Support committee will conduct a needs assessment to determine topics needed among preceptors.

The following are some of the ways that development will be disseminated:

**Annually:**
- Kentucky Society of Health System Pharmacist meeting
- Kentucky Pharmacists Association meeting
- Annual SUCOP/UK preceptor seminar
- KPRN meeting (for residency preceptors)

**Quarterly:**
- Quarterly preceptor development sessions
- Resident Grand Rounds

**Ongoing:**
- CEI
- Recorded webinars
- On-site individualized development

**Individual Development Plan**

All preceptors will be encouraged to create an individualized preceptor development plan based on student and peer feedback. Those preceptors that are in-training will work with their mentor to foster this plan. Site Coordinators (or designee) will be asked to coordinate these efforts from the preceptors at their site and shared with SUCOP at the end of each academic year.

**Expectations for Preceptors**

**Orientation of Students**

The first day of the experience should be used to communicate expectations for the rest of the experience. This is a formal process that is detailed and executed at the beginning of each experience. It is helpful to create a checklist of pertinent items to ensure each is explained and the student has an opportunity to ask for clarification.
The student will need a schedule describing how the typical day will run along with a calendar that includes details about topic discussions, assignments and all deadlines. This is also a good time to review the course learning objectives and activities which should be listed on the syllabus. Providing clear, concise description of what you expect of the student during the first week of the experience and what is expected by the end of the experience will help the student prioritize and focus on the most relevant skills and behaviors.

Suggestions of items to include for orientation are listed below:

How the day will run
- Time the student should report to site and when they can expect to finish for the day
- Amount of time the student will need to prepare for morning activities like rounding
- Activities the student will need to complete prior to meeting with the preceptor or leaving for the day
- Time and place student should meet the preceptor for daily discussions

Access to special areas of pharmacy/site
- Entering/leaving the building prior/after hours of operation
- Codes needed to access medications, patient care areas, lockers, pharmacy
- Magnetic badges or objects that will open doors, etc.

Communication
- Students should wear their student ID always
- Lab coats are up to the discretion of the preceptor
- Emergency contact- who and how to contact them
- Acceptable uses of smart phones, tablets and other devices
- Preferred mechanism of communication while on site and away

Parking
- Where to park
- Where to pick up parking pass if necessary
- Where to park if running late and willing to pay for the day
- Where NOT to park to avoid being towed

Dress Code
- If the dress code is something other than traditional business/professional attire, please indicate what is allowable or necessary
- List items that are NOT acceptable
  - Tennis shoes, flip flops, mid-drift revealing shirts, etc.
  - Perfumes/colognes

Resources
- Drug information resources provided by the site
  - Logons and codes for accessing
  - Medical library close/in the institution
  - Resources you like to use (such as mobile apps, sites)
  - SUCOP website

Personal belongings
- Locker location, code to open (if applicable)
- Place to safely stow personal belongings while working

Introductions
- Pharmacy Staff
  - Other preceptors, students, residents, staff
- Medical team
  - Attending physicians, fellows, nurse practitioners, residents

Orientation to administrative structure of
- Pharmacy department
- Institution, corporate, etc.

Expectations of the student
- Calendar for the month
  - Project due dates
  - Topic discussions
  - Per syllabus
Setting Expectations
Setting expectations at the beginning of the experience will determine the way the experience will continue. Review the syllabus and the course final evaluation with the student early and often to ensure expectations are clear. Ask the student what they expect to learn from the experience, what they have completed thus far and what their goals are as they move forward in their career. This type of communication early on will provide each person with a broader understanding of the experience and facilitate some customization of the experience to the student’s area of interest.

Give students a schedule or written description of how the typical day will run. Provide the student with a calendar that includes details about assignments, topic discussions, and deadlines. This is also a good time to let the student know how your expectations will change over the course of the experience regarding their ability to take care of patients independently.

Feedback
The purpose of feedback is to help the student become more aware of what they do and do not know. Giving positive reinforcement for what is done well and enlightenment on what needs to be improved will allow the student to focus on behaviors that need to be corrected. Feedback needs to be done regularly as part of the daily routine. Most of the time the feedback will be verbal and formative, occurring in the moment. Good Feedback should be immediate, clear, and specific. The student should clearly understand their mastery of a skill, attitude, or ability was evaluated and what the feedback means. Be sure to ask open-ended questions to ensure the student has clearly understood the feedback.

Documentation of feedback can occur at any time the preceptor determines. Preceptors can use the “On-the-Fly” evaluations to document concerns or praises regarding students.

Preceptor Benefits

Benefits of Being a Preceptor
Practice sites and preceptors can benefit from teaching student pharmacists through a variety of ways. Being a preceptor of student pharmacists may allow for the development and maintenance of clinical services, the sharpening of critical thinking skills through teaching, and awareness of new knowledge from student pharmacist input. Pharmacists and other health care professionals have also indicated that being a preceptor allows them to give something back to their profession.

The Sullivan University College of Pharmacy also provides educational support to all our clinical faculty preceptors. The following are benefits provided by the College of Pharmacy:

- Appointment as a Clinical Faculty member of the College for those preceptors wanting to teach, with the potential for promotion.
- Free access and continuing education credit for preceptor development
- Access to an online preceptor manual
- Access to Sullivan University library resources and the Health Sciences Portal
- Annual preceptor awards recognition
- Student pharmacist involvement and contributions at your practice site

Online Drug Information Resources
As a preceptor, you are granted access to electronic resources made available by Sullivan University College of Pharmacy for off-campus use. You can access these resources by using this web address http://sullivan.edu/preceptors. Then click on Health Science Resources Portal to access an extensive collection of full text reference books, journals, and a wide variety of indexing and research tools. From the preceptor home page, you can also submit a drug information inquiry.

The following resources are made available to preceptors for off-campus use and require an access code. Please contact the DIC at druginfo@sullivan.edu or the Office of Experiential Education for off campus code.

- Access Pharmacy/AccessMedicine (textbooks)
- APhA Pharmacy Library
- Clinical Pharmacology
- EBSCOhost
- Facts and Comparison
- Food Chemicals Codex Online
- Pharmacists Letter
- Remington: The Science and Practice of Pharmacy
- Sanford Guide
- Science Direct
- Trissel’s Handbook on Injectable Drugs, 15th ed.
- UpToDate
Preceptors also can access many biomedical full-text journals online using the Health Science Portal.

The following resources are made available to preceptors for off-campus use and do not require an access code:
- Healthline: Body Maps
- Inactive Ingredient Search for Approved Drug Products
- PubChem
- PubMed
- Top 100 List: Health Websites You Can Trust
- TRIP Database

Additional Resources for Preceptors
The list below contains descriptions of FREE additional resources that are useful in teaching students during practice experiences.

This website provides free access to AJPE. The journal features original articles, editorials, reports on the state of pharmaceutical education, descriptions of teaching innovations and book reviews.

Pharmacy Library’s Preceptor Central is a collection of APhA’s respected experiential education resources. The curriculum provides more than 20 modules in four different educational tracks to help preceptors develop quality educational experiences for their students on IPPEs and APPEs.

American Society of Consultant Pharmacists. Preceptor Information. Available at: https://www.ascp.com/articles/become-preceptor
This website provides references and presentations regarding precepting. The site also offers some free CE with a focus on geriatric topics.

American Society of Health-System Pharmacists. Preceptor Information. Available at: http://www.ashp.org/menu/PracticePolicy/ResourceCenters/PreceptorSkills
This website contains specific definitions and values for preceptors. It also has some topic discussions regarding an overview of being a preceptor, developing your clinical teaching skills, and other useful links.

This website contains resources for preceptor development, experience development, student activities, and journal clubs. All student teaching activities are prepared for the student and a key is included for the preceptor.

Annual Preceptor Seminar co-hosted by Sullivan University College of Pharmacy and University of Kentucky College of Pharmacy each year in the fall. This is a day dedicated to educating and informing preceptors. This is a free event for all SUCOP preceptors.

Promotion
All preceptors will have an appointment with the college and be named as Clinical Faculty Preceptors. If a preceptor would like to teach in the curriculum, they Assistant Dean of EE and the CAS Department Chair will review their CV to recommend their level of rank with titles of Clinical Instructor, Clinical Assistant Professor and Clinical Associate Professor. Appointments will be made through the Office of the Dean. Preceptors wanting to go up for promotion may submit a dossier per the promotion guidelines outlined in the faculty handbook.
Navigating E*Value

E*Value login information
Preceptors are given a login/password to use in E*Value once appointment is made as Clinical Faculty Preceptor. If you have not received or have forgotten this password, please contact Yolanda Long, Administrative Assistant for Experiential Education, at ylong@sullivan.edu or (502) 413-8634.

Finding Student Assignments
To view student schedule in E*Value:

1. Select Reports from the top ribbon menu
2. Select Schedule Report
3. Select Appropriate Time Frames
4. Select Next to see student schedule

Accessing Evaluations Completed by Students
To view aggregate reports in E*Value:

1. Select Evaluations from the top ribbon menu
2. Select Educator Reports
3. Select Aggregate Performance (if prompted, select your Role: Preceptor)
4. Enter the Start Date and End Date for the time frame in which you want to capture
5. Select Time Frame Start Date from the Date Type dropdown
6. Select Student Evaluation of Preceptor from the Evaluation Type list
7. Select Next to see summary evaluation information

Voicing a Concern or Praise about a Student
On-the-fly evaluations can be found in E*Value by clicking on the Evaluations tab then clicking on the On-The-Fly tab. These confidential evaluations enable you to alert OEE of a concern or praise about a specific student. This can be about any student and not just students that are assigned to you. If there is an immediate concern, please contact the Office of Experiential Education.

Description of the Pharmacy Practice Experience Curriculum

Introductory Pharmacy Practice Experiences (IPPE)
The goals of the Introductory Pharmacy Practice Experiences (IPPE) at the Sullivan University College of Pharmacy are to expose students to contemporary practice models, professional ethics, expected behaviors and direct patient care activities. IPPE are purposefully threaded throughout the first-year curriculum to link IPPE-based learning to learning that has taken or is taking place in the didactic curriculum.

IPPE courses will consist of four community practice experiences beginning with summer quarter and lasting through the spring quarter of the first professional year. Students will spend 5 hours each week at the assigned community site. The summer course will last 8 weeks (40 hours) fall and winter courses will last 9 weeks (45 hours). During the spring quarter, students will work a minimum of 30 hours over 4 weeks (30 hours). Longitudinal IPPE’s will provide a total of 160 intern hours for each student. During the spring quarter, students will also complete four consecutive weeks of an institutional IPPE, spending 40 hours/week or 160 hours total at the site.

Community IPPE course work has been paired with didactic course work occurring within the Patient Care Lab. Students will need to complete course work for this lab while working at the IPPE site each week. Below you will find an outline of the assignments and evaluations that will be completed each IPPE Block. The student should be bringing these documents to the site for planning and instruction by their preceptor.

Community IPPE evaluations and checklists lengthen with each block. All items will continue to be re-evaluated to prevent the student from doing the skill once and never repeating it again. All skills should be maintained. The completed checklists will be uploaded into the student’s Foliotek to document progressive competency. The student may ask you to review the checklist for verification of a skill at any time during the IPPE.
**Summer Quarter IPPE**

Preceptor will complete:
- Midpoint evaluation of the student
- Final evaluation of the student
- Verify items on Checklist
- Facilitate student completion of assignments
  - Workload Assignment
  - Prescription Interpretation Assignment
  - Law and Insurance Assignment
  - Storage Assignment

**Fall Quarter IPPE**

Preceptor will complete:
- Midpoint evaluation of the student
- Final evaluation of the student
- Verify items on Checklist
- Facilitate student completion of assignments
  - Workload Assignment
  - Prescription Interpretation Assignment
  - Law and Insurance Assignment
  - Storage Assignment

**Winter Quarter IPPE**

Preceptor will complete:
- Midpoint evaluation of the student
- Final evaluation of the student
- Verify items on Checklist
- Facilitate student completion of assignments (e.g., Self-Care Assignment)

**Spring Quarter IPPE**

Preceptor will complete:
- Midpoint evaluation of the student
- Final evaluation of the student
- Verify items on Checklist
- Facilitate student completion of assignments

During the Institutional IPPE, students will be required to complete a series of reflections. The reflections are designed to draw the student’s attention to the operational side of the institutional pharmacy and to encourage the student to think about and discuss what is being done instead of passively observing. Students are encouraged to discuss the reflection assignments with the appropriate pharmacy personnel before and after writing the reflection. As part of the experience, students will also complete the required experience checklist. This list of skills is a guide for students and preceptors ensuring students are learning and practicing the skills to be mastered while at the site.

**Spring Quarter Institutional IPPE**

Preceptor will complete:
- Midpoint evaluation of the student
- Final evaluation of the student
- Verify items on Required Experience Checklist
- Facilitate student completion of reflections

Course syllabi for both types of IPPE’s have been developed. Preceptors are encouraged to use the syllabus as a minimum and to add experience-specific objectives and goals.
Advanced Pharmacy Practice Experiences (APPE)

The goals of APPE at SUCOP are to equip students with the advance knowledge, skills, abilities, attitudes and behaviors expected of an entry-level graduate. APPE consists of four required experiences, 1 selective and two elective experiences. Students will be required to be in attendance a minimum of 240 hours/block or an average of 40 hours/week. All APPEs will consist of 6-week experiential opportunities. Students are reminded that scheduled hours are at the discretion of the preceptor including nontraditional schedules. Students must be prepared to work any schedule that a preceptor may require. Students will normally not be required to be present at their site for more than a 10-hour work shift. Students are reminded that patient care activities may not follow traditionally appointed schedules. Students must be prepared for all contingencies. All personal and family issues must be resolved for all APPEs. In fulfilling the mission of SUCOP, OEE strongly encourages students to take advantage of the diversity of pharmacy practices represented by experiential opportunities offered by SUCOP. Therefore, students will not be permitted to select an identical experience twice.

All students are required to complete the following four practice experiences per ACPE standards:

- Inpatient General Medicine
- Ambulatory patient care
- Hospital or health-system pharmacy
- Community pharmacy

In addition, a fifth “selective” direct patient care experience (ambulatory patient care or inpatient general medicine patient care) will be required.

Additional College Requirements:

- All five required practice experiences must be involved in direct patient care.
- The remaining two experiences may be taken at any level of patient care if no more than two of the experiences are involved in non-patient care activities.

The College of Pharmacy has adopted educational outcomes to meet current accreditation requirements. These requirements not only dictate the components of the curriculum, but also what students will achieve and can demonstrate by the completion of the program. Evaluation focuses on the student’s ability to demonstrate competent performance of the curricular outcomes. Each core experience has an assigned Required Experience Checklist for students to complete while working alongside their preceptor. Students should strive to complete all items listed as supported by the practice site. Also, students will be evaluated at the mid-point and end of each experience. All APPEs are pass-fail to help the student transition to measuring their abilities through self-reflection and self-awareness rather than a letter grade.

All APPE Blocks

Preceptor will complete:

- Midpoint evaluation of the student
- Final evaluation of the student
- Verify items on Required Experience Checklist
- Facilitate student completion of reflections

Course syllabi for all core APPEs have been developed. Preceptors are encouraged to use the syllabus as a minimum and to add experience-specific objectives and goals. Elective APPEs also need a course syllabus which can be developed from SUCOP resources.

