Introductory Pharmacy Practice Experience Preceptor/Student Handbook

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Experience Programs at South University School of Pharmacy

Mission Statement

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

Vision Statement

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

OVERVIEW

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

Experiential education is divided into two parts; the early Introductory Pharmacy Practice Experience (IPPE) is the first component, and Advanced Pharmacy Practice Experience (APPE) reflects the second part. The experiential rotations are designed to provide students with the opportunity to focus on the traditional and clinical aspects of pharmacy practice. The Introductory Pharmacy Practice Experience consists of five modules; the first three modules will be in quarters 2, 3, and 4. The last two modules are two full-time four-week rotations, one in community and one in institutional practice during quarter 5, which is the second quarter of the second professional year (PY2). The Advanced Pharmacy Practice Experience rotations will be offered in the Fall, Winter, and Spring Quarters of the fourth professional year (third calendar year). The Advanced Pharmacy Practice Experience is comprised of <u>seven</u> experiential rotations (six rotations five weeks in length and one rotation six weeks in length) to allow the student to be directly involved in pharmacy operations and direct patient care in a specific clinical area (internal medicine, oncology, cardiology, pediatrics, etc.). Some of these rotations may not have direct patient care (drug information, pharmaceutical industry, research, etc.) but interact with other health care professionals. Per ACPE's guidance, the student is required to successfully complete four (4) Core Experiences (Advanced Community, Advanced Institutional, Ambulatory Care, and Inpatient General Medicine), and then three (3) electives.

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

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

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

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

EXPERIENTIAL DESCRIPTION

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

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

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

2nd Quarter (Fall Quarter) 1 Credit
- **PHA4277 Introductory Community Pharmacy Practice I –** *1 credit hour*
  - The Introductory Community Pharmacy Practice I, II, and III rotations are designed to build a sense of professionalism and expose the student to various patient care services in the community pharmacy practice site. The goal of the rotation is to expose the student, in a protected environment, to basic pharmacy-related concepts of patient care scenarios occurring in an outpatient pharmacy setting. The primary focus should be on distributive functions but may include, at an introductory level, direct patient care (e.g., administration of immunizations, health-related screenings, self-care, medication therapy management services, and collaborative practice), pharmacy operations management, personnel management, and advocacy.

3rd Quarter (Winter Quarter) 1 Credit
- **PHA4278 Introductory Community Pharmacy Practice II** *1 credit hour*
  - The Introductory Community Pharmacy Practice I, II, and III rotations are designed to build a sense of professionalism and expose the student to various patient care services in the community pharmacy practice site. The goal of the rotation is to expose the student, in a protected environment, to basic pharmacy-related concepts of patient care scenarios occurring in an outpatient pharmacy setting. The primary focus should be on distributive functions but may include, at an introductory level, direct patient care (e.g., administration of immunizations, health-related screenings, self-care, medication therapy management

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

4th Quarter (Spring Quarter) 1 Credit
- **PHA4279 Introductory Community Pharmacy Practice III –** *1 credit hour*
  - The Introductory Community Pharmacy Practice I, II, and III rotations are designed to build a sense of professionalism and expose the student to various patient care services in the community pharmacy practice site. The goal of the rotation is to expose the student, in a protected environment, to basic pharmacy-related concepts of patient care scenarios occurring in an outpatient pharmacy setting. The primary focus should be on distributive functions but may include, at an introductory level, direct patient care (e.g., administration of immunizations, health-related screenings, self-care, medication therapy management services, and collaborative practice), pharmacy operations management, personnel management, and advocacy

PY2 Experience (fifth quarter)

5th Quarter *(Summer Quarter)* 16 Credits
- **PHA4280 Community Professional Practice Experience** *8 credit hours*
  - The community pharmacy practice rotation is designed to expose the student to various patient care services in the community pharmacy practice site. The goal of the rotation is to teach the student to integrate basic pharmacy-related concepts into patient care scenarios as an independent practitioner in an outpatient pharmacy setting.

- **PHA4281 Institutional Professional Practice Experience** *8 credit hours*
  - The intermediate hospital pharmacy practice rotation is designed to expose the student to the hospital's inpatient drug distribution facility or other institutional health care setting. The rotation aims to teach the student to integrate basic pharmacy-related concepts into pharmacy practice in the inpatient setting and to provide a basic understanding of how distributive, clinical, and administrative aspects of pharmacy practice are intertwined.

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

- Core Rotations:
  - **PHA6525 APPE I: Advanced Community Rotation** (*8 credit hours*)
    - The community pharmacy rotation may include clinical services such as compounding, blood pressure and diabetes mellitus screening, MTM, immunizations, dispensing, and OTC counseling. Skills refined on this rotation can include distributive functions, medication counseling, patient education, managing pharmacy operations, personnel management, retrieval and evaluation of drug information, monitoring and evaluating drug therapy, and direct patient care experience where allowed by state regulation.

  - PHA6526 APPE II: Ambulatory Care Rotation (*8 credit hours*)
    - The Ambulatory Care rotation, a minimum of 200 contact hours, is intended for students to obtain experience from direct patient-care in an out-patient and multidisciplinary practice setting. By actively participating, students will gain experience in medication therapy management, build long-term relationships, learn coordination of care, patient advocacy, promotion of wellness and health, triage and referral, patient education and patient self-management. This type of practice need not exclude dispensing, but the overwhelming majority of effort and time is spent delivering the care previously listed and not in the packaging and dispensing of medications. Medication dispensing is the means to the clinical endpoint, not the focus of this experience.

  - PHA6527 APPE III: Inpatient General Medicine Rotation (*8 credit hours*)
    - The Internal Medicine rotation, a minimum of 200 contact hours, will provide direct patient care in an in-patient setting. Students will gain knowledge rounding among inter-professional medical teams, including pharmacists, directly impacting positive literature based-clinical patient care. Acute care or internal medicine is ideally delivered in an in-patient setting via hospitals, skilled nursing facilities, or assisted living facilities. This patient-centered care ensures optimal patient outcomes by delivering comprehensive, evidence-based, individualized, and prospective drug therapy management. Pharmacists uniquely contribute expertise in drug therapy as autonomous professionals who adhere to their scope of practice as an integrated member of the inter-professional patient care team.

  - PHA6528 APPE IV: Advanced Institutional Rotation (*8 credit hours*)
    - The Advanced Institution rotation, a minimum of 200 contact hours, a student will experience hospital-based experience in an institutional pharmacy. This experience should include proper orientation to the facility and a thorough explanation of policies and procedures. A hospital experience should comprise order processing (verification), dispensing, sterile and nonsterile compounding, with other activities overseen by the pharmacist. Advanced Institutional experiences encompass a broad range of distributive

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

- Electives: (Choose 3)
    o PHA6529 APPE V: Elective - Institutional Care Rotation I *8 credit hours*
    o PHA6530 APPE VI: Elective - Institutional Care Rotation II *8 credit hours*
    o PHA6531 APPE VII: Elective - Institutional Care Rotation III *8 credit hours*
    o PHA6532 APPE VIII: Elective - Community Care Rotation I *8 credit hours*
    o PHA6533 APPE IX: Elective - Community Care Rotation II *8 credit hours*
    o PHA6534 APPE X: Elective - Community Care Rotation III *8 credit hours*
    o PHA6535 APPE XI: Elective - Non-Patient Care Rotation *8 credit hours*
    o PHA6536 APPE XII: Elective - Administrative Rotation *8 credit hours*

- Review:
    o PHA6500 Essential Knowledge of Practice Review I *3.5 credit hours*
    o PHA6510 Essential Knowledge of Practice Review II *3.5 credit hours*
    o PHA6520 Essential Knowledge of Practice Review III *3.5 credit hours*

Note(s):

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

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

Policies and Procedures

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

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

Students are NOT ALLOWED to contact Preceptors with regards to setting up rotations. However, if you have a specific place you are interested in doing a rotation, give that information to the Experiential Education Office. Anyone who disregards this rule will be referred directly to the and this will be viewed as academic and/or professional misconduct.

