Preceptor Manual

**University of Louisiana at Monroe
School of Pharmacy
Office of Experiential Education (OEE)**

The University of Louisiana at Monroe
School of Pharmacy

Office of Experiential Education

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Welcome

Welcome to the University of Louisiana at Monroe School of Pharmacy's Office of Experiential Education. The Experiential Learning Program provides the entry-level Doctor of Pharmacy students a structured, supervised curriculum of required and elective pharmacy practice experiences. Through these experiences, students gain experience in problem solving and providing patient care services while applying the basic and pharmaceutical sciences learned in the classroom and practice laboratories. Under the supervision of faculty and selected preceptors, the developing professional learns to make decisions based on professional knowledge and judgment.

During the first two years of the professional program, students will participate in Introductory Pharmacy Practice Experiences (IPPEs). Students will complete an Introductory Community experience during the summer following the first professional year and an Introductory Institutional experience during the summer following the second professional year.

During the final year of the professional program, students will participate in seven Advanced Pharmacy Practice Experiences (APPEs). Of these seven experiences, four are required (Advanced Community, Advanced Institutional, Ambulatory Care, Acute General Medicine) and three are electives.

As a preceptor, you are a vital role model in the education of pharmacy students and your role cannot be over-emphasized. Thank you for your commitment to pharmacy education!

Connie Smith, Pharm.D.
Director of Experiential Education

Mission, Vision, Values, Goals

The *mission* of the Office of Experiential Education is to provide students with high-quality pharmacy practice experiences that allow them to provide patient-centered care to diverse populations in a dynamic and changing health care system.

Our *vision* is to develop pharmacists who are caring, empathetic, ethical practitioners who provide a level of care to patients that distinguishes themselves, the profession, and the ULM School of Pharmacy.

The strategic decisions and daily operations of the Office of Experiential Education will be reflective of the following *values*:

- Integrity and honor
- Diversity and respect for all individuals
- Selfless service to our patients, profession, and community
- Empathic, ethical and quality patient care delivery
- Intellectual excellence through continuous professional development and life-long learning

In addition to the values stated above, we have set the following *goals*:

- Promote the mission of the School by identifying, developing and utilizing innovative and inter-professional practice sites throughout the state of Louisiana.
- Reinforce the knowledge, skills, attitudes, abilities, and behaviors learned in the classroom and laboratory settings.
- Expose students to common contemporary U.S. practice models and increase in complexity as the students mature in their knowledge, skills, attitudes, abilities and behaviors.

- Develop pharmacy practice experiences that prepare our students to be both "practice-ready" and "team-ready" by providing direct patient care while working in collaboration with other health care providers
- Create innovative learning opportunities using technology to provide preceptor education and development
- Endorse a high level of competence and continuous professional development of our preceptors through preceptor development, assessment, and collaboration
- Use technology to assess student professionalism, documentation of drug-related problem interventions, exposure to population health issues and continued development of professional competencies.
- Collect and evaluate data and make changes as needed to maintain a standards and outcome driven assessment program for the OEE

School Accreditation

The ULM School of Pharmacy is accredited by the Accreditation Council for Pharmaceutical Education (ACPE). Our curriculum, instruction, and academic standards are all aligned with the guidelines set forth by this accrediting body. The full version of the Accreditation Standards and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree, Version 2.0 is available at:
https://www.acpe-accredit.org/pdf/Standards2016FINAL.pdf

Educational Outcomes

The educational outcomes established by ACPE and the Center for the Advancement of Pharmaceutical Education (CAPE) was used in the development of the School's educational outcomes and performance goals. Educational outcomes that must be achieved by all graduates through the professional degree program include ability to:

- Develop, integrate, and apply knowledge from the foundational sciences to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.
- Provide patient-centered care, manage medication use systems, promote health and wellness, and describe the influence of population-based care on patient-centered care.
- Identify problems; educate, advocate, and collaborate with a broad range of people; recognize social determinants of health; and effectively communicate verbally and nonverbally.
- Demonstrate self-awareness, leadership, innovation, entrepreneurship, and professionalism.

Doctor of Pharmacy Curriculum

P1 Fall		P1 Spring		P1 Summer	
Principles of Drug Action I	5 hours	Top Drugs & Medical Terminology	1 hour	Community IPPE	4 hours
Pharmaceutical Calculations	2 hours	Principles of Drug Action II	3 hours		
Pharmaceutics I	3 hours	Pharmaceutics II	3 hours		
Introduction to Pharmacy	1 hour	Ethics and Law I	2 hours		
Pathophysiology I	2 hours	Pathophysiology II	3 hours		
Integrated Lab Sequence I	1 hour	Microbiology and Immunology	4 hours		
Drug Information Retrieval	3 hours	Parenterals	1 hour		
		Integrated Lab Sequence II	1 hour		
Total	**17 hours**	**Total**	**18 hours**	**Total**	**4 hours**
P2 Fall		P2 Spring		P2 Summer	
Research Methods and Literature Evaluation	3 hours	Health Care Systems	3 hours	Institutional IPPE	4 hours
Intro to Communication	1 hour	Self Care/Patient Assessment I	4 hours		
Biopharmaceutics & Pharmacokinetics	3 hours	Gastrointestinal, Nutrition, & Hepatic	2 hours		
Neurology & Psychiatry	5 hours	Infectious Disease	6 hours		
Integrated Lab Sequence III	1 hour	Integrated Lab Sequence IV	1 hour		
Endocrine	3 hours	Electives	2/3 hours		
Electives	2/3 hours				
Total	**18/19 hours**	**Total**	**18/19 hours**	**Total**	**4 hours**
P3 Fall		P3 Spring		P4 Year	
Self Care/Patient Assessment II	2 hours	Pharmacoeconomics & Outcomes	2 hours	APPE Community	6 hours
Advanced Communication	2 hours	Bone and Joint	2 hours	APPE Institutional	6 hours
Pharmacy Management	3 hours	Special Populations	2 hours	APPE Ambulatory Care	6 hours
Ethics & Law II	2 hours	Respiratory	2 hours	APPE Adult Medicine	6 hours
Cardiovascular	6 hours	Renal/Urology	2 hours	APPE Elective	6 hours
Integrated Lab Sequence V	1 hour	Hematology/Oncology	3 hours	APPE Elective	6 hours
Electives	2 hours	Eye, Ears, Nose, Throat, Dermatology	2 hours	APPE Elective	6 hours
		Integrated Lab Sequence VI	1 hour		
		Electives	2 hours		
Total	**18 hours**	**Total**	**18 hours**	**Total**	**42 hours**

Pharmacists' Patient Care Process (PPCP)

ACPE Standards 2016 says, "The curriculum prepares students to provide patient-centered collaborative care as described in the Pharmacists' Patient Care Process model endorsed by the Joint Commission of Pharmacy Practitioners' (JCPP)"

The Pharmacists' Patient Care Process is a systematic approach to patient care. This process helps break down the big complex activity of patient care into smaller pieces that is more understandable and approachable. This is very beneficial to students when they are still trying to develop clinical skills.
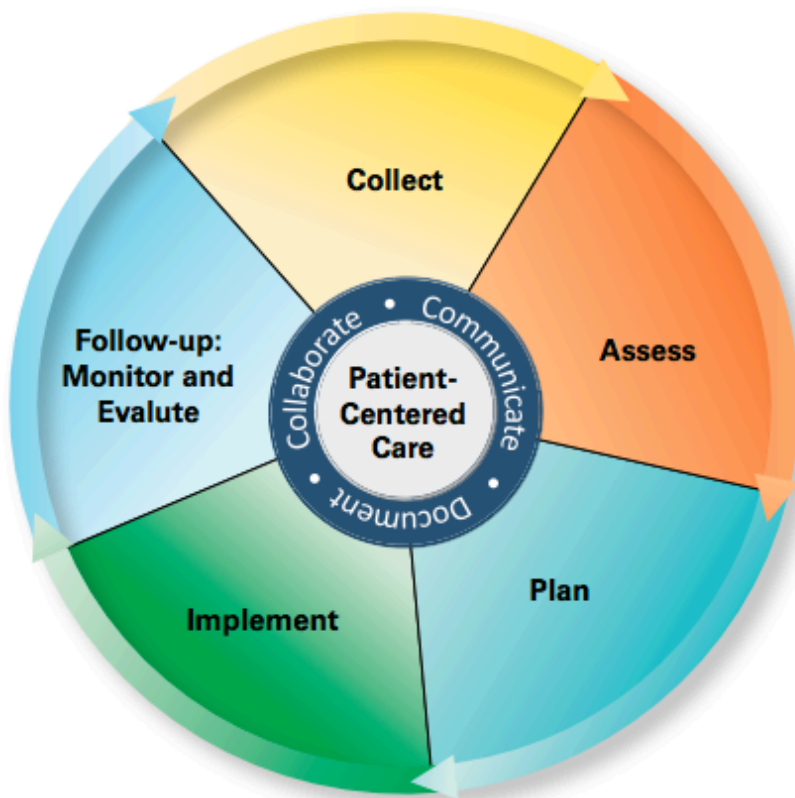
Figure 1: Pharmacists' patient care process

Using principles of evidence-based practice, pharmacists:

A. Collect

The pharmacist assures the collection of necessary subjective and objective information about the patient in order to understand the relevant medical/medication history and clinical status of the patient. Information may be gathered and verified from multiple sources including existing patient records, the patient, and other health care professionals. This process includes collecting:

- A current medication list and medication use history for prescription and nonprescription medications herbal products, and other dietary supplements
- Relevant health data that may include medical history, health and wellness information, biometric test results, and physical assessment findings
- Patient lifestyle habits, preferences and beliefs, health and functional goals, and socioeconomic factors that affects access to medications and other aspects of care

B. Assess

The pharmacist assesses the information collected and analyzes the clinical effects of the patient's therapy in the context of the patient's overall health goals in order to identify and prioritize problems and achieve optimal care. This process includes assessing:

- Each medication for appropriateness, effectiveness, safety, and patient adherence

- Health and functional status, risk factors, health data, cultural factors, health literacy, and access to medications or other aspects of care
- Immunization status and the need for preventive care and other health care services, where appropriate

C. Plan

The pharmacist develops an individualized patient-centered care plan, in collaboration with other health care professionals and the patient or caregiver that is evidence-based and cost-effective. This process includes establishing a care plan that:
- Addresses medication-related problems and optimizes medication therapy
- Sets goals of therapy for achieving clinical outcomes in the context of the patient's overall health care goals and access to care
- Engages the patient through education, empowerment, and self-management
- Supports care continuity, including follow-up and transitions of care as appropriate

D. Implement

The pharmacist implements the care plan in collaboration with other health care professionals and the patient or caregiver. During the process of implementing the care plan, the pharmacist:

- Addresses medication- and health-related problems and engages in preventive care strategies, including vaccine administration
- Initiates, modifies, discontinues, or administers medication therapy as authorized
- Provides education and self-management training to the patient or caregiver
- Contributes to coordination of care, including the referral or transition of the patient to another health care professional
- Schedules follow-up care as needed to achieve goals of therapy

E. Follow-up: Monitor and Evaluate

The pharmacist monitors and evaluates the effectiveness of the care plan and modifies the plan in collaboration with other health care professionals and the patient or caregiver as needed. This process includes the continuous monitoring and evaluation of:

- Medication appropriateness, effectiveness, and safety and patient adherence through available health data, biometric test results, and patient feedback
- Clinical endpoints that contribute to the patient's overall health
- Outcomes of care, including progress toward or the achievement of goals of therapy

Interprofessional Education and Practice

In order to deliver high-quality, safe and efficient care, and meet the public's increasingly complex health care needs, the educational experience must shift from one in which health profession students are educated in silos to one that fosters collaboration, communication and a team approach to providing care.

Interprofessional education occurs when two or more professions learn about, from and with each other to improve collaboration and the quality of care. (WHO 2010)

Interprofessional collaborative practice occurs when multiple health workers from different professional backgrounds work together with patients, families, caregivers and communities to deliver the highest quality of care. (WHO 2010)

The Accreditation Council for Pharmacy Education (ACPE) requires that the pharmacy curriculum prepares all students to provide entry-level, patient-centered care in a variety of practice settings as a contributing member of an interprofessional team. (Standard 11). The key elements of this standard include team dynamics, team education, and team practice.

In order to guide curriculum development across healthcare professions schools, the Interprofessional Education Collaborative (IPEC) has developed four core competencies for interprofessional collaborative practice.

Interprofessional Collaboration Competency Domain

The Learning Continuum pre-licensure through practice trajectory
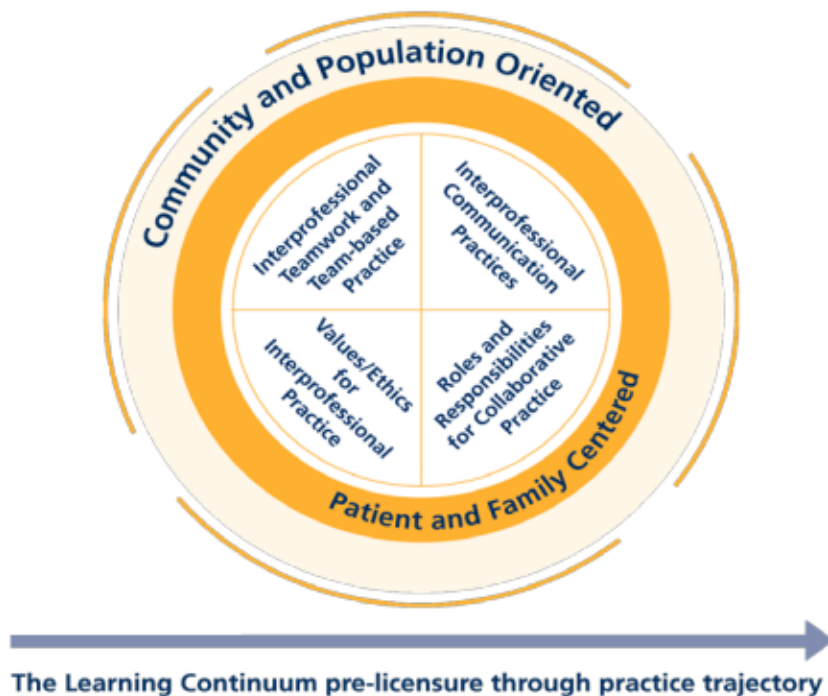
Competency 1

Work with individuals of other professions to maintain a climate of mutual respect and shared values. (Values/Ethics for Interprofessional Practice)

Competency 2

Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs **of patients** and **to promote and advance the health of populations.** (Roles/Responsibilities)

Competency 3

Communicate with patients, families, communities, **and professionals in health and other fields** in a responsive and responsible manner that supports a team approach to the **promotion and** maintenance of health and the **prevention and** treatment of disease. (Interprofessional Communication)

Competency 4

Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to **plan, deliver, and evaluate** patient/population-centered care **and population health programs and policies** that **are** safe, timely, efficient, effective, and equitable. (Teams and Teamwork)

Assessment of these competencies will occur during the students' didactic and experiential education.

Preceptors play a crucial role in educating students on the real-world demands of patient care. An important part of learning is to see interprofessional collaborative care in action, and preceptors are at the frontline of showing students the unique and rewarding experiences of working with an interprofessional team. (NexusIPE). The ULM Office of Experiential Education will offer continued preceptor development in the area of Interprofessional Collaborative Practice.

The links below provide more information on Interprofessional Education Standards and Practice.

http://www.aacp.org/resources/education/Pages/IPEC.aspx

https://www.ipecollaborative.org/

Experiential Curriculum

Introductory Pharmacy Practice Experience (IPPE)

Students spend 320 hours completing introductory pharmacy practice experiences (IPPEs) during the summers of their first and second professional years. During these experiences students are introduced to community and institutional pharmacy practice and actively participate in daily operations that focus on the distributive aspects of practice. Students should also be exposed to interprofessional practice involving shared patient care decision-making, professional ethics and expected behaviors, and direct patient care activities. The expected outcome is to prepare students for advanced experiences and pharmacy practice by expanding upon didactic and laboratory experiences.

- **PHRD 4050 - Community Introductory Pharmacy Practice Experience (Required)**
  The purpose of this course is to expose students to entry-level pharmacy practice through working in a community pharmacy practice site. (160 hours required)
  Prerequisites: PHRD 4014 Top Drugs and Medical Terminology, PHRD 4031 Pharmacy Practice Ethics and Law I

- **PHRD 5000 - Institutional Introductory Pharmacy Practice Experience (Required)**
  The purpose of this course is to expose students to entry-level pharmacy practice through working in an institutional pharmacy practice site. (160 hours required)
  Prerequisites: PHRD 4047 Parenterals, PHRD 4050 Community Introductory Pharmacy Practice Experience

Advanced Pharmacy Practice Experience (APPE)

Students will complete seven advanced pharmacy practice experiences (approximately 1680 hours) during their final year of the program. All students are required to take one advanced community practice experience, one advanced institutional practice experience, one adult medicine experience, one ambulatory care experience, two patient care elective experiences, and one more patient care or non-patient care elective experience. During these experiences students will be exposed to diverse patient populations as related to age, gender, race/ethnicity, socioeconomic factors and disease states. Students are expected to provide direct patient care as an entry-level clinician in these practice settings with emphasis placed on continuity of care and incorporation of acute, chronic, and wellness-promoting patient care services in outpatient and inpatient settings. Students are precepted by pharmacists in a 1-2:1 ratio of student to preceptor.

- **PHRD 6000 – Advanced Community Pharmacy Practice Experience (Required)**
  This course allows students to apply the knowledge, skills, and attitudes necessary to provide pharmaceutical care in the community pharmacy setting. This experience must involve direct patient care.
  Prerequisites: Fourth year standing

- **PHRD 6002 – Advanced Institutional Pharmacy Practice Experience (Required)**
  This course allows students to apply the knowledge, skills, and attitudes necessary to provide pharmaceutical care in the institutional pharmacy setting. This experience must involve direct patient care.
  Prerequisites: Fourth year standing

- **PHRD 6004 – Advanced Ambulatory Care Pharmacy Practice Experience (Required)**
  This course allows students to apply the knowledge, skills, and attitudes necessary to provide pharmaceutical care in acute care settings. This experience must involve direct patient care.
  Prerequisites: Fourth year standing

- o **PHRD 6006 – Advanced Adult Medicine Pharmacy Practice Experience (Required)**
  This course allows students to apply the knowledge, skills, and attitudes necessary to provide pharmaceutical care in acute care settings. This experience must involve direct patient care.
  Prerequisites: Fourth year standing

- o **PHRD 6008 – Advanced Specialty Pharmacy Practice Experience (Elective)**
  This course allows students to apply the knowledge, skills, and attitudes necessary to provide pharmaceutical care a specialty pharmacy setting. This experience must involve direct patient care.
  Prerequisites: Fourth year standing

- o **PHRD 6010 – Advanced Pharmacy Practice Elective Experience I (Elective)**
  This course allows students to apply the knowledge, skills, and attitudes necessary to provide pharmaceutical care in various settings. This experience must involve direct patient care.
  Prerequisites: Fourth year standing

- o **PHRD 6012– Advanced Pharmacy Practice Elective Experience II (Elective)**
  This course allows students to apply the knowledge, skills, and attitudes necessary to provide pharmaceutical care in various settings. This experience may be patient care or non-patient care.
  Prerequisites: Fourth year standing

APPE Elective Experiences

Adult Medicine	Academic
Ambulatory Care	Closed Door
Cardiology	Community Pharmacy Management
Community Clinical	Compounding
Critical Care	Drug Information
Emergency Medicine	Health Care Informatics
Geriatrics	Health-System Management
Home Infusion	Hospital Administration
Hospice	Mail Order
Infectious Disease	Managed Care
Institutional Outpatient Pharmacy	Medicaid Prior Approval
Long Term Care	Nuclear
Medication Therapy Management	Pharmaceutical Industry
Nephrology	Pharmacy Organization Administration
Oncology	Research
Outpatient Infusion Center	
Pediatrics	
Psychiatry	
Women's Health	

To the extent legally permitted, the APPE curriculum typically includes, but is not limited to, the following activities:

Direct Patient Care

- o Interacting face-to-face with a diverse population of patients
- o Optimizing individual patient drug therapy outcomes
- o Consulting with and advising patients on self-care products
- o Educating patients on the safe and effective use of prescription and nonprescription medications, dietary supplements, medical equipment and devices, non-drug therapies, and complementary and alternative therapies
- o Providing pharmacist-delivered education and care to patients of diverse cultural, economic, geographic, or disease state-related backgrounds
- o Delivering evidence-based care through the retrieval, evaluation, and application of findings from the scientific and clinical literature
- o Ensuring continuity of quality care as patients transition between healthcare settings
- o Engaging in activities designed to further advance evidence-based therapeutic decision making, collaborative interprofessional team-based care, clinical services entrepreneurship, and systems management

Interprofessional interaction and practice

- o Engaging in collaborative patient-care decision-making with members of an interprofessional healthcare team with an emphasis on face-to-face interactions, but also incorporating other communications options
- o Identifying, evaluating, and communicating to healthcare team members the appropriateness of the patient's specific pharmacotherapeutic agents, dosing regimens, dosage forms, routes of administration, delivery systems, etc.

Medication dispensing, distribution, administration, and systems management

- o Appropriately dispensing medications to a diverse population of patients
- o Participating in the supervision, oversight, and direction of the medication dispensing/distribution systems
- o Administering medications in a safe and legally acceptable manner
- o Managing the medication therapy regimen by monitoring patient outcomes
- o Identifying and reporting medication errors and adverse drug reactions
- o Engaging in pharmacovigilance activities designed to detect, assess, understand, and prevent drug-related problems
- o Participating in the health system's formulary process
- o Interacting with third-party payers to optimize individual patient drug therapy
- o Working competently with the technology associated with various practice settings
- o Participating in discussions and assignments of human resources management, medication resources management, and pharmacy data management systems, including pharmacy workload and financial performance in community/ambulatory care and hospital/health systems environments
- o Contributing actively to discussions on health policy, drug approval processes, legal and regulatory compliance, patient safety, accreditation, and standards setting
- o Participating in the management of systems for storage, preparation, and dispensing of medications
- o Allocating and using key resources and supervising pharmacy technical staff
- o Participating in purchasing activities

- Participating in the management of medication use systems and applying the systems approach to medication safety
- Participating in the pharmacy's planning process and quality improvement program
- Conducting a drug utilization review
- Participating in the management of the use of investigational drug products
- Participating in therapeutic protocol development
- Participating in the management of medical emergencies
- Performing prospective and retrospective financial and clinical outcomes analyses to support formulary recommendations and therapeutic guideline development

Professional development

- Demonstrating attitudes and behaviors consistent with a respected member of the pharmacy profession
- Providing evidence of self-directed learning
- Demonstrating an aptitude to implement the elements of the Continuing Professional Development cycle (reflect, plan, learn, evaluate, apply) that underpin lifelong learning

<u>Qualifications for Pharmacy Practice Experiences</u>

It is essential that experiential education be provided in facilities where high standards of pharmaceutical care and instruction are available. Practice experiences must be completed in a permitted practice site under the supervision of a pharmacist with no less than two years of experience as a licensed pharmacist. A small percentage of qualified non-pharmacist preceptors may be used for elective rotations. Examples include research faculty members serving as preceptors for elective research rotations, other health professional's precepting pharmacy students in unique practice environments, and non-pharmacists precepting pharmacy students in an academic rotation or on team-based competency development. Students shall not practice in a permitted pharmacy site that is on probation with the board of pharmacy nor under the supervision of a pharmacist whose license is on probation with the board.

Preceptor Expectations

Preceptors serve as positive role models for students by demonstrating the following qualities
(as applicable to their area of practice):

- Demonstrating a desire and aptitude for teaching that includes the import roles necessary for teaching clinical problem solving including instructing, modeling, coaching/mentoring, and facilitating
- 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
- Be in good standing with the State Board of Pharmacy and meets the Board of Pharmacy requirements for preceptors in the state in which the practice site is located, or in any state in the country for a federal practice site (e.g. Veteran's Administration Hospital/Clinics).

Practice Site Expectations

- A patient population that exhibits diversity in ethnic and/or socioeconomic culture, medical conditions, gender, and age
- A patient population that supports the learning objectives for the experience
- Access to learning and information resources
- A commitment to the education of pharmacy students
- A practice environment that nurtures and supports professional interactions between students, pharmacists, and patients and their caregivers
- Adequate resources to ensure that students receive oversight, professional guidance, and performance feedback from preceptors
- Equipment and technology that reflect contemporary practice and support student education for that practice
- Contemporary services for individual and group patient care, such as Medication Therapy Management (MTM)
- Collaborative professional relationships with other healthcare providers
- A strong commitment to health promotion, disease prevention, and patient safety, as reflected by the services provided (e.g., provision of health screening, tobacco cessation counseling, immunizations) and/or products made available (e.g., not stocking cigarettes and other tobacco products)

Preceptor Requirements:

- Complete Preceptor Application Packet and return to School
- Complete preceptor orientation
- Pharmacist license for a minimum of two years
- Maintain an active license in good standing with the board of pharmacy
- Undergo preceptor assessment by the OEE, including the preceptor's ability to: (1) facilitate learning, (2) communicate effectively, (3) serve as a professional role model and mentor, and (4) positively represent and advance the profession
- Serve as a role model by displaying the attributes listed in the "Preceptor Expectation" section of this document
- Fulfill all requirements listed under "General Preceptor Policies" section of this document

General Preceptor Policies

Preceptor Orientation

Once the Office of Experiential Education receives the completed Preceptor Application Packet and a signed Affiliation Agreement is in place, preceptors must complete all orientation requirements prior to receiving students. Preceptor orientation will include:

o   Orientation to the ULM School of Pharmacy's mission, values, and goals
o   Review the school's curriculum and teaching methods
o   Review the specific learning objectives for the pharmacy practice experiences
o   Review how to assess students' prior knowledge and experience relative to the rotation's objectives. This allows the preceptor to tailor the rotation to maximize the student's educational experience and ensure appropriate interaction with patients, their caregivers, and other health professionals, as applicable
o   Orientation to systems in place to assist preceptors in dealing with serious student problems and/or unprofessional student behaviors
o   Review the school's performance assessment and grading systems

Preceptor responsibilities include but are not limited to:

o   **Orienting your student to the practice site**

   o   Orient the student to the site, practice, and staff and set clear expectations for the student with respect to appearance, attitude, conduct, and general policies and procedures of practice.
   o   Review the learning objectives and activities for the rotation as outlined in the syllabus.
   o   Work with the student to determine the student's needs, interests, and experiences so you can tailor the experience accordingly. It will also be beneficial to review the students past evaluations to identify areas of weakness.
   o   Review a planned schedule of rotation hours with the student and discuss expectations and due dates for special projects, reports, presentations, meetings, etc.
   o   Identify an alternate supervisor for instances when the primary preceptor is unavailable.

o   **Providing ongoing feedback throughout the practice experience**

   o   Allow adequate time for communication with the student
   o   Provide ongoing feedback to identify activities and skills that are performed successfully and those that need improvement. Develop a plan for improving in areas as needed.

o   **Assessing your student during the practice experience**

   o   Preceptors are required to complete a mid-point evaluation for each student and submit in RXprecpetor. The mid-point evaluation creates a valuable opportunity to review the experience to date, detect any unexpected issues, and plan for the remainder of the educational experience. You will receive an email notification when an evaluation is due and you can click on the URL embedded in the email to take you directly to the evaluation. You can also log in to RXpreceptor and click on "Evaluations" in the left menu. Next click "Evaluation of Student" to see a list of incomplete evaluations. Find the student to evaluate then click on the hyperlink under the evaluation column to access the online evaluation form.