Evaluations

Preceptors will complete the midpoint evaluation and final evaluation of the student to document achievement of outcomes or the need to continue to focus on skills moving forward. During this time, strengths and areas for improvement should be discussed. Together, you and the student can also set new goals and expectations for the student during these summative reviews.

Evaluations must be completed in a timely manner to meet the deadline for grade submission with the University Registrar and the requirements for course completion by the Federal Department of Education. Evaluations should be completed within five days following the end of the IPPE/APPE. All evaluations can be found in E*Value™.

The Family Educational Rights and Privacy Act of 1974 (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a privacy act that protects the privacy of student educational records. Colleges must not release education records without the written consent from the students (except to authorized individuals). This
includes information such as: Grades, enrollment records, or class schedules. This does not apply to directory information (e.g. name, phone number, date of birth, major, degrees).

Preceptors should not share educational records without written consent from student. Preceptors should protect all records and discard records they do not need.

Student Evaluation of the Preceptor and Site
Student pharmacists will complete an evaluation of the preceptor and the site after the experience. These evaluations will be completed online through the E-value system. Preceptors are only able to review the completed preceptor and site evaluations after the student final evaluation has been completed and submitted. Preceptors may access their evaluations by following the directions listed below. The Office of Experiential Education will provide each preceptor and site coordinator access to aggregate preceptor and site evaluation data after the preceptor has had two students or after three months. This feedback is available continuously but information regarding how to access will be pushed out to preceptors with the beginning of block email blast. Site coordinators may receive aggregate data of all preceptors at the site upon request.

Directions for Accessing Preceptor and Site Evaluations Completed by the student through E*Value
The Educator Performance Report returns summarized numerical data showing means, counts, and standard deviations of performance scores. To access these reports in a timely fashion you will need to follow the steps listed below.

**To view Performance Reports:**
1. Select Evaluations from the top ribbon menu
2. Select Educator Reports
3. Select My Performance
4. You will be taken to the next screen where a list of courses (aka, experience) and the evaluations will be accessible by clicking the course name.

**To View an Aggregate Reports:**
1. Select Evaluations from the top ribbon menu
2. Select Educator Reports
3. Select Aggregate Performance *(if prompted, select your Role: Preceptor)*
4. Enter the Start Date and End Date for the time frame in which you want to capture
5. Select Time Frame Start Date from the Date Type dropdown
6. Select Student Evaluation of Preceptor from the Evaluation Type list
7. Select Next to see summary evaluation information

Student Requirements
It is the responsibility of the student to contact their preceptor at least 3 weeks prior to the experience. Students should request information regarding scheduling, dress code, and any other additional prerequisites. Students are reminded that sites may require additional background checks and drug screens for which scheduling and funding are the student responsibility.

Dress Code
Students are to dress professionally at experiential sites as outlined in the student handbook. Student ID’s and short lab coats must be worn always unless otherwise directed by the preceptor. Students are reminded that preceptors may have additional requirements for students.

Attendance
Students will be required to be in attendance a minimum of 280 hours for each APPE and 160 hours for each IPPE. Students are reminded that scheduled hours are at the discretion of the preceptor including nontraditional schedules. University Holidays are not observed while the student is on experiential unless directed by the preceptor. Students must be prepared to work any non-traditional schedule that a preceptor may require. Students will normally not be required to be present at their site for more than a 10-hour work shift. Students are reminded that patient care activities may not follow traditionally appointed schedules. Students must be prepared for all contingencies. All personal and family issues must be resolved prior to experientials.

Student attendance and participation at their experiential sites is mandatory. Students are expected to be punctual and prepared for site activities. Students must notify their preceptor and the OEE as soon as possible of any absence, scheduling considerations or
changes. All absences must be made up at the convenience of the preceptor and completed prior to classes resuming in the following quarter. Absences that are not made up may result in an incomplete or failure for the experiential activity as determined by the OEE in collaboration with the clinical faculty preceptor. Absences greater than three (3) days during APPE and absences greater than two (2) days during IPPE will result in a “NF” failing grade. A failed practice experience must be repeat in its entirety.

The following absences will be deemed to be excused by the Office of Student Affairs:
- Illness of the student or immediate family member (requires documentation from a health care provider).
- Death of a family member
- Military leave of absence
- Jury duty
- Students are permitted to select any two religious holidays at the beginning of a quarter and notify, in writing, the Office of Student Affairs of anticipated absences for personal religious holidays. The Office of Student Affairs will notify the course coordinators of the anticipated absences.
- Required participation in any SUCOP event
- Travel to professional meetings for members of student professional organizations sponsored by the College of Pharmacy.
- Permission to attend professional meetings is granted by the Dean of the College of Pharmacy Requests to attend professional meetings shall be in writing and submitted to the Office of Student Affairs at least 10 days prior to the scheduled meeting.

Students are required to attend certain mandatory events at the college. These can include:
- NAPLEX review sessions
- MTM Certification sessions
- Career Day
- Third year presentations

A list of all mandatory events is listed on the experiential calendar at https://sullivan.edu/college-of-pharmacy/preceptors/

Student Work Hours
If a student who is employed is not performing satisfactorily academically, the College reserves the right to review the student's work schedule and direct the student to make necessary changes to ensure his/her satisfactory academic performance. The form for this purpose is available in the OSA. Students are not to work more than 8-10 hours per week. Outside employment is not an excuse for altering site schedules. Site schedules may include evenings and weekends and experiential experiences must always take priority over outside employment.

Inclement Weather Schedule/State of Emergency
Students must contact their preceptor regarding attendance at practice sites in the event of inclement weather. The Kentucky Board of Pharmacy does not recognize days missed due to inclement weather. Mandatory make-up sessions may be required for missed days. While class changes and cancellations may occur on campus, students on pharmacy practice experiences must contact their preceptor to determine the expectation for the day.

In the event of a state of emergency, students will be expected to follow the recommendations of their site local, and federal guidelines. If the student is unsure of whether attendance is required, they should contact their preceptor for information. Days missed due to emergency status may be required to be made up unless otherwise directed by preceptor and the Office of Experiential Education.

Personal Emergencies
All safety and security incidents involving a student on an experiential experience must be reported to the Office of Experiential Education. Examples of such incidents are assaults, car break-ins, accidents to and from a site.

Confidentiality
Patient confidentiality must be maintained always in accordance with HIPAA, state regulations and SUCOP policies. Students should be aware of site specific policies regarding confidentiality. Students are reminded that no identifying patient information should be given in case presentations or patient discussions or be taken outside the facility. Violation of patient confidentiality is a violation of the Student Honor Code and will be referred to OSA for appropriate action.
Legal Responsibilities
It is the student’s responsibility to be aware of and follow all state and federal laws relating to the practice of pharmacy. If the student is unsure about the regulations regarding their practice site, they should confer with the preceptor. Students practicing outside the Commonwealth of Kentucky or Indiana are responsible for following the laws pertaining to the state in which they are practicing. Ignorance of the law is not an excuse for an illegal act. The Kentucky Intern Licensure card must be carried at all times by the student during all experiential activities.

Ethics
As a student of the Sullivan University College of Pharmacy, you represent yourself, the college, and the profession of pharmacy. Ethical and professional behavior is mandated and unethical behaviors will not be tolerated. Any breach of ethical standards will be referred to OSA for appropriate action.

Academic Integrity/Plagiarism
Students are reminded to refer to the Sullivan University College of Pharmacy Student Handbook regarding these issues. Academic dishonesty and plagiarism are inconsistent with the high standards demanded by the profession of pharmacy. Preceptors are encouraged to report breaches of academic integrity to the OEE. Violation of the Student Honor Code will be reported to OSA for appropriate action.

Professionalism
Professionalism is the process of incorporating a profession’s attitude, value and behavior into a professional persona. The attributes of professionalism are knowledge and skills, commitment to self-improvement, service orientation, pride in the profession, covenantal relationships, creativity and innovation, conscience and trustworthiness, accountability, ethical sound decision making, and leadership. Preceptors are to help students incorporate these attitudes and emotions into their developing professional personas.

Preceptors demonstrating a positive attitude toward patients, guests, coworkers, healthcare professionals, and using flexibility and understanding during unforeseen occurrences and events will provide the student with an appropriate professional model. Students exhibiting deficiencies in this area of practice should be counseled by the preceptor at a minimum. If necessary, the OEE should be notified for further action.

Technology
Students must be aware that use of technology for reasons not related to experiential learning is NOT permitted while participating on clinical experiences. Recording devices are NOT permitted to be used on any clinical experience. Inappropriate use of technology while on pharmacy practice experiences is considered an act of professional misconduct and is subject to associated penalties. Utilization of technology during personal time (lunch/breaks) is at the discretion of the preceptor.

Smart Phones and Tablets
Smart phones and tablets may be utilized for accessing resources and in place of paper materials provided the preceptor is aware of the use and has given the student permission.

Texting
Communication by text may ONLY be used if determined by the preceptor.

Social Media
Engaging in social media (Facebook, Instagram, Twitter, etc) is NOT permitted during student participation in experientials. Students are advised to avoid posting remarks or comments referencing anything related to experientials. Misuse of social media is a violation of the Student Honor Code and will be reported to OSA and Office of the Dean for disciplinary action.

Student Handbook
The College of Pharmacy Student Handbook can be found by going to the following website: http://pages.sullivan.edu/pharmacy/pdf/Student-Hand-Book.pdf. Additionally, you can find other policies for all students, such as criminal background policy, educational outcomes, substance abuse policy, university student policies, etc.
Pre-experience Requirements

Skillsoft Course Work
In preparation for clinical experiences and as part of the SUCOP curriculum, students are assigned Skillsoft course work to be completed annually. It is the responsibility of the student to set up a Skillsoft account on the website. Students will be given a designated deadline in which all assigned Skillsoft course work must be completed. Upon completion of a course, the student will be permitted to generate a certificate of completion for that course. All related course certificates are to be updated in E*value annually. Failure to complete course work by the deadline will result in a delay in experiential progression, which may affect the student’s graduation date.

All the following Skillsoft courses must be completed. These courses have been specifically assigned and ONLY these courses will fulfill the completion requirements.

- HIPAA Privacy Essentials
- Bloodborne Pathogen Awareness
- TB: Prevention and Control
- Hazard Communications: An Employee’s Right to Know
- Personal Protective Equipment: Body Protection
- Portable Fire Extinguisher Training
- Sexual Harassment Prevention for Employees
- Emergency and Disaster Preparedness
- Communicating with Professionalism and Etiquette
- Professionalism, Business Etiquette and Accountability

Additionally, all pharmacy students satisfactorily complete the following requirements.

- Registration as interns in the states of KY and IN
- Liability Insurance (SUCOP provides)
- Health Insurance Coverage
- Health Screening Program
  - Annual Tuberculin Skin Test
  - Immunization Information – documented as current and up to date
  - MMR (measles, mumps, rubella), varicella, polio, tetanus, diphtheria, hepatitis B, meningococcal
- Criminal Background

Professional Year 3 Requirements

NAPLEX Review Program
Sullivan University College of Pharmacy has paid for access to the Kaplan on-line NAPLEX preparation and quiz banks for all graduating students. Students will be required to work through the Kaplan quiz banks prior to graduation. Students are also encouraged to view the videos for the topics that will be covered during the assigned experience in addition to reviewing topics in preparation for the NAPLEX.

- Quiz Bank attempts are to be completed during the experiences assigned:
  - Block 2
    - Pharmaceutics
    - Clinical Lab Tests
  - Block 3
    - Pharmacology
  - Block 4
    - Therapeutics
  - Block 5
    - Biopharmaceutics
    - Kinetics
Calculations
A calculations workbook will be sent to all students at the beginning of block 5. This workbook will need to be completed and uploaded into Foliotek no later than the first day of Block 7. This workbook is to help refresh calculations prior to having to do the Kaplan prep calculations. An answer key will be posted once all students have uploaded their assignments. A calculations refresher will be scheduled during Block 7 to go over any questions that students struggled with.

MTM Certification
All APPE students will complete the APhA MTM Certification during the P3 year. This requires one 8-hour live session. Students are split into groups for this training and the sessions are held the last Friday of Blocks 2, 5 and 6. Students will then be required to conduct five MTM encounters with patients following the live session. Please allow your student time at the campus for this training.

Third Year Project
Students are required to complete a third-year project that is either:
- Clinical Seminar
- Research Project
- Business Plan

Presentations are held throughout the year. Preceptors are welcome to attend the final presentation of these projects.

APPENDIX
### Experiential Education Calendars

#### IPPE: 2017-2018

<table>
<thead>
<tr>
<th></th>
<th>IPPE Block 1</th>
<th>IPPE Block 2</th>
<th>IPPE Block 3</th>
<th>IPPE Block 4</th>
<th>Institutional IPPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Quarter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>July 17-</td>
<td>Oct 02-</td>
<td>Jan 02-</td>
<td>April 2-</td>
<td>Group 1</td>
</tr>
<tr>
<td></td>
<td>Sept 22</td>
<td>Dec 22</td>
<td>Mar 23</td>
<td>June 15</td>
<td>May 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Group 2</td>
</tr>
<tr>
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<td></td>
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<td></td>
<td>May 7-</td>
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<td></td>
<td></td>
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<td>June 8</td>
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</table>

#### APPE 2017-2018

<table>
<thead>
<tr>
<th></th>
<th>APPE Block 1</th>
<th>APPE Block 2</th>
<th>Break</th>
<th>APPE Block 3</th>
<th>APPE Block 4</th>
<th>Break</th>
<th>APPE Block 5</th>
<th>APPE Block 6</th>
<th>Break</th>
<th>APPE Block 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Quarter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>July 5-</td>
<td>Aug 14-</td>
<td>Sept 25-</td>
<td>Oct 2-</td>
<td>Nov 13-</td>
<td>Dec 25-</td>
<td>Jan 2-</td>
<td>Feb 12-</td>
<td>Mar 26-</td>
<td>Apr 2-</td>
</tr>
<tr>
<td></td>
<td>Aug 11</td>
<td>Sept 22</td>
<td>29</td>
<td>Nov 10</td>
<td>Dec 22</td>
<td>29</td>
<td>Feb 9</td>
<td>Mar 23</td>
<td>30</td>
<td>May 11</td>
</tr>
</tbody>
</table>
Preceptor and Site Evaluation by Student
(To be completed in E-Value within 5 business days or prior to beginning next experience)

<table>
<thead>
<tr>
<th>Experiential Site:</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiential Preceptor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiential Type</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name of Student Evaluator</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signature</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please read each of the statements carefully, and then indicate your level of agreement or disagreement. This must be completed before viewing evaluation of student and should be completed before beginning next experience or graduation.