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

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

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

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

Concurrent Employment - Students, from time to time, may have to personally work while in school; however, employment during clinical experiences should not interfere with attendance and performance on rotation sites. Some rotations may involve evenings and/or weekends. Outside employment shall not interfere with such requirements.

Insurance and Licensure - Before starting any rotation, students must provide proof of the liability insurance (which is provided by the school) (minimum limits of $1,000,000 per occurrence/$3,000,000 aggregate), health insurance (provided by the student) and a current Georgia or South Carolina Intern License, respectively. South University provides Medical Liability Insurance and, upon request, will provide a copy of the Certificate of Insurance (COI) to the site; however, it is the responsibility of the student to provide for their health insurance. These must be maintained throughout the training period. In addition, any student going out of state for rotations must obtain an intern license (or proof of application) for that particular state at least 90 days before the rotation and furnish the school with a pdf copy of the license for that state. The student will receive an automatic F for the rotation if this is not received. **Remediation for affected rotation(s) will occur after graduation or the earliest module possible pending preceptor availability; this may also impact the student finically.**

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

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

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

> Measles, Mumps and Rubella (MMR immunity)
> Tetanus vaccine
> Hepatitis-B immunity
> Varicella Zoster (Chicken Pox) immunity
> 2 Step Purified Protein Derivative (PPD) Testing (initially, then single PPD Annually)
> Most facilities now require the influenza vaccine.
> **COVID-19 Vaccinations (fully vaccinated). Although South University currently does not require students to be vaccinated for COVID-19, _most_ sites now require that students show proof of**

vaccination. If a site requires the student to be fully vaccinated and the student is not fully vaccinated, the office of experiential education will attempt to move the student to a site that does not require proof of COVID-19 vaccination, however, changes cannot be promised or guaranteed. This could have an adverse effect on the student's On-Time Graduation or make it such that a student cannot complete the program.

Students must provide proof of immunizations within **three months prior** to starting the advanced practice experiential portion of their education. PPD testing shall be an annual requirement unless other circumstances require more frequent testing. Students with a positive PPD test will be required to show proof of a chest x-ray and a statement from their physician confirming the results of the chest x-ray. In addition, information regarding any necessary treatment must be provided. It is the responsibility of the student to have all immunizations completed and forwarded to the School of Pharmacy prior to matriculation into the School of Pharmacy. Immunization status must be reconfirmed three months prior to beginning their experiential experience. Current immunization documents MUST be maintained in the student's documents in CORE ELMS at all times. Students leaving for rotations without having their immunizations current will result in an automatic letter grade decrease for the current rotation and for any subsequent rotations that they are unimmunized.

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

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

Students do not have excused absences from rotation sites unless the the School of Pharmacy requests their on-campus presence. If, on rotation, a holiday occurs which closes the rotation site, the student is to coordinate a time with the preceptor to make up that day. While on rotations, the University Holiday Schedule is NOT followed. In case of illness or other emergency necessitating a student's absence, the preceptor must be notified as early as possible. If a situation causes the student to miss more than two consecutive days, the student is to contact the Office of the Experiential Education Coordinator. ALL absences are required to be made up at the discretion of the preceptor, except for those absences that are due to the attendance of a state or national pharmacy meeting or employment interview (with advance permission from the preceptor and the Experiential Education Coordinator) and not to exceed more than four (4) days. **Failure to notify your preceptor at the time of an absence will result in the loss of one letter grade from the final grade of that experience. In addition, missing 25% or more of any clinical rotation will require repeating the entire rotation, regardless of the reason.**

The occurrence of unexcused tardiness two times during a rotation will also result in the loss of one letter grade from the final grade of that experience. Each student is responsible for making allowances for traffic, parking, etc.

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

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

Confidentiality - During all clinical experiences, students will have access to privileged information about patients' health, insurance information, financial information, and in some instances, financial information about the management of the practice site. None of this information is ever discussed outside the workplace (or rotation site). BREACHES IN CONFIDENTIALITY CAN RESULT IN **IMMEDIATE DISMISSAL** FROM THE PRACTICE SITE, **FAILURE** OF THE ROTATION, AND/OR **DISMISSAL FROM THE DOCTOR OF PHARMACY PROGRAM**.

Professional Conduct and Dress Code - All students are expected to adhere to the "Code of Conduct" (as listed in South University's *Academic Catalog*) and Dress Code of the School of Pharmacy as found in the South University School of Pharmacy Student Handbook. Failure to comply with the conduct rules will result in disciplinary action, including course failure or program dismissal.
The following Dress Code must be adhered to by ALL students:

1. All students must wear a neat, clean short white lab jacket with their name and
   South University School of Pharmacy embroidered on the jacket and the School of Pharmacy Patch.
2. Female students may wear skirts, dresses, or dress slacks with appropriate shoes.
3. Male students must wear dress slacks, dress shirts and ties, socks and appropriate shoes.
4. Jeans, shorts, athletic shoes, flip-flops, T-shirts, and hospital scrubs (unless indicated) are
   unacceptable and are **not** allowed.
5. All students must maintain good personal hygiene at all times. Offensive odors such as the smell of smoke or heavy perfumes, are strongly discouraged. Students should follow the practice site's and their preceptors' policies during experiential education rotations.

Each clinical site may have additional dress requirements that must be adhered to while on rotation. Each student should check with their preceptor **30 days (60 days for VA, Military, or any government facility)** before reporting for the first day of the rotation to become familiar with any special requirements. Any student who voluntarily leaves a site will receive an automatic "F" for that experience and will be referred to the Professional Performance Committee. The student must also check with the preceptor and preceptor's site information and requirements in CORE ELMS for any required documentation the student must complete before the beginning of the clinical experience. Failure to comply within the specified time may result in the student having their clinical experience changed to another preceptor based on preceptor availability.

Preceptor Assignment Restrictions - A student may not work with a preceptor if they are related in any way or if the student has worked, or is currently working, with the preceptor as a pharmacy technician or intern. Students employed by a facility may complete a rotation at that facility as long as it differs from their job description.

Professional Meeting Attendance - The Georgia State Board of Pharmacy has ruled that students may receive up to 24 hours of experiential credit for attendance at a state or national pharmaceutical organization meeting. The student must inform their preceptor (if they are to miss any training days) and the Office of the Experiential Education Coordinator that he/she is planning to attend such a meeting. Both the preceptor and the Experiential Education Coordinator must approve the absence from rotation and proper Documentation of Attendance by the sponsoring organization is required.

Correspondence - Students are required to keep the Office of Experiential Education informed of their current address, phone number, and e-mail address at all times. This will allow for the students to be contacted in the case of an emergency, changes to their rotation schedules, upcoming events, reminders, etc. This can be accomplished by way of making the appropriate changes in CORE ELMS. It is the **responsibility of the student** to keep ALL contact information current in CORE ELMS.

Grading Procedures - From each rotation site, the Office of Experiential Education should receive for each student the following:

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

Each student and preceptor **MUST** complete a mid-term and a final evaluation in a timely manner. If the final grade is not received by the due date, the student will receive an "I" for that rotation until the Office of Experiential Education receives the grade. After two (2) weeks, an "I" will be automatically converted to a failing grade.

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

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

CALENDAR OF EVENTS (APPPROXIMATE)

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

ONLINE PHARMACY GRADING SYSTEM

The online software that the Office of Experiential Education uses assists in maintenaning of all information necessary to assign students to preceptors and sites and allows the Office of Experiential Education to monitor the student's progress while on rotations. The preceptors can see which students have been assigned to their site and what type of practice experience they are to have (e.g., Internal Medicine). The preceptor will also complete the mid-term and final evaluation online, therefore not requiring them to be faxed or mailed.