      During this mid-point evaluation the preceptor should:

      •   Identify activities and skills that are performed successfully and those that need improvement
      •   Review educational outcomes/assignments and plan new experiences for the student
      •   Develop a plan to correct unsatisfactory performance during the early stages of the rotation
      •   Discuss both the preceptor's and student's expectations and make sure they are both being met

o Preceptors are also required to complete a final evaluation at the end of each experience. The final evaluation should reflect the learner's performance during the entire practice experience-- their knowledge, skills and attitudes, and how they have improved during the practice experience. The final evaluation should be electronically submitted to the University no later than five (5) days after the final day of the practice experience.
o Preceptors should also require the student to complete a final self-evaluation of their performance and submit through RXprecpetor for incorporation into final evaluation discussions.
o Preceptors should also check off the student's community assignments, institutional assignments and other assignments, if applicable. This should also be electronically submitted to the University no later than five (5) days after the final day of the practice experience.

o **Reporting serious student problems and/or unprofessional student behaviors**

o The student and preceptor are encouraged to resolve problems among themselves, if appropriate. If this effort does not successfully resolve the conflict, the preceptor should contact the OEE for assistance.

o **Participating in preceptor development and training activities on a regular basis**

o An **annual preceptor conference** is held in the fall of each year at the School of Pharmacy. Attendees are updated with regard to the School of Pharmacy policies, provided opportunities to enhance preceptor skills, and provided four to six hours of live continuing education.
o The School of Pharmacy has joined the ***Preceptor Training & Resource Network*** from the *Pharmacists Letter.* Resources available through this site include:
  o Free Preceptor CE (home-study courses and live webinars)
  o Sample student syllabi, activities, assignments, and schedules
  o Orientation, grading, and evaluation tools
  o *PL Journal Club* – teaching tools for Advanced Pharmacy Practice Experiences
  o *Pharmacy 101* – teaching tools for Introductory Pharmacy Practice Experiences
  o *Preceptors Interact* – preceptor discussion board
  o To set-up access go to:
    o www.pharmacistsletter.com/?referer=ulouisiana%2Fptrn
    o Click on "I'm new to Pharmacist's Letter - sign me up for Preceptor CE and Resources"
    o Fill out the form and submit
    o If you have any questions call Pharmacist's Letter at 209-472-2240
o The School of Pharmacy provides preceptors' access to **PharmacyLibrary's Preceptor Central**.   This is a collection of APhA's respected experiential education resources. At the center of Preceptor Central is a formal curriculum suitable for all experiential practice sites. Developed by a board of experts, the curriculum provides more than 20 modules in four different educational tracks to help preceptors develop quality educational experiences for their student pharmacists on IPPE and APPE rotations. This can be accessed under "Preceptor Benefits" in RXprecptor.
o A **repository of preceptor training and development material** is located in the document section of RXprecpetor and on the "Preceptor Development and Resources" Moodle page.

Preceptors changing practice sites

Please contact the OEE office at 318-342-1215 or csmith@ulm.edu if any of your information in RXpreceptor changes or if you change practice sites. Preceptors who change practice sites will be evaluated by the OEE to determine which course requirements can be met at the new practice site and an affiliation agreement will be initiated.

§709. Scope of practice (Louisiana Administrative Code, Title 46 – Professional and Occupational Standards)

- o Pharmacy interns may perform any duty of a pharmacist provided he is under the supervision of a pharmacist.
- o The ratio of pharmacy interns to pharmacists shall be 1:1. However, the ratio of pharmacy interns on rotation with a board-approved college of pharmacy to pharmacists shall be no more than 3:1.
- o A pharmacy intern may not:
    - o present or identify himself as a pharmacist;
    - o sign or initial any document which is required to be signed or initialed by a pharmacist unless a preceptor cosigns the document;
    - o independently supervise pharmacy technicians; or
    - o administer immunizations unless properly credentialed as required by the board.

CORE _{ELMS} (RXpreceptor)

RXpreceptor is a comprehensive web-based system designed to help manage pharmacy practice experiences. Preceptors and students will have direct access to the information server to update personal information, view practice experience assignments, document assignments and interventions, complete assessment forms and view evaluation reports.

Log in at **https://www.academicsuiterx.com/experiential_login.php**. RXpreceptor recommends *Google Chrome* or *Mozilla Firefox* browsers for best performance

- o **Updating your RXpreceptor account**

    Account Information:
    - o Click "Account Information" on the home page under the ULM banner to review your contact information.   Verify all information on is correct and update incorrect or missing information, particularly your address, email, and phone number.
    - o Edit your user name and password if desired. Leave the password field blank unless you are changing your password.
    - o Click "Update Information" at the bottom of the screen to save your changes. All account information changes will be forwarded to the Office of Experiential Education for finalizing.

    Account Photo:
    - o Click "Account Photo" on the home page under the ULM banner to upload your photo**.** We request you upload your photo so your students can know more about you. JPG or GIF format is required. After your select the photo, click "upload photo" and then highlight and crop the image to save it.

- o **Entering preceptor availability**

    During the fall semester preceding the practice experience year, preceptors will receive an email from the OEE requesting availability be entered into RXpreceptor.   To enter availability:

    - o Log into your RxPreceptor account

o From the main screen, click on **Scheduling/Availability**, located on the left hand toolbar; then click on **Submit Availability**
o Once you have clicked on submit availability, you will be taken to the Availability Submissions screen
o Click on the drop down box entitled **Rotation Date(s)**. Select all the dates you will be available to precept students.
o Next, click on the box entitled **Rotation Type**. This give you the option of choosing the rotation type for the dates you entered above. Please choose an option. **This step is NOT optional as stated**. (This is very important for preceptors offering multiple types of rotations). **You must submit availability for each rotation type offered.**
o Next, click on the **Specialty**. This give you the option of choosing the specialty for the rotation type you entered above. Please choose an option. **This step is NOT optional as stated**. (This is very important for preceptors offering multiple types of rotations).
o Next move to the box entitled **# of Students**. Fill in the blank with the maximum number of students that you could accommodate for the rotation dates selected.
o Once you have completed the above steps, click on **Submit NEW Availability**

o **Marketing your practice site**

Students are always asking for more information regarding our preceptors and sites. One of the best ways to provide this information is using the "Site Description" field in RXpreceptor. Students will be able to view this information when researching rotation options so the more appealing you make your rotation sound the more likely students will select your site. Be sure to include "selling points" such as learning opportunities, patient services, unique features, etc. in your description.
o Click "Profile Information" on the toolbar. Next click "Description" and enter your site information in the field provided. You can also add the URL of your site's webpage and whether or not the site offers housing for students.
o Next click "Enter Details"

o **Completing student evaluations**

o You will receive an email notification when an evaluation is due and you can click on the URL embedded in the email to take you directly to the evaluation. You can also log in to RXpreceptor and click on "Evaluations" in the left menu. Next click "Evaluation of Student" to see a list of incomplete evaluations. Find the student to evaluate then click on the hyperlink under the evaluation column to access the online evaluation form.

o **Verifying student assignments and hours**

o You will receive an email notification when student assignments and/or hours are pending your approval. You can click on the URL embedded in the email to take you directly to the screen to approve or you can log in to RXpreceptor and click "Field Encounters" to verify assignments or click "Hours Tracking/Timesheets" to approve student hours worked.

Quality Assessment and Assurance

The Office of Experiential Education (OEE) strives to provide consistent methods of assessment and evaluation throughout the experiential curriculum. Assurance of quality for pharmacy practice sites is currently provided by confidential student evaluations of preceptor and site, site visits/reports conducted by the OEE, preceptor and student surveys, reports from faculty engaged in practice at a particular site, guidance from the district managers in community chains, and guidance from the Louisiana Board of Pharmacy.

Student Evaluation of Preceptor, Site, and Course

- o Students are required to provide confidential evaluations of the preceptor, practice site, and course at the end of each practice experience. The OEE reviews evaluation results to ensure quality of preceptor and site and aggregate reports are shared with preceptors.

- o Overall process for Quality Assessment and Assurance include these steps:
    1. Assessment data is collected and quantified
    2. Low scores of 2 or less are examined for trends and outliers
    3. Interventions are taken as needed
    4. Aggregate reports are shared with preceptors
    5. Pharmacy Practice Experience (PPE) Committee is consulted as needed
    6. Recurring themes across all aggregate comments are identified for use in preceptor training and development

Site Assessment

- o The goal of the OEE is to conduct site assessment (physical visits, phone visits) in the Monroe area at least yearly, and outside the Monroe area at least every two years. Quality assurance of Non-Louisiana sites is determined in conjunction with other colleges and colleagues from those areas. During site visits, the coordinator assesses experiential teaching at the site, evaluates student projects/activities, identifies problems, reviews policies and procedures, reviews course learning objectives and progress toward meeting those objectives, and other general issues involving the School of Pharmacy.

Student Surveys

- o Exit surveys conducted annually by the American Association of Colleges of Pharmacy (AACP) of graduates are reviewed for overall programmatic trends and forwarded to the Assessment Committee and the Office of Experiential Education. Annual Focus group surveys are also conducted by the School of Pharmacy and used for quality improvement purposes.

Preceptor Surveys

- o The American Association of Colleges of Pharmacy conducts preceptor surveys annually. Survey results are assessed for overall programmatic trends and forwarded to the Office of Experiential Education. Periodic surveys are also conducted by ULM School of Pharmacy for program improvement purposes as well.

Preceptor Benefits

- **Library Access**
  As a preceptor for the University of Louisiana at Monroe School of Pharmacy, several high quality resources have been provided to you to show our appreciation for all that you do. You may access these resources in RXprecpetor under "Preceptor Benefits". Follow the links and passwords provided.

- **APhA PharmacyLibrary:**
  PharmacyLibrary features content from APhA's authoritative textbooks, an interactive NAPLEX® review, a collection of 250 Active Learning Exercises, case studies, article abstracts from the Journal of the American Pharmacists Association, and a variety of news sources.

- **LWW Health Library – Integrated Pharmacy Collection:**
  LWW Health Library meets the needs of pharmacy educators and institutions by providing a single portal to foundational and clinical science content, as well as rich multimedia ancillaries for teaching and learning. At a time when curricula are evolving, teaching time is condensed and faculty must integrate case studies and clinical skill-building from day one, LWW responds by delivering the authoritative content you trust in the format you and your students need.

- **Micromedex 2.0:**
  Micromedex 2.0 includes more than thirty items of drug information, including three books over-the-counter and prescription drug monographs (one focused on pediatric and neonatal patients); one herbal monograph source; books focusing on pregnancy and lactation, poisoning or toxicology, laboratory tests, evidence-based information on diseases, and new drugs and drugs in development; the *Physician's Desk Reference; RED BOOK* (drug pricing); patient care handouts; and interactive tools including twenty clinical calculators, oral or topical drug interactions, intravenous compatibility, and pill identification.

- **Facts & Comparisons eAnswers:**
  Facts & Comparisons provides an interactive online drug application with updated drug information to assist with comparing prescription drugs, drug interaction screening, drug identification, and more.

- **Drug Information Newsletter**
  Access to our monthly newsletter, FYDI (For Your Drug Information), to keep you up-to-date on drug information news including FDA MedWatch and other safety alerts, new guidelines, and new drug approvals.

- **Preceptor Newsletter**
  Access to our bi-annual newsletter, ULM Preceptor, to keep you up-to-date and in communication with the Office of Experiential Education.

- **Drug Information Service**
  The Louisiana Drug Information Center (DIC) is located on the first floor of the School of Pharmacy in the Bienville Building of the University of Louisiana at Monroe. As a courtesy to preceptors we provide drug information services pertaining to the following areas: adverse drug events, availability of products, complimentary and alternative medicine, clinical kinetics, drug dosage and scheduling, drug identification, drug interactions, drug regulations and laws, drug use evaluation support, institutional review board support, investigational/foreign drugs, IV compatibility, laboratory interpretation, pharmacoeconomics, pharmacy and therapeutics committee support, pregnancy and lactation, product compounding, therapeutic drug monitoring, therapeutic uses/drugs

of choice, toxicology, and travel/health information.

- o **Continuing Education**
  The School of Pharmacy strives to help you enhance your clinical and teaching skills through free continuing education. As a preceptor you will have access to free continuing education and resources from the Pharmacist's Letter. You will also receive live continuing education annually at our Preceptor Conference.

- o **Preceptor Recognition**
  Each year the School of Pharmacy recognizes preceptors for excellence in experiential teaching of student pharmacists. These awards are based on student feedback during practice experiences. We believe that preceptors deserve to be recognized and acknowledged for their contribution to pharmacy education.

Experiential Policies and Procedures

Qualifications for entering Advanced Pharmacy Practice Experiences

Only students who have satisfactorily completed all didactic courses with a minimum grade of "C" in each course will be allowed to enter the Advanced Practice Experience Program during the summer following their third professional year.

Prior to entering the Practice Experience Program, the student must satisfy the following:

- o Health screening requirements as prescribed by the School of Pharmacy. Students will be given notice of the health screening requirements and the date by which they must be satisfied. If all required immunizations and health testing are not complete by orientation (late May), the student will not be allowed to participate in the Practice Experience Program.
- o Licensure as an intern in the State of Louisiana. For sites outside of Louisiana, the student must satisfy the licensure requirements of that specific state by contacting the Board of Pharmacy for that state. It is the student's responsibility to satisfy licensure requirements in Louisiana or states other than Louisiana.
- o Carry professional liability insurance covering the time that the student is enrolled in practice experiences. The State of Louisiana Office of Risk Management provides coverage for all students enrolled in the professional program.
- o Obtain a copy of the criminal background check that was performed upon admittance to the school of pharmacy.
- o Carry health insurance coverage during the time that the student is enrolled in practice experiences.
- o Certification in Basic Life support for the Healthcare provider, including electronic defibrillators.
- o Attendance of the mandatory orientation held prior to beginning practice experiences.
- o Other requirements mandated by individual practice sites (ex. Criminal background checks, drug tests, etc.).

Assignment of Pharmacy Practice Experiences

During the fall semester preceding their practice experiences, students will be able to begin practice experience selection. Using RXpreceptor, students will be allowed to choose preferences for each practice experience. RXpreceptor selects assignments in a randomized fashion. Experiences will be assigned in such a way to ensure regular faculty experiences are given priority and faculty workload is adjusted with

respect to the assignment of students. All students will have a minimum of two (2) practice experiences with full-time faculty.

Change of Pharmacy Practice Assignments

After the initial practice experience assignment, changes in the assignments will be considered as follows:
- o Students will be allowed two weeks after the receipt of their initial assignments to negotiate with their fellow students a swap of sites within certain conditions.
- o If for any reason the preceptor is unable to take the students as assigned, the Director of Experiential Education, the Coordinator of Introductory Practice Experience, or the Associate Dean of Academic Affairs, or his/her designee, will consult with the individual students involved and make the necessary reassignments.
- o Departmental Administration will consider request for changes in assignments due to extreme hardships and the Director of Experiential Education, the Associate Dean of Academic Affairs, or his/her designee will make decisions on a case-by-case basis.

Out of State Assignments

Students will be allowed to complete a maximum of two (2) of their total Introductory and Advanced practice experiences out of state. Students who wish to request such sites will be asked to provide as much information as possible about the site and the preceptor to the Office of Experiential Education. The request will be reviewed and the student will be informed of the decision. Students are not allowed to pay out of state facility (ies) and/or preceptor(s) to provide a practice experience.   Students participating in out-of-state experiences must following the rules and regulations of that state. For instance, if that state requires students to be registered with the Board of Pharmacy, the student must register with that Board of Pharmacy in addition to the Louisiana Board of Pharmacy.

Setting up New Practice Experiences

The Office of Experiential Education will meet with students in the fall prior to their scheduled rotation year to discuss the procedure for setting up a new practice experience. Students will have from this time until the first day of the spring semester to notify the Office of Experiential Education regarding potential new sites. Students desiring a site not affiliated with the University must provide as much information as possible about the site and the preceptor to the Office of Experiential Education. Preferred documentation includes: site name, address, and phone number; preceptor name and email; type of rotation; and rotation block requested. The request will be reviewed and the student will be informed of the decision. Requests may be denied if there are already practice experiences of the same type in the area, if the site and preceptor do not meet certain qualifications or if documentation is not submitted by the deadline.

Absences During Pharmacy Practice Experiences

Attendance at the practice experience site is **MANDATORY**. Each student is expected to be at the site a minimum 8 hours per day/5 days per week.   Students will be expected to establish a schedule with the preceptor on the first day and adhere to that schedule. Due to the limited number of days available during the practice experience, absences must be kept to a minimum. As outlined below, students are limited to the number of days they can miss without repeating an experience.

The Practice Experience schedule does not follow the University schedule. Holidays that are considered "off" days for the University may not be "off" days for practice experiences. All "off" days and mandatory University meetings will be published in the Practice Experience Schedule. If a practice site is open on a "Holiday" that's published in the schedule, preceptors may require students to be available on that day.

Absences are defined as excused or unexcused as indicated in the University's student policy handbook. Absences other than those identified in the student policy handbook may be excused at the preceptor's discretion.

Community and Institutional Practice Experiences:
o The Office of Experiential Education must approve excused absences of greater than three (3) days in a month even though they are made up.
o A failing grade will be given to the student for any unexcused absence.
o **To assure compliance with the Louisiana Board of Pharmacy's regulations, all absences (excused and unexcused) during the community or institutional practice experiences must be made up.**

All other Advanced Pharmacy Practice Experiences:
o The Office of Experiential Education must approve excused absences of greater than three (3) days in a month even though they are made up.
o A failing grade will be given to the student for any unexcused absence.
o Absences of greater than two (2) consecutive workdays must be made up.
o The student will be required to repeat the clerkship for any absences of greater than 4 workdays during an individual experience. The grade of "incomplete" will be given to the student whose absences are considered excused absences by the University of Louisiana at Monroe. The Director of Experiential Education or the Associate Dean of Academic Affairs, with the consent of the preceptor, may approve time off in excess of these guidelines.

Inclement Weather

In the event of inclement weather conditions, the student should contact their preceptor to determine the need for reporting to the site. If they are unable to reach their preceptor they are instructed to contact the Office of Experiential Education for guidance. Many factors are taken into consideration when deciding to cancel practice experiences, but student safety is the number one consideration. If a preceptor does excuse the student due to weather conditions, the time missed should be made up before the completion of the experience. University closures may not apply to experiential rotations.

Process for Handling Student Complaints

The University is committed to providing a learning and working environment in which complaints are responded to promptly and with minimum distress and maximum protection to all parties involved. The University views student complaints as providing an opportunity to review and improve its policies and practices, and also to gain insight into student levels of satisfaction. To avoid any confusion as to the best way to handle any troublesome situation that has arisen or may arise between a student and a practice site, the process outlined below should be pursued. *It is the responsibility of the student to report any problems that arise during the practice experiences to the Office of Experiential Education as soon as the problem occurs. DO NOT wait until the end of the practice experience.*

o The student should attempt to resolve the issue with the preceptor directly.
o If the complaint is not resolved quickly, the student should submit a **written** complaint to the Director of Experiential Education. The complaint should explain the problem as clearly and completely as possible.
    o Tell why the complaint should be considered
    o Give all the details that would help to better understand the situation, what has been done to resolve the situation, and the student's expected outcome.

- o Give your full name, address, contact phone number and date.
- o Attach any information that would aid in making a decision.
  - o If the complaint is still not resolved, a **written** complaint should be submitted to the Associate Dean of Academic Affairs following the same format as above.
  - o If the complaint is still not resolved, a **written** complaint should be submitted to the Dean of the School of Pharmacy following the same format as above.

Process for Handling Student Appeals

Problems may arise for students in the Pharmacy Practice Experience Program for various reasons. The University wants students to have an opportunity to appeal if there are special circumstances. The appeal must be in writing and delivered to the Office of Academic Affairs. It must follow the outlined procedure below.

- o A **written** appeal should be sent to the Director of Experiential Education. The appeal form should explain the problem as clearly and completely as possible.
  - o Tell why the appeal should be considered.
  - o Give all the details that would help to better understanding the situation, what has been done to address the appeal, and the student's expected outcome.
  - o Give your full name, address, contact phone number and date.
  - o Attach any information that would aid in making a decision.
- o If the situation is still not resolved, a **written** appeal should be sent to the Associate Dean of Academic Affairs following the same format as above.
- o If the situation is still not resolved, a **written** appeal should be sent to the Dean of the School of Pharmacy following the same format as above.

Pharmacy Practice Experience Failure

Each student must successfully complete each pharmacy practice experience with a passing grade. If a student earns a grade less than a "C", he/she will be required to repeat that practice experience type with a different preceptor. Students who earn two (2) failing grades during their practice experiences will be dismissed from the program. Because of the importance of maintaining appropriate relationships with preceptors and their institutions and the importance of quality patient care, students will be withdrawn from a practice experience with a failing grade at the **first** request of the preceptors.

Student Assessment During Pharmacy Practice Experiences

Using the evaluation form in RXpreceptor, the preceptor must complete a mid-point and final evaluation for each practice experience. If a mid-point evaluation is not completed in a timely manner, it is the student's responsibility to request that the preceptor complete one. If still not completed by the preceptor, the student must report to the Office of Experiential Education. Failure to report will negate a student's ground for appeal based on the lack of a mid-point evaluation.

The final evaluation should reflect the learner's performance during the entire practice experience--their knowledge, skills and attitudes, and how they have improved during the practice experience. Preceptors should also check off the student's community assignments, institutional assignments and other assignments, if applicable.

Pharmacy Practice Proficiency examinations are a required component of the Advanced Practice Experience Program. Three examinations will be scheduled throughout the year, consisting of objective structured clinical exams (OSCEs), and computer-based examinations. In order to graduate, a minimum score of 75%

must be achieved on two out of three of the OSCE sets, and a 80% or better on the RXprep post test in the spring. If a student does not achieve the required minimum passing scores on the pharmacy practice proficiency exams, they will be ineligible for graduation until they have completed appropriate remediation. Remediation will be assigned by the Associate Dean of Academic Affairs or his/her designee and may include self-study, remediation of selected didactic or experiential courses, remediation of specific course sequences, or other remediation as deemed appropriate. Failure to meet minimum performance standards, as defined above, will result in delaying graduation a minimum of one academic semester.

Student Professionalism During Pharmacy Practice Experiences

The ULM School of Pharmacy expects all Pharmacy Practice Experience students to uphold the most professional behavior at all times. This includes the student's appearance and the student's interaction with preceptor, patient, health care professionals, and health care institutions. Behavior of a student reflects on a student's qualification and potential to become a competent pharmacist. Attitudes and behaviors inconsistent with compassionate care, refusal by or inability of the student to participate constructively in learning or patient care, derogatory attitudes or inappropriate behavior directed at patient groups, peers, faculty or staff, or other unprofessional conduct, can be grounds for dismissal.

During the practice experiences, professional behavior is expected from each student. The student's professional behavior will be graded, however, **consistent or blatant unprofessional behavior** can result in the student being requested to leave the site with an **unexcused absence or immediate failure**.

- o **Attitude-** An important part of professionalism and the ability of the student to learn is the attitude a student portrays on a daily basis. To achieve an optimum learning experience mutual respect and courtesy between preceptor and student and other health care providers are required.
    - The student should never question the advice or direction of the preceptor in public, but should discuss any disagreements in private
    - The student should not hesitate to admit they do not know something, but seek help whenever needed.
    - Professional decisions or judgments should not be made without checking with the preceptor. This is of particular importance when patient care will be affected. Violation of this will result in suspension from the program.
    - The student must be punctual in arriving to work and meetings, and finishing tasks/assignments. **Three or more tardies may result in failure of the practice experience.**
    - The student should be aware of all laws and regulations that govern the practice of pharmacy and seek clarification of any points that are unclear.
    - Communication with other health care providers is encouraged, but it should not go beyond the realm of professional courtesy or common sense.
    - Experiential learning is not a passive process and the student is expected to be assertive and display initiative.

- o **Institutional Rules-**   The institution and preceptor are placing considerable trust by allowing students into their practice site, and preceptors, institutional employees, patients, and other customers must be treated with the utmost respect. This includes extending courtesy and respect to all employees (i.e. secretaries, janitors, technicians etc.) of that institution.
    - The student is obligated to follow all rules/regulations/procedures of an institution in which they are practicing. If the rules/regulations/procedures differ between ULM and the institution, the stricter rule should be followed. If a rule/regulation/procedure of the institution conflicts with

that of ULM, or state or federal law, the preceptor or a ULM faculty member should be consulted for guidance.

- The student is obligated to respect any and all confidences revealed during the training period. This includes all information pertaining to patient confidentiality as well as institutional information (i.e. pricing procedures, number of prescriptions filled, contracts, forms, or other aspects of business).

o **Dress Code-** Personal appearance is regarded as an important aspect of a students overall evaluation, and should reflect that of a professional. Any student found in violation of the dress code should be asked to leave their site and will receive an unexcused absence. ***Students must be aware of the dress code in the institution they are working. If the institutions dress code is stricter, the institution's dress code must be followed.***

- Lab coat - Students must wear a clean **short** (hip length) white lab jacket with the University of Louisiana at Monroe School of Pharmacy logo at all times.
- Name badge - A University approved name badge identifying the student as a ULM School of Pharmacy student must be worn at all times. In addition, an individual institutional identification must be worn if required.
- Shirt and tie - Men must wear clean pressed collared-shirts with tie.
- Hats and Scarves - Hats and other coverings should not be worn.
- Miniskirts - Skirts should not be shorter than 2 inches above the knee.
- Halter-tops and sundresses - Halter, tube, or sleeveless tops along with sheer or sleeveless sundresses should not be worn.
- Jeans – Jeans of **any color** should not be worn.
- Hair - Hair including beards and side burns should be neatly groomed.
- Hygiene – Daily bathing and the use of deodorant are encouraged.
- Make-up – Should be natural and inconspicuous.
- Perfume/Cologne/After shave – Should be used sparingly or not at all.
- Hand and nails – Should be well manicured.
- Shoes – Should be polished and in good condition. High heeled and platform shoes over 2 inches should not be worn. Open toed shoes are discouraged and are not allowed in any hospital environment.
- Jewelry – Excessively large or dangling jewelry or earrings or several "clanging type" bracelets are unacceptable.