<table>
<thead>
<tr>
<th>Evaluation of Preceptor:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicated clearly goals and objectives of the experience.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Reviewed the clinical faculty preceptor’s expectations with me (e.g., course outcomes, portfolio, and mid-term review).</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Introduced me to the other personnel, provided directions, and contact information.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Reviewed my abilities and needs, on a continuous basis and inquired about career goals.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Gave me specific assignments.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Provided a calendar for specific tasks (i.e., scheduled meetings and presentations).</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Emphasized performance standards (i.e., my daily responsibilities, reporting medication-related problems, patient history, MTM, journal club).</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>My preceptor was sufficiently accessible to facilitate attainment of objectives.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>My preceptor spent sufficient time with me to guide me through the experiences.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Stimulated problem solving through interaction.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Had an organized approach to precepting.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Treated me with respect.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Promoted an environment conducive for independent learning.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Provided me with feedback on my performance frequently and in a timely manner.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Acknowledged my strengths and worked with me to improve my areas of weakness.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Rated my performance based on interactions and feedback from other professionals.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>My preceptor had qualities of a good role model.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation of Site</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The site provided sufficient opportunity for me to meet all objectives.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>The site provided an opportunity to collaborate with other professionals.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Resources were adequate to complete the experiential objectives.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Site was conducive to learning.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Site was staffed appropriately which allowed me ample time to achieve all course objectives.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

In the space provided, please identify the primary strengths and suggestions for enhancement of the experiential site and the preceptor. Please make specific comments on the following:

Site Strengths and Suggestions for Enhancement:

Preceptor Strengths and Suggestions for Enhancement:
# PRESENTATION EVALUATION FORM
(To be completed by the evaluator)

**Student Name:** _________________________  **Evaluator:** _________________________

**Topic:** _________________________  **Date:** _______________

## ORGANIZATION

<table>
<thead>
<tr>
<th>Comment</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic was relevant to practice.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Logical information sequence.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Maintained patient confidentiality.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Appropriate balance of emphasis.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Appropriate utilization of time allotted.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
</tbody>
</table>

## VISUAL AIDS/HANDOUTS

<table>
<thead>
<tr>
<th>Comment</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well-organized handouts presented to audience.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Clear and legible.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Complemented the presentation; not used to read directly.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Appropriate grammar and correct spelling</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
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</tbody>
</table>

## VERBAL PRESENTATION/DELIVERY

<table>
<thead>
<tr>
<th>Comment</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear, audible speech (rate was easy to understand).</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>No distracting mannerisms.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Eye contact with audience.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Ability to handle questions.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Clear explanation/articulation of concepts.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Minimal use of space fillers (e.g., “umm”, “yea”).</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
</tbody>
</table>

## INTERPRETATION OF DATA

<table>
<thead>
<tr>
<th>Comment</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factual accuracy.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Conclusions clearly articulated.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Answered questions succinctly, confidently, and accurately.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
</tbody>
</table>

Comments and Suggestions for Improvement:

Total Score: __________

Signature of Evaluator: ____________________________________________
# WRITTEN PROJECT EVALUATION FORM

**Student Name:** ________________________  **Evaluator:** __________________________

**Experiential Type:** ____________________  **Date:** ________________

**Topic:** ___________________________________

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>States the purpose of the project</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Provides general background information on the topic.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Reviews appropriate literature</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Information is accurate.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Detailed information is provided and patient confidentiality is maintained.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Tables/graphs/charts are used appropriately.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>There are no spelling or grammatical errors.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Appropriate Use of professional/medical language.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Medical terms are explained in sufficient depth.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>If data is conflicting, a suitable conclusion with literature to justify the response is given.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Summarized all major points.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Articles are referenced per NEJM standard referencing format.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Total Score:** ____________

**Comments and Suggestions for Improvement:**

**Signature of Evaluator:** ________________________________________________
Journal Club Handout Template

Student Name _____________________  APPE Block __
Date ______________

<table>
<thead>
<tr>
<th>Title:</th>
<th>Article title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authors:</td>
<td>Authors (Format: Last name First Initial Middle Initial Ex. Smith JR)</td>
</tr>
<tr>
<td>Institution:</td>
<td>Institution(s) of authors affiliation (major authors)</td>
</tr>
<tr>
<td>Journal:</td>
<td>Journal Title</td>
</tr>
<tr>
<td>Funding:</td>
<td>Source of funding</td>
</tr>
<tr>
<td>Journal Citation:</td>
<td>Official journal citation (AMA format)</td>
</tr>
<tr>
<td>Disclosures:</td>
<td>Pertinent listed or assumed financial disclosures of authors</td>
</tr>
</tbody>
</table>

Background

Bullet points or paragraph summarizing importance of article, why study was conducted, and the history of the topic as applicable. Remember to include any references to past articles that may be relevant and review those articles. Provide the audience with the true background relating to why the study was undertaken and why it was published.

Study objectives

Discuss primary and secondary objectives of study

Design

Study design type. Be sure to include any information on randomization, prospective/retrospective, placebo-controlled/active control, etc. Also, include any power analysis calculation and the

End Points

List how authors set out to prove BOTH primary and secondary objective(s)

Population

Potential study population, inclusion and exclusion criteria

Data Collection

What was collected and how?

Were any scoring systems used, and what do they mean?

Include patient demographic characteristics collected.

Data analysis

Discuss statistical tests used in study and appropriateness of tests

Be sure to include how the primary and secondary endpoints are evaluated

Findings

List results (remember to discuss primary and secondary objectives). Include information from tables/figures as necessary. NOTE: When copying from a PDF, it is better to enlarge the PDF to 300% and copy the enlarged figure/table using the “snapshot” tool. This will ensure that the image is not blurred or pixilated

Data analysis

Include the results of any relevant statistical analysis

Author conclusions

Summarize what authors claim in conclusions section

Student conclusions

Summarize what the student concluded from the article

Strengths

Positive aspects of the trial as it applies to real-world clinical settings

Concerns

Aspects of the trial that might limit its scope or applicability

Comments

Describe any “hypothesis generating” secondary objectives or any currently ongoing studies that might be relevant.

Clinical relevance

How will or could this article change practice? What are recommendations that could stem from this article and how would you support them?

References
## Drug Information Request Form

<table>
<thead>
<tr>
<th>Date:</th>
<th>Contact Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time:</td>
<td>Phone Number: Fax:</td>
</tr>
<tr>
<td>Preferred method of contact: Phone ______ Fax: ________ In person: ______ Email: ________</td>
<td></td>
</tr>
</tbody>
</table>

### Question:

- Search Strategy (List ALL references consulted to prepare the answer. Be sure to include page numbers. References must be in a standardized format.)
  1. 
  2. 
  3. 
  4. 
  5. 
  6. 
  7. 
  8. 

### Response Given: (Use complete sentences. Write legibly. Summarize response such that another person can relay the answer in your absence. Reference every line of your answer with the corresponding # of the resources used above.)

---

**Preceptor Signature**

**Preceptor Printed Name**

**Date**

**Student Signature**

**Student Printed Name**

**Date**
## Presentation Evaluation Form

**Student:** ______________________  
**Topic:** ________________________  
**Evaluator:** ______________________  
**Date:** ____________

<table>
<thead>
<tr>
<th>Category (Weight)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eye Contact (1)</strong></td>
<td>Does not attempt to look up from notes</td>
<td>Looks up from notes, no eye contact</td>
<td>Makes some eye contact with grader</td>
<td>Consistent eye contact with grader</td>
<td>/4</td>
</tr>
<tr>
<td><strong>Facial Expression (1)</strong></td>
<td>Has either a deadpan expression OR shows a conflicting expression during entire presentation</td>
<td>Occasionally displays both a deadpan and conflicting expression during presentation</td>
<td>Occasionally demonstrates either a deadpan OR conflicting expression during presentation</td>
<td>Appropriate expression, never notice a deadpan or conflicting expression</td>
<td>/4</td>
</tr>
<tr>
<td><strong>Gestures/Distracting Mannerisms (1)</strong></td>
<td>No gestures are noticed; significant distracting mannerisms</td>
<td>Regular distracting mannerisms</td>
<td>Some distracting mannerisms noted</td>
<td>Natural hand gestures demonstrated; no distracting mannerisms</td>
<td>/4</td>
</tr>
<tr>
<td><strong>Posture (1)</strong></td>
<td>Continually leaning on wall or obvious shifting which affects presentation</td>
<td>Slumps of shifts regularly</td>
<td>Occasionally slumps or shifts</td>
<td>Stands straight up with both feet on the floor</td>
<td>/4</td>
</tr>
<tr>
<td><strong>Pronunciation/Vocalized Pauses (e.g. &quot;Uh,&quot; &quot;Well, um&quot;) (1)</strong></td>
<td>Vocalized pauses used continually throughout presentation; distracting; commonly mispronounced words</td>
<td>&gt;5 vocalized pauses; mispronounced terms</td>
<td>3-5 vocalized pauses; minor mispronunciation of terms</td>
<td>&lt;3 vocalized pauses; rarely mispronounced terms</td>
<td>/4</td>
</tr>
<tr>
<td><strong>Composure (2)</strong></td>
<td>Obvious anxiety leading to long pauses or continuously confusing material</td>
<td>Anxiety that affects presentation or speech</td>
<td>Fairly at ease with little evidence of anxiety</td>
<td>At ease speaker, enjoys audience interaction</td>
<td>/8</td>
</tr>
<tr>
<td><strong>Rate of Speech (2)</strong></td>
<td>So fast or slow that the talk can't be understood</td>
<td>Definite tendency for either too fast or slow, such that the presentation is difficult to understand</td>
<td>Fast or slow delivery but minimally affects ability to follow presentation</td>
<td>Appropriate rate for audience understanding and attention</td>
<td>/8</td>
</tr>
<tr>
<td><strong>Volume/Pitch (2)</strong></td>
<td>So poorly heard that the presentation points are lost and/or shows no interest</td>
<td>Significant difficulty in hearing the presentation and/or monotone</td>
<td>Some difficulty in hearing the presentation, some pitch variance</td>
<td>Speaker is easily heard, uses voice to emphasize points</td>
<td>/8</td>
</tr>
<tr>
<td><strong>Notecards/Notes (1)</strong></td>
<td>Presentation read like script</td>
<td>Frequently reads notes</td>
<td>Notes used on a regular basis</td>
<td>Refers to notes occasionally or none used</td>
<td>/4</td>
</tr>
<tr>
<td><strong>Content Appropriate (4)</strong></td>
<td>Incorrect content included in presentation and/or mostly irrelevant content included</td>
<td>Half content included irrelevant; all content factual</td>
<td>Content is mostly relevant; all content factual</td>
<td>Content is relevant, factual, and supports recommendation</td>
<td>/16</td>
</tr>
<tr>
<td><strong>Recommendation clear (3)</strong></td>
<td>Completely unclear recommendation; provider would not even realize a recommendation was being made</td>
<td>Recommendation inferred, not succinct</td>
<td>Direct recommendation made, but long-winded</td>
<td>Direct, succinct recommendation</td>
<td>/12</td>
</tr>
<tr>
<td><strong>Answers question(s) accurately and completely (3)</strong></td>
<td>Complete lack of understanding of topic; totally incorrect information provided</td>
<td>Critical thinking skills lacking; answers are mostly incorrect</td>
<td>Critical thinking skills evident, answers are mostly correct</td>
<td>Able to critically think to answer questions correctly, succinctly; ability to say &quot;I don't know, but I will look into it.&quot;</td>
<td>/12</td>
</tr>
<tr>
<td><strong>Completes in appropriate time (3)</strong></td>
<td>&gt;2 minutes</td>
<td>______</td>
<td>______</td>
<td>≤2 minutes</td>
<td>/12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>/100</td>
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</table>
## SUCOP Curriculum

### 174 CREDITS TOTAL  
**Professional Year One (P1)**  
(59 credits)

<table>
<thead>
<tr>
<th>1st QUARTER (SUMMER)</th>
<th>QUARTER CREDITS</th>
<th>2nd QUARTER (FALL)</th>
<th>QUARTER CREDITS</th>
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</thead>
<tbody>
<tr>
<td>PHR 5000 Introduction/Initiation to the Practice of Pharmacy</td>
<td>1</td>
<td>PHR 5200 Immunology</td>
<td>3</td>
</tr>
<tr>
<td>PHR 5001 Introduction to Health Care System</td>
<td>2</td>
<td>PHR 5201 Medication Safety</td>
<td>3</td>
</tr>
<tr>
<td>PHR 5002 Human Physiology</td>
<td>4</td>
<td>PHR 5202 Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>PHR 5003 Pharmaceutics I</td>
<td>3</td>
<td>PHR 5203 Pharmaceutics II with w/Lab</td>
<td>3</td>
</tr>
<tr>
<td>PHR 5004 Pharmaceutical Calculations w/Lab</td>
<td>3</td>
<td>PHR 5204 Communication &amp; Collaborative Solutions</td>
<td>2</td>
</tr>
<tr>
<td>PHR 5005 Pharmacy Law and Ethics</td>
<td>3</td>
<td>PHR 5205 IPPE Community</td>
<td>1 (Pass/Fail)</td>
</tr>
<tr>
<td>PHR 5008 Introductory Pharmacy Practice Experience (IPPE) Community</td>
<td>1 (Pass/Fail)</td>
<td>PHR 5206 Patient Care Lab</td>
<td>1</td>
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<tr>
<td>PHR 5007 Patient Care Lab</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>18</strong></td>
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</table>

### 3rd QUARTER (WINTER)                      | QUARTER CREDITS | 4th QUARTER (SPRING)             | QUARTER CREDITS |
<table>
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<tbody>
<tr>
<td>PHR 5400 Clinical Microbiology and Antibiotics Basics</td>
<td>3</td>
<td>PHR 5600 IPPE Hospital</td>
<td>4 (Pass/Fail)</td>
</tr>
<tr>
<td>PHR 5401 Self Care</td>
<td>3</td>
<td>PHR 5601 IPPE (Community)</td>
<td>1 (Pass/Fail)</td>
</tr>
<tr>
<td>PHR 5402 Research Design and Literature Evaluation I</td>
<td>3</td>
<td>PHR 5602 Patient Care Lab</td>
<td>2</td>
</tr>
<tr>
<td>PHR 5403 Introduction to Pharmacology/Medicinal Chemistry</td>
<td>1</td>
<td>PHR 5603 Sterile Dosages w/Lab</td>
<td>2</td>
</tr>
<tr>
<td>PHR 5404 Public Health Issues</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHR 5405 Biotechnology</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHR 5406 IPPE- Community</td>
<td>1 (Pass/Fail)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHR 5407 Patient Care Lab</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>15</strong></td>
<td></td>
<td><strong>9</strong></td>
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</table>
# Sullivan University

**College of Pharmacy**

**CURRICULUM**

174 CREDITS TOTAL

Professional Year Two (P2)

(72 credits)

<table>
<thead>
<tr>
<th>1st QUARTER (SUMMER)</th>
<th>QUARTER CREDITS</th>
<th>2nd QUARTER (FALL)</th>
<th>QUARTER CREDITS</th>
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</thead>
<tbody>
<tr>
<td>PHR 6000</td>
<td>Pharmacology/Medicinal Chemistry I</td>
<td>4</td>
<td>PHR 6200 Pharmacy Practice Management</td>
</tr>
<tr>
<td>PHR 6001</td>
<td>Pharmacotherapeutics I</td>
<td>4</td>
<td>PHR 6201 Pharmacology/Medicinal Chemistry II</td>
</tr>
<tr>
<td>PHR 6002</td>
<td>Patient Care Lab</td>
<td>1</td>
<td>PHR 6202 Patient Care Lab</td>
</tr>
<tr>
<td>PHR 6003</td>
<td>Biopharmaceutics and Pharmacokinetics I</td>
<td>2</td>
<td>PHR 6203 Biopharmaceutics and Pharmacokinetics II</td>
</tr>
<tr>
<td>PHR See back page</td>
<td>Professional Elective I</td>
<td>2</td>
<td>PHR See back page Professional Elective III</td>
</tr>
<tr>
<td>PHR See back page</td>
<td>Professional Elective II</td>
<td>2</td>
<td>PHR 6204 Pharmacotherapeutics II</td>
</tr>
<tr>
<td>PHR 6004</td>
<td>Pathophysiology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>18</strong></td>
<td><strong>TOTAL</strong></td>
<td><strong>18</strong></td>
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</table>