Students will not only be able to enter their preferences for clinical sites and preceptors, enter the preceptor/site evaluations, and communicate directly to the Office of Experiential Education, but they will also be able to obtain directions to their respective practice sites and communicate with the preceptor prior to the start of their rotation. In some cases, students can access to the syllabus for a particular preceptor and their rotation.

BASIC STUDENT COMPETENCIES FOR INTRODUCTORY PRACTICE EXPERIENCE: COMMUNITY AND INSTITUTIONAL (COURSE CURRICULAR OUTCOMES)

PHA4277 Introductory Community Pharmacy Practice I, PHA4278 Introductory Community Pharmacy Practice II, PHA4279 Introductory Community Pharmacy Practice III, and PHA4280 –Community Professional Practice Experience

Program Mapping Course Objectives to Program Learning Outcomes	
CO1 – Collect information to identify a patient's medication-related problems and health-related needs.	PLO – 3.2,3.3,5.6
CO2 – Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.	PLO – 3.2,5.7
CO3 – Establish patient-centered goals and create a care plan for a patient in collaboration with the patient in collaboration with the patient, caregivers, and other health professionals.	PLO – 3.3,5.7
CO4 – Implement a care plan in collaboration with the patient, caregivers, and other health professionals.	PLO – 3.3,5.7
CO5 – Follow-up and monitor a care plan.	PLO – 5.6
CO6 – Collaborate as a member of an interprofessional team.	PLO – 5.7
CO7 –Ensure that patients have been immunized against vaccine-preventable diseases.	PLO – 3.2,5.4
CO8 – Minimize adverse drug events and medication errors.	PLO – 3.1,3.3
CO9 – Identify patients at risk for prevalent diseases in a population.	PLO – 3.2,5.4,5.6
CO10 – Educate patients and professional colleagues regarding the appropriate use of medications.	PLO – 3.3
CO11 – Use evidence-based information to advance patient care.	PLO – 5.7
CO12 –Fulfill a medication order.	PLO – 3.1
CO13 – Oversee the pharmacy operations for an assigned work shift.	PLO – 3.1,3.2,5.9

  o   CO14 – Create a plan for continuous professional development.

PHA4281 –Institutional Professional Practice Experience

Program Mapping Course Objectives to Program Learning Outcomes	
CO1 – Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.	PLO – 3.2,3.3,5.3,5.5,5.6, 5.7
CO2 – Establish patient-centered goals and create a care plan for a patient in collaboration with the patient in collaboration with the patient, caregivers, and other health professionals.	PLO – 3.1,5.2,5.3,5.4,5.7, 5.9
CO3 – Collaborate as a member of an interprofessional team.	PLO – 3.3,5.5,5.6,5.7
CO4 – Minimize adverse drug events and medication errors.	PLO – 3.1,3.2,3.3
CO5 – Maximize the appropriate use of medications in a population.	PLO 3.1,3.2,3.3,5.4,5.5, 5.6,5.7
CO6 – Educate patients and professional colleagues regarding the appropriate use of medications.	PLO – 3.3,5.6
CO7 – Use evidence-based information to advance patient care.	PLO – 3.1,3.2,5.2,5.3,5.4, 5.7
CO8 – Oversee the pharmacy operations for an assigned work shift.	PLO – 3.1,3.2,5.2,5.3,5.4, 5.5,5.6,5.7,5.8,5.9
CO9 – Fulfill a medication order.	PLO – 3.1,3.2,5.9
CO10 – Accurately prioritize multiple patient care responsibilities/needs in times of high activity and workload.	PLO – 3.1,3.2,3.3,5.2,5.3, 5.4,5.7,5.8,5.9
CO11 – Perform institutional procedures and apply best practices in ensure continuity of care for patients transitioning across healthcare settings.	PLO – 3.1,3.2,3.3,5.3, 5.4,5.5,5.6,5.7,5.8
CO12 – Create a written plan for continuous professional development.	PLO – 5.1,5.5

INTRODUCTORY PHARMACY PRACTICE EXPERIENCE: COMMUNITY SYLLABUS TEMPLATE

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

PHA4280 – Introductory Community Pharmacy Practice Experience
School of Pharmacy

General Description:
Pharmacy practice experiences provide comprehensive, evidence-based, individualized, patient-centered care to a diverse population in the outpatient setting. Pharmacists are expected to be accountable for the patient's drug therapy outcomes and work collaboratively with other healthcare professionals. This experience introduces students to direct patient care in the community pharmacy and is distinguished from advanced community pharmacy experiences with greater emphasis on medication distribution processes and patient care services and less emphasis on pharmacy operations management and personnel management. Introductory experiences are intentionally designed to prepare students for advanced practice experiences. By successfully completing this introductory experience and mastering essentials of pharmacy practice in community pharmacy settings, students are expected to be prepared to assume more advanced activities during Advanced Community APPEs.

OUTCOMES and ACTIVITIES TO ACHIEVE AND EVALUATE OUTCOMES

Student learning outcomes and learning activities are developed around six pharmacy practice domains:

1. Patient Care Provider Domain
2. Interprofessional Team Member Domain
3. Population Health Promoter Domain
4. Information Master Domain
5. Practice Manager Domain
6. Self-developer Domain

For each domain, entrustable professional activities (EPAs) or learning outcomes are listed in bold. Required and suggested learning activities appropriate for entry-level student pharmacists to demonstrate progress toward achieving the EPA are listed. The learning activities, to be performed under the supervision of the preceptor or appropriate personnel, are provided to assist in designing the IPPE experience.

The percentages included for each domain and outcome specify the amount each component is weighted toward the calculated IPPE grade.

Patient Care Provider Domain (40%) - Using the Joint Commission of Pharmacy Practitioners (JCPP) Pharmacists' Patient Care Process (PPCP), the student will be able to:

1. **CO1 - Collect information to identify a patient's medication-related problems and health-related needs. (10%)**

Required Activities:

- ☐ Utilize the pharmacy's dispensing software to assess a patient's profile to collect information (e.g., allergies, medications, and notes)
- ☐ Interview a patient and/or caregiver utilizing systematic interview techniques (e.g., SCHOLAR-CAMO) to collect patient information
- ☐ Collect a medication history from a patient and/or caregiver, including prescription and OTC medications
- ☐ Review a patient's profile to determine medication adherence
- ☐ Discuss a patient's experience with medication (e.g., adverse drug reactions, efficacy, and adherence)

2. **CO2 - Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs. (10%)**

Required Activities:
- ☐ Review indications for commonly prescribed medications
- ☐ Review a prescription for appropriateness of therapy concerning dosage, route, rate and frequency of administration, drug interactions, stability, and proper storage
- ☐ Assess a patient's signs and symptoms to determine whether the patient can be treated within the scope of practice or requires a referral (e.g., self-care, OTC recommendation)
- ☐ Discuss how to evaluate a patient's profile and drug utilization review (DUR) rejection to identify common drug related problems
- ☐ Assess a patient's health literacy

Suggested Activity:
- ☐ Measure a patient's vital signs or assist a patient in using an automated device and interpret the results (e.g., body temperature, pulse rate, blood pressure)

3. **CO3 - Establish patient-centered goals and create a care plan for a patient in collaboration with the patient in collaboration with the patient, caregivers, and other health professionals. (8%)**

Required Activities:
- ☐ Assist the preceptor in selecting an appropriate over-the-counter medication for a patient
- ☐ Present options for managing a drug related problem
- ☐ Discuss monitoring parameters to determine the therapeutic and adverse effects related to patient's medication
- ☐ Identify or explain pertinent counseling points to provide to patients for medications and/or devices