   Any violations of the above guidelines can result in suspension from the program.

Professional Liability Insurance

The University maintains medical malpractice liability insurance administered through the State of Louisiana Office of Risk Management for itself, its agents, officers, employees and students. This coverage is provided subject to R.S. 40:1237.1 ET SEQ. http://legis.la.gov/Legis/Law.aspx?d=964881

The student professional liability insurance does not cover students when employed outside the curriculum. The student policy expires upon date of graduation.

Student Compensation During Pharmacy Practice Experiences

Students do not and may not receive any financial compensation or reimbursement for their participation in the Pharmacy Practice Experience Program. The students will receive academic credit for each practice experience successfully completed.

- o Students will receive a maximum credit of 1000 hours from the Louisiana Board of Pharmacy for the structured didactic program.
- o Student employment outside the practice experience is permitted but discouraged. It will not be the basis for excusing a student from an assignment nor from any other course responsibilities. Some practice experiences may involve time on evenings or weekends. **Remember, students are required to work a minimum of 40 hours per week during the practice experiences.**

Training for occupational exposure to blood borne and airborne pathogens

All students entering the Practice Experience program will receive training during orientation on Universal Precautions to decrease exposure to blood borne pathogens. Students are responsible for learning institutional guidelines for proper prevention of communicable disease transmission in each institution and for complying with those regulations.

Student training prior to practice experiences will include, but not be limited to, the following topics:

- Hepatitis B virus (HBV)
- Human Immunodeficiency virus (HIV)
- Hepatitis C virus (HCV)
- Other Potentially Infectious Material OPIM)
- Contaminated Sharps
- Other regulated waste containers

- Universal Precautions
- Hand washing
- Gloves
- Mask, eye protection
- Protective body clothing
- Occupational Exposure

If a student is stuck by a needle or other sharp or gets blood or any body fluid in their eyes, nose, mouth, or on broken skin they should:

- o Immediately flood the exposed area with water and clean any wound with soap and water or a skin disinfectant if available. Irrigate eyes with clean water, saline, or sterile irrigants immediately. Using a caustic agent such as bleach is not recommended.
- o Report exposure immediately to their preceptor and the Office of Experiential Education. Also report exposure to the department responsible for managing exposures at your practice site. The institution's accident report should be filled out, and a copy of this report should be sent to the Office of Experiential Education within **5 days** of the accident. The Office of Experiential Education will keep a copy of the report, and a copy will be sent to the Associate Dean of Academic Affairs. Prompt reporting is essential because, in some cases, post exposure treatment may be recommended, and it should be started as soon as possible.
- o Seek immediate medical attention.

For detailed management of potential blood borne pathogens refer to the Centers for Disease Control and Prevention website located at www.cdc.gov/mmwr/PDF/rr/rr5011.pdf.

Student Health and Safety Guidelines

Students enrolling in the Pharmacy Practice Experience program must satisfy the health requirements described below prior to beginning practice Experiences. Keep in mind that these requirements may change or a practice site may have stricter compliance standards that must be met. Students should be prepared to present their immunization records at their practice sites. Some sites require proof of immunizations before the student is allowed to continue past the first day. Students are responsible for all costs associated with meeting the requirements listed below.

In order to ensure our students are in good health, it is necessary for us to require the following:
- **Measles, Mumps, Rubella (MMR) Vaccinations**. -All students must provide documentation of receiving the two (2) vaccination series and proof of immunity in the form of serology.
  - **Rubeola (Measles) titer**- titer must be drawn as evidence of immunity to the disease
  - **Mumps titer**- titer must be drawn as evidence of immunity to the disease
  - **Rubella titer**- titer must be drawn as evidence of immunity to the disease
- **Tetanus/Diphtheria (TD) Vaccination** – All students must provide documentation of a current TD (within the past 10 years)
- **Hepatitis B Series**- All students must provide documentation of receiving the three (3) vaccination series. A Hepatitis B surface antibody titer must be obtained one (1) month after series is completed.
- **Varicella Vaccine**- All students must provide documentation of receiving the two (2) vaccination series or disease documented by healthcare provider and proof of immunity in the form of serology.
  - **Varicella titer**- titer must be drawn as evidence of immunity to the disease
- **Tuberculosis testing (TB)** – Pharmacy students should be tested annually for tuberculosis. State of Louisiana Sanitary Code instructions are that:

  1. 2-step testing be done for anyone without a PPD Mantoux administered within the past twelve (12) months, and
  2. A follow-up PPD Mantoux will be administered for anyone with a negative test in the past twelve (12) months

  Two-step testing involves the student having a PPD administered and read within 48 – 72 hours of administration; if it is negative, the student is to wait one to three (1-3) weeks and have a second PPD administered and read. Any student who has ever had a positive PPD is required to meet the State of Louisiana Sanitary Code requirements for health care providers with latent tuberculosis infection. Proof of compliance with therapy is mandatory. See the Student Health Services nurse for details if you have ever had a positive PPD Mantoux or been treated for tuberculosis.
- **Influenza vaccine**- All students must receive yearly influenza seasonal vaccine by the last day of October. Influenza vaccines are available in the fall of each year.
- **Health Insurance Coverage** - Students must maintain an acceptable health insurance policy during all practice experiences. Students must provide proof of current insurance coverage to the Office of Student and Professional Affairs. You may apply for the Student Health Insurance that is offered by the University. Applications for Student Health Insurance are available in the Student Life Office.
- **Cardiopulmonary Resuscitation (CPR) Certification** – All students are required to be certified in Basic Life Support (BLS) for the HealthCare Provider **PRIOR TO** entering their practice experiences. This certification will include infants, children, and electronic defibrillators.

Student Housing and Transportation

The School of Pharmacy does not provide housing during practice experiences. Students should plan well in advance where they plan to live during these off-campus experiences. Students may request assistance in locating housing from the Office of Experiential Education.

Transportation during practice experiences is the responsibility of the student. Whenever possible, attempts will be made to assign students to practice experiences near where they live. However, this is not always possible. Please understand that traveling up to an hour (and sometimes longer) one-way is considered "commutable distance".

Some sites, especially larger teaching hospitals, have limited parking available for students. Students should inquire with their preceptor on parking availability and policies. Some sites may require the student to pay for parking. Students must comply with all parking rules at the assigned sites.

Drop/Withdraw a Scheduled Pharmacy Practice Experience

In general, changes to the assignment schedule are *not* permitted. If a student experiences an emergency that results in the need to drop/withdraw from a scheduled practice experience (e.g., extended personal illness or death in the immediate family), the student must provide written notification to the Director of Experiential Education of the reasons for this request. These requests will be reviewed and decisions will be made on a case-by-case basis.   Students seeking to drop/withdraw from a scheduled practice experience should follow the following procedures:
   o   The Director of Experiential Education must be notified by phone and in writing as soon as possible. This notification is *in addition* to any notification made directly to the preceptor. The message should include the following information:
      o   The specific practice experience and preceptor affected and nature of the emergency
   o   Requests from students to drop/withdraw from scheduled practice experiences are subject to review and approval by the Director of Experiential Education.
   o   Every attempt will be made to reschedule the student into a similar experience. However, the student may need to be assigned to a different type of experience, give up an open month, or accept other changes to ensure that graduation requirements will be met.
   o   Students **MUST NOT** contact any preceptor directly to inquire whether the preceptor is available for a rescheduled practice experience.

Student Assignments and Evaluations

Each student will submit evaluations and paperwork related to each practice experience at the end of the experience. Students must complete an evaluation of the preceptor, site, and course. Feedback from students to sites and preceptors can help them make improvements to their rotation. The information provided will also be used by the Office of Experiential Education to continually evaluate our program. The information will be shared with the site/preceptor in an anonymous, aggregate form. It will in no way effect your evaluation or grade. The assignments must be completed in RXpreceptor no later than the last day of the practice experience. Individual faculty may require students to enter assignments on a daily or weekly basis. The student must comply with the strictest policy. ***Students entering assignments after the last day of the experience will not receive credit for those activities.*** The evaluations will be submitted electronically *no later than five (5) days* after the final day in the pharmacy. Failure to comply will result in the student receiving an incomplete for the course.

Student Internet and E-mail Access

Students must have an active University e-mail address and access to a computer with Internet services at all times during the practice experiences. Students are responsible for checking their e-mail daily and keeping a working and current e-mail address on file with the Office of Experiential Education. Printed copies of material sent by e-mail will not be supplied. It is not the responsibility of the University to notify students of mail delivery failures due to invalid address, address over quota, etc. Students will be held responsible

for any e-mail sent concerning the Pharmacy Practice Experience Program, or other University related activities. Make sure your e-mail is in good working order.

HIPAA-Training

All students and clinical faculty will be trained on policies and procedures with respect to Protected Health Information (PHI) as necessary and appropriate to carry out their function during Pharmacy Practice Experience and clinical practice. Training will occur by the covered entity on site-specific policies and procedures with respect to PHI, as necessary and appropriate for them to carry out their function within a covered entity.

All School of Pharmacy employees and students are responsible for protecting the security of all protected health information (PHI), oral or recorded in any form, which is obtained, handled, learned, heard or viewed in the course of his or her work or association with the Covered Entity. Use or disclosure of protected health information is acceptable only in the discharge of one's responsibilities and duties (including reporting duties imposed by legislation) and based on the need to know. Discussion regarding personal health information shall not take place in the presence of persons not entitled to such information or in public places (elevators, lobbies, cafeterias, off premises, etc.) Any collection of PHI made by a student in the course of his or her duties must not contain information that allows others not involved in the patient's care to identify the patient to which the collection refers. If patient information is to be collected on a Personal Data Assistant (PDA), the PDA must have the capability of limiting access to the intended user.

Sexual Harassment Policy

The University is committed to providing a learning and working environment which is free from sexual harassment. Sexual harassment may constitute a criminal offense. The ULM School of Pharmacy prohibits any member of the School community, male or female, from sexually harassing another employee, student or other person having dealings with the institution. Sexual harassment, in any form, fundamentally undermines the educational and employment goals and philosophy of the School. To avoid any confusion as to the best way to handle any troublesome situation that has arisen or may arise between a student and a practice site, the process outlined below should be pursued. ***It is the responsibility of the student to report any problems that arise during the Pharmacy Practice Experiences to the Office of Experiential Education as soon as the problem occurs. DO NOT wait until the end of the practice experience.***

Examples of harassment may include, but are not limited to:
- o Verbal harassment or abuse
- o Subtle pressure for sexual activity
- o Sexist remarks about an individual's clothing, body, or sexual activities
- o Following, cornering, or getting an individual in a room alone in a manner perceived by her/him as threatening
- o Unnecessary touching, such as patting, pinching, hugging, kissing, or repeated brushing against an individual's body
- o Demanding sexual favors accompanied by implied or overt threats concerning one's job, grades or letter of recommendation
- o Physical sexual assault (a criminal offense)
- o Insults, humor, jokes and/or anecdotes that belittle or demean an individual's or a group's sexuality or sex
- o Inappropriate displays of sexually suggestive objects or pictures, which may include but not be limited to posters, calendars, computer screen savers, and music

Reporting Procedure:

- The students should attempt to resolve the issue with the preceptor directly if he/she feels comfortable doing so. If a student chooses to address the preceptor himself or herself, he/she must submit a written notification to the Coordinator of Introductory Pharmacy Practice Experience or the Director of Experiential Education. The notification should explain the problem as clearly and completely as possible.
    - Give all the details that would help to better understand the situation, what has been done to resolve the situation (if anything), and the student's expected outcome.
    - Give your full name, address, contact phone number, and date.
    - Attach any information that would help aid in making a decision.
- If the student does not feel comfortable approaching the preceptor directly, the Office of Experiential Education will handle the issue after receiving the written notification from the student.
    - The School of Pharmacy will then follow the University's procedure on handling Sexual Harassment Complaints as outlined in the ULM Student Policy Manual.

Student Background Check

Criminal background checks are now required in order to participate in all Pharmacy Practice Experiences. This policy was established to comply with emerging accreditation standards and to promote the highest level of integrity in our program. The criminal background check will be presented to any practice site participating in the academic training of the student. At that time, the practice site will determine whether the student may participate in that setting. Students can obtain a copy of their criminal background check from Certiphi by calling 1-800-803-7860, dial 0 and ask for Applicant Services.

Community Pharmacy Practice Experiences
(Introductory and Advanced)

Introductory Community Pharmacy Practice Experience

I. Contact Information

Course Coordinator   Faculty
Roxie Stewart, Pharm.D.   Varies with site
Coordinator, Introductory Pharmacy Practice Experiences
Office of Experiential Education
ULM School of Pharmacy
1800 Bienville Drive
Monroe, LA 71201
Phone: 318-342-1703
rstewart@ulm.edu

II. Practice Experience Description

The purpose of this course is to expose students to entry-level pharmacy practice through working in a pharmacy practice site. The expected outcome is to prepare students for advanced experiences and pharmacy practice by expanding upon didactic and laboratory experiences

III. Pre-Rotation Requirements

- Students must have successfully completed PHRD 4014 Top Drugs and Medical Terminology; and PHRD 4031 Pharmacy Practice Ethics/Law I with a grade of a "C" or better.
- Students must be registered as an intern with the Louisiana Board of Pharmacy
- Students must have all vital documents on file with the Office of Student and Professional Affairs

IV. Objectives and Outcomes

Upon completion of this experience, in the community setting the student will be able to:

- Manage general pharmacy operations
  Examples:
  o Familiarizes self with required record keeping practices to meet state and federal laws concerning prescription files, prescription drug inventory, employee files, etc.
  o Assists in planning, organizing, directing, and controlling pharmaceutical care systems and human, material, and financial resources utilizing management theories and practices.
  o Assists in applying patient and population specific data, quality assurance strategies, and research processes.
  o Assist in ensuring efficient, cost-effective utilization of human, physical, medical, informational, and technological resources in-patient care.

- Promote health improvement and self care
  Examples:
  o Promotes/participates in effective health and disease prevention services.

- Solve problems and make informed, rational, and ethical decisions
  Examples:
  o Identifies, retrieves, understands, analyzes, synthesizes, and evaluates information needed to make informed, rational, and ethical decisions.

- Assists in solving complex problems that require an integration of one's ideas and values within a context of scientific, social, cultural, legal, clinical, and ethical issues.
- Displays habits, attitudes, and values associated with mature critical thinking.
- Uses good judgment in coming up with sensible, practical solutions to problems.
- Seeks out and utilizes important facts and information in decision-making.
- Recognizes and evaluates available alternatives.
- Gives thought to possible consequences of decisions.
- Makes decisions in a timely manner.

- Prepare and distribute prescription orders
  Examples:
  - Assists in determining correctness and completeness of each prescription order.
  - Assists in making determinations for accurate filling of prescriptions, including quantities to dispense, concentration determinations, drug additive quantities.
  - Assists in selection of drug product.
  - Assist in assuring that product/prescription reaches the patient in a timely manner.
  - Documents all activities involved with the provision of comprehensive patient specific pharmaceutical care.

- Monitor and evaluate drug therapy
  Examples:
  - Assists in reviewing for drug-drug, drug-disease, and drug-food interactions and responds appropriately.
  - Assists in reviewing profile for duplication of medications.
  - Assists in evaluating the appropriateness of a given prescription or medication order based on patient and disease-specific factors.
  - Interviews patient to maintain current patient profiles including medications, allergies, medical conditions, medical history and special needs.

- Compound the most optimal formulation for drug delivery
  Examples:
  - Assists in compounding and/or dispenses the most optimal formulation for drug delivery consistent with the patient needs and in harmony with the law.
  - Becomes familiar with appropriate safety measures according to Hazard Code and Safety Guidelines (gloves, mask, protective eyewear, etc.).
  - Utilizes acceptable professional techniques and procedures.
  - Selects appropriate equipment and containers.
  - Documents calculations and procedures appropriately.
  - Prepares and maintains clean work area for compounding.
  - Selects appropriate chemicals required for formula preparation and familiar with the use/purpose of each.
  - Becomes familiar with dosage form options targeted at improved patient compliance.

- Retrieve and evaluate drug information
  Examples:
  - Defines the question that needs to be answered.
  - Distinguishes among lay, professional, and scientific literature.
  - Identifies appropriate literature search engines for lay, professional, and scientific literature.

- Explains the method to construct an appropriate search strategy for various literature types.
- Evaluates literature source validity.
- Explains methods for systematically evaluating literature.
- Evaluates the appropriateness of research methodologies and statistical methods.
- Draws appropriate conclusions from research results.
- Assesses the potential impact and implication of published information on current practices.
- Exhausts all available sources for information prior to questioning preceptor.

- Communicate about prescription drugs and disease states
  Examples:
  - Assists preceptor while counseling and/or educating about medication use, disease-state management, and health maintenance.
  - Discusses drug cautions, side effects, and patient conditions.
  - Relates to others in a professional manner.
  - Uses terminology appropriate to the receiver's level of understanding.
  - Interacts to confirm understanding.
  - Demonstrates proper use of dosing devices when necessary.

- Communicate about nonprescription products, devices, and diagnostics
  Examples:
  - Assists preceptor in evaluating a situation for self-treatment or referral.
  - Familiarizes self with nonprescription products, devices, or diagnostics available.
  - Displays an ability to question about conditions and intended drug use.
  - Communicates with others regarding OTC and herbal drug dosages, usages, storage, and side effects.

- Communicate with health professionals
  Examples:
  - Demonstrates ability to accurately interpret verbal medication orders.
  - Is not afraid to request missing or additional information when needed.
  - Demonstrates ability to efficiently express ideas and questions.
  - Collaborates proactively with other healthcare professionals using appropriate effective communication in both written and oral forms.
  - Reads, writes, speaks, listens, and uses data, media, and computers to send and respond effectively to communications for varied audiences and purposes.

- Interprofessional practice
  Examples:
  - Understands the roles and responsibilities of and effectively partners with all members of the health care team.
  - Participates in contacting prescribers for medication changes, i.e. formulary changes, errors on prescriptions, prescription clarifications, adverse drug reactions, etc.
  - Interacts with and learns from the experiences

- Maintain professional competence
  Examples:
  - Reports on time to all scheduled meetings.
  - Responds to assignments and responsibilities in a timely manner.

- o Accepts the responsibilities embodied in the principles of pharmaceutical care.
- o Deals professionally with colleagues and patients.
- o Maintains patient confidentiality.

- Maintain ethical standards
  Examples:
  - o Represents the profession in an ethical manner.
  - o Identifies, analyzes, and resolves ethical problems involved in pharmacy practice.
  - o Practices in a manner that is consistent with state and federal laws and regulations.
  - o Exhibits reliability and credibility in dealing with others.

- Demonstrate human relation skills
  Examples:
  - o Demonstrates appropriate interpersonal, intergroup, and cross-cultural behaviors that promote respect and trust from peers, patients, and community members.
  - o Participates as a team player.
  - o Is attentive to and accepts constructive criticism well and works to correct problem.
  - o Is sensitive to the needs, feelings, and concerns of others.
  - o Listens, is nonjudgmental and responds appropriately to other's problems.
  - o Acts in the best interest of others.

V. Required Activities/Topics Covered

Student activities during this rotation will include but not be limited to the following:
- Weekly journals submitted in RXpreceptor
- 10 over-the-counter medication write-ups*
- 10 prescription medication write-ups*
- 2 patient case reports in SOAP note format*
- Reflective writing assignment on interprofessional education

The actual activities will be reviewed by the preceptor and documented and approved in RXpreceptor system.

VI. Evaluation and Grade Assignment

Two assessments will be completed during the practice experience, one mid-point evaluation and one final evaluation. The mid-point evaluation creates a valuable opportunity to review the experience to date, detect any unexpected issues, and plan for the remainder of the educational experience. The final evaluation will reflect your performance during the entire practice experience—your knowledge, skills, attitudes, and how you have improved during the practice experience. The final evaluation will be submitted to the University no later than five (5) days after the final day of the practice experience. The preceptor evaluation counts as 80% of the grade, the student journal counts 20% of the grade, and the other assignments are credit or no credit.

Grading Scale:
94 – 100%   A
87 – 93%   B
80 – 86%   C
<80%   F

VII. Policies and Procedures

A. Attendance Policy:

Attendance at the practice experience site is **MANDATORY**. Each student is expected to be at the site a minimum 8 hours per day/5 days per week.   Your preceptor will provide you with a schedule on the first day and you must adhere to that schedule. Your practice experience schedule does not follow the University schedule. Holidays that are considered "off" days for the University may not be "off" days for the practice experience.

- **All absences during the community practice experiences must be made up.**
- The Office of Experiential Education must approve excused absences of greater than three (3) days in a month even though they are made up.
- A failing grade will be given to the student for any unexcused absence. This grade may be appealed following the appeals process outlined in Policy 1.9 of the Office of Experiential Education Policy and Procedure Manual.

B. Academic Integrity:

Faculty and students must observe the ULM published policy on Academic Dishonesty (see the ULM *Student Policy Manual* - http://www.ulm.edu/studentpolicy/). All professional students will adhere to the standards set forth in the School of Pharmacy's Code of Conduct. http://www.ulm.edu/pharmacy/student/copcodeofconduct.pdf (Also, include any additional policy information)

C. Preceptor/Site/Course Evaluation Policy:

All students are required to complete an on-line evaluation of the preceptor, site, and practice experience at the conclusion of each experience. Those evaluations should be electronically submitted in RXpreceptor no later than five (5) days after the final day in the pharmacy.

D. Student Services:

Information concerning student services in the School of Pharmacy can be found in the School of Pharmacy Student Handbook. In particular, students should pay special attention to the School's technical standards and policies concerning students with special needs (http://www.ulm.edu/studentpolicy/studentpolicy.pdf). ULM student services, such as Student Success Center (http://ulm.edu/cass/), Counseling Center (http://ulm.edu/counselingcenter/), and Student Health Services, is available at the following Student Services web site http://ulm.edu/studentaffairs/.

If you are having problems with emotional, social, and/or behavioral issues please call any of the mental health clinics on the ULM campus to make an appointment. All services are free to ULM students, staff, and faculty, and are strictly confidential.
- COP Office of Student and Professional Affairs: 342-3800
- ULM Counseling Center: 342-5220
- Marriage and Family Therapy Clinic: 342-5678
- Community Counseling Center: 342-1263
- ULM HELPS (Helping Educators and Learners Prevent Suicide) Project Office: 342-1335

E. Compensation Policy:

Students do not and may not receive any financial compensation or reimbursement for their participation in the Introductory Practice Experience Program. The students will receive academic credit for each practice experience successfully completed.

F. Dress Code Policy:
Available in the IPPE Student Manual and Preceptor Manual located on the RXpreceptor Home page.

Introductory Community Pharmacy Practice Experience

The School of Pharmacy is aware of the need to coordinate the knowledge gained by the student in the classroom situation with actual practice and to facilitate the application of knowledge in the physical, pharmaceutical, biological, and behavioral sciences under the supervision of a practitioner/educator. Realizing that many aspects of the practice of pharmacy cannot be effectively presented in the classroom and many graduates of the School of Pharmacy will practice in the community environment, the importance of the community pharmacy practice experience becomes paramount.

Description of Assignments

Student activities during this practice experience will include but not be limited to the following:

- **Weekly Journal**
  - Each student must keep a journal and record weekly the experiences they received at the community pharmacy. These journal entries will be done online in the students' RXpreceptor profile and will be graded weekly. They must be submitted in RXpreceptor each week by ***Sunday night at midnight***, or the student will receive a grade of zero for that entry. The weekly journal entry should address:
    - Dates and number of hours worked that week.
    - Describe, in 1-3 paragraphs, the main tasks you completed while you were at the pharmacy.
    - What were 1-3 interesting questions involving patient care that you had while you were at the pharmacy? For example, what drugs would you need to look up in a reference to better understand their indication or side effects?
    - Did you use any drug information resources (e.g. *Facts and Comparisons, USP DI,* package insert, etc.) while you were in the pharmacy? If so, what were they and how many times did you use them? How useful were these references to you?
    - Any medication or disease state discussions you had with your preceptor.
    - Any questions the preceptor or other employees asked you regarding medications or disease states (record question asked of you and the answer you provided).
    - Any interesting patient encounters you may have had while counseling or assisting the patient.

- **Over-the-Counter Medication Assignments**
  - The student shall study the over-the-counter (OTC) medication groups indicated below. Select 2 or 3 products from those studied each week to write-up. Briefly write-up the information concerning the pros and cons, when they can be recommended to the patient and when they cannot, the information that must be obtained from the patient and the information that must be given, including side effects and warnings. Compare your evaluation to the advertising claims for the products. These write ups (not to be less than 10) should be shown to and discussed with the preceptor and then documented in the IPPE Community Checklist in RXpreceptor where the preceptor will approve them. The student is responsible for studying a group of OTC drug products during each week of the program.

- o **Week1-**
    - Athlete's foot aids, crab-louse infestations, first aid supplies, burn and sunburn remedies, liniments, skin preparations (poison ivy remedies, eczema and psoriasis, anti-acne aids, and skin cleansers)
- o **Week 2-**
    - Antihistamines, decongestants, nose drops, nasal sprays, throat sprays, cough syrups, cough tablets, throat lozenges, ophthalmic products.
- o **Week 3-**
    - Diuretics, laxatives, antacids, antidiarrheals, sedatives
- o **Week 4-**
    - Menstrual aids, contraceptive foams and jellies, feminine hygiene products, anorexics, stimulants, vitamins, analgesics, and rectal products.

- **Prescription Medication Assignments**
    - o The student shall choose ten prescription medications to write-up using the form provided in the community manual. They should discuss the medications' pharmacological class, mechanism of action, dosage forms and strengths available, FDA approved indications, recommended dosage, contraindications, adverse effects, pregnancy category, overdose possibilities and abuse potential, patient counseling points, and any other relevant information. These write-ups should be shown to and discussed with the preceptor and then documented in the IPPE Community Checklist in RXpreceptor where the preceptor will approve them.

- **Case Reports**
    - o The student shall complete two patient case reports, in the SOAP note format (form provided), during their introductory community experience. These SOAP notes must describe an event, situation, or problem that has taken place or is currently taking place. The student should discuss and analyze the situation and make appropriate decisions or recommendations on the best course of action. One of the reports should include an over-the-counter medication intervention and one should include a prescription medication intervention. The medications presented in the case reports should be part of the OTC/prescription drug write-up assignments. These SOAP notes should be shown to and discussed with the preceptor and then documented in the IPPE Community Checklist in RXpreceptor where the preceptor will approve them.

- **Reflective Writing Assignment – Interprofessional Education**
    - o At the conclusion of this practice experience, each student is required to complete a writing assignment that reflects on Interprofessional Education during the practice experience. This writing assignment should be entered in the student's profile and submitted no later than **5 days** after the last day of the practice experience to receive credit for the essay. The Coordinator of Community Introductory Practice Experience will review it for completeness. The writing must be a minimum of 500 words and include the following:
        - Pharmacists have the opportunity to interact with various other members of the healthcare team on committees and also in day-to-day patient care. Discuss with your preceptor a time in which he/she was able to work closely with a fellow healthcare provider (i.e. physician, nurse, nurse practitioner, etc.) to provide patients with the highest level of health care or experienced a particularly challenging encounter with a fellow healthcare provider.
        - In this experience, define the roles and responsibilities of each healthcare provider.
        - What made the encounter beneficial or difficult?