<table>
<thead>
<tr>
<th>3rd QUARTER (WINTER)</th>
<th>QUARTER CREDITS</th>
<th>4th QUARTER (SPRING)</th>
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<tbody>
<tr>
<td>PHR 6400</td>
<td>Clinical Nutrition</td>
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<td>PHR 6600 Pharmacoeconomics and outcomes</td>
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<td>PHR 6401</td>
<td>Pharmacology/Medicinal Chemistry III</td>
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<td>PHR 6601 Pharmacotherapeutics IV</td>
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<td>PHR 6602 Pharmacology/Medicinal Chemistry IV</td>
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<tr>
<td>PHR 6403</td>
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<td>PHR 6603 Patient Care Lab</td>
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<tr>
<td>PHR See back page</td>
<td>Professional Elective IV</td>
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<td>PHR 6606 Professional Seminar Course</td>
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<tr>
<td>PHR 6404</td>
<td>Pharmacogenomics: Personalized Medicine</td>
<td>2</td>
<td>PHR 6604 Research Design and Literature Evaluation II</td>
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<td>PHR 6605 Clinical Application of Pharmacokinetics lab</td>
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CURRICULUM
174 CREDITS TOTAL
Professional Year Three (P3)
(43 credits)

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<tr>
<th>1st QUARTER (SUMMER)</th>
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<tbody>
<tr>
<td>PHR 7000</td>
<td>Advanced Pharmacy Practice Experiences (APPE)</td>
<td>6 (Pass/Fail)</td>
<td>PHR 7200</td>
</tr>
<tr>
<td>PHR 7001</td>
<td>Advanced Pharmacy Practice Experiences (APPE)</td>
<td>6 (Pass/Fail)</td>
<td>PHR 7201</td>
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<tr>
<th>3rd QUARTER (WINTER)</th>
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<tr>
<td>PHR 7400</td>
<td>Advanced Pharmacy Practice Experiences (APPE)</td>
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<td>PHR 7600</td>
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<tr>
<td>PHR 7401</td>
<td>Advanced Pharmacy Practice Experiences (APPE)</td>
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<td>PHR 7601</td>
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Accessing CEI for preceptor development

We’ve Partnered with CEI to Provide You with Quality Preceptor Education!

CEI offers an entire library of programs of practical tools to help Preceptors engage students and residents and make the most of their teaching site. CEI’s Preceptor Library includes a series of online, interactive educational activities that meet ACPE standards for education and professional development of preceptors. Including a monthly online journal club discussion - Login To Learn (L2L) - that allows preceptors and students to review and evaluate a clinical, primary literature article. Login To Learn is a LIVE webinar on the second Wednesday of every month from 12noon - 1:00pm (central).

As a Preceptor you can:
- Participate in activities at your convenience within your schedule
- Choose from a selection of activities that meet your professional development needs
- Enhance your ability to integrate student pharmacists
- Benefit from an online journal club for participation with your students

CEI PARTNERS WITH E*VALUE TO OFFER STREAMLINED ACCESS TO PRECEPTOR EDUCATION

How to Access Activities:
1. Login to E*Value at www.e-value.net and choose the Learning Modules tile.
2. Choose CEI from the sub menu and follow the prompts to link to the Preceptors icon on the CEI website.
3. To Register for an activity, click on any title within the Preceptors icon and click REGISTER. On the payment screen, select “Register for Free”. Then access your activity(ies) within the Profile page.

How to Submit CPE:
1. Login to www.GoToCEI.org. Click on My Profile - Claim CPE.
2. Click the activity title under your TO DO folder to access activity and handouts.
3. After completing activity, go to the Home Page by clicking Back (at the top right) or the CEI logo (top left). Click on My Profile/Claim CPE.
4. Locate activity and click Exam under Go To Column, once completed you will be prompted to complete the Evaluation then click SUBMIT to send to CPE Monitor.

QUESTIONS? We’re happy to help! Contact us at 515-270-8118 or Team@GoToCeI.org

WWW.GOTOCEI.ORG
Course Coordinator:
Format: 6 credit hours
Time: 240 hours on site

Course Faculty:
(Preceptor name), Pharm.D. or Ph.D.
(Title)
Pharmacy/Office location:
Phone:
Email:
Office Hours:

Course Description:
This experience provides students the opportunity to provide a high level of pharmaceutical care to patients in an ambulatory care setting. Students will be given the opportunity to develop a strong relationship between physicians and other health care providers in a clinic setting and develop clinical skills to provide patient services in an ambulatory care setting.

Program Competencies:
1. Learner (Learner): Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.
2.1. Patient-centered care (Caregiver): Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).
2.2. Medication use systems management (Manager): Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.
2.3. Health and wellness (Promoter): Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.
3.1. Problem Solving (Problem Solver)- Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.
3.2. Educator (Educator)- Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.
3.3. Patient Advocacy (Advocate)- Assure that patients’ best interests are represented.
3.4. Interprofessional collaboration (Collaborator)- Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.
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4.2. Leadership (Leader) – Demonstrate responsibility for creating and achieving shared goals, regardless of position.
4.3. Innovation and Entrepreneurship (Innovator) – Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.

4.4. Professionalism (Professional) – Exhibit behaviors and values that are consistent with the trust given by the profession by patients, other healthcare providers, and society.

Required Textbooks/Additional References:
Per preceptor recommendation

Required Technology
Per preceptor recommendation

Assessments:
Mid-point evaluation of student (located in E-value)
Final evaluations (site, preceptor, self, student all located in E-value)
Required Student Activities

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69.5% - 100% = Pass  ≤ 69.4% = Fail
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Tutoring Plan:
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Course Remediation:
Students who fail an APPE will not have the opportunity for remediation. All clinical experiences which are failed must be repeated and passed for a student to qualify for graduation from SCUOP.

Course Policies:
Please read the following course policies. These policies and procedures are in place to create an appropriate learning environment for students and to maintain the academic integrity of this course and of the College of Pharmacy. As students in a professional doctoral program, professional behavior is expected always.
1. You are expected to be present as scheduled by your preceptor, attend all experience-related activities and to arrive on time. Late arrivals and early departures are disruptive.
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3. Please let the Assistant Dean of Experiential Education and your current preceptor know immediately if you have any problem that is preventing you from performing satisfactorily on the experience.
4. Cell phones may be used as directed by the hosting facility’s policy. If there is an emergency reason for which you may receive a phone call, please discuss this with the preceptor so arrangements can be made.
5. No assessments will be dropped.
6. Information from lectures, discussions, assigned readings, and handouts may be covered on end of block examinations.
7. You are required to check email and Blackboard regarding announcements about the course throughout the block.
8. The following policies from the College of Pharmacy Student Handbook (see website for most current edition) will be the operative policies in this course:
   a. Attendance
   b. Examination
   c. Honor Code and Academic Dishonesty
   d. Dress code
9. As a student enrolled in this course, you will have access to electronic and printed materials which are the intellectual property of others and may contain protected health information of patients. The student is NOT permitted to record lectures, make copies of patient records by electronic, tape or other methods while on the experience. The posting, distribution or presentation of these materials, whether copyrighted and including both electronic (on the internet, Blackboard, or other medium) and print formats, without express written permission of the Course Coordinator, faculty, publisher or patient will be considered a violation of the Honor Code and an instance of “academic dishonesty.” Such a Code violation will result in appropriate sanctions by the College’s Academic Progression and Ethics Committee.

10. Computer and other technology use on the experience will be determined by the preceptor. Any unauthorized use of the laptops or technology during the experience for purposes other than for instructional use is inappropriate (i.e., checking personal email, using Facebook, instant messaging, etc) and is a violation of the Honor Code and is considered academic dishonesty. Students who fail to comply may be asked to leave the experience. This may result in course failure.

11. Plagiarism is defined as “the unauthorized use or close imitation of the language and thoughts of another author (including a student author) and the representation of them as one’s own original work.” Appropriate paraphrasing and proper referencing are necessary to avoid plagiarism. Please refer to the Citation Guide, available from the Drug Information Center, for proper referencing/citation formats. Students in SUCOP courses are expected to read these guidelines and to adhere to them in the submission of all written assignments. All instances of plagiarism occurring in this course will be addressed as outlined in the Student Handbook.

**SPECIAL NOTES:**

If an experience has been cancelled for any reason, the preceptor reserves the right to make up that day at another assigned time. Students will be notified in advance if a special session is scheduled.

The provisions of this syllabus, including the schedule of lectures, may be added to, deleted from, or changed if, in the opinion of the course coordinator(s), it becomes necessary to do so to achieve course objectives. The students will be notified in advance of any such changes.

American Disability Act (ADA) Statement: Sullivan University is committed to providing an educational environment that is accessible to all students. See the following link for more information on the ADA: [http://www.usdoj.gov/crt/ada/adahom1.htm](http://www.usdoj.gov/crt/ada/adahom1.htm).

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<table>
<thead>
<tr>
<th>Example schedule:</th>
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<tbody>
<tr>
<td><strong>Week</strong></td>
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**Student Activities:**

The following activities are those activities for which every student should be competent upon graduation.


Collect information to identify a patient’s medication-related problems and health-related needs.
- Collect a medical history from a patient or caregiver.
- Collect a medication history from a patient or caregiver.
- Determine a patient’s medication adherence and other medication use behaviors.
- Use health records to determine a patient’s health-related needs relevant to setting of care and the purpose of the encounter.

Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.
• Assess a patient’s signs and symptoms to determine whether the patient can be treated within the scope of practice or requires a referral.
• Measure an adult patient’s vital signs and interpret the results (e.g., body temperature, pulse rate, respiration rate, and blood pressure).
• Select laboratory tests and interpret the results.
• Identify drug interactions.
• Perform a comprehensive medication review (CMR) for a patient.
• Assess a patient’s health literacy using a validated screening tool.
• Compile a prioritized health-related problem list for a patient.
• Evaluate an existing drug therapy regimen.

Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.
• Follow an evidence-based disease management protocol.
• Develop a treatment plan with a patient.
• Manage drug interactions.
• Select monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan.
• Determine the appropriate time interval(s) to collect monitoring data.
• Create a patient-specific education plan

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

Follow-up and monitor a care plan.
• Collect monitoring data at the appropriate time interval(s).
• Evaluate the selected monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan.
• Modify/adjust an existing medication therapy regimen based on patient response.
• Communicate a patient case to a colleague to ensure an effective handoff or during a transition of care.

Collaborate as a member of an interprofessional team.
• Contribute medication-related expertise to the team’s work.
• Explain to a patient, caregiver, or professional colleague each team member’s role and responsibilities.
• Communicate a patient’s medication-related problem(s) to another health professional.
• Communicate with respect.
• Use attentive listening skills when communicating with team members.
• Use consensus building strategies to develop a shared plan of action.

Identify patients at risk for prevalent diseases in a population.
• Perform a screening assessment to identify patients at risk for prevalent diseases in a population (e.g., hypertension, diabetes, depression).
• Minimize adverse drug events and medication errors.
• Assist in the identification of underlying system-associated causes of errors.
• Report adverse drug events and medication errors to stakeholders.

Maximize the appropriate use of medications in a population.
• Perform a medication use evaluation.
• Ensure that patients have been immunized against vaccine-preventable diseases.
• Determine whether a patient is eligible for and has received CDC recommended immunizations.
• Administer and document CDC recommended immunizations to an adult patient.
Educate patients and professional colleagues regarding the appropriate use of medications.
- Lead a discussion regarding a recently published research manuscript and its application to patient care.
- Develop and deliver a brief (less than 1 hour) educational program regarding medication therapy to health professional or lay audience.

Use evidence-based information to advance patient care.
- Retrieve and analyze scientific literature to make a patient-specific recommendation.
- Retrieve and analyze scientific literature to answer a drug information question.

Oversee the pharmacy operations for an assigned work shift.
- Implement pharmacy policies and procedures.
- Supervise and coordinate the activities of pharmacy technicians and other support staff.
- Assist in training pharmacy technicians and other support staff.
- Assist in the evaluation of pharmacy technicians and other support staff.
- Identify pharmacy service problems and/or medication safety issues.
- Maintain the pharmacy inventory.
- Assist in the management of a pharmacy budget.

Measure pharmacy quality and productivity indicators
- Assist in the preparation for regulatory visits and inspections.

Fulfill a medication order.
- Enter patient-specific information into an electronic health or pharmacy record system.
- Prepare commonly prescribed medications that require basic sterile compounding or basic non-sterile compounding prior to patient use.
- Determine if a medication is contraindicated for a patient.
- Identify and manage drug interactions.
- Determine the acquisition cost and patient co-pay or price for a prescription.
- Ensure that formulary preferred medications are used when clinically appropriate.
- Obtain authorization for a non-preferred medication when clinically appropriate.
- Assist a patient to acquire medication(s) through support programs

Create a written plan for continuous professional development.
- Create and update a curriculum vitae, resume, and/or professional portfolio.
- Perform a self-evaluation to identify professional strengths and weaknesses.

**AMBULATORY PATIENT CARE COMPETENCIES**
*The following competencies reflect what most students should be able to complete on an Ambulatory Patient Care Experience*

<table>
<thead>
<tr>
<th>Competency</th>
<th>Examples</th>
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<tbody>
<tr>
<td>Demonstrate appropriate depth and breadth of pharmacotherapeutics and disease-related knowledge for common conditions in the ambulatory care clinic population.</td>
<td>Participate and/or lead topic discussions.</td>
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<tr>
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<td>Apply the PPCP to every patient assigned by preceptor, essentially independently, and present to preceptor</td>
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<tr>
<td>Optimize patient-specific outcomes for ambulatory care patients using the Pharmacist-provided Patient Care Process (PPCP), in collaboration with other healthcare providers</td>
<td>Perform a patient history and systematically collect information sufficient to identify drug related problems and to support decisions regarding drug therapy.</td>
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<td>Perform, obtain and interpret physical assessments needed for managing medication therapy.</td>
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<td>Assess collected information to evaluate/identify drug related problems.</td>
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<td>Make decisions about a care plan for treatment; prevention; and wellness to optimize patient outcomes that includes, but not limited to, strategies that overcome patient-specific barriers to care.</td>
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<td>Implement a care plan in collaboration with health care team and patient that includes monitoring and continuity of care, and considerations for triage, patient referral, and follow-up.</td>
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<td>Monitor and evaluate care plan, make needed adjustments.</td>
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<td>Actively contribute as a member of an interprofessional healthcare team.</td>
<td>Independently communicate medication therapy recommendations to members of the healthcare team</td>
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<td>Share accountability for patient care decisions with the team</td>
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<td>Demonstrate effective teamwork/collaboration skills</td>
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<td>Present patient cases to other members of the team</td>
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<tr>
<td>Apply evidence-based medicine practices to demonstrate knowledge of information applicable to ambulatory care practice.</td>
<td>Retrieve, interpret, and apply biomedical literature applicable to the patients seen on this rotation.</td>
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<td>Respond to questions with the appropriate level of detail necessary to ensure proper patient care and communication with other relevant parties.</td>
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<td>Analyze a clinical study</td>
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<td>Prepare and lead a Journal club</td>
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<td>Develop and justify patient care recommendations</td>
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<td>Present patient cases, disease or medication related topics to health care professionals</td>
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<tr>
<td>Document patient care activities and care plan clearly and concisely to reflect the PPCP in the appropriate site-specific system.</td>
<td>Examples of types of documentation pharmacists do in this setting:</td>
</tr>
<tr>
<td></td>
<td>1. SOAP notes for inclusion in medical record</td>
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<td></td>
<td>2. Care notes from face-to-face patient visits</td>
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<td></td>
<td>3. Interventions/recommendations made to team for patient care</td>
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<td>Outcomes necessary for ACO reporting: Cost savings</td>
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<td>Utilize institution specific drug selection algorithm to recommend formulary vs. non-formulary medications.</td>
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<td>Advocate for patient access to medications to optimize patient outcomes.</td>
<td>Assist patients with medication cost assistance programs, such as:</td>
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<td>- Copay cards</td>
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<tr>
<td></td>
<td>- Patient assistance programs</td>
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<td>Coordinate with other healthcare providers to minimize medication access issues during transitions of care</td>
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| Perform patient tailored medication education. | Meet patients where they are, speaking to them at their level of health literacy  
Apply tactics to assess education delivered (teach-back method) |
| Adjust communication styles and techniques in response to patient specific needs and individual social determinants of health. | Examples of communication techniques used in this setting:  
- motivational interviewing,  
- coaching  
- counseling/education |
| Use population-level data and quality metrics to identify and develop practices or strategies for improving outcomes and/or addressing health promotion and disease prevention for the population served by the clinic. | Develop patient education materials and deliver educational classes |

Social determinants of health include culture, religion, health literacy, literacy, disabilities, and cognitive impairment.