Suggested Activity:
- ☐ Discuss the process of developing a treatment plan for a patient (including drug, dose, route, frequency, and duration) that represents the patient's best interests

4. **CO4 - Implement a care plan in collaboration with the patient, caregivers, and other health professionals. (8%)**

> *Required Activities:*
> - ☐ Educate a patient and/or caregiver on the appropriate use of:
>   a. New prescription medications
>   b. OTC medications
>   c. Medical devices (e.g., inhaler, insulin pen)
>   d. Medication adherence aids (e.g., calendar, pillbox)
> - ☐ Counsel a patient on proper self-care and preventative care
> - ☐ Demonstrate common communication techniques (e.g. motivational interviewing, coaching, counseling/education, teach back and teaching for devices) in response to patient specific needs and individual social determinants of health (e.g. culture, religion, health literacy, literacy, disabilities, and cognitive impairment).
> - ☐ Verbally communicate findings, recommendations, and plans to other healthcare professionals
>
> *Suggested Activities:*
> - ☐ Assist a patient with behavior change (e.g., shared decision-making and motivational strategies)
> - ☐ Document the findings, recommendations and/or plan from a patient encounter in a patient's profile

5. **CO5 - Follow-up and monitor a care plan. (4%)**

> *Required Activity:*
> - ☐ Contact a patient who has recently started a new medication to monitor and evaluate its appropriateness, efficacy, and safety

Interprofessional Team Member Domain (10%)

1. **CO6 - Collaborate as a member of an interprofessional team.**

> *Required Activities:*
> - ☐ Explain the roles and responsibilities of the pharmacy staff including the pharmacist, technician, intern, district manager/owner, and other employees in a community pharmacy setting
> - ☐ Describe the role of a community pharmacist as a member of the health care team
> - ☐ Communicate (verbally and/or written) about a patient's medication–related problem(s) to another health professional or medical office staff.
> - ☐ Use setting appropriate communication skills when interacting with others

Population Health Promoter Domain (10%)

1. **CO7 - Ensure that patients have been immunized against vaccine-preventable diseases. (5%)**

> *Required Activities:*
> ☐ Determine whether a patient is eligible for and has received CDC-recommended immunizations
> ☐ Participate in the administration and documentation of CDC-recommended immunizations

2. **CO8 - Minimize adverse drug events and medication errors. (5%)**

> *Required Activities:*
> ☐ Describe systems in place to identify and prevent medication errors and adverse drug events
> ☐ Describe how to report adverse events and medication errors to stakeholders (including patients, supervisors, institution, and/or federal reporting entities [VAERS, MedWatch, etc.]) according to the institutional standards
>
> *Suggested Activity*:
> ☐ Assist in the identification of underlying system-associated causes of errors and discuss options for improvement

The following Population Health EPAs and related activities are suggested only and will not be included in the final grade.

3. **CO9 - Identify patients at risk for prevalent diseases in a population.**

> *Suggested Activities:*
> ☐ Describe programs offered by the community pharmacy to prevent disease, promote wellness or improve disease management
> ☐ Perform a screening assessment to identify patients at risk for prevalent diseases in a population (e.g., hypertension, diabetes, depression)

4. **CO10 - Maximize the appropriate use of medications in a population.**

> *Suggested Activity*:
> ☐ Assist with the application of cost-benefit, formulary, and/or epidemiology principles to medication-related decisions

Information Master Domain (10%)
1. **CO11 - Use evidence-based information to advance patient care.**

> *Required Activities:*

☐ Demonstrate and accept responsibility for knowledge of commonly used medications and drug products
☐ Describe the type of content in commonly used drug and medical information resources in the community pharmacy
☐ Retrieve and analyze scientific literature to formulate a patient-specific recommendation.
☐ Retrieve and analyze scientific literature to formulate a response to a drug information question.

Practice Manager Domain (25%)

1. **CO12 - Fulfill a medication order as described below (20%)**

Required Activities:
☐ Enter patient-specific information into an electronic health or pharmacy record system.
☐ Accurately dispense medications
a. Receive the prescription from the patient via face-to-face or over the phone
b. Receive the prescription from the provider or provider's representative via phone, fax, or electronically
c. Evaluate the acceptability and accuracy of the prescription
d. Accurately process and dispense refills and new prescriptions in accordance with the law
e. Perform or assist each station of workflow (data entry, product dispensing, pre-verification (DUR), verification)
☐ Process insurance claims, including reprocessing rejected claims and assisting with prior authorizations
☐ Demonstrate how to transfer an outgoing and incoming prescription to and from another pharmacy
☐ Prepare commonly prescribed medications that require basic non-sterile compounding prior to patient use (e.g., reconstitute liquid antibiotic)
Suggested Activity:
☐ Assist a patient to acquire medication(s) through support programs (patient assistance)

2. **CO13 - Oversee the pharmacy operations and/or services for an assigned work shift/area (5%)**

Required Activities:
☐ Review and follow pharmacy policies and procedures
☐ Assist with the maintenance of pharmacy inventory, including but not limited to:
a.   Inventory ordering
b.   Inventory check-in
c.   Produce recalls
d.   Returns of expired meds
e.   Process for non-controlled and controlled medications
Suggested Activities:

☐	Identify pharmacy service problems and/or medication safety issues
☐	Observe and discuss the processes of training and evaluating pharmacy technicians and support staff
☐	Discuss the process of managing a pharmacy budget and the impact the budget has on pharmacy operations
☐	Describe and apply quality and productivity indicators (e.g., pharmacy metrics and star ratings)
☐	Assist in the preparation for regulatory visits and inspections

Self-Developer Domain (5%)

1. **Examine personal knowledge, skills, and abilities that could enhance or limit personal or professional growth 5%)**

Required Activities:	
☐	Perform a self-evaluation to identify professional strengths and weaknesses.
☐	Demonstrate self-directed learning.

Professionalism Domain: (20%)

1. Pharmacy students should be able to exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

QUARTER CREDIT HOURS: **8 credit hours**

QUARTER: **5**

COURSE CLASSIFICATION:

- ▪ Internship/Extership Introductory Pharmacy Professional Experiences

Total Course / Contact Hours: 160

GRADING SCALE:

% Grade	GPA	% Grade	GPA
>=90	4	79	2.9
89	3.9	78	2.8
88	3.8	77	2.7
87	3.7	76	2.6
86	3.6	75	2.5
85	3.5	74	2.4
84	3.4	73	2.3
83	3.3	72	2.2
82	3.2	71	2.1

| 81 | 3.1 | 70 | 2 |
| 80 | 3 | <=69 | 0 |

REQUIRED TEXTBOOKS AND RELATED MATERIALS
- None

REQUIRED HARDWARE AND SOFTWARE
- Laptop computer with University Standard of hardware, software and browser requirements.
- CORE ELMS – Online
- Complio - Online

DISABILITY SERVICES POLICY

Refer to Student Handbook

South University provides accommodations to qualified students with disabilities. The Disability Services office assists qualified students with disabilities in acquiring reasonable and appropriate accommodations and in supporting equal access to services, programs, and activities at South University.

Students who seek reasonable accommodations should notify Dr. Kurtis Watkins at 912-201-8087 or kwatkins@southuniversity.edu. Students should let their Disability Service Coordinator know of their specific limitations and, if known, their specific requested accommodations. Students will be asked to supply medical documentation of the need for accommodation. Classroom accommodations are not retroactive, but are effective only upon the student sharing approved accommodations with the instructor. Therefore, students are encouraged to request accommodations as early as feasible with the Disability Services Coordinator to allow time to gather necessary documentation. If you have a concern or complaint in this regard, please Dr. Watkins by phone or email. Complaints will be handled in accordance with the school's Internal Grievance Procedure for Complaints of Discrimination and Harassment.