- How did each healthcare provider work together to provide the best healthcare possible for the patient? If the encounter was difficult, how was the challenge solved?
- How do patients benefit from healthcare providers communicating and working together?
- What suggestions does your preceptor have to share with regards to handling difficult situations?

Evaluations

Students are required to submit a self-assessment for each practice experience. The self-assessment will be available at mid-point and student should complete and submit at least 5 days prior to the final evaluation. Students will also be required to complete an evaluation of the site, preceptor and course at the conclusion of each experience. Those evaluations should be electronically submitted no later than five (5) days after the final day in the pharmacy.

Preceptors will be required to complete a mid-point evaluation approximately 3 weeks into the practice experience and a final evaluation on the student's performance at the conclusion of each experience. Those evaluations should be electronically submitted no later than five (5) days after the final day in the pharmacy. (If online access is unavailable, the preceptor should complete the manual evaluation form and mail, or deliver in person, to the Introductory Practice Experience Coordinator no later than five (5) days after the final day in the pharmacy.)

Time Log

The student is responsible for documentation of all Community hours WEEKLY in RXpreceptor. The preceptor must approve all documented hours. Hours that are documented in RXpreceptor but not approved by the preceptor will not be accepted for hours toward licensure.

VIII. Contact Information

<u>Course Coordinator</u>   <u>Faculty</u>
Connie Smith, Pharm.D.   Varies with site
Director of Experiential Education
1800 Bienville Avenue
Monroe, La. 71201
Phone: 318-342-3271
Email: csmith@ulm.edu

IX. Practice Experience Description

This experience allows students to apply the knowledge, skills, and attitudes necessary to provide pharmaceutical care in the community pharmacy setting. Experiences include patient triage, patient health assessment, disease state management, medical interventions, patient education/counseling, follow-up, monitoring, and management issues as well as drug distribution activities.

X. Pre-Rotation Requirements

- Students must have completed all required Doctor of Pharmacy didactic course work
- Students must have meet all prerequisite conditions as set forth in the affiliation agreement and listed in CORE ELMS specific to the site

XI. Objectives and Outcomes

Upon completion of this experience, in the community setting the student will be able to:

- Manage general pharmacy operations
  Examples:
  o Understands required record keeping practices to meet state and federal laws concerning prescription files, prescription drug inventory, employee files, etc.
  o Plans, organizes, directs, and controls pharmaceutical care systems and human, material, and financial resources utilizing management theories and practices.
  o Applies patient and population specific data, quality assurance strategies, and research processes.
  o Ensures efficient, cost-effective utilization of human, physical, medical, informational, and technological resources in patient care.

- Promote health improvement and self care
  Examples:
  o Promotes/participates in effective health and disease prevention services.
  o Collaborates with policy makers, health care providers, members of the community and administrative and support personnel to identify and resolve health problems and evaluate health policy.

- Solve complex problems and make informed, rational, and ethical decisions
  Examples:
  o Identifies, retrieves, understands, analyzes, synthesizes, and evaluates information needed to make informed, rational, and ethical decisions.
  o Solves complex problems that require an integration of one's ideas and values within a context of scientific, social, cultural, legal, clinical, and ethical issues.

- o Displays habits, attitudes, and values associated with mature critical thinking.
- o Uses good judgment in coming up with sensible, practical solutions to problems.
- o Seeks out and utilizes important facts and information in decision-making.
- o Recognizes and evaluates available alternatives.
- o Gives thought to possible consequences of decisions.
- o Makes decisions in a timely manner.

- Prepare and distribute prescription orders
  Examples:
  - o Determines correctness and completeness of each prescription order.
  - o Performs necessary determinations for accurate filling of prescriptions, including quantities to dispense, concentration determinations, drug additive quantities.
  - o Evaluates and selects products.
  - o Documents all activities involved with the provision of comprehensive patient specific pharmaceutical care.

- Monitor and evaluate drug therapy
  Examples:
  - o Reviews profile for drug-drug, drug-disease, and drug-food interactions and responds appropriately.
  - o Reviews profile for duplication of medications.
  - o Develops and implements an evidence-based care plan.
  - o Evaluates the appropriateness of a given prescription or medication order based on patient and disease-specific factors.
  - o Interviews patient to maintain current patient profiles including medications, allergies, medical conditions, medical history and special needs.

- Compound the most optimal formulation for drug delivery
  Examples:
  - o Compounds and/or dispenses the most optimal formulation for drug delivery consistent with the patient needs and in harmony with the law.
  - o Uses appropriate safety measures according to Hazard Code and Safety Guidelines (gloves, mask, protective eyewear, etc.).
  - o Utilizes acceptable professional techniques and procedures.
  - o Selects appropriate equipment and containers.
  - o Documents calculations and procedures appropriately.
  - o Prepares and maintains clean work area for compounding.
  - o Selects appropriate chemicals required for formula preparation and familiar with the use/purpose of each.
  - o Is familiar with dosage form options targeted at improved patient compliance.

- Retrieve and evaluate drug information
  Examples:
  - o Defines the question that needs to be answered.
  - o Distinguishes among lay, professional, and scientific literature.
  - o Identifies appropriate literature search engines for lay, professional, and scientific literature.
  - o Explains the method to construct an appropriate search strategy for various literature types.
  - o Evaluates literature source validity.

- Explains methods for systematically evaluating literature.
- Evaluates the appropriateness of research methodologies and statistical methods.
- Draws appropriate conclusions from research results.
- Assesses the potential impact and implication of published information on current practices.
- Exhausts all available sources for information prior to questioning preceptor.

- Communicate about prescription drugs and disease states
  Examples:
  - Counsels and/or educates about medication use, disease-state management, and health maintenance.
  - Discusses drug cautions, side effects, and patient conditions.
  - Relates to others in a professional manner.
  - Uses terminology appropriate to the receiver's level of understanding.
  - Interacts to confirm understanding.
  - Demonstrates proper use of dosing devices when necessary.
  - Develops population-based education programs.

- Communicate about nonprescription products, devices, and diagnostics
  Examples:
  - Evaluates a situation for self-treatment or referral.
  - Familiarizes self with nonprescription products, devices, or diagnostics available.
  - Displays ability to guide non-prescription product selection based on symptoms/need, concomitant prescription drug use, and concomitant disease states.
  - Displays an ability to question about conditions and intended drug use.
  - Communicates with others regarding OTC and herbal drug dosages, usages, storage, and side effects.

- Communicate with health professionals
  Examples:
  - Demonstrates ability to accurately interpret verbal medication orders.
  - Is not afraid to request missing or additional information when needed.
  - Demonstrates ability to efficiently express ideas and questions.
  - Collaborates proactively with other healthcare professionals using appropriate effective communication in both written and oral forms.
  - Reads, writes, speaks, listens, and uses data, media, and computers to send and respond effectively to communications for varied audiences and purposes.

- Interprofessional practice
  Examples:
  - Understands the roles and responsibilities of and effectively partners with all members of the health care team.
  - Participates in contacting prescribers for medication changes, i.e. formulary changes, errors on prescriptions, prescription clarifications, adverse drug reactions, etc.
  - Interacts with and learns from the experiences

- Maintain professional competence
  Examples:
  - Reports on time to all scheduled meetings.
  - Responds to assignments and responsibilities in a timely manner.

- o Accepts the responsibilities embodied in the principles of pharmaceutical care.
- o Deals professionally with colleagues and patients.
- o Maintains patient confidentiality.

- • Maintain ethical standards
  Examples:
  - o Represents the profession in an ethical manner.
  - o Identifies, analyzes, and resolves ethical problems involved in pharmacy practice.
  - o Practices in a manner that is consistent with state and federal laws and regulations.
  - o Exhibits reliability and credibility in dealing with others.

- • Demonstrate human relation skills
  Examples:
  - o Demonstrates appropriate interpersonal, intergroup, and cross-cultural behaviors that promote respect and trust from peers, patients, and community members.
  - o Participates as a team player.
  - o Is attentive to and accepts constructive criticism well and works to correct problem.
  - o Is sensitive to the needs, feelings, and concerns of others.
  - o Listens, is nonjudgmental and responds appropriately to other's problems.
  - o Acts in the best interest of others.

XII. Required Activities/Topics Covered

Student activities during this rotation will include but not be limited to the following:

Activity	Minimum Quantity To Be Completed
Antibiotic & New Drug Call-back	15
Drug Information Requests	5
Intervention regarding prescription medication related problems	10
Patient Counseling - OTC/herbal products	20
New Drug Presentation	1
Order Reconciliation Process	1
OTC Medication Class write-up and formulary development	1
Patient Counseling- prescription medication	30
Patient Education Project	1
Patient Histories	5
Patient Specific Care Plan Development	5
Quality Assurance Documentation Process (how to properly handle a prescription misfill)	1
Third Party Problem Resolution	10
Written work-flow evaluation and discussion with preceptor	1
Other suggested activities: (Voluntary)	
• Diabetes Patient Education	
• Blood Pressure Screening	
• Asthma Patient Education	
• Nutrition Education	
• Metered Dose Inhaler Training	
• Poison Prevention Programs	
• Medical Device Counseling/Education	
• Community Presentations	
• Implement new pharmaceutical care service at pharmacy	

The actual activities will be reviewed by the preceptor and documented and approved in RXpreceptor system.

XIII. Evaluation and Grade Assignment

Two assessments will be completed during the practice experience, one mid-point evaluation and one final evaluation. The mid-point evaluation creates a valuable opportunity to review the experience to date, detect any unexpected issues, and plan for the remainder of the educational experience. The final evaluation will reflect your performance during the entire practice experience—your knowledge, skills, attitudes, and how you have improved during the practice experience. The final evaluation will be submitted to the University no later than five (5) days after the final day of the practice experience. The preceptor evaluation counts as 100% of the grade and the other assignments are credit or no credit.

Grading Scale:
94 – 100%   A
87 – 93%   B
80 – 86%   C
<80%   F

XIV. Policies and Procedures

B. Attendance Policy:

Attendance at the practice experience site is **MANDATORY**. Each student is expected to be at the site a minimum 8 hours per day/5 days per week.   The student is expected to work in the pharmacy at least one weekend during the experience. Your preceptor will provide you with a schedule on the first day and you must adhere to that schedule. Your practice experience schedule does not follow the University schedule. Holidays that are considered "off" days for the University may not be "off" days for the practice experience. All "off" days and mandatory University meetings will be published in the Advanced Pharmacy Practice Experience (APPE) Schedule.

- **All absences during the community practice experiences must be made up.**
- The Office of Experiential Education must approve excused absences of greater than three (3) days in a month even though they are made up.
- A failing grade will be given to the student for any unexcused absence. This grade may be appealed following the appeals process outlined in Policy 1.9 of the Office of Experiential Education Policy and Procedure Manual.

B. Academic Integrity:

Faculty and students must observe the ULM published policy on Academic Dishonesty (see the ULM *Student Policy Manual* - http://www.ulm.edu/studentpolicy/). All professional students will adhere to the standards set forth in the School of Pharmacy's Code of Conduct. http://www.ulm.edu/pharmacy/student/copcodeofconduct.pdf (Also, include any additional policy information)

F. Preceptor/Site/Course Evaluation Policy:

All students are required to complete an on-line evaluation of the preceptor, site, and practice experience at he conclusion of each experience. Those evaluations should be electronically submitted in RXpreceptor no later than five (5) days after the final day in the pharmacy.

G. Student Services:
Information concerning student services in the School of Pharmacy can be found in the
School of Pharmacy Student Handbook. In particular, students should pay special attention to
the Schools technical standards and policies concerning students with special needs
(http://www.ulm.edu/studentpolicy/studentpolicy.pdf). ULM student services, such as
Student Success Center (http://ulm.edu/cass/), Counseling Center
(http://ulm.edu/counselingcenter/), and Student Health Services, is available at the following
Student Services web site http://ulm.edu/studentaffairs/.

If you are having problems with emotional, social, and/or behavioral issues please call any of
the mental health clinics on the ULM campus to make an appointment. All services are free
to ULM students, staff, and faculty, and are strictly confidential.
- COP Office of Student and Professional Affairs: 342-3800
- ULM Counseling Center: 342-5220
- Marriage and Family Therapy Clinic: 342-5678
- Community Counseling Center: 342-1263
- ULM HELPS (Helping Educators and Learners Prevent Suicide) Project Office: 342-1335

E. Compensation Policy:
Students do not and may not receive any financial compensation or reimbursement for their
participation in the Advanced Practice Experience Program. The students will receive
academic credit for each practice experience successfully completed.

G. Dress Code Policy:
Available in the APPE Student Manual and Preceptor Manual located in RXpreceptor.

H. Student Schedule:
Student schedule will vary with rotation site.

Advanced Community Practice Experience
Definitions of Assignments

- **Antibiotic & New Drug Call-back** – An inexpensive and effective way to identify and possibly prevent adverse effects, patient non-compliance, and other drug related problems relating to antibiotic or new drug therapy. Students are required to contact a minimum of 15 patients receiving antibiotic or new drug therapy during the experience to evaluate compliance, adverse effects, and outcomes. Standard procedure and template form provided for your use in case the site does not have their own procedure and documentation methods.
- **Drug Information Request**- Pharmacists are considered the drug experts, so there are frequent questions/requests from patients and healthcare providers. A minimum of 5 drug information requests must be completed during the experience. Template form provided for your use in case the site does not have standard documentation methods.
- **Interventions/Prescription Medication**- Pharmacists are able to identify, solve, and prevent medication related problems relating to prescription medication in the dispensing process. Students are required to document a minimum of 10 prescription medication interventions that they encountered during the experience. Template form provided for your use.
- **Patient Counseling/ OTC or Herbal Medication**- Pharmacists are able to obtain information from the patient and accurately assess the patient in order to make appropriate OTC/herbal medication recommendations. Students are required to document a minimum of 20 OTC/herbal medication interventions made to counsel or recommend that they encountered during the experience. Template form provided for your use.
- **New Drug Presentation**-Students must complete at least one New Drug Presentation to be presented to pharmacy staff or other healthcare providers. Typical presentation outline provided for your use.
- **Order Reconciliation Process**- Students should understand the ordering process within a pharmacy from initial placement of the order until order received. Students are required to participate in this entire process at least 1 time during their community experience.
- **OTC Medication Class Write-up/Formulary Development**- Students should have a thorough understanding of OTC medication classes and appropriate uses and contraindications. At least 1 OTC medication class write-up should be completed which includes appropriate indications, dosing, contraindications and recommendations for preferred selections in different populations.
- **Patient Counseling/Prescription Medication**- Effective patient counseling is critical to ensure patient understanding of their treatment and medications. Students must complete a minimum of 30 patient counseling encounters following the Indian Health Format included on the Patient Counseling Form provided.
- **Patient Education Project-** Educational sessions provide patients with more comprehensive information regarding their medical conditions, treatment strategies, and/or lifestyle changes. Patients can only process so much information at one time so it is important to provide concise information that applies to the patients' needs or relates to what they already know. Students must complete 1 patient education project assigned by the preceptor based upon need within the pharmacy.
- **Patient Histories**- There are times when pharmacists need to go beyond counseling patients during dispensing functions and collect more in-depth clinical information. This may occur during the provision of disease state or case management services, a comprehensive medication review, clinical services, or other types of encounters with patients. Students must complete 5 patient histories during their community experience. Template form provided for your use.
- **Care Plan Development**- Patient care planning involves systematically assessing a patient's health problems and needs, setting objectives, performing interventions, and evaluating results. Care plan development can be summarized as a five-step process involving the SOAP format (Subjective, Objective, Assessment and Plan of care). Students must develop 5 patient specific care plans using the Care Plan template provided.

- **Quality Assurance Documentation Process**- Unfortunately prescription misfills do occur. Students should understand how to properly handle a prescription misfill. This assignment may need to be accomplished through role-playing or discussion if it does not actually occur during the month.
- **Third Party Problem Resolution-** Third party prescription programs are a large part of community pharmacy today so pharmacists spend a great deal of time troubleshooting claims questions. Students are required to troubleshoot a minimum of 10 third party problems during the course of this experience in order to gain an understanding of on-line rejections and plan parameters.
- **Workflow evaluation-** Community pharmacies are always looking for ways to increase efficiency and effectiveness. Students are required to complete a workflow analysis of the pharmacy, which involves evaluating the workflow process and offering suggestions on ways to improve workflow. This should be discussed with the preceptor and documented on the Workflow Evaluation Form provided.

Evaluations

Students are required to submit a self-assessment for each practice experience. The self-assessment will be available at mid-point and student should complete and submit at least 5 days prior to the final evaluation. Students will also be required to complete an evaluation of the site, preceptor and course at the conclusion of each experience. Those evaluations should be electronically submitted no later than five (5) days after the final day in the pharmacy.

Preceptors will be required to complete a mid-point evaluation approximately 3 weeks into the practice experience and a final evaluation on the student's performance at the conclusion of each experience. Those evaluations should be electronically submitted no later than five (5) days after the final day in the pharmacy. *(If online access is unavailable, the preceptor should complete the manual evaluation form and mail, or deliver in person, to the Advanced Practice Coordinator no later than five (5) days after the final day in the pharmacy.)*

Time Log

The student is responsible for documentation of all Community hours in RXpreceptor. The preceptor must approve all documented hours. Hours that are documented in RXpreceptor but not approved by the preceptor will not be accepted for hours toward licensure.

Institutional Pharmacy Practice Experience (Introductory and Advanced)

XV. Contact Information

<u>Course Coordinator</u>   <u>Faculty</u>
Roxie Stewart, Pharm.D.   Varies with site
Coordinator, Introductory Pharmacy Practice Experiences
Office of Experiential Education
ULM School of Pharmacy
1800 Bienville Drive
Monroe, LA 71201
Phone: 318-342-1703
rstewart@ulm.edu

XVI. Practice Experience Description

The purpose of this course is to expose students to entry-level pharmacy practice through working in a pharmacy practice site. The expected outcome is to prepare students for advanced experiences and pharmacy practice by expanding upon didactic and laboratory experiences.

XVII. Pre-Rotation Requirements

- Students must have successfully completed PHRD 4050 Introductory Community Pharmacy Practice Experience; and PHRD 4047 Parenterals with a grade of "C" or better.
- Students must be registered as an intern with the Louisiana Board of Pharmacy
- Students must have all vital documents on file with the Office of Student and Professional Affairs

XVIII. Objectives and Outcomes

Upon completion of this experience, in the health system setting the student will be able to:

- Manage general pharmacy operations
  Examples:
  o Familiarizes self with required record keeping practices to meet state and federal laws concerning prescription files, prescription drug inventory, employee files, etc.
  o Assists in planning, organizing, directing, and controlling pharmaceutical care systems and human, material, and financial resources utilizing management theories and practices.
  o Assists in applying patient and population specific data, quality assurance strategies, and research processes.
  o Assists in ensuring efficient, cost-effective utilization of human, physical, medical, informational, and technological resources in-patient care.

- Promote health improvement and self care
  Examples:
  o Promotes/participates in effective health and disease prevention services.

- Solve complex problems and make informed, rational, and ethical decisions
  Examples:
  o Identifies, retrieves, understands, analyzes, synthesizes, and evaluates information needed to make informed, rational, and ethical decisions.
  o Assists in solving complex problems that require an integration of one's ideas and values within a context of scientific, social, cultural, legal, clinical, and ethical issues.

- Displays habits, attitudes, and values associated with mature critical thinking.
- Uses good judgment in coming up with sensible, practical solutions to problems.
- Seeks out and utilizes important facts and information in decision-making.
- Recognizes and evaluates available alternatives.
- Gives thought to possible consequences of decisions.
- Makes decisions in a timely manner.

- Prepare and distribute prescription orders
  Examples:
  - Assists in determining correctness and completeness of each prescription order.
  - Assists in making determinations for accurate filling of prescriptions, including quantities to dispense, concentration determinations, drug additive quantities.
  - Assists in selection of drug products.
  - Assist in assuring that product/prescription reaches the patient in a timely manner.
  - Documents all activities involved with the provision of comprehensive patient specific pharmaceutical care.

- Monitor and evaluate drug therapy
  Examples:
  - Assist in reviewing profile for drug-drug, drug-disease, and drug-food interactions and responds appropriately.
  - Assists in reviewing profile for duplication of medications.
  - Assists in evaluating the appropriateness of a given prescription or medication order based on patient and disease-specific factors.

- Compound extemporaneous preparations, including IV admixtures, according to appropriate procedures
  Examples:
  - Assists in compounding and/or dispensing the most optimal formulation for drug delivery consistent with the patient needs and in harmony with the law.
  - Becomes familiar with appropriate safety measures according to Hazard Code and Safety Guidelines (gloves, mask, protective eyewear, etc.).
  - Utilizes acceptable professional techniques and procedures.
  - Selects appropriate equipment and containers.
  - Documents calculations and procedures appropriately.
  - Prepares and maintains clean work area for compounding.
  - Selects appropriate chemicals required for formula preparation and familiar with the use/purpose of each.
  - Becomes familiar with dosage form options targeted at improved patient compliance.

- Retrieve and evaluate drug information
  Examples:
  - Defines the question that needs to be answered.
  - Distinguishes among lay, professional, and scientific literature.
  - Identifies appropriate literature search engines for lay, professional, and scientific literature.
  - Explains the method to construct an appropriate search strategy for various literature types.
  - Evaluates literature source validity.
  - Explains methods for systematically evaluating literature.

- Evaluates the appropriateness of research methodologies and statistical methods.
- Draws appropriate conclusions from research results.
- Assesses the potential impact and implication of published information on current practices.
- Exhausts all available sources for information prior to questioning preceptor.

- Communicate about prescription drugs and disease states
  Examples:
  - Assists preceptor while counseling and/or educating about medication use, disease-state management, and health maintenance.
  - Discusses drug cautions, side effects, and patient conditions.
  - Relates to others in a professional manner.
  - Uses terminology appropriate to the receiver's level of understanding.
  - Interacts to confirm understanding.
  - Demonstrates proper use of dosing devices when necessary.

- Communicate about nonprescription products, devices, and diagnostics
  Examples:
  - Familiarizes self with nonprescription products, devices, or diagnostics available.
  - Displays an ability to question about conditions and intended drug use.
  - Communicates with others regarding OTC and herbal drug dosages, usages, storage, and side effects.

- Communicate with health professionals
  Examples:
  - Demonstrates ability to accurately interpret verbal medication orders.
  - Is not afraid to request missing or additional information when needed.
  - Demonstrates ability to efficiently express ideas and questions.
  - Collaborates proactively with other healthcare professionals using appropriate effective communication in both written and oral forms.
  - Reads, writes, speaks, listens, and uses data, media, and computers to send and respond effectively to communications for varied audiences and purposes.

- Maintain professional competence
  Examples:
  - Reports on time to all scheduled meetings.
  - Responds to assignments and responsibilities in a timely manner.
  - Accepts the responsibilities embodied in the principles of pharmaceutical care.
  - Deals professionally with colleagues and patients.
  - Maintains patient confidentiality.

- Maintain ethical standards
  Examples:
  - Represents the profession in an ethical manner.
  - Identifies, analyzes, and resolves ethical problems involved in pharmacy practice.
  - Practices in a manner that is consistent with state and federal laws and regulations.
  - Exhibits reliability and credibility in dealing with others.

- Demonstrate human relation skills
  Examples:
  - o Demonstrates appropriate interpersonal, intergroup, and cross-cultural behaviors that promote respect and trust from peers, patients, and community members.
  - o Participates as a team player.
  - o Is attentive to and accepts constructive criticism well and works to correct problem.
  - o Is sensitive to the needs, feelings, and concerns of others.
  - o Listens, is nonjudgmental and responds appropriately to other's problems.
  - o Acts in the best interest of others.

- Interprofessional practice
  Examples:
  - o Understands the roles and responsibilities of and effectively partners with all members of the health care team.
  - o Participates in contacting prescribers for medication changes, i.e. formulary changes, errors on prescriptions, prescription clarifications, adverse drug reactions, etc.
  - o Interacts with and learns from the experiences of pharmacy technicians who have an essential role in pharmacy operations.

XIX. **Required Activities/Topics Covered**

Student activities during this rotation will include but not be limited to the following:
- Weekly journals submitted in RXpreceptor
- 10 intravenous prescription medication write-ups*
- 30 intravenous preparations*
- Select one primary literature publication and provide a review presentation to pharmacy staff*
- 4 case study reports*
- Reflective writing assignment on Interprofessional Education.

The actual activities will be reviewed by the preceptor and documented and approved in RXpreceptor system.

XX. **Evaluation and Grade Assignment**

Two assessments will be completed during the practice experience, one mid-point evaluation and one final evaluation. The mid-point evaluation creates a valuable opportunity to review the experience to date, detect any unexpected issues, and plan for the remainder of the educational experience. The final evaluation will reflect your performance during the entire practice experience—your knowledge, skills, attitudes, and how you have improved during the practice experience. The final evaluation will be submitted to the University no later than five (5) days after the final day of the practice experience. The preceptor evaluation counts as 80% of the grade, the student journal counts 20% of the grade, and the other assignments are credit or no credit.

Grading Scale:
94 – 100%   A
87 – 93%   B
80 – 86%   C
<80%   F

XXI. **Policies and Procedures**

C. Attendance Policy:
Attendance at the practice experience site is **MANDATORY**. Each student is expected to be at the site a minimum 8 hours per day/5 days per week. Your preceptor will provide you with a schedule on the first day and you must adhere to that schedule. Your practice experience schedule does not follow the University schedule. Holidays that are considered "off" days for the University may not be "off" days for the practice experience.

- **All absences during the institutional practice experiences must be made up.**
- The Office of Experiential Education must approve excused absences of greater than three (3) days in a month even though they are made up.
- A failing grade will be given to the student for any unexcused absence. This grade may be appealed following the appeals process outlined in Policy 1.9 of the Office of Experiential Education Policy and Procedure Manual.

D. Academic Integrity:
Faculty and students must observe the ULM published policy on Academic Dishonesty (see the ULM *Student Policy Manual* - http://www.ulm.edu/studentpolicy/). All professional students will adhere to the standards set forth in the School of Pharmacy's Code of Conduct. http://www.ulm.edu/pharmacy/student/copcodeofconduct.pdf (Also, include any additional policy information)

E. Preceptor/Site/Course Evaluation Policy:
All students are required to complete an on-line evaluation of the preceptor, site, and practice experience at he conclusion of each experience. Those evaluations should be electronically submitted in RXpreceptor no later than five (5) days after the final day in the pharmacy.