* Common Competencies for Core APPEs AACP Experiential Education (EE) Section Task Force  April 2017

**Site Specific Student Activities:**
Update this section with your experience specific activities
Course Coordinator:
Format: 6 credit hours
Time: 240 hours on site

Course Faculty:
(Preceptor name), Pharm.D. or Ph.D.
(Title)
Pharmacy/Office location:
Phone:
Email:
Office Hours:

Course Description:
This Advanced Pharmacy Practice Experience will allow students to learn how to provide a high level of pharmaceutical care to patients in a community pharmacy, while allowing the student to develop a strong working relationship with other health care providers and pharmacists. Students will understand how the community pharmacy operates as a business and apply economic principles to patient care and store profitability. Students will build on skills learned in IPPE to develop appropriate and necessary dispensing skills needed to provide integrated pharmaceutical care to patients in a community pharmacy.

Program Outcomes:

1.1. Learner (Learner): Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.

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- Use health records to determine a patient’s health-related needs relevant to setting of care and the purpose of the encounter.

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- Assess a patient’s signs and symptoms to determine whether the patient can be treated within the scope of practice or requires a referral.
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• Select laboratory tests and interpret the results.
• Identify drug interactions.
• Perform a comprehensive medication review (CMR) for a patient.
• Assess a patient’s health literacy using a validated screening tool.
• Compile a prioritized health-related problem list for a patient.
• Evaluate an existing drug therapy regimen.

Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.
• Follow an evidence-based disease management protocol.
• Develop a treatment plan with a patient.
• Manage drug interactions.
• Select monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan.
• Determine the appropriate time interval(s) to collect monitoring data.
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• Communicate a patient case to a colleague to ensure an effective handoff or during a transition of care.

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• Contribute medication-related expertise to the team’s work.
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• Use attentive listening skills when communicating with team members.
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• Develop and deliver a brief (less than 1 hour) educational program regarding medication therapy to health professional or lay audience.

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• Retrieve and analyze scientific literature to answer a drug information question.

Oversee the pharmacy operations for an assigned work shift.
• Implement pharmacy policies and procedures.
• Supervise and coordinate the activities of pharmacy technicians and other support staff.
• Assist in training pharmacy technicians and other support staff.
• Assist in the evaluation of pharmacy technicians and other support staff.
• Identify pharmacy service problems and/or medication safety issues.
• Maintain the pharmacy inventory.
• Assist in the management of a pharmacy budget.

Measure pharmacy quality and productivity indicators
• Assist in the preparation for regulatory visits and inspections.

Fulfill a medication order.
• Enter patient-specific information into an electronic health or pharmacy record system.
• Prepare commonly prescribed medications that require basic sterile compounding or basic non-sterile compounding prior to patient use.
• Determine if a medication is contraindicated for a patient.
• Identify and manage drug interactions.
• Determine the acquisition cost and patient co-pay or price for a prescription.
• Ensure that formulary preferred medications are used when clinically appropriate.
• Obtain authorization for a non-preferred medication when clinically appropriate.
• Assist a patient to acquire medication(s) through support programs

Create a written plan for continuous professional development.
• Create and update a curriculum vitae, resume, and/or professional portfolio.
• Perform a self-evaluation to identify professional strengths and weaknesses.

**COMMUNITY PHARMACY COMPETENCIES**
*The following competencies reflect what most students should be able to complete on a Community Pharmacy Experience*

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<thead>
<tr>
<th>Competency</th>
<th>Examples</th>
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<tbody>
<tr>
<td>Optimize patient-specific outcomes using the Pharmacist-Provided Patient Care Process (PPCP) as it applies in the community pharmacy setting.</td>
<td>Collect patient information and interpret it based on results of monitoring parameters to support improved patient outcomes.</td>
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<td>Perform disease state management services such as BP monitoring, Adherence Calls, MTM, drug therapy changes per collaborative care, etc.</td>
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<td>Conduct formal MTM process</td>
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<td>Assess and resolve DUR’s</td>
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<td>Make recommendations and/or modify care plans to address patient specific needs</td>
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<td></td>
<td>When possible, initiate/change drug therapy to address patient specific needs</td>
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<td>Task</td>
<td>Example Tasks</td>
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<tr>
<td>Perform CMR when appropriate and make recommendations/changes</td>
<td>Prepare a patient case presentation</td>
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<td>accordingly.</td>
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<td>Proactively identify and</td>
<td>Could be part of MTM, Late-to-refill calls, New-to-Therapy Calls</td>
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<tr>
<td>resolve patient-specific</td>
<td>Prepare a patient case presentation</td>
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<td>barriers to medication adherence.</td>
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<tr>
<td>Assist patients with their</td>
<td>OTC counseling/consulting</td>
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<td>self-care and medication self-administration including making</td>
<td>Self-care consults</td>
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<tr>
<td>recommendations regarding medications (prescription and OTC)</td>
<td>Could be included in MTM</td>
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<td>and non-drug therapy alternatives.</td>
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<tr>
<td>Triage and refer patients to other members of the health care team</td>
<td>Through general consulting following patient questions or following</td>
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<td>when appropriate to meet a specific patient’s health needs.</td>
<td>physical assessment services i.e., blood pressure. We refer to poison</td>
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<tr>
<td>Instruct patients on health and wellness strategies including</td>
<td>control, urgent care, ER, PCP, specialist, etc.</td>
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<td>provision of screening and education services when indicated.</td>
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<tr>
<td>Proactively perform patient tailored counseling and medication</td>
<td>Medication education on all new prescriptions</td>
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<td>education using the most current and relevant information.</td>
<td>Medication education on refills when appropriate</td>
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<tr>
<td>Proactively perform patient tailored counseling and medication</td>
<td>Proactively perform patient tailored counseling and medication education</td>
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<tr>
<td>education using the most current and relevant information.</td>
<td>using the most current and relevant information.</td>
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<tr>
<td>Adjust communication styles and techniques (e.g. motivational</td>
<td>Could be included in MTM, prescription filling, OTC consults</td>
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<tr>
<td>interviewing, coaching, counseling/education) in response to patient</td>
<td>Could include communicating with other health care providers</td>
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<td>specific needs and individual social determinants of health (e.g.</td>
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<td>culture, religion, health literacy, literacy, disabilities, and</td>
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<td>cognitive impairment).</td>
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<td>Accurately apply the prescription verification process (e.g. legitimate prescription, appropriate dose, interactions, DUR.)</td>
<td>Engage in prescription fill process i.e., ensure proper all legal aspects are met</td>
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<tr>
<td>Use a computerized pharmacy management system for best practices related to safe medication use and distribution.</td>
<td>Engage in prescription fill process</td>
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<tr>
<td>Demonstrates the role of a pharmacist in managing legal, human, financial, technological and/or physical resources for day-to-day operations in the pharmacy.</td>
<td>Identifies situations requiring the intervention and management of the pharmacist in the community pharmacy setting.</td>
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<td>Identifies strengths and areas for improvement within the practice or business model, considering alternatives and potential strategies.</td>
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<td>Discusses site’s budget and financial projections.</td>
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<td>Identifies opportunities for staff training and creates a training plan.</td>
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<td>Provides an in-service to pharmacy staff.</td>
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<td>Given a human resources conflict, describes perspectives of all involved.</td>
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<td>Completes a needs assessment regarding technology at the site.</td>
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<td>Examines the pros and cons of the site’s physical layout and develops an improvement plan.</td>
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<td>Conducts an inventory analysis and creates a plan to increase turnover.</td>
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<td>Writes a report about strategies to manage drug shortages.</td>
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<td>Contrasts pharmacist and pharmacy technician activities at the site and makes recommendations to improve workflow.</td>
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<td>Reviews the drug storage policies to ensure proper drug storage.</td>
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<td>Use continuous quality improvement techniques to optimize the medication use process.</td>
<td>Participates in site’s CQI process.</td>
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<td>Reviews CQI data to determine improvement opportunities.</td>
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<td>Creates a report recommending potential improvements based on site data.</td>
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<td>Participates in the reporting of quality-related events.</td>
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</table>

* Common Competencies for Core APPEs AACP Experiential Education (EE) Section Task Force April 2017

**Site Specific Student Activities:**
Update this section with your experience specific activities
Course Coordinator:
Format: 6 credit hours
Time: 240 hours on site

Course Faculty:
(Preceptor name), Pharm.D. or Ph.D.
(Title)
Pharmacy/Office location:
Phone:
Email:
Office Hours:

Course Description:
The Advanced Pharmacy Practice Experience in Hospital/Health System Pharmacy is designed to allow the student to demonstrate didactically acquired knowledge, skills and attitudes in a hospital practice setting. Areas of practice include patient centered care, personnel management, inventory management and control, drug distribution, medication safety, pharmacy administration and leadership.

Program Competencies:
1.1. Learner (Learner): Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.
2.2. Medication use systems management (Manager): Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.
3.1. Problem Solving (Problem Solver)- Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.
3.2. Educator (Educator)- Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.
3.4. Interprofessional collaboration (Collaborator)- Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.
3.6. Communication (Communicator)- Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.
4.1. Self-awareness (Self-aware) – Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.
4.2. Leadership (Leader) – Demonstrate responsibility for creating and achieving shared goals, regardless of position.
4.3. Innovation and Entrepreneurship (Innovator) – Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.
4.4. Professionalism (Professional) – Exhibit behaviors and values that are consistent with the trust given by the profession by patients, other healthcare providers, and society.

Required Textbooks/Additional References:
Per preceptor recommendation
Assessments:
Mid-point evaluation of student (located in E-value)
Final evaluations (site, preceptor, self, student all located in E-value)
Required Student Activities

Grading Scale:
69.5% - 100% = Pass
≤ 69.4% = Fail
The grades in the College of Pharmacy have been rounded to two decimal places. However, the College of Pharmacy uses only one decimal point in determining letter grades.

IT Issues:
If you have problems with Internet connectivity while on campus, you need to submit a ticket to the Sullivan Help desk to get the problem resolved. You may do so by calling (502) 413-8800 or submitting a ticket to techsupport@sullivan.edu. If you have problems with Internet connectivity while on site, you need to inform your preceptor and follow the procedures of the site. Do not let a technology problem go unaddressed. You are responsible for making sure that your device is functional

Tutoring Plan:
If you find that you are struggling with the concepts, material, and/or assessments in the course, please contact the Assistant Dean of Experiential Education and/or your respective preceptor to set up an individual tutoring appointment.

Course Remediation:
Students who fail an APPE will not have the opportunity for remediation. All clinical experiences which are failed must be repeated and passed for a student to qualify for graduation from SCUOP.

Course Policies:
Please read the following course policies. These policies and procedures are in place to create an appropriate learning environment for students and to maintain the academic integrity of this course and of the College of Pharmacy. As students in a professional doctoral program, professional behavior is expected always.

1. You are expected to be present as scheduled by your preceptor, attend all experience-related activities and to arrive on time. Late arrivals and early departures are disruptive.
2. If you have trouble hearing because of distractions around you, please inform the preceptor.
3. Please let the Assistant Dean of Experiential Education and your current preceptor know immediately if you have any problem that is preventing you from performing satisfactorily on the experience.
4. Cell phones may be used as directed by the hosting facility’s policy. If there is an emergency reason for which you may receive a phone call, please discuss this with the preceptor so arrangements can be made.
5. No assessments will be dropped.
6. Information from lectures, discussions, assigned readings, and handouts may be covered on end of block examinations.
7. You are required to check email and Blackboard regarding announcements about the course throughout the block.
8. The following policies from the College of Pharmacy Student Handbook (see website for most current edition) will be the operative policies in this course:
   a. Attendance
   b. Examination
   c. Honor Code and Academic Dishonesty
   d. Dress code
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Create a written plan for continuous professional development.