Program Mapping Course Objectives to Program Learning Outcomes	
CO1 – Collect information to identify a patient's medication-related problems and health-related needs.	PLO – 3.2,3.3,5.6
CO2 – Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.	PLO – 3.2,5.7
CO3 – Establish patient-centered goals and create a care plan for a patient in collaboration with the patient in collaboration with the patient, caregivers, and other health professionals.	PLO – 3.3,5.7
CO4 – Implement a care plan in collaboration with the patient, caregivers, and other health professionals.	PLO – 3.3,5.7
CO5 – Follow-up and monitor a care plan.	PLO – 5.6
CO6 – Collaborate as a member of an interprofessional team.	PLO – 5.7
CO7 –Ensure that patients have been immunized against vaccine-preventable diseases.	PLO – 3.2,5.4

CO8 – Minimize adverse drug events and medication errors.	PLO – 3.1,3.3
CO9 – Identify patients at risk for prevalent diseases in a population.	PLO – 3.2,5.4,5.6
CO10 – Educate patients and professional colleagues regarding the appropriate use of medications.	PLO – 3.3
CO11 – Use evidence-based information to advance patient care.	PLO – 5.7
CO12 –Fulfill a medication order.	PLO – 3.1
CO13 – Oversee the pharmacy operations for an assigned work shift.	PLO – 3.1,3.2,5.9

Corse Presentation and Teaching Strategies:

Calendar:

Date	Activity	Preceptor
Week 1		
Week 2		
Week 3		
Week 4		

STUDENT ENGAGEMENT:

- Students are expected to participate in an average of 40 hours per week at their assigned site. Also, the student is expected spend time completing Outside work in preparation for the rotation as necessary. Outside work includes preparing for and completing readings and assignments. Such outside work also includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations, and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

PROGRAM-WIDE ASSESSMENT TOOLS:

- CORE ELMS s used in this course to measure student achievement of learning outcomes.
- An end of course survey is conducted at the conclusion of every course to solicit student feedback on teaching and learning.
- Course-embedded Learning Assessments as assigned

COURSE EVALUATION:

PCAP Evaluations which may include Written Assignments Case Studies Quizzes/Exams Comprehensive Final Exam / Project	100%
Total	**100%**

COURSE SPECIFIC POLICIES:

Please refer to the SUSOP Student Handbook for details on the following policies:

- Academic Affairs
    - CORE ELMS
    - Appeal of a Final Grade in a Course
    - Academic Progressions Policy
    - Protocol for Concerns Regarding a Pharmacy Class
    - Leave of Absence and Withdrawal Policy
- Conduct Policies
    - Academic Honesty and Integrity
    - Code of Professional Behavior
    - South University Code of Conduct
    - School of Pharmacy Dress Code
    - General Complaint Procedure

ATTENDANCE/TARDY POLICY: **See IPPE Preceptor/Student Handbook**

CHALLENGES: **See IPPE Preceptor/Student Handbook**

PROFESSIONALISM: Professionalism is assessed in practical markers of performance. This includes, but not limited to, respectful behavior to preceptors and classmates, demonstrating good citizenship in or out of rotations. Proper dress code is required. A lab coat is required for all IPPE Rotations unless otherwise specified by the preceptor or site. Timeliness for arrival to and departure from rotations is included in professionalism.

INTRODUCTORY INSTITUTIONAL PHARMACY EXPERIENCE SYLLABUS TEMPLATE

PHA4281 – Introductory Institutional Pharmacy Practice Experience
School of Pharmacy

COURSE DESCRIPTION: The introductory institution pharmacy practice rotation is designed to expose the student to the inpatient drug distribution facility of a hospital or other institutional health care setting. The goal of the rotation is to teach the student to integrate basic pharmacy related concepts to pharmacy practice in the inpatient setting and to provide a basic understanding of how distributive, clinical, and administrative aspects of pharmacy practice are intertwined.

COURSE OBJECTIVES:

At an Introductory Level, students will be familiarized with the following practice tasks:

- CO1 – Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.

Required Activities	Suggested Activities
Interpret laboratory results within self-care (OTC), infectious disease, and inflammatory disease patients.	Compile a prioritized health-related problem list for a patient.
Identify drug interactions within self-care (OTC), infectious disease, and inflammatory disease patients.	Assess a patient's signs and symptoms to determine whether the patient can be treated within the scope of practice or requires a referral.
Perform a medication review for a patient.	
Evaluate an existing drug therapy regimen.	

- CO2 – Establish patient-centered goals and create a care plan for a patient in collaboration with the patient in collaboration with the patient, caregivers, and other health professionals.

Required Activities	Suggested Activities
Manage drug interactions, within self-care (OTC), infectious disease, and inflammatory disease patients.	Follow an evidence=base disease management protocol.
	Select monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan.
	Determine the appropriate time interval(s) to collect data.
	Create a patient-specific education plan.

- CO3 – Collaborate as a member of an interprofessional team.

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

- CO4 – Minimize adverse drug events and medication errors.

Required Activities	Suggested Activities
Assist in the identification of underlying system-associated causes of errors.	
Report adverse events and medication errors to stakeholders.	

- CO5 – Maximize the appropriate use of medications in a population.

Required Activities	Suggested Activities
Apply cost-benefit, formulary, and/or epidemiology to medication-related decisions,	Perform a medication-use evaluation.

- CO6 – Educate patients and professional colleagues regarding the appropriate use of medications utilizing professional and audience specific language and communication.

Required Activities	Suggest Activities
Develop and deliver a brief (less than 1 hour) educational program regarding medication therapy to health professional(s) or lay audience.	Lead a discussion regarding a recently published manuscript and its application to patient care.

- CO7 – Use evidence-based information to advance patient care.

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

- CO8 – Observe the pharmacy operations for an assigned work shift.

Required Activities	Suggested Activities
Implement pharmacy policy and procedures.	Assist in the supervision and coordination of the activities of pharmacy technicians and other support staff.
Identify pharmacy service problems and/or medication safety issues.	Assist in training pharmacy technicians and other support staff.
Maintain the pharmacy inventory.	Assist in the evaluation of pharmacy technicians and other support staff.
Assist in the management of a pharmacy budget.	Interpret and apply quality and productivity indicators.
Assist in the preparation for regulatory visits and inspections.	

- CO9 – Fulfill a medication order.

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

- CO10 – Accurately prioritize multiple patient care responsibilities/needs in times of high activity and workload.

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

- CO11 – Perform institutional procedures and apply best practices in ensure continuity of care for patients transitioning across healthcare settings.

Required Activities	Suggested Activities
Demonstrate accurate, safe, and time-sensitive preparation, dispensing, and administration of pharmaceuticals.	Engage in innovative and creative methods to accomplish goals.
Manage pharmacy resources to optimize pharmacotherapy outcomes for individual patients.	Demonstrate professional citizenship in the delivery of patient care, distribution of medications, and the promotion of wellness and disease prevention.
Educate patients and health care providers utilizing professional and audience specific language and communication.	Advocate for the profession and patients.
	Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.
	Demonstrate problem solving skills including the ability to think critically, exercise professional judgment, and articulate and defend a decision.
	Exhibit behaviors and values that are consistent with the trust bestowed to the profession by patients, other healthcare providers, and society.

- CO12 – Create a written plan for continuous professional development.

Required Activities	Suggested Activities
Perform a self-evaluation to identify professional strengths and weaknesses.	
Demonstrates self-directed learning.	
Create and update a curriculum vitae, resume, and/or professional portfolio.	
Demonstrate attitudes and behaviors consistent with a respected member of the pharmacy profession.	
Attend professional development programs offered by the site or in their community during the experience timeframe.	