F. Student Services:
Information concerning student services in the School of Pharmacy can be found in the School of Pharmacy Student Handbook. In particular, students should pay special attention to the School's technical standards and policies concerning students with special needs (http://www.ulm.edu/studentpolicy/studentpolicy.pdf). ULM student services, such as Student Success Center (http://ulm.edu/cass/), Counseling Center (http://ulm.edu/counselingcenter/), and Student Health Services, is available at the following Student Services web site http://ulm.edu/studentaffairs/.

If you are having problems with emotional, social, and/or behavioral issues please call any of the mental health clinics on the ULM campus to make an appointment. All services are free to ULM students, staff, and faculty, and are strictly confidential.
- COP Office of Student and Professional Affairs: 342-3800
- ULM Counseling Center: 342-5220
- Marriage and Family Therapy Clinic: 342-5678
- Community Counseling Center: 342-1263
- ULM HELPS (Helping Educators and Learners Prevent Suicide) Project Office: 342-1335

E. Compensation Policy:
Students do not and may not receive any financial compensation or reimbursement for their participation in the Introductory Practice Experience Program. The students will receive academic credit for each practice experience successfully completed.

I. Dress Code Policy:
Available in the IPPE Student Manual and Preceptor Manual located on RXpreceptor Home page.

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Introductory Institutional Pharmacy Practice Experience

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The School of Pharmacy is aware of the need to coordinate the knowledge gained by the student in the classroom situation with actual practice and to facilitate the application of knowledge in the physical, pharmaceutical, biological, and behavioral sciences under the supervision of a practitioner/educator. Realizing that many aspects of the practice of pharmacy cannot be effectively presented in the classroom and many graduates of the School of Pharmacy will practice in the community environment, the importance of the community pharmacy practice experience becomes paramount.

<u>**Description of Assignments**</u>

Student activities during this practice experience will include but not be limited to the following:

- **Weekly Journal**
    - Each student must keep a journal and record weekly the experiences they received at the hospital. These journal entries will be done online in the students' RXpreceptor profile and will be graded by the Institutional IPPE Coordinator. They must be submitted in RXpreceptor each week by **Sunday night at midnight**, or the student will receive a grade of zero for that entry. The weekly journal entry should address:
        - Date and number of hours worked that week.
        - Describe, in 1-3 paragraphs, the main tasks you completed while you were at the pharmacy.
        - What were 1-3 interesting questions involving patient care that you had while you were at the pharmacy? For example, what drugs would you need to look up in a reference to better understand their indication or side effects?
        - Did you use any drug information resources (eg. *Facts and Comparisons, USP DI,* package insert, etc.) while you were in the pharmacy? If so, what were they and how many times did you use them? How useful were these references to you?
        - Any medication or disease state discussions you had with your preceptor.
        - Likes and dislikes of the experience.
- **IV Prescription Medication Assignments**
    - The student shall choose ten intravenous prescription medications to write-up using the form provided in the institutional manual. They should discuss the medications' pharmacological class, mechanism of action, FDA approved indications, recommended dosage, contraindications, adverse effects, and answer questions related to renal/hepatic adjustments, reconstitution/dilution, storage, final concentration, and drip rate. These write-ups should be shown to and discussed with the preceptor and then documented in the IPPE Institutional Checklist in RXpreceptor where the preceptor will approve them.
- **IV Preparation**
    - The student must prepare and dispense at least 30 medications, including sterile, chemotherapy and parenteral nutrition preparations. These should be documented in the IPPE Institutional Checklist in RXpreceptor where the preceptor will approve them.
- **Article Presentation**
    - The student must select one primary literature publication and provide a review presentation to the pharmacy staff. The preceptor should provide assistance in topic selection, article

selection and presentation form. The article presentation ***may*** be brief (10 minutes) and informal. Appropriate journals might include: *American Journal of Hospital Pharmacy, JAMA, New England Journal of Medicine, Hospital Formulary,* etc. This should be documented in the IPPE Institutional Checklist in RXpreceptor where the preceptor will approve it.

- **Case Study Reports**
  - The student must complete four case study reports, each including one disease state from the four modules they completed during their second year classes (Neurology/Psychiatry, Endocrinology, Infectious Disease, Gastrointestinal/Nutrition/Hepatic), and with a focus on "Identification and Assessment of Drug-Related Problems" or "Patient Safety". These reports must include actual problem situations in which the pharmacist or student had to use his/her professional knowledge and judgment to solve the problem. These should be real case histories that occurred during the weeks that the student was assigned to the pharmacy. These reports should be documented on the provided form and shown to and discussed with the preceptor. Each case study report should be documented in the IPPE Institutional Checklist in RXpreceptor where the preceptor will approve them.

- **Reflective Writing Assignment – Interprofessional Education**
  - At the conclusion of this practice experience, each student is required to complete a writing assignment that reflects on Interprofessional Education during the practice experience. This writing assignment should be entered in the student's RXpreceptor profile and submitted no later than **5 days** after the last day of the practice experience to receive credit for the essay. The Coordinator of Institutional Introductory Practice Experience will review it for completeness. The writing must be a minimum of 500 words and include the following:
    - Give one example of how you, or individuals in your profession, were able to work closely with individuals in other healthcare professions within the institution.
    - In this example, define the roles and responsibilities of each discipline.
    - How were individuals in these disciplines able to successfully communicate with each other?
    - How did these disciplines work to place the interests of patients at the center of Interprofessional health care delivery?
    - How was trust and respect demonstrated between/among the disciplines?
    - How did learning with other professionals make you a more effective member of a health and social care team?
    - How do patients ultimately benefit if health and social care professionals work together?

Evaluations

Students are required to submit a self-assessment for each practice experience. The self-assessment will be available at mid-point and student should complete and submit at least 5 days prior to the final evaluation. Students will also be required to complete an evaluation of the site, preceptor and course at the conclusion of each experience. Those evaluations should be electronically submitted no later than five (5) days after the final day in the pharmacy.

Preceptors will be required to complete a mid-point evaluation approximately 2 weeks into the practice experience and a final evaluation on the student's performance at the conclusion of each experience. Those evaluations should be electronically submitted no later than five (5) days after the final day in the pharmacy. (If online access is unavailable, the preceptor should complete the manual evaluation form and mail, or deliver in person, to the Introductory Practice Experience Coordinator no later than five (5) days after the final day in the pharmacy.)

Time Log

The student is responsible for documentation of all Institutional hours WEEKLY in RXpreceptor. The preceptor must approve all documented hours. Hours that are documented in RXpreceptor but not approved by the preceptor will not be accepted for hours toward licensure.

<p style="text-align:center">Advanced Institutional Pharmacy Practice Experience</p>

I. Contact Information

Course Coordinator	Faculty
Connie Smith, Pharm.D.	Varies with site
Director of Experiential Education	
1800 Bienville Avenue	
Monroe, La. 71201	
Phone: 318-342-3271	
Email: csmith@ulm.edu	

II. Practice Experience Description

This experience allows students to apply the knowledge, skills, and attitudes necessary to provide pharmaceutical care and manage the pharmacy practice in the institutional pharmacy setting. Student activities will focus on the drug distribution process, manufacturing, and management issues. Students will also be involved in patient health assessment, the accurate dispensing of drug orders, patient drug monitoring, medical intervention, and similar clinical activities.

III. Pre-Rotation Requirements

- Students must have completed all required Doctor of Pharmacy didactic course work
- Students must have meet all prerequisite conditions as set forth in the affiliation agreement and listed in CORE ELMS specific to the site

IV. Objectives and Outcomes

Upon completion of this experience, in the health system setting the student will be able to:

- Manage general pharmacy operations
  Examples:
  - Understands required record keeping practices to meet state and federal laws concerning prescription files, prescription drug inventory, employee files, etc.
  - Plans, organizes, directs, and controls pharmaceutical care systems and human, material, and financial resources utilizing management theories and practices.
  - Applies patient and population specific data, quality assurance strategies, and research processes.
  - Ensures efficient, cost-effective utilization of human, physical, medical, informational, and technological resources in patient care.

- Promote health improvement and self care
  Examples:
  - Promotes/participates in effective health and disease prevention services.
  - Collaborates with policy makers, health care providers, members of the community and administrative and support personnel to identify and resolve health problems and evaluate health policy.

- Solve complex problems and make informed, rational, and ethical decisions
  Examples:
  - Identifies, retrieves, understands, analyzes, synthesizes, and evaluates information needed to make informed, rational, and ethical decisions.
  - Solves complex problems that require an integration of one's ideas and values within a context of scientific, social, cultural, legal, clinical, and ethical issues.

- o Displays habits, attitudes, and values associated with mature critical thinking.
- o Uses good judgment in coming up with sensible, practical solutions to problems.
- o Seeks out and utilizes important facts and information in decision-making.
- o Recognizes and evaluates available alternatives.
- o Gives thought to possible consequences of decisions.
- o Makes decisions in a timely manner.

- Prepare and distribute prescription orders
  Examples:
  - o Determines correctness and completeness of each prescription order.
  - o Performs necessary determinations for accurate filling of prescriptions, including quantities to dispense, concentration determinations, drug additive quantities.
  - o Evaluates and selects products.
  - o Documents all activities involved with the provision of comprehensive patient specific pharmaceutical care.

- Monitor and evaluate drug therapy
  Examples:
  - o Reviews profile for drug-drug, drug-disease, and drug-food interactions and responds appropriately.
  - o Reviews profile for duplication of medications.
  - o Develops and implements an evidence-based care plan.
  - o Evaluates the appropriateness of a given prescription or medication order based on patient and disease-specific factors.

- Compound extemporaneous preparations, including IV admixtures, according to appropriate procedures
  Examples:
  - o Compounds and/or dispenses the most optimal formulation for drug delivery consistent with the patient needs and in harmony with the law.
  - o Uses appropriate safety measures according to Hazard Code and Safety Guidelines (gloves, mask, protective eyewear, etc.).
  - o Utilizes acceptable professional techniques and procedures.
  - o Selects appropriate equipment and containers.
  - o Documents calculations and procedures appropriately.
  - o Prepares and maintains clean work area for compounding.
  - o Selects appropriate chemicals required for formula preparation and familiar with the use/purpose of each.
  - o Is familiar with dosage form options targeted at improved patient compliance.

- Retrieve and evaluate drug information
  Examples:
  - o Defines the question that needs to be answered.
  - o Distinguishes among lay, professional, and scientific literature.
  - o Identifies appropriate literature search engines for lay, professional, and scientific literature.
  - o Explains the method to construct an appropriate search strategy for various literature types.
  - o Evaluates literature source validity.
  - o Explains methods for systematically evaluating literature.

- Evaluates the appropriateness of research methodologies and statistical methods.
- Draws appropriate conclusions from research results.
- Assesses the potential impact and implication of published information on current practices.
- Exhausts all available sources for information prior to questioning preceptor.

- Communicate about prescription drugs and disease states
  Examples:
  - Counsels and/or educates about medication use, disease-state management, and health maintenance.
  - Discusses drug cautions, side effects, and patient conditions.
  - Relates to others in a professional manner.
  - Uses terminology appropriate to the receiver's level of understanding.
  - Interacts to confirm understanding.
  - Demonstrates proper use of dosing devices when necessary.
  - Develops population-based education programs.

- Communicate about nonprescription products, devices, and diagnostics
  Examples:
  - Familiarizes self with nonprescription products, devices, or diagnostics available.
  - Displays an ability to question about conditions and intended drug use.
  - Communicates with others regarding OTC and herbal drug dosages, usages, storage, and side effects.

- Communicate with health professionals
  Examples:
  - Demonstrates ability to accurately interpret verbal medication orders.
  - Is not afraid to request missing or additional information when needed.
  - Demonstrates ability to efficiently express ideas and questions.
  - Collaborates proactively with other healthcare professionals using appropriate effective communication in both written and oral forms.
  - Reads, writes, speaks, listens, and uses data, media, and computers to send and respond effectively to communications for varied audiences and purposes.

- Interprofessional practice
  Examples:
  - Understands the roles and responsibilities of and effectively partners with all members of the health care team.
  - Participates in contacting prescribers for medication changes, i.e. formulary changes, errors on prescriptions, prescription clarifications, adverse drug reactions, etc.
  - Interacts with and learns from the experiences

- Maintain professional competence
  Examples:
  - Reports on time to all scheduled meetings.
  - Responds to assignments and responsibilities in a timely manner.
  - Accepts the responsibilities embodied in the principles of pharmaceutical care.
  - Deals professionally with colleagues and patients.
  - Maintains patient confidentiality.

- Maintain ethical standards
  Examples:
  o Represents the profession in an ethical manner.
  o Identifies, analyzes, and resolves ethical problems involved in pharmacy practice.
  o Practices in a manner that is consistent with state and federal laws and regulations.
  o Exhibits reliability and credibility in dealing with others.

- Demonstrate human relation skills
  Examples:
  o Demonstrates appropriate interpersonal, intergroup, and cross-cultural behaviors that promote respect and trust from peers, patients, and community members.
  o Participates as a team player.
  o Is attentive to and accepts constructive criticism well and works to correct problem.
  o Is sensitive to the needs, feelings, and concerns of others.
  o Listens, is nonjudgmental and responds appropriately to other's problems.
  o Acts in the best interest of others.

V. Required Activities/Topics Covered
Student activities during this rotation will include but not be limited to the following:

Activity	Minimum Quantity To Be Completed
Order evaluation/ order entry	20
IV preparation	30
Medication interventions	10
Adverse Drug Reaction reporting	1
Drug Information Request	10
Attend P&T/Supervisor Meeting	1
Healthcare Presentation	1
Understand:	
• Pharmacy Automation	√
• Controlled Substance Handling	√
• Formulary process	√
• JCAHO rules, regulations, and USP Chapter 797	√
• Safety processes	√
• Pharmacy technicians roles and responsibilities	√
• Policies and procedures process	√

The actual activities will be reviewed by the preceptor and documented and approved in RXpreceptor system.

VI. Evaluation and Grade Assignment
Two assessments will be completed during the practice experience, one mid-point evaluation and one final evaluation. The mid-point evaluation creates a valuable opportunity to review the experience to date, detect any unexpected issues, and plan for the remainder of the educational experience. The final evaluation will reflect your performance during the entire practice experience—your knowledge, skills, attitudes, and how you have improved during

the practice experience. The final evaluation will be submitted to the University no later than five (5) days after the final day of the practice experience. The preceptor evaluation counts as 100% of the grade and the other assignments are credit or no credit.

Grading Scale:
94 – 100%   **A**
87 – 93%   **B**
80 – 86%   **C**
<80%   **F**

VII. Policies and Procedures

A. Attendance Policy:

Attendance at the practice experience site is **MANDATORY**. Each student is expected to be at the site a minimum 8 hours per day/5 days per week. Your preceptor will provide you with a schedule on the first day and you must adhere to that schedule. Your practice experience schedule does not follow the University schedule. Holidays that are considered "off" days for the University may not be "off" days for the practice experience. All "off" days and mandatory University meetings will be published in the Advanced Pharmacy Practice Experience (APPE) Schedule.

- **All absences during the institutional practice experiences must be made up.**
- The Office of Experiential Education must approve excused absences of greater than three (3) days in a month even though they are made up.
- A failing grade will be given to the student for any unexcused absence. This grade may be appealed following the appeals process outlined in Policy 1.9 of the Office of Experiential Education Policy and Procedure Manual.

B. Academic Integrity:

Faculty and students must observe the ULM published policy on Academic Dishonesty (see the ULM *Student Policy Manual* - http://www.ulm.edu/studentpolicy/). All professional students will adhere to the standards set forth in the School of Pharmacy's Code of Conduct. http://www.ulm.edu/pharmacy/student/copcodeofconduct.pdf (Also, include any additional policy information)

C. Preceptor/Site/Course Evaluation Policy:

All students are required to complete an on-line evaluation of the preceptor, site, and practice experience at he conclusion of each experience. Those evaluations should be electronically submitted in RXpreceptor no later than five (5) days after the final day in the pharmacy.

D. Student Services:

Information concerning student services in the School of Pharmacy can be found in the School of Pharmacy Student Handbook. In particular, students should pay special attention to the Schools technical standards and policies concerning students with special needs (http://www.ulm.edu/studentpolicy/studentpolicy.pdf). ULM student services, such as Student Success Center (http://ulm.edu/cass/), Counseling Center (http://ulm.edu/counselingcenter/), and Student Health Services, is available at the following Student Services web site http://ulm.edu/studentaffairs/.

If you are having problems with emotional, social, and/or behavioral issues please call any of the mental health clinics on the ULM campus to make an appointment. All services are free to ULM students, staff, and faculty, and are strictly confidential.
- COP Office of Student and Professional Affairs: 342-3800
- ULM Counseling Center: 342-5220
- Marriage and Family Therapy Clinic: 342-5678
- Community Counseling Center: 342-1263
- ULM HELPS (Helping Educators and Learners Prevent Suicide) Project Office: 342-1335

E. Compensation Policy:
Students do not and may not receive any financial compensation or reimbursement for their participation in the Advanced Practice Experience Program. The students will receive academic credit for each practice experience successfully completed.

F. Dress Code Policy:
Available in the APPE Student Manual and Preceptor Manual in RXpreceptor.

G. Student Schedule:
Student schedule will vary with rotation site.

Institutional Advanced Practice Experience
Definitions of Assignments

o **Order Evaluation/ Order Entry** - Evaluate at least 20 prescription orders for appropriate therapy, efficacy, safety, and compatibility with other medications, proper dose, dosage form, accuracy and completeness and transcribe to computerized patient medication profiles.

o **IV Preparation** – Prepare and dispense medications, including sterile, chemotherapy, and parenteral nutrition preparations.

o **Medication Interventions**- Analyze patient profile for interventions regarding drug related problems (contraindications, drug-drug interactions, drug-food interactions, allergies, therapeutic duplications, etc.)

o **Adverse Drug** - Report suspected adverse drug reactions and medication errors accurately per organizational protocol

o **Drug Information Request**- Provide accurate, adequate and timely drug information responses to professional healthcare providers

o **Attend P&T/Supervisor Meetings**- Attend supervisor meetings and Pharmacy and Therapeutics (P&T) committee meetings to gain exposure to hospital management

o **Healthcare Presentation-** Select a publication in the primary literature and provide a review presentation for healthcare providers

o **Pharmacy Automation-** Understand automation, technology, and information systems in the hospital.

o **Controlled Substance Handling-** Understand controlled substance ordering, storage, and security within the facility

o **Formulary Process-** Understand the pharmacy's formulary process and therapeutic substitution protocol

o **JACHO Requirements-** Understand JCAHO rules, regulations, and USP Chapter 797

o **Safety Process-** Understand safety processes in place within the institution (double checks, barcoding, automation, etc.)

o **Pharmacy technicians roles and responsibilities-** Understand the pharmacy technicians roles and responsibilities within the institution

o **Policies and procedures process-** Understand methods by which policies and procedures are proposed, passed, and implemented within the institution

Advanced Institutional Pharmacy Practice Experience

During this practice experience the student will obtain experience in the delivery of pharmaceutical care in the institutional pharmacy setting. The program for the 6-week institutional pharmacy practicum is divided into nine (9) areas of concentration.

1. The institutional environment …………………………………….. 3 days
2. Drug distribution ……………………………………………….... 10 days
3. Related professional activities …………………………………. 2 days
4. Laws, regulations and procedures for controlled substances……... 2 days
5. Manufacturing activities (Sterile and non-sterile) ………………... 3 days
6. Procurement and inventory control ……………………………… 3 days
7. Management and personnel relations …………………………….. 3 days
8. Clinical activities (IV therapy, ambulatory clinic, etc.) ………….. 4 days
9. Special assignment s (some will be done outside the working hours)

It is realized that there may not be a clear-cut separation of these areas because of their interrelationship. For example, certain laws will be considered during the act of dispensing.

- **Visitation to Another Health Care Institution in the Area (1) -optional**

  o Each intern may visit another health care institution within the area sometime during the rotation. Such an institution may be a nursing home, health departments, another hospital, neighborhood health clinic, etc. This visit may be over and beyond the 40-hour workweek. It should not last more than half a day. Your preceptor will help arrange such a visit after it has been decided what institution would be visited. The primary area to look at will be how drugs are controlled within the particular facility. A form is provided so that you may record this visit.

Evaluations

Students are required to submit a self-assessment for each practice experience. The self-assessment will be available at mid-point and student should complete and submit at least 5 days prior to the final evaluation. Students will also be required to complete an evaluation of the site, preceptor and course at the conclusion of each experience. Those evaluations should be electronically submitted no later than five (5) days after the final day in the pharmacy.

Preceptors will be required to complete a mid-point evaluation approximately 3 weeks into the practice experience and a final evaluation on the student's performance at the conclusion of each experience. Those evaluations should be electronically submitted no later than five (5) days after the final day in the pharmacy. *(If online access is unavailable, the preceptor should complete the manual evaluation form and mail, or deliver in person, to the Advanced Practice Coordinator no later than five (5) days after the final day in the pharmacy.)*

Time Log

The student is responsible for documentation of all Institutional hours in RXpreceptor. The preceptor must approve all documented hours. Hours that are documented in RXpreceptor but not approved by the preceptor will not be accepted for hours toward licensure.

Other Advanced Pharmacy Practice Experiences:

Patient Care
Pharmacy Practice I
Pharmacy Practice II
Pharmacy Administration

Patient Care Experience

(Syllabus for Adult Medicine, Cardiology, Critical Care, Emergency Medicine, Geriatrics, Hospital Clinical Management, Infectious Disease, Nephrology, Nutrition Support, Oncology, Pediatrics, Psychiatry, Ambulatory Care, Community Clinical, Disease State Management, Hospice, Long Term Care, and Surgery)

I. Contact Information

<u>Course Coordinator</u>	<u>Faculty</u>
Connie Smith, Pharm.D.	Varies with site
Director of Experiential Education	
1800 Bienville Avenue	
Monroe, La. 71201	
Phone: 318-342-3271	
Email: csmith@ulm.edu	

II. Practice Experience Description

This experience provides exposure to a variety of disease states, allowing the student to gain experience monitoring drug therapy and to participate in the therapeutic decision making process. Activities include team meetings, rounds, patient assessment and pharmacokinetic assessment of prescribed medications. Students will participate in other activities including patient care conferences and in-service education programs. Assignments are preceptor specific and based on the capabilities of the average student.

III. Pre-Rotation Requirements

- Students must have completed all required Doctor of Pharmacy didactic course work
- Students must have meet all prerequisite conditions as set forth in the affiliation agreement and listed in CORE ELMS specific to the site

IV. Objectives and Outcomes

Upon completion of this experience, in the patient care setting the student will:

- Demonstrate clinical knowledge
  Examples:
  - o Describe pathophysiology, clinical presentation and appropriate therapies for each patient problem.
  - o Demonstrate a working knowledge of drug classes, mechanism of action, common adverse effects, drug-drug interactions, drug-disease interactions and monitoring parameters.
  - o Demonstrate working knowledge of non-drug therapies and alternative therapies.

- Demonstrate clinical skills
  Examples:
  - o Demonstrate sound decision making, critical thinking, and problem solving skills.
  - o Appropriately identify real and potential drug therapy problems.
  - o Construct appropriate patient pharmacotherapeutic plans.
  - o Appropriately assess patient status and monitor response to therapy.
  - o Apply pharmacokinetic principles to make dosing recommendations.
  - o Collect and analyze patient data in accordance with current standards of practice.
  - o Appropriately document clinical findings and interventions in patient medical record.
  - o Evaluate drug orders for accuracy and safety.

- o Integrate basic science knowledge with specific patient problems.
- o Demonstrate ability to triage patients to other health care professionals.

- Demonstrate retrieval and use of drug information resources
  Examples:
  - o Effectively retrieve and use drug information resources.
  - o Apply drug literature appropriately in patient care decisions.
  - o Supplement textbook knowledge with primary literature for use in-patient care decisions.

- Demonstrate professional communication
  Examples:
  - o Appropriately communicate orally with other health care professionals.
  - o Appropriately communicate in writing with other health care professionals.
  - o Demonstrate appropriate level of communication during projects and case presentations.
  - o Effectively counsel patients regarding purpose, uses and effects of their medications.

- Demonstrate personal and professional growth
  Examples:
  - o Actively participates in all clerkship activities.
  - o Conducts him/herself in a professional manner.
  - o Completes assignments in a timely manner.
  - o Is consistently on time for rounds, group discussions and meetings.
  - o Keeps excused absences to a minimum without unexcused absences.
  - o Personal appearance is professionally appropriate.

V. Topics/Disease States Covered

Students are expected to cover the following major disease states/conditions during their patient care advanced practice experiences. This may be accomplished by one-on-one discussion with the preceptor, group discussions, live or self-study continuing education, or written assignments.

Asthma	Myocardial Infarction	Hyperlipidemia
COPD	Stroke/TIA	Hypertension
Pneumonia	Angina	Hepatic Disorders
Renal Failure	Heart Failure	HIV/Opportunistic Infections
Diabetes	Venous Thromboembolism	

VI. Required Activities

Students will be required to participate in various activities at the discretion of the preceptor. These activities may vary depending on the practice site.

The following are the minimum required projects to be completed by the student during the Advanced Practice Experiences. The student will be responsible for making sure that these projects are assigned and completed at some point during the advanced practice experiences.

Activity	Minimum Quantity To Be Completed
Adverse Drug Reporting	3

Pharmacotherapeutic Clinical Interventions	30
Pharmacokinetic Clinical Interventions	5
Patient Counseling Activity	20
Journal Club/Literature Evaluation	5
Medication Histories /Medication Reconciliation	18
Case/Disease State Presentation *	3
Formal Disease State Presentation**	2
Drug Information Requests	15
Evaluative Drug Monograph	1
Health Professional In-Service	1
Nutrition Intervention	3
SOAP Notes	5

* May be completed with faculty or adjunct preceptors

**Must be completed with faculty preceptors

Student must complete a minimum of 2 of the following activities during their advanced practice experiences.

• Medication Use Evaluation	• Case Report
• Newsletter Article (Hospital or Community)	• Writing a review article
• P&T Review	• Research Project (could be longitudinal)
• Brown Bag	• Poster Presentation
• Patient Health Education Presentation/Resource Pamphlet	• LSHP Newsletter article
• Public Health Screening	• LPA Journal article
• Local Newspaper Article	• Medication Therapy Management

The actual activities will be reviewed by the preceptor and documented and approved in RXpreceptor system.

VII. Evaluation and Grade Assignment

Two assessments will be completed during the practice experience, one mid-point evaluation and one final evaluation. The mid-point evaluation creates a valuable opportunity to review the experience to date, detect any unexpected issues, and plan for the remainder of the educational experience. The final evaluation will reflect your performance during the entire practice experience—your knowledge, skills, attitudes, and how you have improved during the practice experience. The final evaluation will be submitted to the University no later than five (5) days after the final day of the practice experience. The preceptor evaluation counts as 100% of the grade and the other assignments are credit or no credit.