- Create and update a curriculum vitae, resume, and/or professional portfolio.
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**HOSPITAL/ HEALTH SYSTEM PHARMACY COMPETENCIES**

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<thead>
<tr>
<th>Competency</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outline basic functionality and appropriate use of commonly used automated systems related to medication use (e.g., automated dispensing cabinets, computerized prescriber order entry, bar code med admin, programmable infusion devices, robotics).</td>
<td>Participate in medication inventory and ordering process.</td>
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<tr>
<td></td>
<td>Identifies and communicates problems with medication orders.</td>
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<td></td>
<td>Contact nursing staff to follow up on missing medication/doses, off schedule administration, patient preferences and other urgent medication issues.</td>
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<tr>
<td></td>
<td>Asks for help when learning to verify/input medication orders.</td>
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<tr>
<td></td>
<td>Discuss a new service or enhancement of an existing service and review the business plan used to justify the additional expenditure (within pharmacy department or hospital wide).</td>
</tr>
<tr>
<td>Participate in processes needed to provide sterile compounded parenteral solutions, including the basic requirements of USP 797.</td>
<td>Determine expiration date, BUD, infusion rates, adequate supply to send for a new and re-ordered medication</td>
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</tr>
<tr>
<td>Practice supervising pharmacy technicians in their work in medication preparation and delivery.</td>
<td>Accurately verifies medication orders</td>
</tr>
<tr>
<td></td>
<td>Accurately checks the work of technicians in preparing medication (sterile and non-sterile) for dispensing and/ or distribution</td>
</tr>
<tr>
<td>Describe the integration and interface of clinical and distributive functions, including the synergy that translates into safe and effective medication therapy.</td>
<td>Describe strategies for reimbursement of pharmacy services in a health system setting and differentiate the mechanisms of paying for health care</td>
</tr>
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<td></td>
<td>Differentiate between different third party payers including Medicare (Part A, B, and D), Medicaid (traditional and HMO) and private sector health insurance</td>
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<tr>
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<td>Perform calculations as needed to evaluate medication regimens, expiration dates. (ie.creatinine clearance, body weight)</td>
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<td></td>
<td>Participate in the procurement and management of controlled substances</td>
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<td></td>
<td>Be exposed to role of the pharmacist in an inter-disciplinary committee (e.g. P&amp;T)</td>
</tr>
<tr>
<td>Effectively reconcile medications for patients transitioning from one service/setting to another and make appropriate communications to involved pharmacy providers.</td>
<td>Obtain and record appropriate information from patients including demographics, medication histories, drug allergies or tolerances and identify medical conditions and drug related problems</td>
</tr>
<tr>
<td></td>
<td>Conducts medication histories and/ or medication reconciliations as appropriate</td>
</tr>
<tr>
<td></td>
<td>Participates in clinical information gathering forums and/ or staff meetings</td>
</tr>
<tr>
<td></td>
<td>Communicates effectively with a patient, pharmacy personnel, other healthcare providers and prescribers</td>
</tr>
<tr>
<td>Describe the impact of pharmacist involvement on medication safety.</td>
<td>Evaluate one quality assurance measure (pros and cons)</td>
</tr>
<tr>
<td>Summarize current National Patient Safety Goals and articulate those goals that relate to medication use, pharmaceutical care and pharmacy’s role in each.</td>
<td>Identify and evaluate the process for dealing with a drug shortage or diversion</td>
</tr>
<tr>
<td>Employ performance improvement techniques used in health systems and describe how they are used to improve the medication use process.</td>
<td>Review, evaluate and analyze 5 medication errors or averted errors</td>
</tr>
<tr>
<td></td>
<td>Report, evaluate and analyze 2 ADR's</td>
</tr>
<tr>
<td>Contribute to establishing medication use policies/criteria and maintaining the formulary using an evidence-based approach to evaluation of the literature.</td>
<td>Responds to at least 2 drug information questions using computerized resources available in the pharmacy</td>
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<tr>
<td></td>
<td>Reviews the role of the pharmacy in disaster planning and response</td>
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<td></td>
<td>Complete and give an oral presentation on a new drug/treatment modality or journal club</td>
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<td></td>
<td>Provides an education session for the pharmacy staff, or and in-service to close an identified gap</td>
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<td></td>
<td>Complete 1 of the following: formulary review, medication use evaluation or drug policy development and implementation</td>
</tr>
<tr>
<td>Describe how organizations such as the Joint Commission strive to assure quality of health care through the accreditation process, giving examples of relevant standards related to safe and appropriate medication use</td>
<td>Demonstrate knowledge of regulatory agencies such as OSHA, DEA, JCAHO, EPA and the Board of Pharmacy</td>
</tr>
<tr>
<td></td>
<td>Document or review the documentation of compliance items related to regulatory bodies</td>
</tr>
</tbody>
</table>

* Common Competencies for Core APPEs AACP Experiential Education (EE) Section Task Force April 2017

**Site Specific Student Activities:**
Update this section with your experience specific activities
Course Coordinator:
Format: 6 credit hours
Time: 240 hours on site

Course Faculty:
(Preceptor name), Pharm.D. or Ph.D.
(Title)
Pharmacy/Office location:
Phone:
Email:
Office Hours:

Course Description:
The Inpatient General Medicine Patient Care experience provides the pharmacy student the opportunity to round with a treatment team and to participate in the care of patients with a variety of acute and chronic conditions. The application of therapeutic principles and pharmacokinetics, as well as problem identification and solving, documentation, communication skills, and drug information skills are emphasized daily through interaction with patients and other health care professionals.

Program Outcomes:
1. Learner (Learner): Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.
2.1. Patient-centered care (Caregiver): Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).
2.2. Medication use systems management (Manager): Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.
3.1. Problem Solving (Problem Solver)- Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.
3.2. Educator (Educator)- Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.
3.3. Patient Advocacy (Advocate)- Assure that patients’ best interests are represented.
3.4. Interprofessional collaboration (Collaborator)- Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.
3.5. Cultural sensitivity (Includer)- Recognize social determinants of health to diminish disparities and inequities in access to quality care.
3.6. Communication (Communicator)- Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.
4.1. Self-awareness (Self-aware) – Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.
4.2. Leadership (Leader) – Demonstrate responsibility for creating and achieving shared goals, regardless of position.
4.3. Innovation and Entrepreneurship (Innovator) – Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.
4.4. Professionalism (Professional) – Exhibit behaviors and values that are consistent with the trust given by the profession by patients, other healthcare providers, and society.

**Required Textbooks/Additional References:**
Per preceptor recommendation

**Required Technology**
Per preceptor recommendation

**Assessments:**
Mid-point evaluation of student (located in E-value)
Final evaluations (site, preceptor, self, student all located in E-value)
Required Student Activities

**Grading Scale:**
69.5% -100% = Pass  ≤ 69.4% = Fail
The grades in the College of Pharmacy have been rounded to two decimal places. However, the College of Pharmacy uses only one decimal point in determining letter grades.

**IT Issues:**
If you have problems with Internet connectivity while on campus, you need to submit a ticket to the Sullivan Help desk to get the problem resolved. You may do so by calling (502) 413-8800 or submitting a ticket to techsupport@sullivan.edu. If you have problems with Internet connectivity while on site, you need to inform your preceptor and follow the procedures of the site. Do not let a technology problem go unaddressed. You are responsible for making sure that your device is functional

**Tutoring Plan:**
If you find that you are struggling with the concepts, material, and/or assessments in the course, please contact the Assistant Dean of Experiential Education and/or your respective preceptor to set up an individual tutoring appointment.

**Course Remediation:**
Students who fail an APPE will not have the opportunity for remediation. All failed clinical experiences must be repeated and passed for a student to qualify for graduation from SCUOP.

**Course Policies:**
Please read the following course policies. These policies and procedures are in place to create an appropriate learning environment for students and to maintain the academic integrity of this course and of the College of Pharmacy. As students in a professional doctoral program, professional behavior is expected always.

1. You are expected to be present as scheduled by your preceptor, attend all experience-related activities and to arrive on time. Late arrivals and early departures are disruptive.
2. If you have trouble hearing because of distractions around you, please inform the preceptor.
3. Please let the Assistant Dean of Experiential Education you’re your current preceptor know immediately if you have any problem that is preventing you from performing satisfactorily on the experience.
4. Cell phones may be used as directed by the hosting facility’s policy. If there is an emergency reason for which you may receive a phone call, please discuss this with the preceptor so arrangements can be made.
5. No assessments will be dropped.
6. Information from lectures, discussions, assigned readings, and handouts may be covered on end of block examinations.
7. You are required to check email and Blackboard regarding announcements about the course throughout the block.
8. The following policies from the College of Pharmacy Student Handbook (see website for most current edition) will be the operative policies in this course:
   a. Attendance
   b. Examination
   c. Honor Code and Academic Dishonesty
   d. Dress code
9. As a student enrolled in this course, you will have access to electronic and printed materials which are the intellectual property of others and may contain protected health information of patients. The student is NOT permitted to record lectures, make copies of patient records by electronic, tape or other methods while on the experience. The posting, distribution or
presentation of these materials, whether copyrighted and including both electronic (on the internet, Blackboard, or other medium) and print formats, without express written permission of the Course Coordinator, faculty, publisher or patient will be considered a violation of the Honor Code and an instance of “academic dishonesty.” Such a Code violation will result in appropriate sanctions by the College’s Academic Progression and Ethics Committee.

10. Computer and other technology use on each experience will be determined by the preceptor. Any unauthorized use of the laptops or technology during the experience for purposes other than for instructional use is inappropriate (i.e., checking personal email, using Facebook, instant messaging) and is a violation of the Honor Code and is considered academic dishonesty. Students who fail to comply may be asked to leave the experience. This may result in course failure.

11. Plagiarism is defined as “the unauthorized use or close imitation of the language and thoughts of another author (including a student author) and the representation of them as one’s own original work.” Appropriate paraphrasing and proper referencing are necessary to avoid plagiarism. Please refer to the Citation Guide, available from the Drug Information Center, for proper referencing/citation formats. Students in SUCOP courses are expected to read these guidelines and to adhere to them in the submission of all written assignments. All instances of plagiarism occurring in this course will be addressed as outlined in the Student Handbook.

SPECIAL NOTES:

If an experience day or activity has been cancelled for any reason, the preceptor reserve the right to make up that day at another assigned time. Students will be notified in advance if a special session is scheduled.

The provisions of this syllabus, including the schedule of lectures, may be added to, deleted from, or changed if, in the opinion of the course coordinator(s), it becomes necessary to do so to achieve course objectives. The students will be notified in advance of any such changes.

American Disability Act (ADA) Statement: Sullivan University is committed to providing an educational environment that is accessible to all students. See the following link for more information on the ADA: http://www.usdoj.gov/crt/ada/adahom1.htm.

Example schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Sat</th>
<th>Sun</th>
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<tbody>
<tr>
<td>1</td>
<td>Orientation</td>
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<td>Midpoint Evaluation</td>
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<td>6</td>
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<td></td>
<td>Final Evaluation</td>
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</tbody>
</table>

Student Activities:

The following activities are those activities for which every student should be competent upon graduation.


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

- Collect a medical history from a patient or caregiver.
- Collect a medication history from a patient or caregiver.
- Determine a patient’s medication adherence and other medication use behaviors.
- Use health records to determine a patient’s health-related needs relevant to setting of care and the purpose of the encounter.

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

- Assess a patient’s signs and symptoms to determine whether the patient can be treated within the scope of practice or requires a referral.
• Measure an adult patient’s vital signs and interpret the results (e.g., body temperature, pulse rate, respiration rate, and blood pressure).
• Select laboratory tests and interpret the results.
• Identify drug interactions.
• Perform a comprehensive medication review (CMR) for a patient.
• Assess a patient’s health literacy using a validated screening tool.
• Compile a prioritized health-related problem list for a patient.
• Evaluate an existing drug therapy regimen.

Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.
• Follow an evidence-based disease management protocol.
• Develop a treatment plan with a patient.
• Manage drug interactions.
• Select monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan.
• Determine the appropriate time interval(s) to collect monitoring data.
• Create a patient-specific education plan

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

Follow-up and monitor a care plan.
• Collect monitoring data at the appropriate time interval(s).
• Evaluate the selected monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan.
• Modify/adjust an existing medication therapy regimen based on patient response.
• Communicate a patient case to a colleague to ensure an effective handoff or during a transition of care.

Collaborate as a member of an interprofessional team.
• Contribute medication-related expertise to the team’s work.
• Explain to a patient, caregiver, or professional colleague each team member’s role and responsibilities.
• Communicate a patient’s medication-related problem(s) to another health professional.
• Communicate with respect.
• Use attentive listening skills when communicating with team members.
• Use consensus building strategies to develop a shared plan of action.

Identify patients at risk for prevalent diseases in a population.
• Perform a screening assessment to identify patients at risk for prevalent diseases in a population (e.g. hypertension, diabetes, depression).
• Minimize adverse drug events and medication errors.
• Assist in the identification of underlying system-associated causes of errors.
• Report adverse drug events and medication errors to stakeholders.

Maximize the appropriate use of medications in a population.
• Perform a medication use evaluation.
• Ensure that patients have been immunized against vaccine-preventable diseases.
• Determine whether a patient is eligible for and has received CDC recommended immunizations.
• Administer and document CDC recommended immunizations to an adult patient.

Educate patients and professional colleagues regarding the appropriate use of medications.
• Lead a discussion regarding a recently published research manuscript and its application to patient care.
• Develop and deliver a brief (less than 1 hour) educational program regarding medication therapy to health professional or lay audience.

Use evidence-based information to advance patient care.
• Retrieve and analyze scientific literature to make a patient-specific recommendation.
• Retrieve and analyze scientific literature to answer a drug information question.

Oversee the pharmacy operations for an assigned work shift.
• Implement pharmacy policies and procedures.
• Supervise and coordinate the activities of pharmacy technicians and other support staff.
• Assist in training pharmacy technicians and other support staff.
• Assist in the evaluation of pharmacy technicians and other support staff.
• Identify pharmacy service problems and/or medication safety issues.
• Maintain the pharmacy inventory.
• Assist in the management of a pharmacy budget.

Measure pharmacy quality and productivity indicators
• Assist in the preparation for regulatory visits and inspections.

Fulfill a medication order.
• Enter patient-specific information into an electronic health or pharmacy record system.
• Prepare commonly prescribed medications that require basic sterile compounding or basic non-sterile compounding prior to patient use.
• Determine if a medication is contraindicated for a patient.
• Identify and manage drug interactions.
• Determine the acquisition cost and patient co-pay or price for a prescription.
• Ensure that formulary preferred medications are used when clinically appropriate.
• Obtain authorization for a non-preferred medication when clinically appropriate.
• Assist a patient to acquire medication(s) through support programs.

Create a written plan for continuous professional development.
• Create and update a curriculum vitae, resume, and/or professional portfolio.
• Perform a self-evaluation to identify professional strengths and weaknesses.

**Inpatient General Medicine Patient Care Competencies**

The following competencies reflect what most students should be able to complete on an Inpatient General Medicine Patient Care Experience*:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Examples</th>
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</thead>
<tbody>
<tr>
<td>Demonstrate appropriate depth and breadth of pharmacotherapeutics and disease-related knowledge for a variety of common conditions seen in adult acute care patients.</td>
<td>Participate in and/or lead topic discussions</td>
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<tr>
<td></td>
<td>Apply the PPCP to every patient assigned by preceptor, essentially independently, and present to preceptor</td>
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<tr>
<td>Optimize patient-specific outcomes for acute care patients using the Pharmacist-provided Patient Care Process (PPCP), in collaboration with other healthcare providers.</td>
<td>Systematically collect information sufficient to identify drug related problems and to support decisions regarding drug therapy.</td>
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<tr>
<td>Assess collected information to evaluate/identify drug related problems.</td>
<td>Comprehensive assessment and care of the patient (the student must also be able to recognize, assess, and respond to underlying disease states, need for vaccinations, etc. that are not quite as acute)</td>
</tr>
<tr>
<td>Make decisions about a care plan for treatment; prevention; and wellness to optimize patient outcomes that includes, but not limited to, strategies that overcome patient-specific barriers to care including patient centered goals of care.</td>
<td>Implement a care plan in collaboration with health care team and patient that includes monitoring and continuity of care, and considerations for triage, patient referral, and follow-up.</td>
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<tr>
<td>Monitor and evaluate care plan, make needed adjustments.</td>
<td>Accurately prioritize multiple patient care responsibilities/needs in times of high activity and workload.</td>
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<tr>
<td>Determine which patient’s needs should be addressed first.</td>
<td>Address patient needs within an appropriate time, based on priority/acute.</td>
</tr>
<tr>
<td>Communicate clearly and appropriately regarding patient status and work that is unable to be completed during assigned work shifts (i.e. hand-off).</td>
<td>Apply pharmacokinetic dosing principles for commonly used drugs that rely on serum levels for dosing.</td>
</tr>
<tr>
<td>Renal dosing of commonly used drugs that rely on serum levels for dosing.</td>
<td>Actively contribute as a member of an interprofessional healthcare team.</td>
</tr>
<tr>
<td>Independently communicate medication therapy recommendations to members of the healthcare team.</td>
<td>Share accountability for patient care decisions with the team.</td>
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<tr>
<td>Demonstrate effective teamwork/collaboration skills.</td>
<td>Participate in rounds with other health care professionals.</td>
</tr>
<tr>
<td>Apply evidence-based medicine practices to demonstrate knowledge of information applicable to acute care medicine.</td>
<td>Retrieve, interpret, and apply biomedical literature applicable to the patients seen on this rotation.</td>
</tr>
<tr>
<td>Respond to questions with the appropriate level of detail necessary to ensure proper patient care and communication with other relevant parties.</td>
<td>Analyze a clinical study.</td>
</tr>
<tr>
<td>Prepare and lead a Journal club.</td>
<td>Develop and justify patient care recommendations with published evidence in support of a clinical situation.</td>
</tr>
<tr>
<td>Document patient care activities clearly and concisely to reflect the PPCP in the appropriate</td>
<td>Write SOAP notes for inclusion in the patient’s medical record.</td>
</tr>
<tr>
<td>Document pharmacist activities as part of a clinical intervention tracking system (where appropriate).</td>
<td>Document treatment plans under protocol (e.g. Vancomycin, anticoag)</td>
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<tr>
<td>Site-specific health record system(s).</td>
<td>Document medication histories/reconciliation in EMR</td>
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</tr>
<tr>
<td>Document patient education encounters</td>
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</table>