Professionalism Domain: (20%)

1. Pharmacy students should be able to exhibit behaviors and values that are consistent with   the trust given to the profession by patients, other healthcare providers, and society

QUARTER CREDIT HOURS: **8 credit hours**

QUARTER: **5**

COURSE CLASSIFICATION:

      Internship/Extership – Introductory Pharmacy Practice Experiences

      Total Course / Contact Hours: 160

GRADING SCALE:

% Grade	GPA	% Grade	GPA
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87	3.7	76	2.6
86	3.6	75	2.5
85	3.5	74	2.4
84	3.4	73	2.3

83	3.3	72	2.2
82	3.2	71	2.1
81	3.1	70	2
80	3	<=69	0

REQUIRED TEXTBOOKS AND RELATED MATERIALS
- None

REQUIRED HARDWARE AND SOFTWARE
- Laptop computer with University Standard of hardware, software and browser requirements.
- CORE ELMS
- Complio

DISABILITY SERVICES POLICY
Refer to Student Handbook

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Program Mapping	
Course Objectives to Program Learning Outcomes	
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CO4 – Minimize adverse drug events and medication errors.	PLO – 3.1,3.2,3.3
CO5 – Maximize the appropriate use of medications in a population.	PLO 3.1,3.2,3.3,5.4,5.5, 5.6,5.7

CO6 – Educate patients and professional colleagues regarding the appropriate use of medications.	PLO – 3.3,5.6
CO7 – Use evidence-based information to advance patient care.	PLO – 3.1,3.2,5.2,5.3,5.4, 5.7
CO8 – Oversee the pharmacy operations for an assigned work shift.	PLO – 3.1,3.2,5.2,5.3,5.4, 5.5,5.6,5.7,5.8,5.9
CO9 – Fulfill a medication order.	PLO – 3.1,3.2,5.9
CO10 – Accurately prioritize multiple patient care responsibilities/needs in times of high activity and workload.	PLO – 3.1,3.2,3.3,5.2,5.3, 5.4,5.7,5.8,5.9
CO11 – Perform institutional procedures and apply best practices in ensure continuity of care for patients transitioning across healthcare settings.	PLO – 3.1,3.2,3.3,5.3, 5.4,5.5,5.6,5.7,5.8
CO12 – Create a written plan for continuous professional development.	PLO – 5.1,5.5

Corse Presentation and Teaching Strategies:
Calendar:

Date	Activity	Preceptor
Week 1		
Week 2		
Week 3		
Week 4		

STUDENT ENGAGEMENT:
- Students are expected to participate in an average of 40 hours per week at their assigned site. Also, the student is expected spend time completing Outside work in preparation for the rotation as necessary. Outside work includes preparing for and completing readings and assignments. Such outside work also includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations, and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

PROGRAM-WIDE ASSESSMENT TOOLS:

- CORE ELMS s used in this course to measure student achievement of learning outcomes.
- An end of course survey is conducted at the conclusion of every course to solicit student feedback on teaching and learning.
- Course-embedded Learning Assessments as assigned

*COURSE EVALUATION***:**

PCAP Evaluations which may include Written Assignments Case Studies Quizzes/Exams Comprehensive Final Exam / Project	100%
Total	**100%**

COURSE SPECIFIC POLICIES:
Please refer to the SUSOP Student Handbook for details on the following policies:
- Academic Affairs
  - CORE ELMS
  - Appeal of a Final Grade in a Course
  - Academic Progressions Policy
  - Protocol for Concerns Regarding a Pharmacy Class
  - Leave of Absence and Withdrawal Policy
- Conduct Policies
  - Academic Honesty and Integrity
  - Code of Professional Behavior
  - South University Code of Conduct
  - School of Pharmacy Dress Code
  - General Complaint Procedure

ATTENDANCE/TARDY POLICY: **See IPPE Preceptor/Student Handbook**
CHALLENGES: **See IPPE Preceptor/Student Handbook**
PROFESSIONALISM: Professionalism is assessed in practical markers of performance. This includes, but not limited to, respectful behavior to preceptors and classmates, demonstrating good citizenship in or out of rotations. Proper dress code is required. A lab coat is required for all IPPE Rotations unless otherwise specified by the preceptor or site. Timeliness for arrival to and departure from rotations is included in professionalism.

South University School of Pharmacy
Preceptor Profile

Date_____

First Name_____ **MI**___ **Last Name**_____

Site Name _____

Maiden Name (if Applicable)_____

JobTitle_____**Gender**_____M_____F

Office Phone_____ **FAX**_____

Pager_____ **PIN** _____**Cell**_____

Preferred Email Address_____

Alternate Email Address_____
Date of Birth_____/_____/19_____

Work Address_____

City_____ State_____ ZIP_____

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

Specialty (Community, Oncology, Critical Care, etc) _____

Education/Degrees

Institution Attended	City and State	Dates Attended	Degree

Post Graduate Training (Residency, Fellowship, etc)

Post-Graduate Program	Dates Attended	Completion Date

Employment History

Position	Employer	Dates

Professional Licensure

State Where Licensed to Practice	License Number	Expiration Date

Site Information

Does your site have internet access?   ☐ Yes   ☐ No

Are you a preceptor for other schools or colleges of Pharmacy?   ☐ Yes   ☐ No

If yes, which schools or colleges? _____

Time the student is expected to be at the site (e.g. Mon-Fri- 7:00-5:00) _____

Do you provide a work/study area for the student?   ☐ Yes   ☐ No

Do you provide an area for the students to store belongings?   ☐ Yes   ☐ No

Average amount of time you have to spend with the student on a daily basis._____

Please provide descriptive information about your practice site so students can make informed choices about rotation assignments. Briefly describe the type of experience a student would have at your site and indicate any special features that make your rotation experience unique.

List 3 major learning objectives that your rotation can provide students.

Skip this section if your site already has our students on rotations

Personnel with whom student will rotate on your rotation. Check all that apply	_____BS Pharmacist _____PharmD _____Pharm Resident/Fellows _____MS _____PhD	_____Pharm Techs _____Clerks _____MD _____PA or NP _____Others -specify
Clinical/Professional Services Check the area(s) that you provide service in:	☐ Ambulatory care clinic ☐ Community Hospital ☐ Teaching Hospital ☐ Tertiary Hospital ☐ Chain Pharmacy ☐ Independent Pharmacy ☐ Long term care facility ☐ Clinical research ☐ Drug information center ☐ Drug utilization reviews ☐ Health screening clinic ☐ Patient discharge consult ☐ Pharmacist involved on code teams ☐ Pharmacist involved on daily rounds ☐ Pediatrics- inpatient ☐ Pediatrics- outpatient ☐ Medicine service ☐ Primary Care	☐ Pharmaceutical Industry ☐ Critical Care Unit ☐ Health Department ☐ Physician's office ☐ Government ☐ Mental Health Facility ☐ Pharmacokinetic monitoring ☐ Pharmacy & Therapeutics (P&T) Committee functioning ☐ Pharmacy newsletter ☐ Poison Control Center ☐ OTC counseling ☐ Disease state management ☐ Immunizations ☐ Nutrition support ☐ Oncology ☐ Cardiology ☐ Consultant Rx ☐ Nuclear ☐Other services:
IV Admixture Programs	☐Yes ☐No ☐Not applicable to this site Computer supported ☐ Yes ☐ No TPN Compounding ☐ Yes ☐ No Approximate # Units/Day ☐ <50 ☐ 50-100 ☐ 100-200 ☐ 200-300 ☐>300	

Approximate # of orders/prescriptions filled per/day (If applicable)	☐ <50 ☐ 301-500 ☐ 50-100 ☐ >500 ☐ 101-300 ☐ N/A
Number of RPh's per shift responsible for the above orders/prescriptions:	
Number of techs per shift responsible for the above orders/prescriptions:	
Distribution Systems Check all that apply	☐ Computer supported ☐ Unit Dose ☐ Floor stock ☐ Robotics ☐ Bulk packaged, multiple days supply sent to nursing unit for each patient

Institution:	South University
Student:	
Preceptor:	
Site:	
Date:	IPPE 2 (07/06/20 - 07/31/20)
Type:	IPPE Community PHA4280 (Community)
Midpoint Completed Midpoint:	
Final Completed:	

Community IPPE Preceptor Evaluation of Student

General overview

PHA 4280 IPPE I: Introductory Community

Course Description

The introductory community pharmacy practice rotation is designed to expose the student to a variety of patient care services in the community pharmacy practice site. The goal of the rotation is to teach the student to integrate basic pharmacy related concepts to patient care as an independent practitioner in an outpatient pharmacy setting. The primary focus should be on distributive functions but should include at an introductory level direct patient care (e.g., administration of immunizations, health-related screenings, self-care, medication therapy management services, and collaborative practice), pharmacy operations management, and personnel management.