Grading Scale:
94 – 100%   A
87 – 93%   B
80 – 86%   C
<80%   F

VIII. Policies and Procedures

A. Attendance Policy:

Attendance at the practice experience site is **MANDATORY**. Each student is expected to be at the site a minimum 8 hours per day/5 days per week.   Your preceptor will provide you with a schedule on the first day and you must adhere to that schedule. Your practice experience schedule does not follow the University schedule. Holidays that are considered "off" days for the University may not be "off" days for the practice experience. All "off" days and mandatory University meetings will be published in the Advanced Pharmacy Practice Experience (APPE) Schedule.

- A failing grade will be given to the student for any unexcused absence. This grade may be appealed following the appeals process outlined in Policy 1.9.
- The Office of Experiential Education must approve excused absences of greater than three (3) days in a month even though they are made up.
- Absences of greater than two (2) consecutive workdays must be made up.
- The student will be required to repeat the clerkship for any absences of greater than 4 workdays during an individual experience. The grade of "incomplete" will be given to the student whose absences are considered excused absences by the University of Louisiana at Monroe. The Director of Experiential Education or the Associate Dean of Academic Affairs, with the consent of the preceptor, may approve time off in excess of these guidelines.

B. Academic Integrity:

Faculty and students must observe the ULM published policy on Academic Dishonesty (see the ULM *Student Policy Manual* - http://www.ulm.edu/studentpolicy/). All professional students will adhere to the standards set forth in the School of Pharmacy's Code of Conduct. http://www.ulm.edu/pharmacy/student/copcodeofconduct.pdf (Also, include any additional policy information)

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E. Compensation Policy:

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F. Dress Code Policy:

Available in the APPE Student Manual and Preceptor Manual located in RXpreceptor.

G. Student Schedule:

Student schedule will vary with rotation site

Pharmacy Practice I Experience

(Syllabus for experiences involving drug preparation and dispensing); Closed Door, Compounding, Home Infusion, Nuclear, and Institutional Outpatient

I. Contact Information

Course Coordinator   Faculty
Connie Smith, Pharm.D.   Varies with site
Director of Experiential Education
1800 Bienville Avenue
Monroe, La. 71201
Phone: 318-342-3271
Email: csmith@ulm.edu

II. Practice Experience Description

This experience allows students to apply the knowledge, skills, and attitudes necessary to provide pharmaceutical care and manage the pharmacy practice in the institutional pharmacy setting. Student activities will focus on the drug distribution process, manufacturing, and management issues. Students will also be involved in patient health assessment, the accurate dispensing of drug orders, patient drug monitoring, medical intervention, and similar clinical activities.

III. Pre-Rotation Requirements

- Students must have completed all required Doctor of Pharmacy didactic course work
- Students must have meet all prerequisite conditions as set forth in the affiliation agreement and listed in CORE ELMS specific to the site

IV. Objectives and Outcomes

Upon completion of this experience, in the health system setting the student will be able to:

- Manage general pharmacy operations
  Examples:
  o Understands required record keeping practices to meet state and federal laws concerning prescription files, prescription drug inventory, employee files, etc.
  o Plans, organizes, directs, and controls pharmaceutical care systems and human, material, and financial resources utilizing management theories and practices.
  o Applies patient and population specific data, quality assurance strategies, and research processes.
  o Ensures efficient, cost-effective utilization of human, physical, medical, informational, and technological resources in patient care.

- Promote health improvement and self care
  Examples:
  o Promotes/participates in effective health and disease prevention services.
  o Collaborates with policy makers, health care providers, members of the community and administrative and support personnel to identify and resolve health problems and evaluate health policy.

- Solve complex problems and make informed, rational, and ethical decisions
  Examples:
  o Identifies, retrieves, understands, analyzes, synthesizes, and evaluates information needed to make informed, rational, and ethical decisions.

- Solves complex problems that require an integration of one's ideas and values within a context of scientific, social, cultural, legal, clinical, and ethical issues.
- Displays habits, attitudes, and values associated with mature critical thinking.
- Uses good judgment in coming up with sensible, practical solutions to problems.
- Seeks out and utilizes important facts and information in decision-making.
- Recognizes and evaluates available alternatives.
- Gives thought to possible consequences of decisions.
- Makes decisions in a timely manner.

- Prepare and distribute prescription orders
  Examples:
  - Determines correctness and completeness of each prescription order.
  - Performs necessary determinations for accurate filling of prescriptions, including quantities to dispense, concentration determinations, drug additive quantities.
  - Evaluates and selects products.
  - Documents all activities involved with the provision of comprehensive patient specific pharmaceutical care.

- Monitor and evaluate drug therapy
  Examples:
  - Reviews profile for drug-drug, drug-disease, and drug-food interactions and responds appropriately.
  - Reviews profile for duplication of medications.
  - Develops and implements an evidence-based care plan.
  - Evaluates the appropriateness of a given prescription or medication order based on patient and disease-specific factors.

- Compound extemporaneous preparations, including IV admixtures, according to appropriate procedures
  Examples:
  - Compounds and/or dispenses the most optimal formulation for drug delivery consistent with the patient needs and in harmony with the law.
  - Uses appropriate safety measures according to Hazard Code and Safety Guidelines (gloves, mask, protective eyewear, etc.).
  - Utilizes acceptable professional techniques and procedures.
  - Selects appropriate equipment and containers.
  - Documents calculations and procedures appropriately.
  - Prepares and maintains clean work area for compounding.
  - Selects appropriate chemicals required for formula preparation and familiar with the use/purpose of each.
  - Is familiar with dosage form options targeted at improved patient compliance.

- Retrieve and evaluate drug information
  Examples:
  - Defines the question that needs to be answered.
  - Distinguishes among lay, professional, and scientific literature.
  - Identifies appropriate literature search engines for lay, professional, and scientific literature.
  - Explains the method to construct an appropriate search strategy for various literature types.

- o Evaluates literature source validity.
- o Explains methods for systematically evaluating literature.
- o Evaluates the appropriateness of research methodologies and statistical methods.
- o Draws appropriate conclusions from research results.
- o Assesses the potential impact and implication of published information on current practices.
- o Exhausts all available sources for information prior to questioning preceptor.

- Communicate about prescription drugs and disease states
  Examples:
  - o Counsels and/or educates about medication use, disease-state management, and health maintenance.
  - o Discusses drug cautions, side effects, and patient conditions.
  - o Relates to others in a professional manner.
  - o Uses terminology appropriate to the receiver's level of understanding.
  - o Interacts to confirm understanding.
  - o Demonstrates proper use of dosing devices when necessary.
  - o Develops population-based education programs.

- Communicate about nonprescription products, devices, and diagnostics
  Examples:
  - o Familiarizes self with nonprescription products, devices, or diagnostics available.
  - o Displays an ability to question about conditions and intended drug use.
  - o Communicates with others regarding OTC and herbal drug dosages, usages, storage, and side effects.

- Communicate with health professionals
  Examples:
  - o Demonstrates ability to accurately interpret verbal medication orders.
  - o Is not afraid to request missing or additional information when needed.
  - o Demonstrates ability to efficiently express ideas and questions.
  - o Collaborates proactively with other healthcare professionals using appropriate effective communication in both written and oral forms.
  - o Reads, writes, speaks, listens, and uses data, media, and computers to send and respond effectively to communications for varied audiences and purposes.

- Interprofessional practice
  Examples:
  - o Understands the roles and responsibilities of and effectively partners with all members of the health care team.
  - o Participates in contacting prescribers for medication changes, i.e. formulary changes, errors on prescriptions, prescription clarifications, adverse drug reactions, etc.
  - o Interacts with and learns from the experiences

- Maintain professional competence
  Examples:
  - o Reports on time to all scheduled meetings.
  - o Responds to assignments and responsibilities in a timely manner.
  - o Accepts the responsibilities embodied in the principles of pharmaceutical care.
  - o Deals professionally with colleagues and patients.
  - o Maintains patient confidentiality.

- Maintain ethical standards
  Examples:
  o Represents the profession in an ethical manner.
  o Identifies, analyzes, and resolves ethical problems involved in pharmacy practice.
  o Practices in a manner that is consistent with state and federal laws and regulations.
  o Exhibits reliability and credibility in dealing with others.

- Demonstrate human relation skills
  Examples:
  o Demonstrates appropriate interpersonal, intergroup, and cross-cultural behaviors that promote respect and trust from peers, patients, and community members.
  o Participates as a team player.
  o Is attentive to and accepts constructive criticism well and works to correct problem.
  o Is sensitive to the needs, feelings, and concerns of others.
  o Listens, is nonjudgmental and responds appropriately to other's problems.
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V. Required Activities/Topics Covered

Students will be required to participate in various activities at the discretion of the preceptor. These activities may vary depending on the practice site.

The following are the minimum required projects to be completed by the student during the Advanced Practice Experiences. The student will be responsible for making sure that these projects are assigned and completed at some point during the advanced practice experiences.

Activity	Minimum Quantity To Be Completed
Adverse Drug Reporting	3
Pharmacotherapeutic Clinical Interventions	30
Pharmacokinetic Clinical Interventions	5
Patient Counseling Activity	20
Journal Club/Literature Evaluation	5
Medication Histories /Medication Reconciliation	18
Case/Disease State Presentation *	3
Formal Disease State Presentation**	2
Drug Information Requests	15
Evaluative Drug Monograph	1
Health Professional In-Service	1
Nutrition Intervention	3
SOAP Notes	5

* May be completed with faculty or adjunct preceptors

**Must be completed with faculty preceptors

Student must complete a minimum of 2 of the following activities during their advanced practice experiences.

• Medication Use Evaluation	• Case Report
• Newsletter Article (Hospital or Community)	• Writing a review article
• P&T Review	• Research Project (could be longitudinal)
• Brown Bag	• Poster Presentation

• Patient Health Education Presentation/Resource Pamphlet	• LSHP Newsletter article
• Public Health Screening	• LPA Journal article
• Local Newspaper Article	• Medication Therapy Management

The actual activities will be reviewed by the preceptor and documented and approved in RXpreceptor system.

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Grading Scale:
94 – 100%   A
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VII. **Policies and Procedures**

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- A failing grade will be given to the student for any unexcused absence. This grade may be appealed following the appeals process outlined in Policy 1.9.
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http://www.ulm.edu/pharmacy/student/copcodeofconduct.pdf (Also, include any additional policy information)

C. Preceptor/Site/Course Evaluation Policy:
All students are required to complete an on-line evaluation of the preceptor, site, and practice experience at he conclusion of each experience. Those evaluations should be electronically submitted in RXpreceptor no later than five (5) days after the final day in the pharmacy.

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- COP Office of Student and Professional Affairs: 342-3800
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- Community Counseling Center: 342-1263
- ULM HELPS (Helping Educators and Learners Prevent Suicide) Project Office: 342-1335

E. Compensation Policy:
Students do not and may not receive any financial compensation or reimbursement for their participation in the Advanced Practice Experience Program. The students will receive academic credit for each practice experience successfully completed.

F. Dress Code Policy:
Available in the APPE Student Manual and Preceptor Manual located in RXpreceptor.

G. Student Schedule:
Student schedule will vary with rotation site

Pharmacy Practice II Experience

(Syllabus for experiences **not** involving drug preparation and dispensing); Drug Information, Managed Care, Medicaid Prior Approval, Medication Therapy Management)

I. **Contact Information**

Course Coordinator   Faculty
Connie Smith, Pharm.D.   Varies with site
Director of Experiential Education
1800 Bienville Avenue
Monroe, La. 71201
Phone: 318-342-3271
Email: csmith@ulm.edu

II. **Practice Experience Description**

This experience allows students to apply the knowledge, skills, and attitudes necessary to provide pharmaceutical care and manage the pharmacy practice in the pharmacy practice setting. Student activities will focus on the drug distribution process, manufacturing, and management issues. Students will also be involved in patient health assessment, the accurate dispensing of drug orders, patient drug monitoring, medical intervention, and similar clinical activities.

III. **Pre-Rotation Requirements**

- Students must have completed all required Doctor of Pharmacy didactic course work
- Students must have meet all prerequisite conditions as set forth in the affiliation agreement and listed in CORE ELMS specific to the site

IV. **Objectives and Outcomes**

Upon completion of this experience, in the health system setting the student will be able to:

- Manage general pharmacy operations
  Examples:
  o Understands required record keeping practices to meet state and federal laws concerning prescription files, prescription drug inventory, employee files, etc.
  o Plans, organizes, directs, and controls pharmaceutical care systems and human, material, and financial resources utilizing management theories and practices.
  o Applies patient and population specific data, quality assurance strategies, and research processes.
  o Ensures efficient, cost-effective utilization of human, physical, medical, informational, and technological resources in patient care.

- Promote health improvement and self care
  Examples:
  o Promotes/participates in effective health and disease prevention services.
  o Collaborates with policy makers, health care providers, members of the community and administrative and support personnel to identify and resolve health problems and evaluate health policy.

- Solve complex problems and make informed, rational, and ethical decisions
  Examples:
  o Identifies, retrieves, understands, analyzes, synthesizes, and evaluates information needed to make informed, rational, and ethical decisions.

- Solves complex problems that require an integration of one's ideas and values within a context of scientific, social, cultural, legal, clinical, and ethical issues.
- Displays habits, attitudes, and values associated with mature critical thinking.
- Uses good judgment in coming up with sensible, practical solutions to problems.
- Seeks out and utilizes important facts and information in decision-making.
- Recognizes and evaluates available alternatives.
- Gives thought to possible consequences of decisions.
- Makes decisions in a timely manner.

- Monitor and evaluate drug therapy
  Examples:
  - Reviews profile for drug-drug, drug-disease, and drug-food interactions and responds appropriately.
  - Reviews profile for duplication of medications.
  - Develops and implements an evidence-based care plan.
  - Evaluates the appropriateness of a given prescription or medication order based on patient and disease-specific factors.

- Retrieve and evaluate drug information
  Examples:
  - Defines the question that needs to be answered.
  - Distinguishes among lay, professional, and scientific literature.
  - Identifies appropriate literature search engines for lay, professional, and scientific literature.
  - Explains the method to construct an appropriate search strategy for various literature types.
  - Evaluates literature source validity.
  - Explains methods for systematically evaluating literature.
  - Evaluates the appropriateness of research methodologies and statistical methods.
  - Draws appropriate conclusions from research results.
  - Assesses the potential impact and implication of published information on current practices.
  - Exhausts all available sources for information prior to questioning preceptor.

- Communicate about prescription drugs and disease states
  Examples:
  - Counsels and/or educates about medication use, disease-state management, and health maintenance.
  - Discusses drug cautions, side effects, and patient conditions.
  - Relates to others in a professional manner.
  - Uses terminology appropriate to the receiver's level of understanding.
  - Interacts to confirm understanding.
  - Demonstrates proper use of dosing devices when necessary.
  - Develops population-based education programs.

- Communicate about nonprescription products, devices, and diagnostics
  Examples:
  - Familiarizes self with nonprescription products, devices, or diagnostics available.
  - Displays an ability to question about conditions and intended drug use.

- Communicates with others regarding OTC and herbal drug dosages, usages, storage, and side effects.

- Communicate with health professionals
  Examples:
  - Demonstrates ability to accurately interpret verbal medication orders.
  - Is not afraid to request missing or additional information when needed.
  - Demonstrates ability to efficiently express ideas and questions.
  - Collaborates proactively with other healthcare professionals using appropriate effective communication in both written and oral forms.
  - Reads, writes, speaks, listens, and uses data, media, and computers to send and respond effectively to communications for varied audiences and purposes.

- Interprofessional practice
  Examples:
  - Understands the roles and responsibilities of and effectively partners with all members of the health care team.
  - Participates in contacting prescribers for medication changes, i.e. formulary changes, errors on prescriptions, prescription clarifications, adverse drug reactions, etc.
  - Interacts with and learns from the experiences

- Maintain professional competence
  Examples:
  - Reports on time to all scheduled meetings.
  - Responds to assignments and responsibilities in a timely manner.
  - Accepts the responsibilities embodied in the principles of pharmaceutical care.
  - Deals professionally with colleagues and patients.
  - Maintains patient confidentiality.

- Maintain ethical standards
  Examples:
  - Represents the profession in an ethical manner.
  - Identifies, analyzes, and resolves ethical problems involved in pharmacy practice.
  - Practices in a manner that is consistent with state and federal laws and regulations.
  - Exhibits reliability and credibility in dealing with others.

- Demonstrate human relation skills
  Examples:
  - Demonstrates appropriate interpersonal, intergroup, and cross-cultural behaviors that promote respect and trust from peers, patients, and community members.
  - Participates as a team player.
  - Is attentive to and accepts constructive criticism well and works to correct problem.
  - Is sensitive to the needs, feelings, and concerns of others.
  - Listens, is nonjudgmental and responds appropriately to other's problems.
  - Acts in the best interest of others.

V. Required Activities/Topics Covered

Students will be required to participate in various activities at the discretion of the preceptor. These activities may vary depending on the practice site.

The following are the minimum required projects to be completed by the student during the Advanced Practice Experiences. The student will be responsible for making sure that these projects are assigned and completed at some point during the advanced practice experiences.

Activity	Minimum Quantity To Be Completed
Adverse Drug Reporting	3
Pharmacotherapeutic Clinical Interventions	30
Pharmacokinetic Clinical Interventions	5
Patient Counseling Activity	20
Journal Club/Literature Evaluation	5
Medication Histories /Medication Reconciliation	18
Case/Disease State Presentation *	3
Formal Disease State Presentation**	2
Drug Information Requests	15
Evaluative Drug Monograph	1
Health Professional In-Service	1
Nutrition Intervention	3
SOAP Notes	5

* May be completed with faculty or adjunct preceptors

**Must be completed with faculty preceptors

Student must complete a minimum of 2 of the following activities during their advanced practice experiences.

• Medication Use Evaluation	• Case Report
• Newsletter Article (Hospital or Community)	• Writing a review article
• P&T Review	• Research Project (could be longitudinal)
• Brown Bag	• Poster Presentation
• Patient Health Education Presentation/Resource Pamphlet	• LSHP Newsletter article
• Public Health Screening	• LPA Journal article
• Local Newspaper Article	• Medication Therapy Management

The actual activities will be reviewed by the preceptor and documented and approved in RXpreceptor system.

VI. Evaluation and Grade Assignment

Two assessments will be completed during the practice experience, one mid-point evaluation and one final evaluation. The mid-point evaluation creates a valuable opportunity to review the experience to date, detect any unexpected issues, and plan for the remainder of the educational experience. The final evaluation will reflect your performance during the entire practice experience—your knowledge, skills, attitudes, and how you have improved during the practice experience. The final evaluation will be submitted to the University no later than five (5) days after the final day of the practice experience. The preceptor evaluation counts as 100% of the grade and the other assignments are credit or no credit.

Grading Scale:
94 – 100%   A
87 – 93%   B
80 – 86%   C

<80%   F

VII. Policies and Procedures

A. Attendance Policy:

Attendance at the practice experience site is **MANDATORY**. Each student is expected to be at the site a minimum 8 hours per day/5 days per week.   Your preceptor will provide you with a schedule on the first day and you must adhere to that schedule. Your practice experience schedule does not follow the University schedule. Holidays that are considered "off" days for the University may not be "off" days for the practice experience. All "off" days and mandatory University meetings will be published in the Advanced Pharmacy Practice Experience (APPE) Schedule.

- A failing grade will be given to the student for any unexcused absence. This grade may be appealed following the appeals process outlined in Policy 1.9.
- The Office of Experiential Education must approve excused absences of greater than three (3) days in a month even though they are made up.
- Absences of greater than two (2) consecutive workdays must be made up.
- The student will be required to repeat the clerkship for any absences of greater than 4 workdays during an individual experience. The grade of "incomplete" will be given to the student whose absences are considered excused absences by the University of Louisiana at Monroe. The Director of Experiential Education or the Associate Dean of Academic Affairs, with the consent of the preceptor, may approve time off in excess of these guidelines.

B. Academic Integrity:

Faculty and students must observe the ULM published policy on Academic Dishonesty (see the ULM *Student Policy Manual* - http://www.ulm.edu/studentpolicy/). All professional students will adhere to the standards set forth in the School of Pharmacy's Code of Conduct. http://www.ulm.edu/pharmacy/student/copcodeofconduct.pdf (Also, include any additional policy information)

C. Preceptor/Site/Course Evaluation Policy:

All students are required to complete an on-line evaluation of the preceptor, site, and practice experience at he conclusion of each experience. Those evaluations should be electronically submitted in RXpreceptor no later than five (5) days after the final day in the pharmacy.

D. Student Services:

Information concerning student services in the School of Pharmacy can be found in the School of Pharmacy Student Handbook. In particular, students should pay special attention to the Schools technical standards and policies concerning students with special needs (http://www.ulm.edu/studentpolicy/studentpolicy.pdf). ULM student services, such as Student Success Center (http://ulm.edu/cass/), Counseling Center (http://ulm.edu/counselingcenter/), and Student Health Services, is available at the following Student Services web site http://ulm.edu/studentaffairs/.

If you are having problems with emotional, social, and/or behavioral issues please call any of the mental health clinics on the ULM campus to make an appointment. All services are free to ULM students, staff, and faculty, and are strictly confidential.
- COP Office of Student and Professional Affairs: 342-3800

- ULM Counseling Center: 342-5220
- Marriage and Family Therapy Clinic: 342-5678
- Community Counseling Center: 342-1263
- ULM HELPS (Helping Educators and Learners Prevent Suicide) Project Office: 342-1335

E. Compensation Policy:

Students do not and may not receive any financial compensation or reimbursement for their participation in the Advanced Practice Experience Program. The students will receive academic credit for each practice experience successfully completed.

F. Dress Code Policy:

Available in the APPE Student Manual and Preceptor Manual located in RXpreceptor.

G. Student Schedule:

Student schedule will vary with rotation site.

Pharmacy Administration Experience

(Syllabus for Academia, Community Pharmacy Management, Hospital Administration, Pharmaceutical Industry, Organization Administration, and Research)

I. **Contact Information**

<u>Course Coordinator</u>	<u>Faculty</u>
Connie Smith, Pharm.D.	Varies with site
Director of Experiential Education	
1800 Bienville Avenue	
Monroe, La. 71201	
Phone: 318-342-3271	
Email: csmith@ulm.edu	

II. **Practice Experience Description**

This experience allows the student to develop the pharmaceutical knowledge base, competencies, and skills needed in the administrative setting. Activities will vary depending on the particular site. Assignments are preceptor specific and based on the capabilities of the average student.

III. **Pre-Rotation Requirements**

- Students must have completed all required Doctor of Pharmacy didactic course work
- Students must have meet all prerequisite conditions as set forth in the affiliation agreement and listed in CORE ELMS specific to the site

IV. **Objectives and Outcomes**

Upon completion of this experience, the student will:

- Demonstrate understanding of laws and regulations
  Examples:
  - Describe state and federal laws and regulations regulating pharmacy practice.
  - Describe applicable accreditation standards affecting pharmacy operations. (e.g. JCAHO, ASHP standards, AACP standards, OSHA regulations, etc).

- Manage general practice operations
  Examples:
  - Identify factors involved in managing personnel issues, including policies, procedures, and laws regarding hiring and termination of employees, workload and scheduling, worker rights, benefits, etc.
  - Describe policies regarding drug acquisition including quality, supply, cost, delivery schedule, and mechanisms of assessment of purchasing policies.
  - Describe system of inventory control, which assures adequate inventory levels, and prevention of theft or pilferage of drugs.
  - Understands financial/resource constraints existing in healthcare systems and how these impact pharmaceutical services.
  - Understands importance of maintaining and reconciling accounts receivable from third-party payers.
  - Understands process of medication pricing.

- Demonstrate effective leadership skills
  Examples:

- o Contribute to the achievement of pharmacy goals through effective participation in or leading committees and informal work groups.

- Describe differences in healthcare models
  Examples:
  - o Socialized medicine vs. US model of health care.
  - o For-profit vs. not-for-profit systems.
  - o Differences in chain and independent practice situations.
  - o Differences in institutional settings (acute, outpatient, LTAC, nursing homes, etc.).

- Solve complex problems and make informed, rational, and ethical decisions
  Examples:
  - o Identifies, retrieves, understands, analyzes, synthesizes, and evaluates information needed to make informed, rational, and ethical decisions.
  - o Solves complex problems that require an integration of one's ideas and values within a context of scientific, social, cultural, legal, clinical, and ethical issues.
  - o Displays habits, attitudes, and values associated with mature critical thinking.
  - o Uses good judgment in coming up with sensible, practical solutions to problems.
  - o Seeks out and utilizes important facts and information in decision-making.
  - o Recognizes and evaluates available alternatives.
  - o Gives thought to possible consequences of decisions.
  - o Makes decisions in a timely manner.

- Retrieve and evaluate drug information
  Examples:
  - o Defines the question that needs to be answered.
  - o Distinguishes among lay, professional, and scientific literature.
  - o Identifies appropriate literature search engines for lay, professional, and scientific literature.
  - o Explains the method to construct an appropriate search strategy for various literature types.
  - o Evaluates literature source validity.
  - o Explains methods for systematically evaluating literature.
  - o Evaluates the appropriateness of research methodologies and statistical methods.
  - o Draws appropriate conclusions from research results.
  - o Assesses the potential impact and implication of published information on current practices.
  - o Exhausts all available sources for information prior to questioning preceptor

- Demonstrate effective teaching skills
  Examples:
  - o Actively participates in student, technician, and/or healthcare provider education (e.g. classroom teaching, healthcare in-services, new procedures).

- Communicate with health professionals
  Examples:
  - o Demonstrates ability to efficiently express ideas and questions.
  - o Collaborates proactively with other healthcare professionals using appropriate effective communication in both written and oral forms.

- Reads, writes, speaks, listens, and uses data, media, and computers to send and respond effectively to communications for varied audiences and purposes.

- Maintain professional competence
  Examples:
  - Reports on time to all scheduled meetings.
  - Responds to assignments and responsibilities in a timely manner.
  - Accepts the responsibilities embodied in the principles of pharmaceutical care.
  - Deals professionally with colleagues and patients.
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- Maintain ethical standards
  Examples:
  - Represents the profession in an ethical manner.
  - Identifies, analyzes, and resolves ethical problems involved in pharmacy practice.
  - Practices in a manner that is consistent with state and federal laws and regulations.
  - Exhibits reliability and credibility in dealing with others.

- Demonstrate human relation skills
  Examples:
  - Demonstrates appropriate interpersonal, intergroup, and cross-cultural behaviors that promote respect and trust from peers, patients, and community members.
  - Participates as a team player.
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F. Dress Code Policy:
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G. Student Schedule:
   Student schedule will vary with rotation site.