**Educate healthcare team members on pharmacy topics relevant to their roles and practice.**

- Provide a formal education presentation, for example:
  - [ ] Patient case presentation
  - [ ] Medication information in-service presentations

- Lead informal topic discussions/presentations with/for the interprofessional team

**Use institutional procedures and best practices to ensure continuity of care for patients transitioning across healthcare settings.**

- Provide medication reconciliation as appropriate
- Provide discharge counseling as appropriate
- Participate in communications regarding transitions of patients between different levels of care in the same institution (ICU to ward)
- Communicate with community pharmacist and other community providers to facilitate successful transition to home upon discharge

*Common Competencies for Core APPEs AACP Experiential Education (EE) Section Task Force April 2017*

**Site-Specific Student Activities:**

*Update this section with your experience specific activities*
Course Coordinator:

Format: 1 credit hours

Time: 40 hours on site, 5 hours each week

Course Faculty:

(Preceptor name), Pharm.D.
(Title)
Pharmacy/Office location:
Phone:
Email:
Office Hours:

Course Description:

Community Introductory Pharmacy Practice Experiences are a four course sequence requiring a minimum of 160 contact hours, divided and completed by quarter; 40 hours during the summer quarter, 45 hours during the fall and winter quarters and 30 hours during the spring quarter. These courses introduce the student to the philosophy, socialization, and practice of the profession of pharmacy through a longitudinal experience in a community pharmacy practice environment. The student will practice the technical skills necessary to be a successful pharmacist while exploring the concepts of professionalism and shared accountabilities for health care outcomes.

Program Competencies:

1.1 Learner (Learner): Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.

2.2 Medication Use Systems Management (Manager): Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.

3.1 Problem Solving (Problem Solver)- Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.

3.2 Educator (Educator)- Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.

3.3 Patient Advocacy (Advocate)- Assure that patients’ best interests are represented.
4.1 Self-awareness (Self-aware) – Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.

4.2. Leadership (Leader) – Demonstrate responsibility for creating and achieving shared goals, regardless of position.

4.4. Professionalism (Professional) – Exhibit behaviors and values that are consistent with the trust given by the profession by patients, other healthcare providers, and society.

**Required Textbooks/Additional References:**

Per preceptor recommendation

**IPE:**

IPE can be defined as “occasions when two or more professions learn with, from and about each other to improve collaboration and the quality of care.”

Students on community IPPE can expect to learn by working alongside pharmacists, allied health practitioners, pharmacy technicians, and other key pharmacy staff to execute daily operations.

**Assessments:**

- Mid-point evaluation of student (located in E-value)
- Final evaluations (site, preceptor, self, student all located in E-value)
- Time tracking sign off in E-value
- Required experience checklists and assignments from Patient Care Lab

**Grading Scale:**

*Meet Standard on all Primary Learning Objectives = PASS*

*Partially or Not Meet Standard on any Primary Learning Objectives = FAIL*

*Primary learning objectives which are listed on the checklists make up the final evaluation tool preceptors will use to evaluate the student at the end of the experience. In order to pass the experience students must complete each item at the appropriate level for a PharmD candidate with one year of didactic coursework.*

**IT Issues:**

If you have problems with Internet connectivity while on campus, you need to submit a ticket to the Sullivan Help desk in order to get the problem resolved. You may do so by calling (502) 413-8800 or submitting a ticket to techsupport@sullivan.edu.

If you have problems with Internet connectivity while on site, you need to inform your preceptor and follow the procedures of the site.

Do not let a technology problem go unaddressed. You are responsible for making sure that your device is functional.

**Tutoring Plan:**

If you find that you are struggling with the concepts, material, and/or assessments in the course, please contact the Assistant Dean of Experiential Education and/or your respective preceptor to set up an individual tutoring appointment.
Course Remediation Policy:
IPPE rotations are completed on a Pass/Fail basis. All students must achieve a “meets standard” in all Required Learning objectives and as a minimum “partially meets standard” in Additional objectives. Students who receive “do not meet competency” for a Required Learning Objective or an Additional Learning Objective will be asked to develop an Individual Education Plan (IEP) which will be approved by the OEE. Students will not be allowed to continue on to APPE rotations unless these deficiencies are removed or successful remediated as determined by the OEE. Failures in IPPE can potentially delay graduation. Students who fail two IPPE experiences will be dismissed from the College of Pharmacy.

Course Policies:
Please read the following course policies. These policies and procedures are in place to create an appropriate learning environment for students and to maintain the academic integrity of this course and of the College of Pharmacy. As students in a professional doctoral program, professional behavior is expected at all times.

12. You are expected to be present as scheduled by your preceptor, attend all rotation related activities and to arrive on time. Late arrivals and early departures are disruptive.

13. If you have trouble hearing because of distractions around you, please inform the preceptor.

14. Please let the Assistant Dean of Experiential Education you’re your current preceptor know immediately if you have any problem that is preventing you from performing satisfactorily on rotation.

15. Cell phones may be used as directed by the hosting facility’s policy. If there is an emergency reason for which you may receive a phone call please discuss this with the preceptor so arrangements can be made.

16. No assessments will be dropped.

17. Information from lectures, discussions, assigned readings, and handouts may be covered on end of block examinations.

18. You are required to check email and SharePoint regarding announcements about the course throughout the block.

19. The following policies from the College of Pharmacy Student Handbook (see website for most current edition) will be the operative policies in this course:
   a. Attendance
   b. Examination
   c. Honor Code and Academic Dishonesty
   d. Dress code

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Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Instructor</th>
<th>Special Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>E-value tutoring</td>
<td>Nguyen</td>
<td>Bring your computer</td>
</tr>
<tr>
<td>2</td>
<td>7/11</td>
<td>IPPE Curriculum</td>
<td>Stutz</td>
<td>SkillSoft Modules Due July 20 up load into E*Value</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nguyen</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>7/24</td>
<td>First day at IPPE site Make schedule for IPPE with Preceptor</td>
<td>Preceptor</td>
<td>KY and IN license must be uploaded into E*Value</td>
</tr>
<tr>
<td>4</td>
<td>7/29</td>
<td>As determined by preceptor</td>
<td>Preceptor</td>
<td>Review Checklist</td>
</tr>
<tr>
<td>5</td>
<td>8/05</td>
<td>Workflow Assignment from Patient Care Lab</td>
<td>Preceptor</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>8/12</td>
<td>Prescription interpretation assignment</td>
<td>Preceptor</td>
<td><strong>Midpoint Evaluation</strong> of student Review checklist</td>
</tr>
<tr>
<td>7</td>
<td>8/19</td>
<td>Law, substitutions, and insurance assignment</td>
<td>Preceptor</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>8/26</td>
<td>Drug lookup assignment</td>
<td>Preceptor</td>
<td>Review checklist</td>
</tr>
<tr>
<td>9</td>
<td>9/02</td>
<td>As determined by preceptor</td>
<td>Preceptor</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>9/09</td>
<td>As determined by preceptor</td>
<td>Preceptor</td>
<td><strong>IPPE Final Evaluation</strong> of preceptor, student and site- completed in E-value Complete checklist- upload into Portfolio</td>
</tr>
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</table>
Required Student Activities:

Students are to keep track of the skills accomplished while on IPPE using the Experience Checklist. Once this checklist is completed the student will upload the document into their E-Portfolio.

Summer Quarter Competencies:

1. Accurately processes and transcribes prescriptions, prescription refills or medication orders (including verifying patient information, drug names and directions) Accurately reconstitute a medication or sterile product.

2. Accurately counts/measures finished dosage forms as specified by the medication order and accompanies dispensed medication with appropriate patient education (auxiliary labels, drug or disease state labeling, instructions for use, etc.) Accurately label and dispense medication.

3. Selects appropriate medication for filling a prescription by utilizing NDC numbers or visual inspection for verification when obtaining medications from automated devices or inventory Obtain appropriate information to accurately fill and/or refill prescriptions or medication orders.

4. Follows safety policies and procedures in the preparation of all medications, and abides by specific policies and procedures for hazardous, REMS, and chemotherapy drugs.

5. Knows and adheres to policies and procedures for preparation, distribution and recording of controlled substances; describes how CII prescriptions are different from other controlled substances

6. Places a medication order and adds a new shipment to inventory for both scheduled and non-scheduled medications

7. Explains the process of medication acquisition and inventory management

8. Maintains pharmacy facility and equipment, including automated dispensing equipment

9. Performs accurate pharmaceutical calculations, especially those involved in compounded preparations

10. Accurately completes register transactions, including Rx and OTC purchases (if permitted by pharmacy)

11. Demonstrates knowledge of and proficiency in basic computer skills and technologies used in the pharmacy setting

12. Verifies and accurately inputs third party coverage for a medication order

13. Effectively communicates with patients and/or their agents on all third party requirements (non-formulary medication(s), claims rejections, prior authorizations and co-pays)

14. Explains the roles, duties, and responsibilities of the various personnel within the team

15. Demonstrates knowledge of confidentiality and HIPAA

16. Performs all duties and tasks in accordance with all legal and professional pharmacy regulations, standards, and guidelines

17. Demonstrates respect and empathy towards coworkers, patients and families, colleagues and other medical professionals
18. Demonstrates punctuality, and exhibits professionalism when unforeseen tardiness occurs

19. Works independently to complete student checklist as well as assigned tasks by scheduled deadlines

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21. Demonstrates effective communication skills (verbal, non-verbal, and written) at an appropriate level for patients, caregivers, healthcare providers, and the general public

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23. Demonstrates ethical conduct in all job-related activities

24. Demonstrates qualities necessary for active, life-long learning

25. Demonstrates critical thinking and problem solving techniques using real and/or simulated scenarios

**Site Specific Student Activities:**
Department of Clinical and Administrative Sciences
Introductory Pharmacy Practice Experience
Community
Fall
Assigned Experiential Site

Course Coordinator:

Format: 1 credit hour

Time: 45 hours on site, 5 hours at site each week

Course Faculty:
(Preceptor name), Pharm.D.
(Title)
Pharmacy/Office location:
Phone:
Email:
Office Hours:

Course Description:
Community Introductory Pharmacy Practice Experiences are a four course sequence requiring a minimum of 160 contact hours, divided and completed by quarter; 40 hours during the summer quarter, 45 hours during the fall and winter quarters and 30 hours during the spring quarter. These courses introduce the student to the philosophy, socialization, and practice of the profession of pharmacy through a longitudinal experience in a community pharmacy practice environment. The student will practice the technical skills necessary to be a successful pharmacist while exploring the concepts of professionalism and shared accountabilities for health care outcomes.

Program Competencies:

4.5. Learner (Learner): Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.

5.1. Patient-centered care (Caregiver): Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).

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5.3. Health and wellness (Promoter): Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.

6.1. Problem Solving (Problem Solver)- Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.
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**IPE:**

IPE can be defined as “occasions when two or more professions learn with, from and about each other to improve collaboration and the quality of care.”

Students on community IPPE can expect to learn by working alongside pharmacists, allied health practitioners, pharmacy technicians, and other key pharmacy staff to execute daily operations.

**Assessments:**

Midpoint evaluation of student (located in E-value)
Final evaluations (site, preceptor, self, student all located in E-value)

Time tracking sign off in E-value

Required experience checklist and assignments from Patient Care Lab

Grading Scale:

*Meet Standard on all Primary Learning Objectives = PASS*

*Partially or Not Meet Standard on any Primary Learning Objectives = FAIL*

Primary learning objectives which are listed on the checklists make up the final evaluation tool preceptors will use to evaluate the student at the end of the experience. In order to pass the experience students must complete each item at the appropriate level for a PharmD candidate with one year of didactic coursework.

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**Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics Covered in Patient Care Lab</th>
<th>Instructor</th>
<th>Special Instructions for IPPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10/07</td>
<td>Orientation</td>
<td>Herald Nguyen</td>
<td>IPPE I debrief IPPE II Introduction</td>
</tr>
<tr>
<td>2</td>
<td>10/14</td>
<td>Durable Medical Equipment (DME)</td>
<td>Preceptor</td>
<td>DME Assignment Top 100 Drug Review Competency Checklist</td>
</tr>
<tr>
<td>3</td>
<td>10/21</td>
<td>DME Patient Counseling</td>
<td>Preceptor</td>
<td>DME Assignment Top 100 Drug Review</td>
</tr>
<tr>
<td>4</td>
<td>10/28</td>
<td>Blood Pressure and Vital Sign Assessment</td>
<td>Preceptor</td>
<td>Practice vital sign measurement Top 101-200 Drug Review Competency Checklist</td>
</tr>
<tr>
<td>5</td>
<td>11/04</td>
<td>Point of Care Testing</td>
<td>Preceptor</td>
<td>Practice vital sign measurement Practice point of care testing Top 101-200 Drug Review Midpoint Evaluation- completed in E-value</td>
</tr>
<tr>
<td>6</td>
<td>11/11</td>
<td>Vital Signs skill check off Introduction to Patient Counseling</td>
<td>Preceptor</td>
<td>Top 200 Drug Assignment Competency Checklist</td>
</tr>
<tr>
<td>7</td>
<td>11/18</td>
<td>Mock Patient Counseling</td>
<td>Preceptor</td>
<td>Practice Patient Counseling</td>
</tr>
<tr>
<td>8</td>
<td>11/25</td>
<td>Thanksgiving Holiday</td>
<td>Preceptor</td>
<td>Competency Checklist</td>
</tr>
<tr>
<td>9</td>
<td>12/02</td>
<td>Motivational Interviewing Top 200 Exam</td>
<td>Preceptor</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>12/09</td>
<td>IPPE Final Day</td>
<td>Preceptor</td>
<td>Final Evaluation- completed in E-value Competency Checklist</td>
</tr>
</tbody>
</table>

**Required Student Activities:**

Students are to keep track of the skills accomplished while on IPPE using the Experience Checklist. Once this checklist is completed the student will upload the document into their E-Proftolio.

If student is new to the site:

a. Orientation to the type of services provided by the pharmacy, number of prescriptions filled daily, and any other descriptor of the pharmacy.

b. Describe the role of each position in the pharmacy including pharmacist in charge (PIC), staff pharmacist, pharmacy intern, and pharmacy technician.