Using the JCPP Pharmacy Patient Care Process (PPCP), the student will be able to, at the most basic level, learn and demonstrate skills in 6 domains.

Instructions

For each objective,

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

For the level of entrustability,

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

How to apply scoring

Rating Scale

Needs Significant Development (1)	Needs Development (2)	Competent with support (3)	Competent with minimal support (4)	Independent (5)
Student is consistently unable to complete activities despite preceptor guidance.	Student performs activities with constant preceptor guidance.	Student performs activities competently with frequent guidance.	Student performs activities competently with minimal guidance.	Student performs activities competently and can function independently.

Section Weight: 15.00%

Patient Care Provider Domain	MIDPOINT	FINAL

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

Required activities:

- Discuss a patient's experience with medication.
- Determine a patient's medication adherence.

Suggested activities:

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

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

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

Required activities:

- Measure an adult patient's vital signs and interpret the results (e.g. body temperature, pulse rate, respiratory rate, and blood pressure.)
- Interpret laboratory results, within self-care (OTC), infectious disease, and inflammatory disease patients.
- Identify drug interactions, within self-care (OTC), infectious disease, and inflammatory disease patients.
- Perform a medication review for a patient.
- Assess a patient's health literacy.
- Evaluate an existing drug therapy regimen.

Suggested activities:

- Compile a prioritized health-related problem list for a patient.
- Assess a patient's signs and symptoms to determine whether the patient can be treated within the scope of practice or requires a referral.

<table>
<tr><td>**Question Comments (Midpoint):**</td><td>**Question Comments (Final):**</td></tr>
</table>

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

Required activities:

- Develop a treatment plan with/for a patient that represents the patient's best interests.
- Manage drug interactions, within self-care (OTC), infectious disease, and inflammatory disease patients.
- Create a patient-specific education plan.

Suggested activities:

- Follow an evidence-based disease management protocol.
- Select monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan.
- Determine the appropriate time interval(s) to collect monitoring data.

<table>
<tr><td>**Question Comments (Midpoint):**</td><td>**Question Comments (Final):**</td></tr>
</table>

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

Required activities:

- Educate a patient regarding the appropriate use of a new medication, device to administer a medication, or self-monitoring test.
- Educate a patient on the use of medication adherence aids.
- Demonstrate common communication techniques (e.g. motivational interviewing, coaching, counseling/education, teach back and teaching for devices) in response to patient specific needs and individual social determinants of health (e.g. culture, religion, health literacy, literacy, disabilities, and cognitive impairment).

- Assist a patient with behavior change (e.g. use shared decision making and motivational strategies).

Suggested activities:

- Write a note (or mock note) that documents the findings, recommendations, and a plan from a patient encounter.

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

Follow-up and monitor a care plan	**Competent with support**	**Competent with support**

Required activities:

- Evaluate the selected monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan.
- Recommend modifications or adjustments to an existing medication therapy regimen based on patient response.

Suggested activities:

- Collect monitoring data at the appropriate time interval(s).
- Present a patient case to a colleague during a handoff or transition of care.

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

		Section Weight: 0.00%
Level of Entrustability	**MIDPOINT**	**FINAL**
Rate the level of trust you would place in the student to perform the specified activities. Trust includes consideration of competence, honesty, reliability, and discernment of own limitations. **I trust the student, with limited correction, to perform the activities required for the Patient Care Provider Domain.**	**Meets this level of entrustment**	**Meets this level of entrustment**

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

		Section Weight: 10.00%
Interprofessional Team Member Domain	**MIDPOINT**	**FINAL**

| **Collaborate as a member of an interprofessional team** | Independent | Independent |

Required activities:

- Explain to a patient, caregiver, or professional colleague each team member's role and responsibilities.
- Communicate a patient's medication –related problem(s) to another health professional.
- Use setting appropriate communication skills when interacting with others.

Suggested activities:

- Contribute medication-related expertise to the team's work.
- Use consensus building strategies to develop a shared plan of action.

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

		Section Weight: 0.00%
Level of Entrustability	**MIDPOINT**	**FINAL**
Rate the level of trust you would place in the student to perform the specified activities. Trust includes consideration of competence, honesty, reliability, and discernment of own limitations. **I trust the student, with limited correction, to perform the activities required for the Interprofessional Team Member Domain.**	**Meets this level of entrustment**	**Meets this level of entrustment**

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

		Section Weight: 10.00%
Population Health Promoter Domain	**MIDPOINT**	**FINAL**
Identify patients at risk for prevalent diseases in a population	**Competent with support**	**Competent with support**

Required activities:

- Perform a screening assessment to identify patients at risk for prevalent disease in a population (e.g. hypertension, diabetes, depression).

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

Minimize adverse drug events and medication errors.   **Competent with support**   **Competent with support**

Required activities:

- Assist in the identification of underlying system-associated causes of errors.
- Report adverse events and medication errors to stakeholders.
- Understand and demonstrate how inventory control is critical in reducing medication errors through proper control of stock to prevent look/sound alike medication errors.

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

Ensure that patients have been immunized against vaccine-preventable diseases.   **Competent with support**   **Competent with support**

Required activities:

- Determine whether a patient is eligible for and has received CDC-recommended immunizations.
- Administer and document CDC-recommended immunizations to an adult patient.

Suggested activities:

- Perform basic life support.

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

		Section Weight: 0.00%
Level of Entrustability	**MIDPOINT**	**FINAL**
Rate the level of trust you would place in the student to perform the specified activities. Trust includes consideration of competence, honesty, reliability, and discernment of own limitations. **I trust the student, with limited correction, to perform the activities required for the Population Health Promoter Domain.**	**Meets this level of entrustment**	**Meets this level of entrustment**

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

		Section Weight: 15.00%
Information Master Domain	**MIDPOINT**	**FINAL**
Use evidence-based information to advance patient care.	**Independent**	**Independent**

Required activities:

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

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

		Section Weight: 0.00%
Level of Entrustability	**MIDPOINT**	**FINAL**
Rate the level of trust you would place in the student to perform the specified activities. Trust includes consideration of competence, honesty, reliability, and discernment of own limitations.	**Meets this level of entrustment**	**Meets this level of entrustment**

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

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

		Section Weight: 20.00%
Practice Manager Domain	**MIDPOINT**	**FINAL**
Observe the pharmacy operations for an assigned work shift.	**Competent with support**	**Competent with support**

Required activities:

- Implement pharmacy policies and procedures.
- Identify pharmacy service problems and/or medication safety issues.
- Maintain the pharmacy inventory.
- Assist in the management of a pharmacy budget.
- Assist in the preparation for regulatory visits and inspections

Suggested activities:

- Assist in the supervision and coordination of the activities of pharmacy technicians and other support staff.
- Assist in training pharmacy technicians and other support staff.
- Assist in the evaluation of pharmacy technicians and other support staff.
- Interpret and apply pharmacy quality and productivity indicators.

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

Fulfill a medication order

Competent with support   Competent with support

Required activities:

- Enter patient-specific information into an electronic health or pharmacy record system.
- Prepare commonly prescribed medications that require basic sterile compounding or basic non-sterile compounding prior to patient use.
- Determine if a medication is contraindicated for a patient.
- Identify and manage drug interactions.
- Ensure that formulary preferred medications are used when clinically appropriate.
- Provide self-care (OTC) recommendations under direct pharmacist supervision.
- Counsel on self-care (OTC) and legend medications under direct pharmacist supervision.

Suggested activities:

- Obtain authorization for a non-preferred medication when clinically appropriate.
- Assist a patient to acquire medication(s) through support programs.

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

		Section Weight: 0.00%
Level of Entrustability	**MIDPOINT**	**FINAL**
Rate the level of trust you would place in the student to perform the specified activities. Trust includes consideration of	**Meets this level of entrustment**	**Meets this level of entrustment**

competence, honesty, reliability, and discernment of own limitations.

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

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

			Section Weight: 10.00%
Self-Developer Domain		**MIDPOINT**	**FINAL**
Examine personal knowledge, skills, and abilities that could enhance or limit personal or professional growth.		**Independent**	**Independent**

Required activities:

- Perform a self-evaluation to identify professional strengths and weaknesses.
- Demonstrate self-directed learning.
- Create and update a curriculum vitae, resume, and/or professional portfolio
- Demonstrate attitudes and behaviors consistent with a respected member of the pharmacy profession.
- Attend professional development programs offered by the site or in their community during the experience timeframe.

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

		Section Weight: 20.00%
Professionalism Domain		
Pharmacy students should be able to exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society. For each item below, please determine a rating based on the student's performance.	**MIDPOINT**	**FINAL**
The pharmacy student is able to actively participate.	**Competent**	**Competent**
The pharmacy student is able to show enthusiasm.	**Exceeds Expectations**	**Exceeds Expectations**
The pharmacy student is able to invigorate others by their presence.	**Exceeds Expectations**	**Exceeds Expectations**
The pharmacy student is able to finish what he or she started.	**Exceeds Expectations**	**Exceeds Expectations**
The pharmacy student is able to try hard even after experiencing failure.	**Exceeds Expectations**	**Exceeds Expectations**

The pharmacy student is able to stay committed until goals are completed.	**Exceeds Expectations**	**Exceeds Expectations**
The pharmacy student is able to stay focused without supervision.	**Exceeds Expectations**	**Exceeds Expectations**
The pharmacy student is able to come to class/work prepared.	**Exceeds Expectations**	**Exceeds Expectations**
The pharmacy student is able to pay attention and resists distractions.	**Exceeds Expectations**	**Exceeds Expectations**
The pharmacy student is able to remember and follows directions.	**Exceeds Expectations**	**Exceeds Expectations**
The pharmacy student is able to get to work right away rather than procrastinating.	**Exceeds Expectations**	**Exceeds Expectations**
The pharmacy student is able to remain calm even when criticized or otherwise provoked.	**Exceeds Expectations**	**Exceeds Expectations**
The pharmacy student is able to allow others to speak without interruption.	**Exceeds Expectations**	**Exceeds Expectations**
The pharmacy student is polite to instructors and peers.	**Exceeds Expectations**	**Exceeds Expectations**
The pharmacy student is able to get over frustrations and setbacks quickly.	**Exceeds Expectations**	**Exceeds Expectations**
The pharmacy student is able to believe that effort will improve his or her future.	**Exceeds Expectations**	**Exceeds Expectations**
The pharmacy student is able to recognize and shows appreciation for others.	**Exceeds Expectations**	**Exceeds Expectations**
The pharmacy student is able to recognize and shows appreciation for his/her opportunities.	**Exceeds Expectations**	**Exceeds Expectations**
The pharmacy student is able to find solutions during conflicts with others.	**Exceeds Expectations**	**Exceeds Expectations**
The pharmacy student is able to demonstrate respect for feelings of others.	**Exceeds Expectations**	**Exceeds Expectations**
The pharmacy student is able to Know when and how to include others.	**Exceeds Expectations**	**Exceeds Expectations**
The pharmacy student is eager to explore new things.	**Exceeds Expectations**	**Exceeds Expectations**
The pharmacy student is able to ask and answer questions to deepen understanding.	**Exceeds Expectations**	**Exceeds Expectations**
The pharmacy student is able to actively listen to others.	**Exceeds Expectations**	**Exceeds Expectations**

Professionalism Domain Comments (Midpoint):   **Professionalism Domain Comments (Final):**

Select any additional evaluation methods which contribute to the final grade.

Midpoint Required   **Final** Required

-
  - ☐ Journal Club

-
  - ☐ Patient Presentation

-
  - ☐ Inservice

-
  - ☐ Newsletter

-
  - ☑ **DI Question**

-
  - ☐ Formulary Review

-
  - ☐ MUE/DUE

-
  - ☐ Manuscript

-
  - ☐ Poster abstract

-
  - ☐ Other: (Please add details in comments section.)

Question Comments (Midpoint):

-
  - ☐ Journal Club

-
  - ☐ Patient Presentation

-
  - ☐ Inservice

-
  - ☐ Newsletter

-
  - ☑ **DI Question**

-
  - ☐ Formulary Review

-
  - ☐ MUE/DUE

-
  - ☐ Manuscript

-
  - ☐ Poster abstract

-
  - ☐ Other: (Please add details in comments section.)

Question Comments (Final):

51

Drug topics completed each week	Student completed a drug topic each week and pre/post Top 200 quiz.

If the grade above should be revised, select all reasons which contribute to the grade adjustment below. Give specific examples in comments.

Midpoint

-
  - ☐ Additional evaluation methods (listed above)

-
  - ☐ Unexcused absence(s)

-
  - ☐ Multiple tardiness

-
  - ☐ Professional ethics and identity

-
  - ☐ Social interaction, citizenship and leadership

-
  - ☐ The calculated grade does not reflect the quality of the student's work

-
  - ☐ Other

Question Comments (Midpoint):

Final

-
  - ☑ **Additional evaluation methods (listed above)**

-
  - ☐ Unexcused absence(s)

-
  - ☐ Multiple tardiness

-
  - ☐ Professional ethics and identity

-
  - ☐ Social interaction, citizenship and leadership

-
  - ☐ The calculated grade does not reflect the quality of the student's work

-
  - ☐ Other

Question Comments (Final):

		Section Weight: 0.00%
	MIDPOINT	**FINAL**
Adjustments to the grade (enter number of percentage points to add, or enter a negative number to reduce the grade).		

Question Comments (Midpoint):	**Question Comments (Final):**
	Drug Topics- 100% Top 200 post test- 91%

Learning Achievements (Strengths, significant accomplishments):

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

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

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

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

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

Other Comments:

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

Section Weight: 0.00%

Hour Requirement Statement	**MIDPOINT**	**FINAL**
I certify that the student completed a minimum of 40 hours per week throughout the training experience.	**Yes**	**Yes**
If the student has not completed a minimum of 40 hours per week throughout the training experience, please explain. *If I do not certify that the student completed a minimum of 40 hours per week throughout the training experience, please explain.*		

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

DEDUCTIONS	**MIDPOINT**	**FINAL**
Suggested adjustments from Preceptor's evaluation of student.	**Enter Deduction Value: (MIN: 0.00 - MAX: 100.00)** 0.00 Completion of weekly Drug topics	**Enter Deduction Value: (MIN: 0.00 - MAX: 100.00)** -1.00 Top 200 post test 91%

Evaluation Score Summary

Title:	Midpoint Score	Final Score	Weight	Adj. Final Score	
Primary Evaluation			100.00%		Finalized
DEDUCTIONS					

Web site: www.southuniversity.edu/pharmacy

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