<center>**Definitions of Required Assignments**</center>

- **Adverse Drug Reporting** – Completion of an approved FDA Med Watch form noting offending drug, pertinent labs, diseases and resolution.
- **Case Report** – Publishable case report similar to those found in NEJM or Pharmacotherapy. Consists of chronological summary of events and a review of pertinent literature
- **Clinical Interventions, Pharmacotherapeutic** – Identification of medication related problems (i.e. unnecessary/need for additional drug therapy, inappropriate compliance, incorrect dosing). Renal dose conversion, IV to PO switch, therapeutic substitution, allergy avoidance, cost avoidance, etc. All intervention assignments require a completed suitable progress note for credit, i.e. SOAP, PHARM etc.
- **Clinical Interventions, Pharmacokinetic** – Consists of the assessment of plasma concentrations, calculations and formulation of a recommendation if appropriate. For drugs that have a narrow therapeutic range, assess the appropriateness of dosages that patients are receiving and recommend an appropriate regimen based on patient response. All intervention assignments require a completed suitable progress note for credit, i.e. SOAP, PHARM etc.
- **Clinical Interventions, Nutrition** – Calorie determination, initial TPN orders, TPN monitoring and adjustment, calculation of caloric needs for enteral nutrition products, drug-food interactions, discussion of specific diets tailored to different medical conditions (cholesterol, diabetic, etc). All intervention assignments require a completed suitable progress note for credit, i.e. SOAP, PHARM etc.
- **Disease State Presentation** – Oral presentation on a particular disease or condition approved by the preceptor. Most likely relating to disease states encountered on the current rotation. **Guidelines for formal presentations**:
    - Present in front of an audience
    - Use PowerPoint
    - Include objectives and introduction
    - At least two sources must be primary literature preferably published within the past five years
    - Summarize conclusions
    - Include references
- **Drug Information Requests** – Written or oral answer to a clinical question relating to subjects applicable to current rotation.
- **Health Service In-Service** – Short oral presentation (5-20 minutes) presented to pharmacist or other health care professionals.
- **Journal Club/Evaluation** – Formal critique of primary literature article usually within the last year. Can occur in a structured Journal Club or one-on-one with a preceptor (group activity is preferred). Students are required to understand the rationale, methods and statistical analysis used as well as be able to discuss the validity of the results and appropriateness of the discussion.
- **Medication Histories** – Complete medication history including disease list, Rx and OTC drugs as well as complimentary and alternative medicines and diet.
- **Medication Reconciliation** – The process of identifying the most accurate list of all medications that a patient is taking, including name, dosage, frequency, and route, by comparing the medical record to an external list of medications provided by the patient, hospital or other provider.
- **Medication therapy management (MTM)** - Medical care provided by pharmacists whose aim is to optimize drug therapy and improve therapeutic outcomes for patients. Medication therapy management includes five core components: a medication therapy review (MTR), personal medication record (PMR), medication-related action plan (MAP), intervention and/or referral, and documentation and follow-up

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- **Medication Use Evaluation** – Normally a start to finish research project determining proper use of a medication within a health care institution. Involves development of criteria and data collection instrument, collection of data, and interpretation and reporting of findings.
- **Evaluative Drug Monograph** – P&T style monograph (1-3 pages) summarizing key drug information (MOA, uses, doses, AE's, monitoring parameters, and clinical trials)
- **Patient Counseling Activity** – One-on-one communication with a patient discussing any aspect of pharmaceutical care.
- **Case Presentation** – Oral presentation of a particular case encountered by the student during the rotation. Consisting of a presentation of the patient, discussion of the disease and recommended treatments. Includes a critique of the care of the patient.
- **Newsletter Article, Hospital or Community Pharmacy** – Pharmacy educational article published in a hospital or community pharmacy newsletter
- **Newsletter Article, LSHP or LPA** – Pharmacy educational article published in the LSHP newsletter or the LPA Journal
- **Brown Bag** – conduct session where patients bring in all their medications for the pharmacist/pharmacy student to review for possible drug interactions or questionable doses.
- **Patient Health Education Presentation**- Oral educational presentation on common health related problems. Should be assigned by the preceptor based upon population need.
- **Public Health Screening-** preventative health screenings aimed at identifying medical conditions early on, sometimes even before symptoms occur.
- **Newspaper Article, Local**- Pharmacy educational article published in a local newspaper.
- **Review Article-** a written review article that critically evaluates material that has already been published. Purpose is to present the "truth" found among conflicting and variable primary literature
- **Research Project**- In-depth written study of any pharmacy related topic that is of interest to you or that you may have questions about. Must be approved by preceptor. May be a longitudinal project.
- **Poster Presentation**- Create a pharmacy related poster and present at a professional pharmacy meeting.
- **Pharmacy and Therapeutics Review**- a brief written review of a pharmaceutical agent being considered for addition/deletion to a Health System formulary by members of various health professions within the institution.
- **SOAP Notes** – Create a SOAP (subjective, objective, assessment, plan) note for 5 clinical interventions. These must be uploaded in RXpreceptor where you document the Field Encounter.

Evaluations

Students are required to submit a self-assessment for each practice experience. The self-assessment will be available at mid-point and student should complete and submit at least 5 days prior to the final evaluation. Students will also be required to complete an evaluation of the site, preceptor and course at the conclusion of each experience. Those evaluations should be electronically submitted no later than five (5) days after the final day in the pharmacy.

Preceptors will be required to complete a mid-point evaluation approximately 3 weeks into the practice experience and a final evaluation on the student's performance at the conclusion of each experience. Those evaluations should be electronically submitted no later than five (5) days after the final day in the pharmacy. *(If online access is unavailable, the preceptor should complete the manual evaluation form and mail, or deliver in person, to the Advanced Practice Coordinator no later than five (5) days after the final day in the pharmacy.)*

Evaluation Templates Completed By Preceptor About Student

(Used for IPPE Community and IPPE Institutional)

IPPE Preceptor Evaluation of Student

How to apply scoring:

1=Below Expectations: Unsatisfactory performance

2= Meets Minimum Expectations: Performs at a minimum level of expectations for an introductory student in this setting. Still in need of significant growth.

3= Meets Expectations: Performs within the expectations of an introductory student in this setting. Still in need of some growth.

4= Exceeds Expectations: Performs within and often beyond the expectations of an introductory student in this setting

N/A= Not Applicable: Student is not evaluable in this area

An average grade of less than 2 in any section will result in a failing grade for the entire rotation.

Pharmacy Practice Skills: Manages general pharmacy operations	MIDPOINT	FINAL
Manages general pharmacy operations	**NO SCORE SELECTED**	**NO SCORE SELECTED**

Examples:

- Familiarizes self with required record keeping practices to meet state and federal laws concerning prescription files, prescription drug inventory, employee files, etc.
- Assists in planning, organizing, directing, and controlling pharmaceutical care systems and human, material, and financial resources utilizing management theories and practices.
- Assists in applying patient and population specific data, quality assurance strategies, and research processes.
- Assists in ensuring efficient, cost-effective utilization of human, physical, medical, informational, and technological resources in-patient care.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):	**Question Comments (Final):**

Pharmacy Practice Skills: Promotes Health Improvement and Self Care	MIDPOINT	FINAL

Promotes Health Improvement and Self Care	**NO SCORE SELECTED**	**NO SCORE SELECTED**

Examples:

- Promotes/participates in effective health and disease prevention services as part of Pharmacy Practice Experience.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):

Question Comments (Final):

Pharmacy Practice Skills: Problem Solving and Decision Making

	MIDPOINT	FINAL
Problem Solving and Decision Making	**NO SCORE SELECTED**	**NO SCORE SELECTED**

Examples:

- Identifies, retrieves, understands, analyzes, synthesizes, and evaluates information needed to make informed, rational, and ethical decisions.
- Assists in solving complex problems that require an integration of one's ideas and values within a context of scientific, social, cultural, legal, clinical, and ethical issues.
- Displays habits, attitudes, and values associated with mature critical thinking.
- Uses good judgment in coming up with sensible, practical solutions to problems.
- Seeks out and utilizes important facts and information in decision-making.
- Recognizes and evaluates available alternatives.
- Gives thought to possible consequences of decisions.
- Makes decisions in a timely manner.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):

Question Comments (Final):

Pharmacy Practice Skills: Drug Preparation and Distribution

	MIDPOINT	FINAL
Drug Preparation and Distribution	**NO SCORE SELECTED**	**NO SCORE SELECTED**

Examples:

- Assists in determining correctness and completeness of

each prescription order.
- Assists in making determinations for accurate filling of prescriptions, including quantities to dispense, concentration determinations, drug additive quantities.
- Assists in selection of drug product.
- Assists in assuring that product/prescription reach the patient in a timely manner.
- Documents all activities involved with the provision of comprehensive patient specific pharmaceutical care.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):

Question Comments (Final):

Pharmacy Practice Skills: Monitors and evaluates drug therapy	MIDPOINT	FINAL
Monitors and evaluates drug therapy	NO SCORE SELECTED	NO SCORE SELECTED

Examples:

- Assists in reviewing profile for drug-drug, drug-disease, and drug-food interactions and responds appropriately.
- Assists in reviewing profile for duplication of medications.
- Assists in evaluating the appropriateness of a given prescription or medication order based on patient and disease-specific factors.
- Interviews patient to maintain current patient profiles including medications, allergies, medical conditions, medical history and special needs.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):

Question Comments (Final):

Pharmacy Practice Skills: Compounding	MIDPOINT	FINAL
Compounding	NO SCORE SELECTED	NO SCORE SELECTED

Examples:

- Assists in compounding and/or dispensing the most optimal formulation for drug delivery consistent with the patient needs and in harmony with the law.
- Becomes familiar with appropriate safety measures according to Hazard Code and Safety Guidelines (gloves, mask, protective eyewear, etc).

- Utilizes acceptable professional techniques and procedures.
- Selects appropriate equipment and containers.
- Documents calculations and procedures appropriately.
- Prepares and maintains clean work area for compounding.
- Selects appropriate chemicals required for formula preparation and familiar with the use/purpose of each.
- Becomes familiar with dosage form options targeted at improved patient compliance.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):

Question Comments (Final):

Information Resources: Retrieves and evaluates drug information	MIDPOINT	FINAL
Retrieves and evaluates drug information	NO SCORE SELECTED	NO SCORE SELECTED

Examples:

- Defines the question that needs to be answered.
- Distinguishes among lay, professional, and scientific literature.
- Identifies appropriate literature search engines for lay, professional, and scientific literature.
- Explains the method to construct an appropriate search strategy for various literature types.
- Evaluates literature source validity.
- Explains methods for systematically evaluating literature.
- Evaluates the appropriateness of research methodologies and statistical methods.
- Draws appropriate conclusions from research results.
- Assesses the potential impact and implication of published information on current practices.
- Exhausts all available sources for information prior to questioning preceptor.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):

Question Comments (Final):

Communication Skills: Communicates about prescription drugs and disease states	MIDPOINT	FINAL

Communicates about prescription drugs and disease states	NO SCORE SELECTED	NO SCORE SELECTED

Examples:

- Assists preceptor while counseling and/or educating about medication use, disease-state management, and health maintenance.
- Discusses drug cautions, side effects, and patient conditions.
- Relates to others in a professional manner.
- Uses terminology appropriate to the receiver's level of understanding.
- Interacts to confirm understanding.
- Demonstrates proper use of dosing devices when necessary.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):   **Question Comments (Final):**

Communication Skills: Communicates about nonprescription products, devices, and diagnostics   MIDPOINT   FINAL

Communicates about nonprescription products, devices, and diagnostics	NO SCORE SELECTED	NO SCORE SELECTED

Examples:

- Assists preceptor in evaluating a situation for self-treatment or referral.
- Familiarizes self with nonprescription products, devices, or diagnostics available.
- Displays an ability to question about conditions and intended drug use.
- Communicates with others regarding OTC and herbal drug dosages, usages, storage, and side effects.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):   **Question Comments (Final):**

Communication Skills: Communicates with health professionals   MIDPOINT   FINAL

Communicates with health professionals	NO SCORE SELECTED	NO SCORE SELECTED

Examples:

- Demonstrates ability to accurately interpret verbal medication orders.
- Is not afraid to request missing or additional information when needed.
- Demonstrates ability to efficiently express ideas and questions.
- Collaborates proactively with other healthcare professionals using appropriate effective communication in both written and oral forms.
- Reads, writes, speaks, listens, and uses data, media, and computers to send and respond effectively to communications for varied audiences and purposes.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):   **Question Comments (Final):**

Personal and Professional Growth: Professionalism	MIDPOINT	FINAL
Professionalism	NO SCORE SELECTED	NO SCORE SELECTED

Examples:

- Maintains professional competence.
- Reports on time to all scheduled meetings.
- Responds to assignments and responsibilities in a timely manner.
- Accepts the responsibilities embodied in the principles of pharmaceutical care.
- Deals professionally with colleagues and patients.
- Maintains patient confidentiality.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):   **Question Comments (Final):**

Interprofessional Education	MIDPOINT	FINAL
Interprofessional Education	NO SCORE SELECTED	NO SCORE SELECTED

Examples:

- Understands the roles and responsibilities of and effectively partners with all members of the health care team.
- Participates in contacting prescribers for medication

changes, i.e. formulary changes, errors on prescriptions, prescription clarifications, adverse drug reactions, etc.

- Interacts with and learns from the experiences of other members of the healthcare team who have an essential role in pharmacy operations.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):   **Question Comments (Final):**

Personal and Professional Growth: Maintains ethical standards	MIDPOINT	FINAL
Maintains ethical standards	NO SCORE SELECTED	NO SCORE SELECTED

Examples:

- Represents the profession in an ethical manner.
- Identifies, analyzes, and resolves ethical problems involved in pharmacy practice.
- Practices in a manner that is consistent with state and federal laws and regulations.
- Exhibits reliability and credibility in dealing with others.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):   **Question Comments (Final):**

Personal and Professional Growth: Demonstrates human relation skills	MIDPOINT	FINAL
Demonstrates human relation skills	NO SCORE SELECTED	NO SCORE SELECTED

Examples:

- Demonstrates appropriate interpersonal, intergroup, and cross-cultural behaviors that promote respect and trust from peers, patients, and community members.
- Participates as a team player.
- Is attentive to and accepts constructive criticism well and works to correct problem.
- Is sensitive to the needs, feelings, and concerns of others.
- Listens, is nonjudgmental and responds appropriately to other's problems.
- Acts in the best interest of others.

If the student receives below a 2 or a 4, please provide an

explanation in the comment box.

**Question Comments
(Midpoint):**   **Question Comments (Final):**

Preceptor Notes/Comments

Comments (Midpoint):   **Comments (Final):**

Evaluation Score Summary

Title: Midpoint Score   Final Score   Weight   Adj. Final Score

(Used for APPE Community, APPE Institutional, Closed Door Pharmacy, Compounding, Drug Information, Home Infusion, Managed Care, Medicaid Prior Approval, Medication Therapy Management, Nuclear, and Hospital Outpatient)

APPE Preceptor Evaluation of Student - Pharmacy Practice

How to apply scoring:

1=Below Expectations: Unsatisfactory performance of an entry-level practitioner in this practice setting

2= Meets Minimum Expectations: Performs within the expectations of an entry-level practitioner in this practice setting. Still in need of significant growth.

3= Meets Expectations: Performs within the expectations of an entry-level practitioner in this practice setting. Still in need of some growth.

4= Exceeds Performance: Performs within and often beyond the expectations of an entry-level practitioner in this practice setting.

N/A= Not Applicable: Student is not evaluable in this area

An average grade of less than 2 in any section will result in a failing grade for the entire rotation.

Pharmacy Practice Skills	MIDPOINT	FINAL
Manages general pharmacy operations	**NO SCORE SELECTED**	**NO SCORE SELECTED**

Examples:

- Understands required record keeping practices to meet state and federal laws concerning prescription files, prescription drug inventory, employee files, etc.
- Plans, organizes, directs, and controls pharmaceutical care systems and human, material, and financial resources utilizing management theories and practices.
- Applies patient and population specific data, quality assurance strategies, and research processes.
- Ensures efficient, cost-effective utilization of human, physical, medical, informational, and technological resources in patient care.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):	**Question Comments (Final):**

Pharmacy Practice Skills: Promotes Health Improvement and Self Care	MIDPOINT	FINAL
Promotes Health Improvement and Self Care	**NO SCORE SELECTED**	**NO SCORE SELECTED**

Examples:

- Promotes/participates in effective health and disease prevention services as part of Pharmacy Practice Experience.

- Collaborates with policy makers, health care providers, members of the community and administrative and support personnel to identify and resolve health problems and evaluate health policy.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):

Question Comments (Final):

Pharmacy Practice Skills: Problem Solving and Decision Making

	MIDPOINT	FINAL
Problem Solving and Decision Making	**NO SCORE SELECTED**	**NO SCORE SELECTED**

Examples:

- Identifies, retrieves, understands, analyzes, synthesizes, and evaluates information needed to make informed, rational, and ethical decisions.
- Solves complex problems that require an integration of one's ideas and values within a context of scientific, social, cultural, legal, clinical, and ethical issues.
- Displays habits, attitudes, and values associated with mature critical thinking.
- Uses good judgment in coming up with sensible, practical solutions to problems.
- Seeks out and utilizes important facts and information in decision-making.
- Recognizes and evaluates available alternatives.
- Gives thought to possible consequences of decisions.
- Makes decisions in a timely manner.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):

Question Comments (Final):

Pharmacy Practice Skills: Drug Preparation and Distribution

	MIDPOINT	FINAL
Drug Preparation and Distribution	**NO SCORE SELECTED**	**NO SCORE SELECTED**

Examples:

- Determines correctness and completeness of each prescription order.
- Performs necessary determinations for accurate filling of prescriptions, including quantities to dispense, concentration determinations, drug additive quantities.
- Evaluates and selects products.
- Documents all activities involved with the provision of comprehensive patient specific pharmaceutical care.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):

Question Comments (Final):

Pharmacy Practice Skills: Monitors and evaluates drug therapy

	MIDPOINT	FINAL
Monitors and evaluates drug therapy	NO SCORE SELECTED	NO SCORE SELECTED

Examples:

- Reviews profile for drug-drug, drug-disease, and drug-food interactions and responds appropriately.
- Reviews profile for duplication of medications.
- Develops and implements an evidence-based care plan (pharmacology, med chem, physiology, pathology, etc.).
- Evaluates the appropriateness of a given prescription or medication order based on patient and disease-specific factors.
- Interviews patient to maintain current patient profiles including medications, allergies, medical conditions, medical history and special needs.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):

Question Comments (Final):

Pharmacy Practice Skills: Compounding

	MIDPOINT	FINAL
Compounding Skills	NO SCORE SELECTED	NO SCORE SELECTED

Examples:

- Compounds and/or dispenses the most optimal formulation for drug delivery consistent with the patient needs and in harmony with the law.
- Uses appropriate safety measures according to Hazard Code and Safety Guidelines (gloves, mask, protective eyewear, etc).

- Utilizes acceptable professional techniques and procedures.
- Selects appropriate equipment and containers.
- Documents calculations and procedures appropriately.
- Prepares and maintains clean work area for compounding.
- Selects appropriate chemicals required for formula preparation and familiar with the use/purpose of each.
- Is familiar with dosage form options targeted at improved patient compliance.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):

Question Comments (Final):

Pharmacy Practice Skills: Retrieves and evaluates drug information	MIDPOINT	FINAL
Retrieves and evaluates drug information	**NO SCORE SELECTED**	**NO SCORE SELECTED**

Examples:

- Defines the question that needs to be answered.
- Distinguishes among lay, professional, and scientific literature.
- Identifies appropriate literature search engines for lay, professional, and scientific literature.
- Explains the method to construct an appropriate search strategy for various literature types.
- Evaluates literature source validity.
- Explains methods for systematically evaluating literature.
- Evaluates the appropriateness of research methodologies and statistical methods.
- Draws appropriate conclusions from research results.
- Assesses the potential impact and implication of published information on current practices.
- Exhausts all available sources for information prior to questioning preceptor.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):

Question Comments (Final):

Communication Skills	MIDPOINT	FINAL
Communicates about prescription drugs and disease states	**NO SCORE SELECTED**	**NO SCORE SELECTED**

Examples:

- Counsels and/or educates about medication use, disease-state management, and health maintenance.
- Discusses drug cautions, side effects, and patient conditions.
- Relates to others in a professional manner.
- Uses terminology appropriate to the receiver's level of understanding.
- Interacts to confirm understanding.
- Demonstrates proper use of dosing devices when necessary.
- Develops population-based education programs.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):

Question Comments (Final):

Interprofessional Practice | MIDPOINT | FINAL

| **Interprofessional Practice** | **NO SCORE SELECTED** | **NO SCORE SELECTED** |

Examples:

- Understands the roles and responsibilities of and effectively partners with all members of the health care team
- Participates in contacting prescribers for medication changes, i.e. formulary changes, errors on prescriptions, prescription clarifications, adverse drug reactions, etc.
- Interacts with and learns from the experiences of other members of the healthcare team who have an essential role in pharmacy operations.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):

Question Comments (Final):

Communication Skills: Communicates about nonprescription products, devices, and diagnostics | MIDPOINT | FINAL

| **Communicates about nonprescription products, devices, and diagnostics** | **NO SCORE SELECTED** | **NO SCORE SELECTED** |

Examples:

- Evaluates a situation for self-treatment or referral.
- Familiarizes self with nonprescription products, devices, or diagnostics available.

- Displays ability to guide non-prescription product selection based on symptoms/need, concomitant prescription drug use, and concomitant disease states.
- Displays an ability to question about conditions and intended drug use.
- Communicates with others regarding OTC and herbal drug dosages, usages, storage, and side effects.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):

Question Comments (Final):

Communication Skills: Communicates with health professionals

	MIDPOINT	FINAL
Communicates with health professionals	NO SCORE SELECTED	NO SCORE SELECTED

Examples:

- Demonstrates ability to accurately interpret verbal medication orders.
- Is not afraid to request missing or additional information when needed.
- Demonstrates ability to efficiently express ideas and questions.
- Collaborates proactively with other healthcare professionals using appropriate effective communication in both written and oral forms.
- Reads, writes, speaks, listens, and uses data, media, and computers to send and respond effectively to communications for varied audiences and purposes.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):

Question Comments (Final):

Communication: Professionalism

	MIDPOINT	FINAL
Professionalism	NO SCORE SELECTED	NO SCORE SELECTED

Examples:

- Maintains professional competence.
- Reports on time to all scheduled meetings.
- Responds to assignments and responsibilities in a timely manner.
- Accepts the responsibilities embodied in the principles of pharmaceutical care.
- Deals professionally with colleagues and patients.

- Maintains patient confidentiality.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):	Question Comments (Final):

Communication: Maintains ethical standards	**MIDPOINT**	**FINAL**
Maintains ethical standards	**NO SCORE SELECTED**	**NO SCORE SELECTED**

Examples:

- Represents the profession in an ethical manner.
- Identifies, analyzes, and resolves ethical problems involved in pharmacy practice.
- Practices in a manner that is consistent with state and federal laws and regulations.
- Exhibits reliability and credibility in dealing with others.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):	Question Comments (Final):

Communication: Demonstrates human relation skills	**MIDPOINT**	**FINAL**
Demonstrates human relation skills	**NO SCORE SELECTED**	**NO SCORE SELECTED**

Examples:

- Demonstrates appropriate interpersonal, intergroup, and cross-cultural behaviors that promote respect and trust from peers, patients, and community members.
- Participates as a team player.
- Is attentive to and accepts constructive criticism well and works to correct problem.
- Is sensitive to the needs, feelings, and concerns of others.
- Listens, is nonjudgmental and responds appropriately to other's problems.
- Acts in the best interest of others.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):	Question Comments (Final):

Preceptor Notes/Comments

Comments (Midpoint):   **Comments (Final):**

Evaluation Score Summary

Title: Midpoint Score   Final Score   Weight   Adj. Final Score

Clinical Evaluation of Student

(Used for Adult Medicine, Ambulatory Care, Cardiology, Critical Care, Emergency Medicine, Geriatrics, Hospital Clinical Management, Infectious Disease, Nephrology, Nutrition Support, Oncology, Pediatrics, Psychiatry, Women's Health, Community Clinical, Disease State Management, Hospice, Long Term Care, Surgery)

APPE Preceptor Evaluation of Student - Clinical

An average grade of less than 2 in any section will result in a failing grade for the entire rotation.

Clinical Knowledge

1	2	3	4	N/A
Below Expectations	**Meets Minimum Expectations**	**Meets Expectations**	**Exceeds Expectations**	**Not Applicable**
Unsatisfactory level of basic science and clinical knowledge for an entry-level practitioner in this practice setting	Satisfactory level of basic science and clinical knowledge for an entry-level practitioner in this practice setting. Still in need of significant growth.	Satisfactory level of basic science and clinical knowledge for an entry-level practitioner in this practice setting. Still in need of some growth.	Outstanding level of basic science and clinical knowledge for an entry-level practitioner in this practice setting.	Student is not evaluable in this area

MIDPOINT   **FINAL**

Examples: **NO SCORE SELECTED**   **NO SCORE SELECTED**

- Describes pathophysiology, clinical presentation and appropriate therapies for each patient problem.
- Demonstrates a working knowledge of drug classes, mechanism of action, common adverse effects, drug-drug interactions, drug-disease interactions and monitoring parameters.
- Demonstrates working knowledge of non-drug therapies and alternative therapies.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):   **Question Comments (Final):**

Clinical Skills

1	2	3	4	N/A

MIDPOINT   **FINAL**

Below Expectations	Meets Minimum Expectations	Meets Expectations	Exceeds Expectations	Not Applicable
Unsatisfactory level of clinical skills for an entry-level practitioner in this practice setting	Satisfactory level of clinical skills for an entry-level practitioner in this practice setting. Still in need of significant growth.	Satisfactory level of clinical skills for an entry-level practitioner in this practice setting. Still in need of some growth.	Outstanding level of clinical skills for an entry-level practitioner in this practice setting.	Student is not evaluable in this area

Examples: NO SCORE SELECTED   NO SCORE SELECTED

- Demonstrates sound decision making, critical thinking, and problem solving skills.
- Appropriately identifies real and potential drug therapy problems.
- Constructs appropriate patient pharmacotherapeutic plans.
- Appropriately assesses patient status and monitors response to therapy.
- Applies pharmacokinetic principles to make dosing recommendations.
- Collects and analyzes patient data in accordance with current standards of practice.
- Appropriately documents clinical findings and interventions in patient medical record.
- Evaluates drug orders for accuracy and safety.
- Integrates basic science knowledge with specific patient problems.
- Demonstrates ability to triage patients to other health care professionals.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):   **Question Comments (Final):**

Information Resources

1	2	3	4	N/A
Below Expectations	**Meets Minimum Expectations**	**Meets Expectations**	**Exceeds Expectations**	**Not Applicable**
Unsatisfactory level of drug information retrieval and application skills for an entry-level practitioner in this practice setting	Satisfactory level of drug information retrieval and application skills for an entry-level practitioner in this practice setting. Still in need of significant	Satisfactory level of drug information retrieval and application skills for an entry-level practitioner in this practice setting. Still in need of some growth.	Outstanding level of drug information retrieval and application skills for an entry-level practitioner in this practice setting.	Student is not evaluable in this area

MIDPOINT   **FINAL**

	growth.			