**New Activities:**

26. 1. Compounds or simulates compounding of non-sterile, sterile, and extemporaneously prepared products using appropriate techniques and beyond use dating
27. Understands product recall and medication shortage processes

28. Follows established policies and procedures for prevention of theft and/or medication diversion

29. Explains the process for handling a medication error (including patient injury/non-injury)

30. Explains the process for handling an adverse event

31. Explains the process of electronic prescription processing and how it maximizes patient safety

32. Explains what quality improvement measures are utilized at the site to improve patient safety

33. Accurately accesses physician information and demonstrates how to contact physician for refill authorization or clarification of prescriptions via phone, fax, or electronic submission

34. Demonstrates knowledge of brand names/generic names including mechanism of action, indication and strength of the top 200 drugs

35. Participates in the administration of a drug (IPPE ONLY)

36. Participates in the physical assessment of a patient

37. Demonstrates proficiency in activities that promote health and wellness and the use of preventative care measures, such as point of care testing

38. Demonstrates knowledge of common medical devices or non-drug products used in the treatment of disease

39. Describes the leadership style(s) utilized by managers and supervisors

Activities from previous IPPE:
Checklists for subsequent IPPE quarters will build on the previous checklists. Students are to continuing practicing skills from previous quarters throughout the IPPE year.

1. Accurately processes and transcribes prescriptions, prescription refills or medication orders (including verifying patient information, drug names and directions) Accurately reconstitute a medication or sterile product.

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23. Demonstrates ethical conduct in all job-related activities

24. Demonstrates qualities necessary for active, life-long learning
Demonstrates critical thinking and problem solving techniques using real and/or simulated scenarios

Site Specific Student Activities:
Course Coordinator:

Format: 1 credit hour

Time: 45 hours on site, 5 hours at site each week

Course Faculty:

(Preceptor name), Pharm.D.

(Title)

Pharmacy/Office location:

Phone:

Email:

Office Hours:

Course Description:

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### Schedule:

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<thead>
<tr>
<th>Week</th>
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<th>Topics</th>
<th>Instructor</th>
<th>Special Instructions for IPPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/06</td>
<td>SCHOLAR; Respiratory Module IPPE Assignment given</td>
<td>Smith Nguyen</td>
<td>Orientation IPPE II debrief P1’s take IPPE survey</td>
</tr>
<tr>
<td>2</td>
<td>1/13</td>
<td>Oral, otic, ophthalmic dosage form administration check off</td>
<td>Preceptor</td>
<td>Review Checklist</td>
</tr>
<tr>
<td>3</td>
<td>1/20</td>
<td>Patient Counseling</td>
<td>Preceptor</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1/27</td>
<td>Women’s Health Module</td>
<td>Preceptor</td>
<td>Review Checklist</td>
</tr>
<tr>
<td>5</td>
<td>2/03</td>
<td>In class patient counseling</td>
<td>Preceptor</td>
<td><strong>Midpoint Evaluation</strong> completed in E-value</td>
</tr>
<tr>
<td>6</td>
<td>2/10</td>
<td>GI Module</td>
<td>Preceptor</td>
<td>Review Checklist</td>
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<tr>
<td>7</td>
<td>2/17</td>
<td>Objective Structured Clinical Examination (OSCE) IPPE Assignment due</td>
<td>Preceptor</td>
<td>Review Checklist</td>
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<tr>
<td>8</td>
<td>2/24</td>
<td>Pain and fever module</td>
<td>Preceptor</td>
<td>Review Checklist</td>
</tr>
<tr>
<td>9</td>
<td>3/03</td>
<td>Dermatology OTC products</td>
<td>Preceptor</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3/10</td>
<td></td>
<td>Preceptor</td>
<td><strong>IPPE Final Day</strong> Final Evaluation completed in E-value Complete checklist – upload into Portfolio</td>
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### Required Student Activities:
Students are to keep track of the skills accomplished while on IPPE using the Experience Checklist for IPPE III. Once this checklist is completed the student will upload the document into their Portfolio.

If student is new to the site

- **a.** Orientation to the type of services provided by the pharmacy, number of prescriptions filled daily, and any other descriptor of the pharmacy.
- **b.** Discuss pharmacy services including how many pharmacists, technicians, and additional staff, the location of services.
- **c.** Describe the role of each position in the pharmacy.

### New Activities:

40. Evaluates a patient’s medication profile to identify medication allergies, appropriate doses and sigs, duplicate medications, and clinically relevant drug interactions

41. Participates in patient counseling (or in patient interviews, for technician students), including proper self-care and
assessment for need of referral, and takes into account patient’s health literacy, cultural diversity, behavioral issues, and economic issues

42. Verbalizes understanding of Pharmacists' Patient Care Process and demonstrates the necessary level of responsibility for patient health outcomes **(IPPE ONLY)**

43. Documents patient interventions in a clear and concise manner **(IPPE ONLY)**

44. Collects accurate and comprehensive drug information from appropriate sources to make informed, evidence-based, patient-specific or population-based decisions (technician students should demonstrate proficiency in obtaining drug information for pharmacists use)

**Activities from previous IPPE:**
Checklists for subsequent IPPE quarters will build on the previous checklists. Students are to continuing practicing skills from previous quarters throughout the IPPE year.

1. Accurately processes and transcribes prescriptions, prescription refills or medication orders (including verifying patient information, drug names and directions) Accurately reconstitute a medication or sterile product.

2. Accurately counts/measures finished dosage forms as specified by the medication order and accompanies dispensed medication with appropriate patient education (auxiliary labels, drug or disease state labeling, instructions for use, etc.) Accurately label and dispense medication.

3. Selects appropriate medication for filling a prescription by utilizing NDC numbers or visual inspection for verification when obtaining medications from automated devices or inventory Obtain appropriate information to accurately fill and/or refill prescriptions or medication orders.

4. Follows safety policies and procedures in the preparation of all medications, and abides by specific policies and procedures for hazardous, REMS, and chemotherapy drugs.

5. Knows and adheres to policies and procedures for preparation, distribution and recording of controlled substances; describes how CII prescriptions are different from other controlled substances

6. Places a medication order and adds a new shipment to inventory for both scheduled and non-scheduled medications

7. Explains the process of medication acquisition and inventory management

8. Maintains pharmacy facility and equipment, including automated dispensing equipment

9. Performs accurate pharmaceutical calculations, especially those involved in compounded preparations

10. Accurately completes register transactions, including Rx and OTC purchases (if permitted by pharmacy)

11. Demonstrates knowledge of and proficiency in basic computer skills and technologies used in the pharmacy setting

12. Verifies and accurately inputs third party coverage for a medication order

13. Effectively communicates with patients and/or their agents on all third party requirements (non-formulary medication(s), claims rejections, prior authorizations and co-pays)

14. Explains the roles, duties, and responsibilities of the various personnel within the team
15. Demonstrates knowledge of confidentiality and HIPAA

16. Performs all duties and tasks in accordance with all legal and professional pharmacy regulations, standards, and guidelines

17. Demonstrates respect and empathy towards coworkers, patients and families, colleagues and other medical professionals

18. Demonstrates punctuality, and exhibits professionalism when unforeseen tardiness occurs

19. Works independently to complete student checklist as well as assigned tasks by scheduled deadlines

20. Wears professional attire and practices professional hygiene

21. Demonstrates effective communication skills (verbal, non-verbal, and written) at an appropriate level for patients, caregivers, healthcare providers, and the general public

22. Demonstrates empathy, cultural sensitivity, assertiveness, effective listening skills, self-awareness, and confidence

23. Demonstrates ethical conduct in all job-related activities

24. Demonstrates qualities necessary for active, life-long learning

25. Demonstrates critical thinking and problem solving techniques using real and/or simulated scenarios

26. Compounds or simulates compounding of non-sterile, sterile, and extemporaneously prepared products using appropriate techniques and beyond use dating

27. Understands product recall and medication shortage processes

28. Follows established policies and procedures for prevention of theft and/or medication diversion

29. Explains the process for handling a medication error (including patient injury/non-injury)

30. Explains the process for handling an adverse event

31. Explains the process of electronic prescription processing and how it maximizes patient safety

32. Explains what quality improvement measures are utilized at the site to improve patient safety

33. Accurately accesses physician information and demonstrates how to contact physician for refill authorization or clarification of prescriptions via phone, fax, or electronic submission
34. Demonstrates knowledge of brand names/generic names including mechanism of action, indication and strength of the top 200 drugs

35. Participates in the administration of a drug (IPPE ONLY)

36. Participates in the physical assessment of a patient

37. Demonstrates proficiency in activities that promote health and wellness and the use of preventative care measures, such as point of care testing

38. Demonstrates knowledge of common medical devices or non-drug products used in the treatment of disease

39. Describes the leadership style(s) utilized by managers and supervisors

Site Specific Student Activities:
Department of Clinical and Administrative Sciences
Introductory Pharmacy Practice Experience
Community
Spring

Course Coordinator:
Format: 1 credit hour per quarter
Time: May 27th - June 17th Friday 9:30-5:00PM,
30 hours on site, 7.5 hours at site each week

Course Faculty:
(Preceptor name), Pharm.D.
(Title)
Pharmacy/Office location:
Phone:
Email:
Office Hours:

Course Description:
Community Introductory Pharmacy Practice Experiences are a four course sequence requiring a minimum of 160 contact hours, divided and completed by quarter; 40 hours during the summer quarter, 45 hours during the fall and winter quarters and 30 hours during the spring quarter. These courses introduce the student to the philosophy, socialization, and practice of the profession of pharmacy through a longitudinal experience in a community pharmacy practice environment. The student will practice the technical skills necessary to be a successful pharmacist while exploring the concepts of professionalism and shared accountabilities for health care outcomes.

Program Competencies:
10.3. Learner (Learner): Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.

11.1. Patient-centered care (Caregiver): Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).

11.2. Medication use systems management (Manager): Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.

11.3. Health and wellness (Promoter): Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.

12.1. Problem Solving (Problem Solver)- Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.

12.2. Educator (Educator)- Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.

12.3. Patient Advocacy (Advocate)- Assure that patients’ best interests are represented.

12.4. Interprofessional collaboration (Collaborator)- Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

12.5. Cultural sensitivity (Includer)- Recognize social determinants of health to diminish disparities and inequities in access to quality care.

12.6. Communication (Communicator)- Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

13.1. Self-awareness (Self-aware) – Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.

13.2. Leadership (Leader) – Demonstrate responsibility for creating and achieving shared goals, regardless of position.

13.3. Innovation and entrepreneurship (Innovator)- Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.

4.6. Professionalism (Professional) – Exhibit behaviors and values that are consistent with the trust given by the profession by patients, other healthcare providers, and society.

**Required Textbooks/Additional References:**

Per preceptor recommendation

**IPE:**

IPE can be defined as “occasions when two or more professions learn with, from and about each other to improve collaboration and the quality of care.”

Students on community IPPE can expect to learn by working alongside pharmacists, allied health practitioners, pharmacy technicians, and other key pharmacy staff to execute daily operations.

**Assessments:**

Midpoint evaluation of student (located in E-value)

Final evaluations (site, preceptor, self, student all located in E-value)

Time tracking sign off in E-value
Required experience checklist and assignments from Patient Care Lab

Grading Scale:

Meet Standard on all Primary Learning Objectives = PASS

Partially or Not Meet Standard on any Primary Learning Objectives = FAIL

Primary learning objectives which are listed on the checklists make up the final evaluation tool preceptors will use to evaluate the student at the end of the experience. In order to pass the experience students must complete each item at the appropriate level for a PharmD candidate with one year of didactic coursework.

IT Issues:

If you have problems with Internet connectivity while on campus, you need to submit a ticket to the Sullivan Help desk in order to get the problem resolved. You may do so by calling (502) 413-8800 or submitting a ticket to techsupport@sullivan.edu.

If you have problems with Internet connectivity while on site, you need to inform your preceptor and follow the procedures of the site.

Do not let a technology problem go unaddressed. You are responsible for making sure that your device is functional

Tutoring Plan:

If you find that you are struggling with the concepts, material, and/or assessments in the course, please contact the Assistant Dean of Experiential Education and/or your respective preceptor to set up an individual tutoring appointment.

Course Remediation Policy:

IPPE rotations are completed on a Pass/Fail basis. All students must achieve a “meets standard” in all Required Learning objectives and as a minimum “partially meets standard” in Additional objectives. Students who receive “do not meet competency” for a Required Learning Objective or an Additional Learning Objective will be asked to develop an Individualize Education Plan (IEP) which will be approved by the OEE. Students will not be allowed to continue on to APPE rotations unless these deficiencies are removed or successful remediated as determined by the OEE. Failures in IPPE can potentially delay graduation. Students who fail two IPPE experiences will be dismissed from the College of Pharmacy.

Course Policies:

Please read the following course policies. These policies and procedures are in place to create an appropriate learning environment for students and to maintain the academic integrity of this course and of the College of Pharmacy. As students in a professional doctoral program, professional behavior is expected at all times.

45. You are expected to be present as scheduled by your preceptor, attend all rotation related activities and to arrive on time. Late arrivals and early departures are disruptive.

46. If you have trouble hearing because of distractions around you, please inform the preceptor.

47. Please let the Assistant Dean of Experiential Education you’re your current preceptor know immediately if you have any problem that is preventing you from performing satisfactorily on rotation.

48. Cell phones may be used as directed by the hosting facility’s policy. If there is an emergency reason for which you may receive a phone call please discuss this with the preceptor so arrangements can be made.

49. No assessments will be dropped.
50. Information from lectures, discussions, assigned readings, and handouts may be covered on end of block examinations.

51. You are required to check email and SharePoint regarding announcements about the course throughout the block.

52. The following policies from the College of Pharmacy Student Handbook (see website for most current edition) will be the operative policies in this course:
   a. Attendance
   b. Examination
   c. Honor Code and Academic Dishonesty
   d. Dress code

53. As a student enrolled in this course, you will have access to electronic and printed materials which are the intellectual property of others and may contain protected health information of patients. The student is NOT permitted to record lectures, make copies of patient records by electronic, tape or other methods while on rotation. The posting, distribution or presentation of these materials, whether or not copyrighted and including both electronic (on the internet, SharePoint, or other medium) and print formats, without express written permission of the Course Coordinator, faculty, publisher or patient will be considered a violation of the Honor Code and an instance of “academic dishonesty”. Such a Code violation will result in appropriate sanctions by the College’s Academic Progression and Ethics Committee.

54. Computer and other technology use on rotation will be determined by the preceptor. Any unauthorized use of the laptops or technology during the rotation for purposes other than for instructional use is inappropriate (ie. checking personal email, using Facebook, instant messaging, etc) and is a violation of the Honor Code and is considered academic dishonesty. Students who fail to comply may be asked to leave the rotation . This may result in course failure.

55. Plagiarism is defined as “the unauthorized use or close imitation of the language and thoughts of another author (including a student author) and the representation of them as one’s own original work.” Appropriate paraphrasing and proper referencing are necessary to avoid plagiarism. Please refer to the Citation Guide, available on Sharepoint for proper referencing/citation formats. Students in SUCOP courses are expected to read these guidelines and to adhere to them in the submission of all written assignments. All instances of plagiarism occurring in this course will be addressed as outlined in the Student Handbook.

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<td>1-3</td>
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<td>Sterile Dosages with Lab</td>
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e. Discuss pharmacy services including how many pharmacists, technicians, and additional staff, the location of services.

f. Describe the role of each position in the pharmacy.

New Activities:

45. Promotes the importance of patient health, wellness, disease prevention (e.g. immunizations, tobacco cessation counseling), and management of patient diseases and medication therapies to optimize outcomes

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