Examples: **NO SCORE SELECTED**   **NO SCORE SELECTED**

- Effectively retrieves and uses drug information resources.
- Applies drug literature appropriately in patient care decisions.
- Supplements textbook knowledge with primary literature for use in-patient care decisions.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):   **Question Comments (Final):**

Professional Communication

1	2	3	4	N/A
Below Expectations	**Meets Minimum Expectations**	**Meets Expectations**	**Exceeds Expectations**	**Not Applicable**
Unsatisfactory level of professional communication skills for an entry-level practitioner in this practice setting.	Satisfactory level of professional communication skills for an entry-level practitioner in this practice setting. Still in need of significant growth.	Satisfactory level of professional communication skills for an entry-level practitioner in this practice setting. Still in need of some growth.	Outstanding level of professional communication skills for an entry-level practitioner in this practice setting.	Student is not evaluable in this area

                                                  MIDPOINT   **FINAL**

Examples: **NO SCORE SELECTED**   **NO SCORE SELECTED**

- Appropriately communicates orally with other health care professionals.
- Appropriately communicates in writing with other health care professionals.
- Demonstrates appropriate level of communication during projects and case presentations.
- Effectively counsel patients regarding purpose, uses and effects of their medications.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):   **Question Comments (Final):**

Personal and Professional Growth

1	2	3	4	N/A
Below Expectations	**Meets Minimum Expectations**	**Meets Expectations**	**Exceeds Expectations**	**Not Applicable**
Unsatisfactory level of professionalism for an entry-level practitioner in this practice setting.	Satisfactory level of professionalism for an entry-level practitioner in this practice setting. Still in need of significant growth.	Satisfactory level of professionalism for an entry-level practitioner in this practice setting. Still in need of some growth.	Outstanding level of professionalism for an entry-level practitioner in this practice setting.	Student is not evaluable in this area

MIDPOINT

NO SCORE SELECTED

FINAL

NO SCORE SELECTED

Examples:

- Actively participates in all clerkship activities.
- Conducts him/herself in a professional manner.
- Completes assignments in a timely manner.
- Is consistently on time for rounds, group discussions and meetings.
- Keeps excused absences to a minimum without unexcused absences.
- Personal appearance is professionally appropriate.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):   **Question Comments (Final):**

Preceptor Notes/Comments:

Comments (Midpoint):   **Comments (Final):**

Evaluation Score Summary

Title: Midpoint Score   Final Score   Weight   Adj. Final Score

Pharmacy Administration Evaluation of Student

(Used for Academic, Community Pharmacy Management, Hospital Administration, Pharmaceutical Industry, Pharmacy Organization Administration, and Research)

APPE Preceptor Evaluation of Student - Administration

How to apply scoring:

1=Below Expectations: Unsatisfactory performance of an entry-level practitioner in this practice setting

2= Meets Minimum Expectations: Performs within the expectations of an entry-level practitioner in this practice setting. Still in need of significant growth.

3= Meets Expectations: Performs within the expectations of an entry-level practitioner in this practice setting. Still in need of some growth.

4= Exceeds Performance: Performs within and often beyond the expectations of an entry-level practitioner in this practice setting.

N/A= Not Applicable: Student is not evaluable in this area

An average grade of less than 2 in any section will result in a failing grade for the entire rotation.

Pharmacy Administration Skills: Demonstrates understanding of laws and regulations	MIDPOINT	FINAL
Demonstrates understanding of laws and regulations	**NO SCORE SELECTED**	**NO SCORE SELECTED**

Examples:

- Describe state and federal laws and regulations regulating pharmacy practice.
- Describe applicable accreditation standards affecting pharmacy operations (e.g. JCAHO, ASHP standards, AACP standards, OSHA regulations, etc).

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):

Question Comments (Final):

Pharmacy Administration Skills: Manages general practice operations	MIDPOINT	FINAL

Manages general practice operations	NO SCORE SELECTED	NO SCORE SELECTED

Examples:

- Identify factors involved in managing personnel issues, including policies, procedures, and laws regarding hiring and termination of employees, workload and scheduling, worker rights, benefits, etc.
- Describe policies regarding drug acquisition including quality, supply, cost, delivery schedule, and mechanisms of assessment of purchasing policies.
- Describe system of inventory control, which assures adequate inventory levels, and prevention of theft or pilferage of drugs.
- Understands financial/resource constraints existing in healthcare systems and how these impact pharmaceutical services.
- Understands importance of maintaining and reconciling accounts receivable from third-party payers.
- Understands process of medication pricing.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):   **Question Comments (Final):**

Pharmacy Administration Skills: Demonstrates effective leadership skills	**MIDPOINT**	**FINAL**
Demonstrates effective leadership skills	NO SCORE SELECTED	NO SCORE SELECTED

Examples:

- Contribute to the achievement of pharmacy goals through effective participation in or leading committees and informal work groups.
- Participate in clinical, ethics, management, and economic outcomes discussions.
- Participate in the development and implementation of selected pharmacy departmental policies and procedures.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):   **Question Comments (Final):**

Pharmacy Administration Skills: Describe differences in healthcare models

	MIDPOINT	FINAL
Describe differences in healthcare models	**NO SCORE SELECTED**	**NO SCORE SELECTED**

Examples:

- Socialized medicine vs. US model of health care.
- For-profit vs. not-for-profit systems.
- Differences in chain and independent practice situations.
- Differences in institutional settings (acute, outpatient, LTAC, nursing homes, etc.).

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):

Question Comments (Final):

Pharmacy Administration Skills: Problem Solving and Decision Making

	MIDPOINT	FINAL
Problem Solving and Decision Making	**NO SCORE SELECTED**	**NO SCORE SELECTED**

Examples:

- Identifies, retrieves, understands, analyzes, synthesizes, and evaluates information needed to make informed, rational, and ethical decisions.
- Solves complex problems that require an integration of one's ideas and values within a context of scientific, social, cultural, legal, clinical, and ethical issues.
- Displays habits, attitudes, and values associated with mature critical thinking.
- Uses good judgment in coming up with sensible, practical solutions to problems.
- Seeks out and utilizes important facts and information in decision-making.
- Recognizes and evaluates available alternatives.
- Gives thought to possible consequences of decisions.
- Makes decisions in a timely manner.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):

Question Comments (Final):

Information Resources: Retrieves and evaluates drug information	MIDPOINT	FINAL
Retrieves and evaluates drug information	**NO SCORE SELECTED**	**NO SCORE SELECTED**

Examples:

- Defines the question that needs to be answered.
- Distinguishes among lay, professional, and scientific literature.
- Identifies appropriate literature search engines for lay, professional, and scientific literature.
- Explains the method to construct an appropriate search strategy for various literature types.
- Evaluates literature source validity.
- Explains methods for systematically evaluating literature.
- Evaluates the appropriateness of research methodologies and statistical methods.
- Draws appropriate conclusions from research results.
- Assesses the potential impact and implication of published information on current practices.
- Exhausts all available sources for information prior to questioning preceptor.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):   **Question Comments (Final):**

Communication Skills: Demonstrates effective teaching skills	MIDPOINT	FINAL
Demonstrates effective teaching skills	**NO SCORE SELECTED**	**NO SCORE SELECTED**

Examples:

- Actively participates in student, technician, and/or healthcare provider education (e.g. classroom teaching, healthcare in-services, new procedures).

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):   **Question Comments (Final):**

Interprofessional Practice	**MIDPOINT**	**FINAL**
Interprofessional Practice	**NO SCORE SELECTED**	**NO SCORE SELECTED**

Examples:

- Understands the roles and responsibilities of and effectively partners with all members of the health care team
- Participates in contacting prescribers for medication changes, i.e. formulary changes, errors on prescriptions, prescription clarifications, adverse drug reactions, etc.
- Interacts with and learns from the experiences of other members of the healthcare team who have an essential role in pharmacy operations.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):   **Question Comments (Final):**

Communication Skills: Communicates with health professionals	**MIDPOINT**	**FINAL**
Communicates with health professionals	**NO SCORE SELECTED**	**NO SCORE SELECTED**

Examples:

- Demonstrates ability to efficiently express ideas and questions.
- Collaborates proactively with other healthcare professionals using appropriate effective communication in both written and oral forms.
- Reads, writes, speaks, listens, and uses data, media, and computers to send and respond effectively to communications for varied audiences and purposes.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):   **Question Comments (Final):**

Personal and Professional Growth: Professionalism	**MIDPOINT**	**FINAL**

Professionalism   **NO SCORE SELECTED**   **NO SCORE SELECTED**

Examples:

- Maintains professional competence.
- Reports on time to all scheduled meetings.
- Responds to assignments and responsibilities in a timely manner.
- Accepts the responsibilities embodied in the principles of pharmaceutical care.
- Deals professionally with colleagues and patients.
- Maintains patient confidentiality.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):   **Question Comments (Final):**

Personal and Professional Growth: Maintains ethical standards   MIDPOINT   FINAL

Maintains ethical standards   **NO SCORE SELECTED**   **NO SCORE SELECTED**

Examples:

- Represents the profession in an ethical manner.
- Identifies, analyzes, and resolves ethical problems involved in pharmacy practice.
- Practices in a manner that is consistent with state and federal laws and regulations.
- Exhibits reliability and credibility in dealing with others.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):   **Question Comments (Final):**

Personal and Professional Growth: Demonstrates human relation skills   MIDPOINT   FINAL

Demonstrates human relation skills   **NO SCORE SELECTED**   **NO SCORE SELECTED**

Examples:

- Demonstrates appropriate interpersonal, intergroup, and cross-cultural behaviors that promote respect and trust from peers, patients, and community members.
- Participates as a team player.
- Is attentive to and accepts constructive criticism well and works to correct problem.
- Is sensitive to the needs, feelings, and concerns of others.
- Listens, is nonjudgmental and responds appropriately to other's problems.
- Acts in the best interest of others.

If the student receives below a 2 or a 4, please provide an explanation in the comment box.

Question Comments (Midpoint):

Question Comments (Final):

Preceptor Notes/Comments:

Comments (Midpoint):

Comments (Final):

Evaluation Score Summary

Title:	Midpoint Score	Final Score	Weight	Adj. Final Score

*Evaluation Templates Completed By Student
About Site, Preceptor, and Course*

Student Evaluation of Site

How to apply scoring:

1=Below Expectations: Unsatisfactory performance

2= Meets Expectations: Satisfactory level of performance

3= Exceeds Expectations: Advanced level of performance

4= Superior Performance: Outstanding level of performance

N/A= Not Applicable: Student is not evaluable in this area

General Site Characteristics

Site meets or exceeds all legal and professional standards required to provide patient care.	**NO SCORE SELECTED**
Site has a patient population that exhibits diversity in culture, medical conditions, gender, and age, where appropriate.	**NO SCORE SELECTED**
Site has an adequate patient population based on the learning objectives for the rotation.	**NO SCORE SELECTED**
Site has access to learning and information resources.	**NO SCORE SELECTED**
Site has a commitment to the education of pharmacy students.	**NO SCORE SELECTED**
Site has management that is supportive of professional staff involvement in the education of pharmacy students.	**NO SCORE SELECTED**
Site provides daily contact with the preceptor or a qualified designee to ensure that students receive feedback and have opportunities to ask questions.	**NO SCORE SELECTED**
Site is adequately equipped with the technology needed to support student training and to reflect contemporary practice.	**NO SCORE SELECTED**
Site provides medication therapy management and patient care services for diverse populations.	**NO SCORE SELECTED**
Site has adequate professional staff and supportive technical and clerical staff to meet the learning objectives and to provide for optimum time for preceptor and student interaction.	**NO SCORE SELECTED**
Site provides educational workshops for patients and other health care providers.	**NO SCORE SELECTED**
Site serves as an accredited site for training of pharmacy residents.	**NO SCORE SELECTED**
Site has collaborative professional and/or training relationships with other health care providers (e.g. interaction with other health care providers).	**NO SCORE SELECTED**
Site demonstrates a strong commitment to health promotion and illness prevention as reflected by the services provided and/or products sold (e.g. provision of health screening, tobacco cessation counseling,	**NO SCORE SELECTED**

immunizations; not stocking cigarettes and other tobacco products).

What did you like most about the practice site, why?

Comments: *Comment Required

What did you dislike the most about the practice site, why?

Comments: *Comment Required

Student Evaluation of Preceptor

Student Evaluation of Preceptor

How to apply scoring

1=Below Average: Preceptor does not meet student expectations, would not recommend to other students

2=Average: Preceptor meets student expectations, would recommend to other students

3=Above Average: Preceptor exceeds student expectations, would recommend to other students

4=Superior: Preceptor far exceeds student expectations, would recommend to other students

N/A=Not Applicable: Student not able to evaluate preceptor in this area

General Preceptor Characteristics

Preceptor practices ethically and with compassion for patients.	**NO SCORE SELECTED**
Preceptor accepts personal responsibility for patient outcomes.	**NO SCORE SELECTED**
Preceptor has professional training, experience, and competence commensurate with their position.	**NO SCORE SELECTED**
Preceptor utilizes clinical and scientific publications in clinical care decision-making and evidence-based practice.	**NO SCORE SELECTED**
Preceptor has a desire to educate others (patients, care givers, other health care professionals, students, pharmacy residents).	**NO SCORE SELECTED**
Preceptor has an aptitude to facilitate learning.	**NO SCORE SELECTED**
Preceptor is able to document and assess student performance.	**NO SCORE SELECTED**
Preceptor has a systematic, self-directed approach to his or her own continuing professional development.	**NO SCORE SELECTED**
Preceptor collaborates with other health care professionals as a member of a team.	**NO SCORE SELECTED**
Preceptor is committed to their organization, professional societies, and the community.	**NO SCORE SELECTED**
Preceptor answers questions willingly.	**NO SCORE SELECTED**
Preceptor encourages the student to ask questions or express ideas at appropriate times.	**NO SCORE SELECTED**
Preceptor is enthusiastic about the subject matter.	**NO SCORE SELECTED**
Preceptor communicates ideas and principles clearly and effectively.	**NO SCORE SELECTED**
Preceptor stimulates and maintains the student's interest.	**NO SCORE SELECTED**

Preceptor communicates well with the student.	**NO SCORE SELECTED**
Preceptor promotes self-confidence in the student.	**NO SCORE SELECTED**
Preceptor exhibits a professional attitude and motivation.	**NO SCORE SELECTED**
Preceptor is responsive to the needs of the students.	**NO SCORE SELECTED**
Preceptor provides helpful critiques or evaluation of student efforts.	**NO SCORE SELECTED**
Preceptor is a good role model in pharmacy practice.	**NO SCORE SELECTED**
Preceptor was fair in evaluating me.	**NO SCORE SELECTED**
Preceptor seems to have a thorough knowledge and understanding of his/her field.	**NO SCORE SELECTED**
Preceptor seems to have a thorough knowledge and understanding of his/her field.	**NO SCORE SELECTED**
Preceptor allows ample time for discussion of patients.	**NO SCORE SELECTED**
Preceptor treats students with respect.	**NO SCORE SELECTED**
Preceptor provides relevant information.	**NO SCORE SELECTED**
Preceptor assists student in integrating knowledge of drug therapy with patient care.	**NO SCORE SELECTED**
Preceptor clearly specified performance requirements.	**NO SCORE SELECTED**
Overall effectiveness of the preceptor.	**NO SCORE SELECTED**

What did you like most about the preceptor, why?

Comments: *Comment Required

What did you dislike the most about the preceptor, why?

Comments: *Comment Required

University of Louisiana at Monroe
School of Pharmacy

Student Evaluation of Course – IPPE Community & Institutional

Student Evaluation of Course-IPPE Community & Institutional

How to apply scoring:

1= Less than 1time per week

2= 1-2 times per week

3= 3-4 times per week

4= Daily or multiple times per day

N/A=Never/Not Applicable

Pharmacy Student Opportunities

Processing and dispensing new/refill medication orders.	**NO SCORE SELECTED**
Conducting patient interviews to obtain patient information.	**NO SCORE SELECTED**
Creating patient profiles using information obtained.	**NO SCORE SELECTED**
Responding to drug information inquiries.	**NO SCORE SELECTED**
Interacting with other health care professionals.	**NO SCORE SELECTED**
Participating in educational offerings designed to benefit the health of the general public.	**NO SCORE SELECTED**
Interpreting and evaluating patient information.	**NO SCORE SELECTED**
Triaging and assessing the need for treatment or referral, including referral for patient seeking pharmacist-guided self care.	**NO SCORE SELECTED**
Identifying patient-specific factors that affect heath, pharmacotherapy, and/or disease state management.	**NO SCORE SELECTED**
Assessing patient health literacy and compliance.	**NO SCORE SELECTED**
Performing calculations required to compound, dispense, and administer medications.	**NO SCORE SELECTED**
Administering medications.	**NO SCORE SELECTED**
Evaluating appropriateness of medication dosing utilizing basic dosing principles.	**NO SCORE SELECTED**
Providing point-of-care and patient-centered services.	**NO SCORE SELECTED**
Conducting physical assessments.	**NO SCORE SELECTED**

Preparing and compounding extemporaneous preparations and sterile products.	**NO SCORE SELECTED**
Communicating with patients and other health care providers.	**NO SCORE SELECTED**
Interacting with pharmacy technicians in the delivery of pharmacy services.	**NO SCORE SELECTED**
Documenting interventions in patient records in a concise, organized format that allows readers to have a clear understanding of the content.	**NO SCORE SELECTED**
Presenting patient cases in an organized format covering pertinent information.	**NO SCORE SELECTED**
Billing third parties for pharmacy services.	**NO SCORE SELECTED**

Explain any changes you would make to enhance this course.

Comments:

What did you like most about the course, why?

Comments:

What did you dislike the most about the course, why?

Comments:

Student Evaluation of Course – APPE Community & Institutional

Student Evaluation of Course-APPE Community & Institutional

How to apply scoring:

1=Less than 1 time per week

2= 1-2 times per week

3=3-4 times per week

4= Daily or multiple times per day

N/A=Never/Not applicable

Pharmacy Student Opportunities

Practicing as a member of an inter-professional team.	**NO SCORE SELECTED**
Identifying, evaluating, and communicating to the patient and other health care professionals the appropriateness of the patient's specific pharmacotherapeutic agents, dosing regimens, dosage forms, routes of administration, and delivery systems.	**NO SCORE SELECTED**
Consulting with patients regarding self-care products.	**NO SCORE SELECTED**
Recommending prescription and nonprescription medications, dietary supplements, diet, nutrition, traditional non-drug therapies, and complementary and alternative therapies.	**NO SCORE SELECTED**
Recommending appropriate medication dosing utilizing practical pharmacokinetic principles.	**NO SCORE SELECTED**
Administering medications where practical and consistent with the practice environment and where legally permitted.	**NO SCORE SELECTED**
Identifying and reporting medication errors and adverse drug reactions.	**NO SCORE SELECTED**
Managing the drug regimen through monitoring and assessing patient information.	**NO SCORE SELECTED**
Providing pharmacist-delivered patient care to a diverse patient population.	**NO SCORE SELECTED**
Providing patient education to a diverse patient population.	**NO SCORE SELECTED**
Educating the public and health care professionals regarding medical conditions, wellness, dietary supplements, durable medical equipment, and medical and drug devices.	**NO SCORE SELECTED**
Retrieving, evaluating, managing, and using clinical and scientific publications in the decision-making process.	**NO SCORE SELECTED**
Accessing, evaluating, and applying information to promote optimal health care.	**NO SCORE SELECTED**
Ensuring continuity of pharmaceutical care among health care settings.	**NO SCORE SELECTED**

Participating in discussions and assignments regarding the compliance with accreditation, legal, regulatory/legislative, and safety requirements.	**NO SCORE SELECTED**
Participating in discussions and assignments regarding the drug approval process and the role of key organizations in public safety and standards setting.	**NO SCORE SELECTED**
Participating in discussions and assignments concerning key health care policy matters that may affect pharmacy.	**NO SCORE SELECTED**
Working with the technology used in pharmacy practice.	**NO SCORE SELECTED**
Preparing and dispensing medications.	**NO SCORE SELECTED**
Managing systems for storage, preparation, and dispensing of medications.	**NO SCORE SELECTED**
Allocating and using key resources and supervising pharmacy technical staff.	**NO SCORE SELECTED**
Participating in purchasing activities.	**NO SCORE SELECTED**
Creating a business plan to support a patient care service, including determining the need, feasibility, resources, and sources of funding.	**NO SCORE SELECTED**
Managing the medication use system and applying the systems approach to medication safety.	**NO SCORE SELECTED**
Participating in the pharmacy's quality improvement program.	**NO SCORE SELECTED**
Participating in the design, development, marketing, and reimbursement process for new patient services.	**NO SCORE SELECTED**
Participating in discussions and assignments of human resource management, medication resources management, and pharmacy data management systems, including pharmacy workload and financial performance.	**NO SCORE SELECTED**
Participating in the pharmacy's planning process.	**NO SCORE SELECTED**
Conducting a drug use review.	**NO SCORE SELECTED**
Managing the use of investigational drug products.	**NO SCORE SELECTED**
Participating in the health system's formulary process.	**NO SCORE SELECTED**
Participating in therapeutic protocol development.	**NO SCORE SELECTED**
Participating in the management of medical emergencies.	**NO SCORE SELECTED**
Performing prospective and retrospective financial and clinical outcomes analyses to support formulary recommendations and therapeutic guideline development.	**NO SCORE SELECTED**

Explain any changes you would make to enhance this course.

Comments:

What did you like most about the course, why?

Comments:

What did you dislike the most about the course, why?

Comments:

Student Evaluation of Course – APPE General Medicine/Ambulatory Care

Student Evaluation of Course-APPE General Medicine & Ambulatory Care

How to apply scoring:

1=Less than 1 time per week

2= 1-2 times per week

3=3-4 times per week

4= Daily or multiple times per day

N/A=Never/Not applicable

Pharmacy Student Opportunities

Practicing as a member of an inter-professional team.	**NO SCORE SELECTED**
Identifying, evaluating, and communicating to the patient and other health care professionals the appropriateness of the patient's specific pharmacotherapeutic agents, dosing regimens, dosage forms, routes of administration, and delivery systems.	**NO SCORE SELECTED**
Consulting with patients regarding self-care products.	**NO SCORE SELECTED**
Recommending prescription and nonprescription medications, dietary supplements, diet, nutrition, traditional non-drug therapies, and complementary and alternative therapies.	**NO SCORE SELECTED**
Recommending appropriate medication dosing utilizing practical pharmacokinetic principles.	**NO SCORE SELECTED**
Administering medications where practical and consistent with the practice environment and where legally permitted.	**NO SCORE SELECTED**
Identifying and reporting medication errors and adverse drug reactions.	**NO SCORE SELECTED**
Managing the drug regimen through monitoring and assessing patient information.	**NO SCORE SELECTED**
Providing pharmacist-delivered patient care to a diverse patient population.	**NO SCORE SELECTED**
Providing patient education to a diverse patient population.	**NO SCORE SELECTED**
Educating the public and health care professionals regarding medical conditions, wellness, dietary supplements, durable medical equipment, and medical and drug devices.	**NO SCORE SELECTED**
Retrieving, evaluating, managing, and using clinical and scientific publications in the decision-making process.	**NO SCORE SELECTED**
Accessing, evaluating, and applying information to promote optimal health care.	**NO SCORE SELECTED**
Ensuring continuity of pharmaceutical care among health care settings.	**NO SCORE SELECTED**
Participating in discussions and assignments regarding the compliance with accreditation, legal,	**NO SCORE SELECTED**

regulatory/legislative, and safety requirements.

Participating in discussions and assignments regarding the drug approval process and the role of key organizations in public safety and standards setting.	**NO SCORE SELECTED**
Participating in discussions and assignments concerning key health care policy matters that may affect pharmacy.	**NO SCORE SELECTED**
Working with the technology used in pharmacy practice.	**NO SCORE SELECTED**
Developing and analyzing clinical drug guidelines.	**NO SCORE SELECTED**
Participating in the health system's formulary process.	**NO SCORE SELECTED**
Participating in the design, development, marketing, and reimbursement process for new patient services.	**NO SCORE SELECTED**
Participating in discussions of human resources management, medication resources management, and pharmacy data management systems including pharmacy workload and financial performance.	**NO SCORE SELECTED**

Explain any changes you would make to enhance this course.

Comments:

What did you like most about the course, why?

Comments:

What did you dislike the most about the course, why?

Comments:

Student Evaluation of Course – APPE General Elective

Student Evaluation of Course-APPE General Electives

How to apply scoring:

1=Less than 1 time per week

2= 1-2 times per week

3=3-4 times per week

4= Daily or multiple times per day

N/A=Never/Not applicable

Pharmacy Student Opportunities

Practicing as a member of an inter-professional team.	**NO SCORE SELECTED**
Identifying, evaluating, and communicating to the patient and other health care professionals the appropriateness of the patient's specific pharmacotherapeutic agents, dosing regimens, dosage forms, routes of administration, and delivery systems.	**NO SCORE SELECTED**
Consulting with patients regarding self-care products.	**NO SCORE SELECTED**
Recommending prescription and nonprescription medications, dietary supplements, diet, nutrition, traditional non-drug therapies, and complementary and alternative therapies.	**NO SCORE SELECTED**
Recommending appropriate medication dosing utilizing practical pharmacokinetic principles.	**NO SCORE SELECTED**
Administering medications where practical and consistent with the practice environment and where legally permitted.	**NO SCORE SELECTED**
Identifying and reporting medication errors and adverse drug reactions.	**NO SCORE SELECTED**
Managing the drug regimen through monitoring and assessing patient information.	**NO SCORE SELECTED**
Providing pharmacist-delivered patient care to a diverse patient population.	**NO SCORE SELECTED**
Providing patient education to a diverse patient population.	**NO SCORE SELECTED**
Educating the public and health care professionals regarding medical conditions, wellness, dietary supplements, durable medical equipment, and medical and drug devices.	**NO SCORE SELECTED**
Retrieving, evaluating, managing, and using clinical and scientific publications in the decision-making process.	**NO SCORE SELECTED**
Accessing, evaluating, and applying information to promote optimal health care.	**NO SCORE SELECTED**
Ensuring continuity of pharmaceutical care among health care settings.	**NO SCORE SELECTED**
Participating in discussions and assignments regarding the compliance with accreditation, legal,	**NO SCORE SELECTED**

regulatory/legislative, and safety requirements.

Participating in discussions and assignments regarding the drug approval process and the role of key organizations in public safety and standards setting.	**NO SCORE SELECTED**
Participating in discussions and assignments concerning key health care policy matters that may affect pharmacy.	**NO SCORE SELECTED**
Managing the use of investigational drug products.	**NO SCORE SELECTED**

Explain any changes you would make to enhance this course.

Comments:

What did you like most about the course, why?

Comments:

What did you dislike the most about the course, why?

Comments: