



PRESBYTERIAN COLLEGE  
SCHOOL *of* PHARMACY

**Pharmacy Experiential Program  
(PEP)**

**Manual**

*(updated June 2018)*

# Pharmacy Experiential Program Manual

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# Pharmacy Experiential Program Manual

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# Pharmacy Experiential Program Manual

## II. OVERVIEW

### **The Mission of the Presbyterian College School of Pharmacy:**

*The mission of Presbyterian College School of Pharmacy is to provide a quality education that enables delivery of optimal team-based patient care, fosters leadership, and creates a culture of service.*

### **Accreditation**



Presbyterian College School of Pharmacy's Doctor of Pharmacy program is accredited by the Accreditation Council for pharmacy Education, 135 South La Salle Street, Suite 4100, Chicago, IL 60503, 312-664-3575, website [www.acpe-accredit.org](http://www.acpe-accredit.org)

### **Purpose of the Pharmacy Experiential Program (PEP) Manual**

This manual outlines policies and procedures relevant to the Presbyterian College School of Pharmacy's experiential program. Many of the policies are subject to and governed by our relationships with preceptors and experiential sites and are, thus, subject to change. Every effort will be made to notify students and preceptors of such changes and the manual itself will be updated on an annual basis.

The manual includes a number of appendices that contain information that is known to change from year to year, most notably calendars and schedules that are subject to the academic calendar and other sources such as the PCSP *Bulletin*, the student handbook.

### **Educational Responsibility**

Experiential rotations are part of the students' educational experience. Although not in a typical classroom setting, preceptors and site staff are the instructors for the duration of each introductory or advanced pharmacy practice experience. Rotations are not simply "on the job training" and preceptors may assign projects for the student to work on outside of the normal experiential hours. The preceptor—not the School of Pharmacy—assigns the final grade for each experience based on the student's performance during the rotation.

The preceptor is the licensed pharmacist or health care provider who makes the final patient care or pharmacy practice decisions. Although the student is expected to formulate treatment plans as part of the educational experience, the student is responsible for relaying these plans to the preceptor prior to making any recommendations to other health care professionals or patients. The preceptor is ultimately responsible for patient care and drug therapy decisions.

# Pharmacy Experiential Program Manual

## III. GENERAL POLICIES AND GUIDELINES

### A. Definitions

1. Introductory Pharmacy Practice Experience (IPPE): A college-coordinated practical experience program, or *externship*, with the following characteristics:
  - a. Is conducted outside the classroom in a licensed community, institutional or other clinical setting.
  - b. Is supervised by a pharmacist or other health care professional preceptor
  - c. Introduces students to the health care system and fosters a sense of community involvement
  - d. Prepares pharmacy students to assume direct patient care responsibilities
  - e. Is scheduled in the spring of the P1 year and the fall and spring of the P2 and P3 years
  - f. As a longitudinal experience, is designed to allow for maximum integration with the didactic curriculum
  - g. Provides 1-2 hours of academic credit per semester as a component of the pharmacy curriculum
2. Advanced Pharmacy Practice Experience (APPE): A college-coordinated practical experience program, or *externship*, with the following characteristics:
  - a. Is conducted outside the classroom in a licensed community, institutional or other clinical setting
  - b. Is supervised by a pharmacist or other health care professional preceptor
  - c. Is designed to build upon the IPPE in a variety of clinical settings; to develop, refine, and reinforce knowledge from the IPPEs and didactic coursework; and to provide opportunity to care for various types of patients and disease states that students are likely to encounter as a pharmacist
  - d. Is scheduled for 9 different month-long rotations during the P4 year, beginning in May after the P3 year and continuing through the following April
    - (1) Four required rotations
      - (a) Acute Care (PHRM 810x)
      - (b) Advanced Community (PHRM 812x)
      - (c) Hospital/Health System (PHRM 813x)
      - (d) Ambulatory Care (PHRM 814x)
    - (b) Five elective rotations in a variety of specialties (PHRM 816x-817x)
  - e. Provides 4 hours of academic credit per month as a component of the pharmacy curriculum
  - f. For required rotations, is supervised by a registered pharmacist; other licensed health care professionals may supervise rotations designated as elective
3. Preceptor: A preceptor is a pharmacist or other health care professional who serves as the educator for the student during the IPPE or APPE. Preceptors must have a current appropriate state license to practice in their profession and be in good standing with their respective boards. They are required to participate in an initial orientation that reviews the school's mission, curriculum, policies and procedures, and IPPE and APPE objectives. Preceptors are also encouraged to attend ongoing continuing education sessions offered through the Presbyterian College School of Pharmacy (PCSP) Office of Experiential Education or in conjunction with other regional schools of pharmacy.
4. Office of Experiential Education (OEE): The OEE is the department within the PCSP with the responsibility for the overall planning, institution, and oversight of the IPPE and APPE programs. In

collaboration with preceptors and an advisory committee, the OEE strives to ensure that their efforts meet ACPE standards as well as the goals and objectives of the school. The OEE reports directly to the Assistant/Associate Dean for Academic Affairs of the School of Pharmacy.

- a. Executive Director for Experiential Education is responsible for:
    - (1) Oversight of all aspects of experiential education
    - (2) Establishment and maintenance of good working relationships with health-system pharmacy directors, chain pharmacy representatives, independent pharmacists, practicing pharmacists throughout the state, the South Carolina Board of Pharmacy, SC Pharmacy Association (SCPhA), and SC Society for Health-System Pharmacists (SCSHP) in order to develop and maintain high quality experiential training programs
    - (3) Coordination with the Assistant/Associate Dean for Academic Affairs, the Assistant/Associate Dean for Professional and Student Affairs, and the chairs of the Department of Pharmaceutical and Administrative Sciences and the Department of Pharmacy Practice in areas directly related to the development of the experiential program and its relationship to the admission of and professional development of students, to the curriculum, and to the faculty
  - b. Director of Experiential Education is responsible for:
    - (1) Planning and implementation of the IPPE curriculum
    - (2) Preceptor development
    - (3) In conjunction with the Executive Director, monitoring of quality assurance of the pharmacy practice sites to ensure compliance with ACPE standards as well as the goals and objectives of the school's mission statement
  - c. Assistant Director of Experiential Education is responsible for:
    - (1) Overall management of the OEE to include logistics coordination, assessment management, and communication with preceptor faculty and students
    - (2) Administration of E\*Value, the web-based rotation management program for students and preceptors
    - (3) Oversight of all IPPE and APPE schedules in conjunction with the Executive Director and Director of Experiential Education
    - (4) Negotiation and execution of affiliation agreements for experiential sites
  - d. Coordinator of Experiential Education is responsible for:
    - (1) Monitoring of affiliation agreements to ensure the PCSP and students comply with the contracted requirements
    - (2) Monitoring of other site requirements to ensure that IPPE and APPE students complete any pre-rotation requirements
    - (3) Student compliance with immunization requirements and coordination of annual PPD testing, drug screens, background investigations, HIPAA and basic life support training, and similar programs
5. Internship versus Externship: In order to sit for the licensing examination in South Carolina, students must have completed 1,500 hours under the supervision of a licensed pharmacist. Students will receive up to 1,000 hours of practical experience credit upon completion of a PharmD degree program that requires 6 or more years of undergraduate and graduate studies. These hours, arranged by the school's Office of Experiential Education, are considered *externship* hours. The additional 500 hours of practical experience must be gained in retail or institutional pharmacy locations outside of the school curriculum. These hours are considered *internship* hours and do not fall under the purview of the school. A comparison of the two types of hours is depicted in the table below.

**Table 1. Internship versus Externship Hours**

|   | Internship Hours | Externship Hours |
|---|------------------|------------------|
| Assigned by the school of pharmacy                          |                  | ✓                |
| Requires SC intern certificate                              | ✓                | ✓                |
| Employment set up by student                                | ✓                |                  |
| Course credit given   |                  | ✓                |
| Payment for services may be received                        | ✓                |                  |
| Intern certificate must be kept on hand                     | ✓                | ✓                |
| Requires student-purchased professional liability insurance | ✓                | ✓                |
| Covered under the school's liability insurance              |                  | ✓                |
| Requires Notification of Employment form*                   | ✓                |                  |
| Requires Affidavit of Practical Experience form*            | ✓                |                  |
| Minimum of 500 hours required                               | ✓                |                  |
| Minimum of 1,000 hours required                             |                  | ✓                |
| Hours earned are certified by the school of pharmacy        |                  | ✓                |
| Under direct supervision of a pharmacist                    | ✓                | ✓                |

\*All applications and forms are available at the South Carolina Board of Pharmacy website at <http://www.llr.state.sc.us/pol/pharmacy/index.asp?file=pub.htm>.

In the fall of the first professional year, all pharmacy students must apply to the South Carolina Board of Pharmacy for a pharmacy student intern certificate. The student must have this document in his/her possession prior to the start of the first IPPE in the spring of that academic year and must provide a copy of this document to the OEE. This document is to be maintained by the student and may be requested by the preceptor at any time while on an IPPE or APPE. This registration is not only important for South Carolina Board of Pharmacy regulatory compliance but will also be required for the student to gain hours toward licensure.

During the fourth professional year, students may be assigned to locations outside of the State of South Carolina. In such instances, it is the responsibility of the student to procure the appropriate certificate/license with the respective state board of pharmacy ideally prior to the start of the fourth professional year. Not complying with this policy can result in loss of hours toward licensure and in certain instances, regulatory action by that board of pharmacy. Failure to have an intern certificate prior to the start of an APPE will delay beginning the APPE and may result in the need to reschedule the APPE, thus affecting graduation.

**B. Professionalism Policy (see current *PCSP Bulletin* for more information):** Pharmacy students are expected to conduct all aspects of their lives with great intention, honor, respect, and integrity. This includes responsible actions towards themselves, others (fellow and future colleagues, faculty, staff, patients, and the college community), and the profession of pharmacy. Professionalism is a term that encompasses interpersonal, behavioral, and academic/scholastic expectations. Students are expected to conduct themselves at all times in a professional manner.

In the experiential setting, examples of professional conduct are:

1. Referring to your preceptor as Dr., Mr., Ms., or Mrs. as appropriate. Students are discouraged from calling their preceptors by their first names, especially in the presence of patients, other students, technicians, and other professionals.
2. Following the PCSP dress code and/or the site dress and appearance standards.

3. Not allowing personal issues and situations to adversely interfere with the successful completion of the goals of objectives of the rotation.
4. Respecting the preceptor's time and willingness to mentor the student (i.e., not requesting schedule changes or time off for personal reasons).
5. Following all site-specific policies and procedures as well as the rules and standards outlined in the *PCSP Bulletin* to include:
  - a. The PCSP Honor Code
  - b. The PCSP Code of Professional Conduct
  - c. All other published policies, rules, and regulations of the PCSP (to include meeting deadlines set by the Office of Experiential Education)
  - d. All federal, state, and local laws

Students will be held accountable for these standards, and professionalism is evaluated on each experiential rotation. Any student who violates any of the foregoing standards is subject to disciplinary action according to the policies and procedures in the *PCSP Bulletin*, which may include failure of an experiential course or expulsion, regardless of any action taken by federal and/or civil authorities.

The School of Pharmacy may impose discipline on a student when personal and professional conduct is deemed unbecoming and incompatible with the mission, value system, or expectations of the school, experiential sites, and the expectations of a future pharmacist.

**C. The PC Honor Code (see current *PCSP Bulletin*):**

*"On my honor, I will abstain from all deceit. I will neither give nor receive unacknowledged aid in my academic work, nor will I permit such action by any member of this community. I will respect the persons and property of the community, and will not condone discourteous or dishonest treatment of these by my peers. In my every act, I will seek to maintain a high standard of honesty and truthfulness for myself and for the College."*

Each student enrolled in the Presbyterian College School of Pharmacy is expected to be academically honest in his/her learning and presentation of information to School of Pharmacy faculty members and his/her peers. The expectation of being honest includes all aspects of academic work including, but not limited to, the completion of written and/or oral examinations, assignments, and presentations required by and conducted at the site of an experiential rotation.

Presbyterian College students pledge to abstain from all deceit and dishonorable conduct. In addition, such acts as lying, cheating, plagiarism, stealing, and failure to enforce the Honor Code are also considered dishonorable and are, therefore, in violation of the Honor Code.

A student found guilty of an Honor Code violation may receive a grade of "F" in the affected course, may be suspended for one academic year, and/or may be expelled from the college according to policies and procedures outlined in the *PCSP Bulletin*.

**D. E-Professionalism Policy (see current *PCSP Bulletin*):** The e-professionalism policy is designed to protect PCSP students from potentially adverse and long-term effects due to unprofessional behavior in electronic and social media. This policy—located in the *PCSP Bulletin*—extends to all areas related to experiential education. In addition to the general standards of all health care professionals and the legal requirements that apply to electronic communication and posting on social media sites, PCSP holds all students responsible for adherence to the PCSP Code of Professional Conduct, and accessible postings on social media, websites, or other electronic means are subject to the same professional standards as any other personal interaction. PCSP does not routinely monitor students' electronic communications or postings on social media sites. However, if a student violates the PCSP E-Professionalism Policy or the Code of Professional Conduct in his/her



electronic communication or social media and it is brought to the attention of the school, appropriate disciplinary action may be taken. Specifically, students should refrain from discussion of any experiential site, preceptor, and patients on social media.

**E. Presbyterian Ten Competencies:** Starting with the Class of 2019, the Presbyterian Ten Competencies will go into effect. See [Appendix 1](#) for a complete description of the PC10 competencies.

1. Communication and Education
2. Evidence-Based Decisions and Problem-Solving
3. Dispensing of Pharmaceuticals
4. Providing Pharmaceutical Care to Patients
5. Interprofessional Interaction and Teamwork
6. Ethical and Legal Judgment
7. Personal and Professional Growth
8. Management Skills
9. Advancement of Pharmacy and Health Care
10. Promotion of Health, Wellness, and Public Welfare

**F. PCSP Experiential Courses:** See [Appendix 2](#) for complete experiential course descriptions.

1. **IPPE Courses:** Introductory experiences begin in the spring semester of the P1 year. Other factors are illustrated in Table 2. For the current academic year IPPE/APPE schedule, see [Appendix 3](#).

**Table 2. Description of IPPE Rotations**

|   | <u>P1 Year</u>  | <u>P2 Year</u>   | <u>P3 Year</u>   |
|---|---|--|--|
| <b>Semester</b>                             | Spring  | Fall and spring  | Fall and spring  |
| <b>Course Designation (academic credit)</b> | PHRM 5201, IPPE I (1)   | PHRM 6101, IPPE II (2)<br>PHRM 6201, IPPE III (2)  | PHRM 7101, IPPE IV (1)<br>PHRM 7201, IPPE V (2)  |
| <b>Grading</b>                              | pass/fail   | pass/fail  | pass/fail  |
| <b>Typical Site</b>                         | Community   | Institutional or community   | Institutional, community, or other*  |
| <b>Session length</b>                       | Two 6-week sessions   | 40-hour week-long session at the beginning of the fall term plus two 6-week sessions in both the fall and spring semesters | 20-hour week-long session in the PCSP simulation lab at the beginning of the fall term plus one 6-week session in both the fall and spring semesters** |
| <b>Days of the Week</b>                     | Tuesday, Wednesday, or Friday (student assigned to one of these days) | Tuesday or Thursday (student assigned to one of these days)  | Thursday   |
| <b>Hours/Day***</b>                         | 4 hours, 1-5 pm   | 4 hours, 8 am-12 pm  | 8 hours, 8 am-5 pm   |
| <b>Total Hours</b>                          | 48 hours/semester   | 88 hours in the fall and 48 hours in the spring  | 68 hours in the fall and 48 hours in the spring  |

\* “Other” includes a variety of sites including nuclear, dialysis, free medical clinic, home infusion, physician offices, etc.

\*\* Two 6-week-long sessions are available; students are assigned to one session

\*\*\* The specific hours that a student is to be on site are set by the preceptor and may be different from the hours published on the academic schedule. Students should check E\*Value and/or contact their preceptor for more specific information. The hours set by the preceptor should allow time for the student to travel to and from class.

2. **APPE Courses:** Each month-long APPE rotation carries 4 hours of academic credit and is graded with letter grades A-F. Required APPEs are conducted within approximately a 200-mile radius of Clinton which ensures that the OEE can physically validate that the rotation meets ACPE standards as well as the goals and objectives of the school. Elective APPEs may be held outside of this area, including international sites, upon approval of the OEE.

APPEs typically begin on the first weekday of the month and end on the last weekday of the month. However, the actual days are subject to preceptor availability and site schedules and may vary from month to month, rotation to rotation.

The specific hours that a student is to be on site are set by the preceptor. For APPEs, students should anticipate working both traditional and non-traditional hours. Some rotations may involve second and third shift work as well as weekends. Students are expected to follow the schedule set by the preceptor and not ask for alternative shifts (example, four 10-hour days). If there are specific days or times that present an issue for the student, he/she should contact the OEE for assistance before asking the preceptor for time off of the rotation. This includes days for personal circumstances such as family events (including weddings and birth of children), residency interviews, conference attendance, or pre-rotation requirements for an upcoming rotation.

The list of APPE courses are:

a. PHRM 8101-8106, Acute Care Pharmacy Practice Experience I-VI:

- (1) General Medicine
- (2) Internal Medicine
- (3) Cardiology
- (4) Critical Care
- (5) Emergency Medicine
- (6) Geriatrics (*elective only*)
- (7) Infectious Disease
- (8) Nephrology
- (9) Oncology
- (10) Pediatrics (*elective only*)
- (11) Psychiatric
- (12) Pulmonary
- (13) Surgery
- (14) Transplant

b. PHRM 8121-8124, Advanced Community Pharmacy Practice Experience I-IV:

- (1) Advanced Community
- (2) Compounding
- (3) Medication Therapy Management (MTM) (*elective only*)
- (4) Retail Administration (*elective only*)

c. PHRM 8131-8134, Hospital/Health System (HHS) Pharmacy Practice Experience I-IV:

- (1) HHS Pharmacy
- (2) Transition of Care
- (3) Health System Management (*elective only*)

d. PHRM 8141-8144, Ambulatory Care Pharmacy Practice Experience I-IV:

- (1) Ambulatory Care
- (2) Family Medicine
- (3) Infectious Disease (*elective only*)
- (4) Internal Medicine
- (5) Specialty Medicine (*elective only*)

e. APPE Electives:

- (1) PHRM 8161-8162, Academia Pharmacy Practice Experience I-II
- (2) PHRM 8163-8165, Administrative Pharmacy Practice Experience I-III  
Healthcare Administration/Management
- (3) PHRM 8166-8167, Long Term Care/Consulting Pharmacy Practice Experience I-II
- (4) PHRM 8168-8169, Medication Use Policy & Informatics I-II
- (5) PHRM 8170-8171, Nuclear Pharmacy Practice Experience I-II
- (6) PHRM 8172-8173, Research Pharmacy Practice Experience I-II
- (7) PHRM 8174-8176, Elective Pharmacy Practice Experience I-III:
  - (a) Alternative/Oriental Medicine
  - (b) Antimicrobial Stewardship
  - (c) Community Engagement
  - (d) Entrepreneurism
  - (e) Infusion Services
  - (f) Managed Care
  - (g) Nutritional Support
  - (h) OR Pharmacy
  - (i) Organization Management
  - (j) Pain Management
  - (k) Substance Abuse
  - (l) Telehealth
  - (m) Veterinary Medicine
- (8) PHRM 8177, Drug Information Pharmacy Practice Experience
- (9) PHRM 8178, Pharmaceutical Industry

## IV. EXPERIENTIAL POLICES AND GUIDELINES

- A. Experiential Placement at Employment Site:** Under no circumstances may a student receive pay for his/her experiential time. Students may be placed in an IPPE or APPE in a pharmacy where they are employed as long as their experiential education and employee roles are clearly differentiated and do not overlap. For example, a student may be employed by a health system in a specific capacity and/or in one area of the facility and be assigned to an IPPE or APPE in a clearly distinct capacity or area of the health system. If a problem arises with the preceptor-student relationship during the rotation, the student should notify the OEE to resolve the conflict.
- B. Requests for IPPE/APPE Rotations:** The availability of preceptors at many sites involves pharmacy directors, educational coordinators, district managers, and, for faculty preceptors, department chairs. Because of the often complex considerations that can affect a preceptor's schedule, students are prohibited from contacting preceptors—including faculty preceptors—to ask for IPPE/APPE rotations. The only exception to this policy is students seeking out-of-area experiences for rotations not already set up by the school within our 200-mile radius. Students are encouraged to seek the counsel of their faculty advisor or other faculty members regarding post-graduation plans and specific information about offered rotations but should not ask faculty and preceptors for specific rotations, including research rotations. Students will have an opportunity to enter preferences for specific preceptors, sites, and specialty APPE rotations as part of the assignments process.
- C. Site Assignments:**
1. IPPEs:
    - a. Assignments: Fall and spring sessions are assigned by the OEE with consideration given for previous work history and the student's local address. Students may/may not be allowed to select preferences for their IPPE assignments.
    - b. Fall Week: Fall Week assignments are typically made using the same process followed for semester sessions. However, in some cases, students may request to complete their fall week IPPE at an out-of-area or out-of-state site. (Note: both out-of-area and out-of-state requests are labeled simply "out of area (OOA).") Guidelines for requesting OOA rotations are as follows:
      - (1) The site cannot be a student's current place of employment.
      - (2) For a site located within South Carolina, the student should contact the OEE to discuss sites that are within the general area desired. If the site is an established one, meaning that there is already an agreement in place, the OEE may contact the site to request a fall week rotation.
      - (3) For sites located outside of South Carolina or for new sites that do not meet the criteria in paragraph (2) above, the student must submit the approved form ([Appendix 4](#)) to the OEE by the stated deadline. Requests made via email without the form will not be considered. The student must complete and sign the first page of the OOA form and the potential preceptor must complete and sign the second page. The student/preceptor may fax or email the form to the OEE but it must contain actual—not electronic—signatures. No action will be taken on the request until both pages are received. If both pages are not received by the deadline, the request may be denied.
      - (5) The OEE will consider the request based on our ability to execute an affiliation agreement in a timely manner and the availability of other established sites in that area.
      - (6) The student is responsible for completing all pre-rotation requirements with only minimal assistance from the OEE. This may include out-of-state internship licensure, physical examinations, additional immunizations, online orientation programs, etc.
      - (7) Should a student fail to complete the requirements by the site's deadline, the student may be reassigned to a local site if one is available. If a site is not available, the student may be reassigned to a week-long rotation during the Christmas break. Although every effort will be

- made to assign the student to a week-long rotation, the student will not be allowed to advance to the next year until the rotation has been satisfactorily completed.
- c. Changes to Assignments: Students may request to swap rotations with another student provided that the request is made by both students and within 3 business days of the schedule being published.

2. APPEs:

- a. Assignments: The OEE will begin working with students in their third year to prepare for their APPE year. The general time table as is shown in Table 3:

**Table 3. Preparations for the APPE Year**

| <u>Month</u> | <u>Action</u>   |
|--------------|---|
| September    | OEE will survey the P3 students regarding post-graduation plans and areas of interest. This information will be used to develop new sites.                                      |
| September    | Any OOA forms will be due to OEE ( <i>see paragraph b below</i> ).  |
| October      | OEE will review and give tentative approval to appropriate OOA forms and will begin work on new affiliation agreements.   |
| November     | OEE will meet with P3 students to review optimization process of APPE assignments.  |
| November     | Students will enter preferences for their P4 rotations based on received preceptor availability; preferences will close before Thanksgiving. E*Value will run the optimization. |
| December     | OEE will receive the first draft of the P4 schedule for review and to make necessary adjustments.   |
| January      | OEE will meet individually with each P3 student to review his/her schedule and make additional adjustments.   |
| February     | Schedules will be finalized and released to preceptors.   |
| April        | OEE will hold final meeting with P3 students.   |

- b. Out-of-Area (OOA) APPEs: APPE rotations are normally conducted within the State of South Carolina with some allowance for certain sites within North Carolina and Georgia that are within a reasonable driving distance—*approximately* 200 miles or a 3-hour radius—from the School of Pharmacy. This is considered our “local” area. For instances in which a location outside of this area offers a unique opportunity for which there is no similar experience available within our “local” area, the student may request assignment to this OOA site. This rotation will not be eligible to count towards a student’s required experiences. Guidelines are as follows:
- (1) Student must contact the potential preceptor to determine willingness and availability.
  - (2) Student must submit the approved form ([Appendix 5](#)) to the OEE by the stated deadline. Requests made via email without the form will not be considered. The student must complete and sign the first page of the OOA form and the potential preceptor must complete and sign the second page. The student/preceptor may fax or email the form to the OEE but it must contain actual—not electronic—signatures. No action will be taken on the request until both pages are received. If both pages are not received by the deadline, the request may be denied.
  - (3) Student may not be employed at or receive any payment from the site during the rotation.
  - (4) The proposed preceptor must be currently affiliated with an ACPE-accredited school of pharmacy as an IPPE/APPE preceptor.

- (5) The OOA rotation must be unique compared to experiences already approved and available geographically.
- (6) Completing this process does not guarantee approval as other factors will be considered. These factors include, but are not limited to, the ability to fit the experience in the student's final schedule along with required experiences, the availability of similar experiences in the local area, the ability to execute an affiliation agreement in a timely manner, and insurance or legal requirements of the site that cannot be mediated without additional costs to the college.
- (7) The student is responsible for completing all pre-rotation requirements with only minimal assistance from the OEE. This may include out-of-state internship licensure, physical examinations, additional immunizations, online orientation programs, etc.
- (8) Should a student fail to complete the requirements by the site's deadline, the student may be reassigned to a local site if one is available. If a site is not available, the student may be assigned to be off that month with subsequent changes made to future months. Although every effort will be made to rearrange the schedule to accommodate the loss of the OOA site, the OEE cannot guarantee that an appropriate site will be available and the student's graduation may be delayed.
- c. Student Requests for Changes to Assignments: Once the APPE schedule is finalized and released to preceptors, only **one** student-initiated request will be allowed during the P4 academic year. The request must be submitted on the appropriate form ([Appendix 6](#)) at least **90 days** prior to the start of the rotation to ensure time to contact preceptors and complete pre-rotation requirements. Submitting a change request does not guarantee the request will be granted. The following requests will typically not be granted:
  - (1) Requests to add or drop an out-of-area rotation
  - (2) Requests to drop a faculty rotation
- d. Other Assignment Changes: Changes initiated by the OEE do not count against the one student-initiated request allowed. Such changes include, but are not limited to, those made due to:
  - (1) The inability of a preceptor to accept a student in the previously assigned month
  - (2) The student's unsuccessful completion of a rotation for any reason (failing grade, medical leave, etc.)

**D. Pre-Rotation Requirements:** Students are expected to participate in and maintain current certifications in basic life support, HIPAA, and OSHA requirements governing bloodborne pathogens. Certification opportunities will be provided by the School of Pharmacy and each student is required to achieve a passing grade for each certification. In the event a student is unable to attend an offered workshop, he/she must schedule his/her own certification and must cover any associated costs. Additional requirements such as online orientation training may be mandated by specific sites, and information about each site is found in E-Value. In many cases, this training is duplicative of that required by the school and by other experiential sites; however, the student must complete the training required by each site without regard to other requirements. The OEE will advise students of specific dates for training or tests as well as deadlines for submitting pre-rotation requirements. Current minimum requirements include:

1. Bloodborne Pathogens and Universal Precautions Training: At the beginning of each fall semester, P1-P3 students must complete the course in Moodle entitled "Bloodborne Pathogens for Healthcare Training," download a certificate of completion, and submit the certificate to the OEE as directed.
2. Patient Confidentiality: At the beginning of each fall semester, P1-P3 students must complete the course in Moodle entitled "HIPAA Training," download a certificate of completion, and submit the certificate to the OEE as directed.
3. Basic Life Support: The school will offer an American Heart Association course in basic life support during the fall semester for P1 and P3 students. Certification is valid for two years. According to state protocol, students must be certified in basic life support (BLS) in order to to be a certified immunizer

(part of the P1 year). If a student does not pass any portion of the training, he/she will have to repeat that portion at his/her own expense.

4. Criminal Background Investigation: As part of the admissions process, students undergo a thorough criminal background check that covers all addresses for the seven years prior to matriculation. Annually, thereafter, the OEE will conduct an update in March or April of each year. The fee for the annual investigation is included in the student's general fee. Additional checks may be done by the school or by the experiential site if required by the site.
  - (1) Students should be aware that unresolved arrests and charges—as well as convictions—may appear on their background report. Should an annual report identify an arrest or conviction not previously adjudicated by the PCSP Admissions Committee, the report will be sent to the PCSP Ethics, Honor, and Professionalism Committee for review with procedures followed in accordance with the *PCSP Bulletin*. In accordance with our site affiliation agreements, the OEE is required to disclose the criminal background report to the experiential site or preceptor. The site reserves the right to reject a student based on findings on a criminal background report. If this occurs, a student will be reassigned based on availability. Any unexpected reassignment could prevent the student from completing all IPPE/APPE rotations in a timely manner and may delay advancement to the next year and/or graduation.
  - (2) In addition, the student must report to the OEE within seven calendar days any arrests and/or criminal charges or convictions filed subsequent to completion of the annual background report; failure to do so may result in dismissal from an IPPE/APPE as well as result in a professional misconduct investigation.
5. Drug Testing: At the direction of the OEE, students will undergo a urine drug test that screens for 12-13 drugs each year. Testing may be done at a specifically assigned time or randomly during the year and may be done on site at PCSP or at a specified location. The fee for the drug screen is included in the student's general fee. Additional checks may be done by the experiential site if required by the site.
  - (1) Positive Result: Should a student's annual drug screen show a positive result for any test, the following procedures will be followed by the laboratory conducting the tests and the PCSP:
    - (a) Upon confirmation of a positive test, the laboratory's medical review officer (MRO) will attempt to contact the student by telephone. The MRO will typically *not* leave a message. A student who has taken a recent drug screen, and especially one who has recently taken medications that might result in a positive test, are advised not to ignore unidentified calls.
    - (b) Once the MRO is successful in contacting the student, he/she may request documentation from the student's physician or pharmacy related to the positive drug test.
    - (c) If the supplied documentation supports the positive test, the lab will release the drug screen results to the school, showing *negative* results. Thus, the school is not privy to the positive findings or the student's medical history/condition.
    - (d) If the MRO is unable to reach the student within a reasonable amount of time (which may vary per laboratory company) or if the documentation received does not support the positive findings, the lab will issue the report to the school, showing a *positive* result on one or more of the drugs screened.
    - (e) Upon receipt of a positive report, the OEE will contact the student to determine if he/she has been in contact with the lab.
      - (i) If not, the student will be given 10 business days to contact the lab and provide the requested documentation. As applicable, the OEE must receive a revised drug screen report with negative findings within this period of time.
      - (ii) If the student confirms that he/she has been in touch with the lab, the OEE will then forward the positive drug report to the PCSP Ethics, Honor, and Professionalism committee for review and action.

- (f) If the student is currently on an IPPE/APPE rotation at the time a final positive report is received, the OEE is required to notify the site of the result. At the site's discretion, the student may be dismissed from the rotation which may delay the student's ability to complete the degree program requirements or prevent the student from graduating in accordance with the *PCSP Bulletin*.
- (2) Random or Other Drug Screens Completed at or for an Experiential Site: In some cases, students must undergo additional drug screens as part of pre-rotation requirements or during the course of an experiential rotation at the request of the facility. Positive results, at the site's discretion, may result in the student being dismissed from the rotation which may delay the student's ability to complete the degree program requirements or prevent the student from graduating in accordance with the *PCSP Bulletin*.
6. Health Insurance: All students are required to have health insurance. Students are responsible for the costs of their own health insurance. Students will sign a statement at the beginning of each year, acknowledging their responsibility for health insurance.
7. Immunizations: Students are required to show proof of immunity (vaccination records and, in some cases, titers) for the immunizations listed below. See the *PCSP Bulletin* for specific information about the each vaccine. The student will bear all costs of titers and/or immunizations. The OEE will arrange for annual PPD/Tuberculin Skin Testing and flu vaccines at no cost to the student. Students unable to be tested using PPD method will bear the cost of alternative testing (outlined in the *PCSP Bulletin*). Any exemptions to vaccines must be provided to the OEE and signed by a health care provider. Exemptions will be sent to applicable experiential sites and approved at their discretion.
- (a) Measles (Rubeola), Mumps, and Rubella (MMR)
  - (b) Tetanus
  - (c) Varicella
  - (d) Hepatitis B
  - (e) Influenza
  - (f) Tuberculosis
8. Liability Insurance: Students enrolled in the School of Pharmacy have general liability coverage provided by the college for those activities that are a direct result of student learning, such as participating in experiential learning. This coverage does not extend to outside employment, summer internships or internships independent of School of Pharmacy work, to include internships undertaken to satisfy the hours requirement of the state boards of pharmacy. In addition, students are required to have personal professional liability coverage in effect at all times.
9. Pharmacy Intern Certificate: All students must maintain a current South Carolina Board of Pharmacy internship certificate and must keep the pocket-sized card with them at all times during IPPEs and APPEs. Some out-of-state sites require that student also have that state's internship certificate/license. The student is responsible for applying and paying for this out-of-state licensure.
10. Online Orientation Training: Many sites require the student to complete specific online training programs prior to the start of a rotation. Students assigned to sites that use these programs will be required to complete all training modules on an annual basis. The PCSP bears the cost of enrollment in these programs.
11. Student Acknowledgement of Experiential Requirements ([Appendix 7](#)): Site affiliation agreements request the school to notify students of certain facts. Examples include advising the student that they are not employees of the site and that students must abide by the site's policies and procedures. Students



must complete and electronically sign this statement in E\*Value each year, acknowledging these requirements. The form is updated annually to reflect the requirements of any new agreements.

12. **Noncompliance with Pre-Rotation Requirements:** In the event a student does not meet any of the pre-rotation requirements outlined above or imposed by a site, he/she may encounter a variety of consequences, ranging from reassignment to expulsion from the pharmacy program in accordance with the professionalism policies outlined in the *PCSP Bulletin*. Specific examples include:
  - a. Failure to meet deadlines set by the OEE: The OEE will track all missed deadlines for pre-rotation requirements, including background checks, immunizations, drug screens and additional site specific requirements. Repeated missed deadlines will result in the student being placed on the professional alert system.
  - b. Positive background check or drug test: Please see above (number 4 and 5 respectively)
  - c. Other Requirements: In the event a student does not satisfactorily comply with the requirements of the PCSP experiential education program or of an experiential site, he/she may require reassignment. For any situation that requires reassignment for any reason or cause, the OEE will attempt to locate a new rotation within the time frame of the original assignment. In the event that reassignment cannot be made, the student may not be able to complete the course which may delay their progression through the curriculum and/or graduation. Examples:
    - (1) Fall Week or Semester IPPE: If a student loses his/her fall week or semester IPPE assignment, he/she will typically be scheduled for a rotation in December after final exams. The duration of the assignment will depend on the session missed: 40 hours for fall week or 24-48 hours for one or both sessions, depending on student's class.
    - (2) Spring Semester IPPE: If a student loses his/her spring semester IPPE assignment, he/she will typically be scheduled for a rotation in May. The duration of the assignment will be 24-48 hours for one or both sessions, depending on student's class. Third-year students should understand that failure to complete all IPPE requirements and assignments by the end of April will delay the start of their P4 year until June at the earliest. A student in this situation will be considered "off" for the month of May.
    - (3) APPE: If an appropriate rotation is not available in the months remaining in the P4 year, the student would have to complete his/her final APPE in the months of May, June, or even July, delaying graduation until August. Although the student may be allowed to walk in the May graduation ceremony with his/her classmates, he/she will not receive a diploma and will not officially be graduated.

#### **E. Preparations for an IPPE/APPE Rotation:**

1. **Preceptor Contact:** IPPE students should contact their preceptor at least 2 weeks before the start of the rotation; APPE students, 30 days before the start of the rotation. If the preceptor has not responded after one week, the student should try to reach him/her by telephone. In this fashion, the student may at least confirm that he/she is expected and the arrival time. If the student is still unsuccessful in reaching the preceptor or receives information that suggests that the preceptor is not expecting a student, the student should contact the Executive Director of Experiential Education immediately for further assistance. A student should contact his/her preceptor prior to the start of the rotation for the following reasons:
  - a. To ensure that the preceptor is expecting the student;
  - b. To introduce oneself, providing background about previous, related employment; other experiences; and goals for the rotation (e.g., pre-rotation reflection);
  - c. To ask for instructions for the first day such as time of arrival, parking or entering the workplace; lunch break (if applicable); and
  - d. To inquire about any pre-rotation "homework" the preceptor would like the student to do such as researching particular topics or reading pertinent materials.

**F. IPPE Workbooks:** To further enhance the student's learning experience and ensure he/she gains exposure to critical elements of the profession across vastly different IPPEs, the OEE in conjunction with the Experiential Program Review Committee has developed workbooks for each IPPE year. The expectation is for the student to complete the workbook activities that are pertinent to the current site and to discuss them with the preceptor. These workbooks are not intended to replace anything preceptors are already doing for the rotation but only to augment the IPPE and help meet the learning objectives. The activities will also assist in the assessment of the student's knowledge, motivation, and responsibility and communication skills. In addition, these workbooks will provide material for the student to review with any pharmacist on duty if the preceptor of record is not at the site on the day of the rotation. The OEE will assess the workbooks as a component of the overall grade for the IPPE course at the end of each academic year.

**G. Absences and Attendance:**

1. Absences: Students are expected to follow the school's mandated IPPE or APPE schedule as listed in the roster in E\*Value. Except in the case of sickness, injury, or emergencies, a student should contact the OEE before contacting the preceptor to request time off or a change in the published schedule. The following types of absences may be encountered:
  - a. Excused Absence: To request permission to be away from an experiential site, the student should contact the OEE first and preferably before the start of the rotation. If the reason for the absence is sound, the OEE will allow the student to discuss the proposed absence with the preceptor. Typically, hours missed due to an excused absence must be made up at a day/time determined by and convenient to the preceptor. In the event of illness, injury, or emergency, the student should contact the preceptor first with an information email to the OEE. The student will then coordinate the missed hours with the preceptor as soon as possible. **If a student must miss more than 2 days due to illness or injury, he/she must notify the OEE who will consult with the preceptor regarding the student's ability to make up the missed hours and to successfully complete the rotation.** Hours should be made up before the end of the semester and before the start of the next rotation, whichever comes first. Examples of excused absences include but are not limited to:
    - (1) Illness, injury, or emergency
    - (2) P4 capstone presentation (hours not required to be made up, including travel if necessary)
    - (3) Participation in a PC-sponsored pharmacy career fair
    - (4) Conference attendance not associated with site activities (SCSHP Residency Showcase, Pharmacy Day at the State House)
    - (5) Residency interviews and travel time
    - (6) An unavoidable requirement to attend orientation training at a future site (this should be coordinated with the OEE)
    - (7) Attendance at commencement or other college events as a selected participant (e.g., commencement marshals)
    - (8) Bereavement leave
    - (9) Inclement weather at the school (for IPPEs) or the site (for both IPPEs and APPEs).
  - b. Unexcused Absence: Any absence not determined to be scheduled or excused would be considered an unexcused absence. Preceptors are asked to notify the PCSP OEE immediately in the event a student does not show up for a rotation at the expected time and has not contacted the preceptor. If an absence is determined to be unexcused after a proper investigation, the student will be subject to potentially failing the course, professionalism charges, and/or a delay in graduation. Examples include but are not limited to:
    - (1) Failure to report without valid explanation
    - (2) Away from site due to an unacceptable reason (friend's wedding, vacation, etc.)
    - (3) Sent home from the site due to violation of dress code, professionalism code, site policies, etc.
    - (4) Tardiness without valid reason

- c. **Other Absences:** Students should not plan or request absences from their experiential site due to vacation, outside work obligations, homework assignments, or any other responsibilities. Pregnancies and absences due to child birth are subject to the above absence policy. If a pregnancy restricts the student's activities, she should contact the OEE immediately for further guidance.
2. **Holidays:** IPPE students will follow the holiday schedule of the school, and typically, IPPEs will be set up around school holidays. APPE students do not follow the holiday schedule of the PCSP nor do they automatically get time off for holidays. Instead, they take the holidays allowed by the preceptor based on the site's or the preceptor's schedule.
3. **Inclement Weather Policy:** Student safety is always paramount and in some cases the school and the site might not be affected by inclement weather but the student may be. In such cases, the student should remain where it is safe until weather conditions improve. Otherwise, the following guidelines apply to inclement weather situations.
  - a. **IPPEs:** If inclement weather occurs when a student is to report to an IPPE and either the site or the school is closed, the student is excused from the rotation. The student should call the site to determine the site's status and, in the case of a school closing, to inform his/her preceptor of the School's status. An absence due to inclement weather is considered excused and the hours should be made up at the discretion of the preceptor. If the start of school is delayed due to the weather, this delay would also apply to the IPPE within reason, depending on travel time. Delays to the start of IPPE may be made up at an alternate time which is mutually agreed upon by the student and preceptor.
  - b. **APPEs:** If inclement weather occurs when a student is to report to a practice site for an APPE, the student should call the site/preceptor to determine their status. Students are excused from an APPE only if the site is closed or are advised not to report by the preceptor, regardless of the school's status. An absence due to inclement weather is considered excused and the hours should be made up at the discretion of the preceptor. In the event that a student is already at the site when severe weather arrives, the student should discuss the situation with the preceptor to determine if an early departure is necessary or if the student will have to remain in place until the conditions have improved.

**H. Professional Attire Policy:** Students should follow the professional attire policy outlined in [Appendix 8](#) as well as any additional guidelines set by the site. Of particular note are the following:

1. **PCSP White Lab Coat:** Students should always wear a clean, pressed PCSP-issued lab coat. P1 students receive a lab coat upon matriculation, and P3 students receive a new lab coat prior to the start of their P4 year.
2. **Identification:** Students are required to wear the PC-issue identification card on their lab coats at all times when on an experiential rotation. Many sites also issue identification cards/badges and students should wear those only when at that site and along with their PC ID card. Students should not wear a site-issued badge at another site.
3. **Class Lapel Pin:** When on rotation, students should always wear their class lapel pin, affixed to their left lapel. The OEE will issue new pins at the end or beginning of each academic year, as appropriate. The first pin is provided at no charge to the student; students may purchase additional pins from OEE for \$2.00.

**Figure 1. Class Lapel Pins**



5. Shoes: Closed toed shoes are expected to be worn at all times while at an experiential site. Students should note that they may be required to stand for several hours at a time; therefore, comfortable shoes are recommended.
6. Hair: Hair should always be styled in a manner that allows the student to appear professional. In some settings, long hair should be secured out of the way. Although facial hair is allowed at the PCSP, some sites do not allow any facial hair or have strict guidelines as to its appearance. If a student is concerned that his/her hair style or facial hair might not be acceptable at a site, he/she should ask the preceptor if there are any restrictions.
7. Scrubs: Students should not wear scrubs unless specifically directed by the preceptor. Some sites may issue scrubs to students or some may allow the student to wear their own scrubs.

#### **I. E\*Value Instructions for Students:**

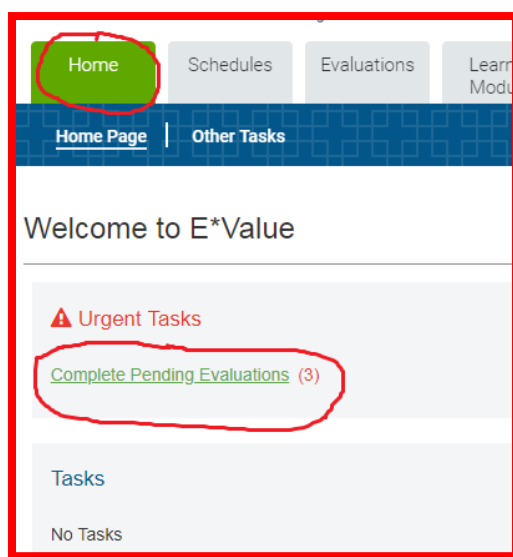
1. Site Information: Students can access rotation schedules, preceptor contact information, site address, and pre-rotation requirements for each rotation in E\*Value. As soon as assignments are released, students should review their rosters as well as site information. Before contacting the preceptor, the student should always check E\*Value to review the most up-to-date preceptor and site information. In addition, a student should refer to the site information before contacting the OEE to ask about pre-rotation requirements. See [Appendix 9](#) for instructions on accessing the roster and locating preceptor and site information.
2. Student Biographical Data: Students should maintain updated biographical information in E\*Value to include cell phone number and local address (specified as “Home Address” in E\*Value).
  - a. Home Address: The home address is where the student resides during the school year (Clinton and surrounding areas), the place from which students commute to/from their IPPE sites. The OEE uses home address to make IPPE assignments that are within a certain proximity of their home address. A student who does not provide his/her home address or has outdated information in E\*Value may be assigned to a site that is farther away than necessary. Such assignments often cannot be changed so it is important that the home address is up to date. See [Appendix 10](#) for instructions on updating home address.

Students should also keep updated their address information in Banner, the student academic system used by the registrar’s office. To update address information, contact the Office of Professional and Student Affairs or the registrar’s office. The information in E\*Value does not automatically transfer to Banner.
  - b. Work History: The OEE refers to a student’s work history when making IPPE assignments to avoid placing a student at a work site and/or with a company for which the student works. Example: a P1 student works at CVS #3357. The OEE will not assign the student to that particular CVS and will, if possible, not assign the student to any CVS. If the student’s work history is not maintained, the student may miss a chance to experience new and different opportunities while on IPPEs. See [Appendix 10](#) for instructions on updating work history.
  - c. Other Biographical Data: A student is not able to change other information about him/herself in E\*Value. If a student’s name changes, he/she should provide legal evidence of the change to the Office of Professional and Student Affairs. That office can update names in both E\*Value and Banner as well as addresses in Banner and will notify the OEE of the change.

## V. GRADING POLICIES AND EVALUATIONS

- A. Registration for Experiential Courses:** Students are responsible for registering themselves for their IPPE courses as per the time table and procedures established by the registrar's office and the PCSP Office of Academic Affairs. However, the OEE will register students for their APPE courses. In order to be considered full time and eligible for financial aid, P4 students must be enrolled in at least two APPE courses in any given trimester.
- B. Midpoint and Final Evaluations of the Student:** Preceptors have the opportunity to evaluate students at the midpoint and at the end of each IPPE/APPE. Preceptors will receive an email from E\*Value at the beginning of the rotation, notifying them that the midpoint evaluation is available for review and action. A subsequent email will be generated five days before the end of a rotation, alerting the preceptor that the final evaluation is now available. Preceptors can access their evaluations by logging into E\*Value and clicking on "Complete Pending Evaluations" on their home page or on the Evaluations tab.

**Figure 2. Accessing Evaluations**



Although a formal midpoint evaluation is not mandatory, preceptors are encouraged to provide feedback in some form to the student throughout the rotation. If a student is not progressing as expected on a rotation, completion of a midpoint evaluation ensures that the OEE has proper documentation to address the issues with the student.

The preceptor should explain the evaluation comments and grade assignment to the student and, in the case of the midpoint evaluation, clarify the expectations for the remainder of the rotation. If the student is at risk of failing the rotation at the midpoint, the preceptor should indicate this on the midpoint and the OEE will reach out to the preceptor and student.

A final evaluation is required for both an IPPE and APPE, and the preceptor should complete it on the last day of the rotation in a face-to-face consultation with the student.

See [Appendix 11](#) for current evaluation forms for both IPPEs and APPEs.

**C. Evaluations of the Preceptor by the Student:** The student is expected to complete all evaluations of his/her preceptors and should be aware that preceptor evaluations are included in the overall evaluation completion rate. The student should complete the evaluation no later than one week after the end of the term. In the situation where more than one preceptor provided supervision and instruction, the student is encouraged to evaluate all preceptors but at the least should evaluate the primary preceptor. Evaluations are anonymous and not immediately seen by the preceptor, so constructive yet professional comments and assessments are encouraged.

**D. Due Dates for Evaluations:** Evaluations should be completed as follows:

1. Evaluations Completed by Preceptor:

- IPPE Midpoint: fourth week of each six-week IPPE session
- IPPE Final: last day of the IPPE rotation but no later than five days after the end
- APPE Midpoint: end of the second week of the month-long APPE rotation
- APPE Final: last day of the APPE rotation but no later than five days after the end EXCEPT for April rotations: the evaluation *must* be completed **no later than one day** after the end in order to certify the student's academic record for graduation

2. Evaluations Completed by Student: one week after the end of the semester; however, students should note that they are not able to see an evaluation about themselves until they have completed their own evaluation of their preceptor. If a student waits until the end of a semester, he/she will lose the ability to appeal any unsatisfactory grades. See paragraph G below.

**E. Grading:** The evaluation will generate a grade for the IPPE or APPE. A student must achieve a satisfactory grade for all IPPEs in a semester or a grade of C or better for an APPE to pass the course. The grading scale, which is approved by the faculty of the PC School of Pharmacy, is as follows:

**Table 4. IPPE Grading Scale**

| <u>Rating</u> | <u>Result</u>                 | <u>Grade</u> |
|---------------|-------------------------------|--------------|
| 70-100%       | Satisfactory or Passing       | S            |
| < 70%         | Unsatisfactory or Non-Passing | U            |

**Table 5. APPE Grading Scale**

| <u>Rating</u> | <u>Score</u> | <u>Result</u> | <u>Grade</u> |
|---------------|--------------|---------------|--------------|
| 4.623-5.000   | 93-100%      | Passing       | A            |
| 4.473-4.622   | 90-92%       | Passing       | A-           |
| 4.323-4.472   | 87-89%       | Passing       | B+           |
| 4.123-4.322   | 83-86%       | Passing       | B            |
| 3.973-4.122   | 80-82%       | Passing       | B-           |
| 3.823-3.972   | 77-79%       | Passing       | C+           |
| 3.473-3.822   | 70-76%       | Passing       | C            |
| 3.223-3.472   | 65-69%       | Non-Passing   | D            |
| <3.222        | <65%         | Non-Passing   | F            |

**F. Grades Posted in Banner:** The OEE will transfer the final grades from E\*Value to Banner, the electronic student academic system, at the end of each semester by the deadline set by the registrar's office.

**G. Appeals Process:** A student may appeal the final IPPE or APPE grade within three business days of the grade being posted in E\*Value by following the procedures outlined in the *PCSP Bulletin*. Students are encouraged to first attempt to resolve the concern with the preceptor; however, if the student and preceptor are unable to resolve the issue, the student may begin the appeals process by submitting a letter to the Executive Director for Experiential Education who serves as the course coordinator for all experiential courses. The Executive

Director for Experiential Education will meet with both the student and the preceptor as a part of the appeals process.

If the final grade is determined to be an unsatisfactory one, the student must petition the Academic Standards Committee to request remediation of the IPPE course. If the course is an APPE, the Office of Experiential Education will work with the student to revise his/her P4 schedule to add the additional rotation. This 10th rotation may incur additional tuition/fee charges if it cannot be scheduled by the end of the spring semester. The type of rotation will be determined in consultation with OEE and will be based on availability, the student's schedule, and other pertinent factors. A student will be scheduled to no more than one additional APPE. Should a student incur additional deficiencies to include the 4<sup>th</sup> year capstone courses, he/she is subject to dismissal according to the academic dismissal policy as outlined in the PCSP Bulletin.

### **Revision Information:**

Manual Created/Finalized, 05-01-15

Updated all, 03-07-18

Updated EDEE info, 05-24-18

# Pharmacy Experiential Program Manual

## Appendices

|                             |  |
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| <a href="#">Appendix 1</a>  | Presbyterian Ten Competencies                              |
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| <a href="#">Appendix 3</a>  | IPPE/APPE Calendar   |
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# Pharmacy Experiential Program Manual

## Appendix 1

### Presbyterian Ten Competencies

**PC Ten Competencies:** Starting with the Class of 2019, the PC Ten competencies will go into effect.

**I. Communication and Education:** The student will effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

**Expected Outcomes:** In communication and education, each student will be able to:

1. Respect each patient as a person in order to build a trusting relationship
  - 1.1 Assess a patient's health literacy and modify communication strategies to meet the patient's needs
  - 1.2 Utilize effective patient education strategies, delivering information that is patient-specific and tailored to the individual's healthcare needs and values
  - 1.3 Exhibit integrity, altruism, and cultural sensitivity
  - 1.4 Value diverse opinions
  - 1.5 Identify an appropriate interpreter to use as necessary
  - 1.6 Display empathy
  - 1.7 Maintain confidentiality
  - 1.8 Tactfully and respectfully handle difficult patients and situations
  - 1.9 Conform to professional ethical guidelines
2. Communicate and educate effectively in a professional setting with patients, families, peers, technicians, interns, pharmacy students, other health care professionals, and legislators
  - 2.1 Identify a societal need for health education
  - 2.2 Conduct a learning needs assessment of constituents who would benefit from pharmacist-delivered education
  - 2.3 Demonstrate the ability to coordinate educational efforts with other health care providers, when appropriate, to ensure a consistent, comprehensive, and team-based encounter
  - 2.4 Ensure instructional content contains the most current information relevant and is adapted for delivery to the intended audience
  - 2.5 Assess understanding of provided education and clarify as needed
3. Select the most effective and enduring strategies for providing written and/or oral communication and education
4. Listen attentively in order to comprehend what is being said while engaging in patient, active listening without bias
5. Read proficiently, being able to translate, comprehend and apply information

**II. Evidence-Based Decisions and Problem Solving:** The student will demonstrate competency in using drug information skills to promote evidence-based practice. The student will effectively

evaluate information and critically think through issues to provide appropriate solutions to drug-related problems.

**Expected Outcomes:** In using evidenced-based decisions and problem-solving skills in the practice of pharmacy, the student will be able to:

1. Critically evaluate relevant literature
  - 1.1 Assess appropriateness of methodologies and conclusions using the concepts and principles of scientific methodology
  - 1.2 Identify issues, opportunities, or problems relevant to current pharmacy practice in order to formulate research questions/hypotheses
  - 1.3 Critically evaluate research protocols as well as analyze and interpret data to reach conclusions about the subject matter
  - 1.4 Communicate results of research
2. Exercise proper use of the problem-solving process
  - 2.1 Recognize a problem
  - 2.2 Frame the problem clearly and objectively
    - 2.2.1 Organize elements appropriately
    - 2.2.2 Focus on issues having the greatest impact
    - 2.2.3 Define severity and extent of problem
  - 2.3 Form potential solutions
    - 2.3.1 Apply prior knowledge to a new experience
    - 2.3.2 Identify new information required to solve the problem
    - 2.3.3 Recognize limitations of prior experience or knowledge
    - 2.3.4 Recognize assumptions and understand their uses, drawbacks, and implications
  - 2.4 Recall appropriate pharmaceutical data to support process
    - 2.4.1 Know and present indications for a given drug, its mechanism of action, its half-life and dosage, and therapeutic application in pharmacy practice situations
    - 2.4.2 Recognize potential drug interactions and side effects
    - 2.4.3 State dietary implications for specific interventions
  - 2.5 Collect and integrate necessary information
    - 2.5.1 Identify sources of information
    - 2.5.2 Efficiently use sources to obtain information
    - 2.5.3 Identify areas of need for research to generate new information when necessary or possible
    - 2.5.4 Integrate and interpret factual information
    - 2.5.5 Evaluate information with respect to potential recommendations
  - 2.6 Formulate a plan of action using creative decision making to solve a problem
    - 2.6.1 Utilize creative and innovative strategies to determine a solution
    - 2.6.2 Recognize internal and external factors influencing plan
    - 2.6.3 Identify potential barriers
    - 2.6.4 Anticipate opposition and develop alternative strategies
    - 2.6.5 Consider potential adverse and beneficial secondary effects of plan
  - 2.7 Implement a solution
    - 2.7.1 Communicate confidently and effectively

- 2.7.2 Take action
- 2.7.3 Utilize a “team approach” when appropriate
- 2.7.4 Plan/carry out long-term follow up and reevaluation
- 2.8 Ascertain effectiveness of an applied intervention
  - 2.8.1 Determine if process has been altered by therapy
  - 2.8.2 Employ concrete parameters and indicators of therapeutic success
  - 2.8.3 Recognize that continued reevaluation of the therapeutic process is necessary
- 3. Practice application of content and process
  - 3.1 Communicate the rationale for the chosen therapy and expected outcomes

**III. Dispensing of Pharmaceuticals:** The student will demonstrate the ability to assess and evaluate a patient’s medication orders; effectively procure appropriate products; and prepare, dispense, distribute, and, if necessary, administer medications in an effective manner in order to contribute to beneficial health outcomes and management. The student will provide accurate and appropriate counseling to a patient on the use of the medication.

**Expected Outcomes:** In dispensing pharmaceuticals, the student will be able to:

- 1. Interpret the medication order
  - 1.1 Verbally receive a prescription or drug order
  - 1.2 Interpret information on a written or electronic prescription/medication order
- 2. Evaluate the medication order
  - 2.1 Given a prescription or medication order or relevant information about a disease state, demonstrate the ability to make a professional judgment regarding whether the prescription or medication order should be dispensed
  - 2.2 Screen patient database for drug allergies, adverse reactions, and/or contraindications
  - 2.3 Complete and interpret patient medication record systems, utilizing manual and/or electronic systems
  - 2.4 Identify and remedy interactions or contraindications with allergies; with genetic, environmental, or biosocial factors (e.g., alcoholic beverage consumption, smoking); with special diets/dietary practices; or in special patient populations (e.g., geriatric, pediatric, pregnant, post-surgical, ileostomy)
  - 2.5 Identify a drug or product ingredient in a prescription/medication order by its generic, trade, and common name; usual dosage range; contraindications; and directions and cautions for use and storage requirements
  - 2.6 Determine if the dose or dosage regimen prescribed is appropriate and accurate for the patient and the condition being treated to achieve the desired pharmacotherapeutic response
  - 2.7 Use patient-specific data collected to make a professional judgment about filling or refilling a prescription
  - 2.8 Interpret, question, clarify, verify, and validate all drug-related orders
- 3. Prepare prescription order
  - 3.1 Identify, select, and determine appropriate ingredients and equipment to extemporaneously prepare dosage forms

- 3.2 Extemporaneously compound, using relevant physico-chemical and pharmaceutical principles, the following dosage forms:
  - Topical ointments, creams, lotions, and medicated sticks
  - Suspensions
  - Solutions (e.g. enteral, parenteral)
  - Suppositories
  - Oral solid dosage forms (e.g., capsules, powders, lozenges)
  - Intravenous preparations
- 3.3 Prepare prescription labeling, including auxiliary labels and warnings, that meet legal and professional standards of administration directions
- 3.4 Calculate the rate of administration of a drug when given appropriate data
- 4. Counsel the patient, utilizing effective communication and education methods
  - 4.1 Explain the importance, nature, and scope of pharmacotherapeutic plans to a patient
  - 4.2 Advise a patient and/or caregiver on the appropriate administration, cautions, side effects, and storage requirements of his/her prescribed medication
  - 4.3 Advise a patient as to methods which enhance the therapeutic effectiveness of medications
  - 4.4 Demonstrate the use of special devices required to administer drugs, including parenterals

**IV. Providing Pharmaceutical Care to Patients:** The student will exercise appropriate clinical judgment to provide optimal pharmaceutical care to patients with common disease states. The student will provide therapeutic guidance by responding to the many factors that influence health, disease, and disability, besides those of a biological nature. These factors include socio-cultural, familial, psychological, economic, environmental, legal, political, and spiritual aspects of health care seekers and of health care delivery. Through sensitivity to the interrelationships of individuals and their communities, the student will respond to the broader context of pharmacy practice.

**Expected Outcomes:** In providing pharmaceutical care for the individual patient, the student will be able to:

- 1. Use the patient profile, chart, and records to identify information pertinent to decisions on desired therapeutic outcomes
  - 1.1 Identify the types of information contained in the medical record/profile
  - 1.3 Describe the location of types of information in varying formats used in profiles/records
- 2. Act legally and ethically to safeguard the confidentiality of patient information
  - 2.1 Explain the legal guidelines for disclosing patient information contained in varying types of information systems
  - 2.2 Discuss professional and ethical issues for pharmacists in safeguarding patient information
  - 2.3 Identify potential threats to patient confidentiality and suggest systems approaches for minimizing these threats
  - 2.4 Determine legal and ethical issues related to patient data

3. Explain the interrelationships of patient medical record data
  - 3.1 Identify categories of information to use in making drug therapy decisions
  - 3.2 Identify alternative sources of patient information
  - 3.3 Explain the relationships of categories of data pertinent to decisions about desired drug therapy outcomes
4. Build a patient-specific database
  - 4.1 Identify the types of information the pharmacist needs for a patient-specific database (e.g.: specific information on demographics or administrative issues)
  - 4.2 Determine medical history
  - 4.3 Determine drug therapy
  - 4.4 Determine behavioral/lifestyle
  - 4.5 Determine social/economic background
  - 4.6 Recognize the difference between subjective and objective data
  - 4.7 Discriminate between reliable and unreliable patient information sources
  - 4.8 Describe the types of information provided by patients, care givers, other health care professionals
  - 4.9 Formulate an organized interview approach
  - 4.10 Describe points to consider when organizing an interview
  - 4.11 Use open- and closed-ended questions to elicit information
  - 4.12 Demonstrate probing techniques
  - 4.13 Use nonverbal communication skills appropriately
  - 4.14 Record and modify a patient-specific database
5. Design and recommend pharmacist's care plan
  - 5.1 Identify a patient's health care needs
  - 5.2 Prioritize health care needs
  - 5.3 Determine desired outcomes of drug therapy:
    - Care of a patient's disease
    - Eliminate or reduce symptoms
    - Arrest or slow a disease process
    - Prevent a disease or symptomatology
  - 5.4 Classify medication-related problems:
    - Untreated indications
    - Improper drug selection
    - Failure to receive medication
    - Over dosage
    - Sub-therapeutic dosage
    - Adverse drug reactions
    - Drug interactions (e.g., drug-drug, drug-disease, drug-device, drug-lab test, drug-nutrient/food)
    - Medication use without indication
    - Therapeutic duplications
  - 5.5 Assess quality of life implications
  - 5.6 Identify and prioritize pharmacotherapeutic goals
  - 5.7 Recommend evidence-based therapy that takes into consideration social determinants of care

- 5.8 Recommend therapy that appropriately incorporates the patient's cultural beliefs and practices
- 5.9 Design a drug-therapy monitoring plan
- 5.10 Identify and encourage the patient's role and responsibilities for his/her pharmaceutical care and health care needs
- 5.11 Make a written recommendation utilizing effective communication and education skills
- 5.12 Manage health care needs of patients during transitions of care
- 6. Monitor the pharmacist's care plan
  - 6.1 Collect monitoring data and assess reliability and validity of collected data
  - 6.2 Document changes to the pharmacist's care plan in the patient medical record
- 7. Design prevention, intervention, and educational strategies for individuals to manage chronic disease and improve health and wellness
  - 7.1 Describe systematic preventive care, using risk assessment, risk reduction, screening, education, and immunizations
  - 7.2 Provide prevention, intervention, and educational strategies for individuals to improve health and wellness

**V. Interprofessional Interaction and Teamwork:** The student will demonstrate effective interprofessional and team behaviors in a variety of social and professional situations and circumstances. The student will perform effectively on teams and in different team roles in a variety of settings.

**Expected Outcomes:**

- 1. Describe a shared system of value and ethics that promotes professional interactions and behaviors that are essential for maximum personal effectiveness and interprofessionality
  - 1.1 Place the interests of patients and populations at the center of health care delivery
  - 1.2 Include the patient or his or her representative(s) as the central part of the interprofessional team
  - 1.3 Describe team development, along with the roles and practices of an effective team
  - 1.4 Identify individual strengths and weaknesses to promote effective teamwork
  - 1.5 Assess the appropriateness of personal interaction behaviors and those of others in interprofessional team-based care and leadership situations
  - 1.6 Demonstrate competence, confidence, and flexibility in professional interactions and group settings
  - 1.7 Respect a patient's dignity and privacy in the delivery of team-based care
  - 1.8 Maintain confidentiality during the delivery of team-based care
  - 1.9 Distinguish and respect the personal and cultural differences that exist with both patients and professionals
  - 1.10 Develop trusting relationships with members of the team
  - 1.11 Respond proactively and appropriately to ethical issues that arise
- 2. Apply personal interaction behaviors within professional situations
  - 2.1 Explain the role and responsibility of each member of the team as well as one's own role to the team
  - 2.2 Engage the team to develop strategies to meet specific patient-care needs

- 2.3 Utilize each team member's unique and complementary abilities to optimize patient care
- 2.4 Use appropriate interpersonal and inter-group behaviors (such as listening actively and soliciting feedback) during professional interactions with patients, other health care providers, and the public
- 2.5 Adapt interpersonal and inter-group behaviors to differing professional environments
- 2.6 Contribute opinions, insights, and information confidently and persuasively during the health care team decision-making process while identifying one's own limitations
- 2.7 Assume and apply active leadership positions and/or participate in community matters that involve human health and civic concerns that are not health-related
- 2.8 Demonstrate confidence and initiative for implementing change when desired
- 2.9 Continue to develop as a professional and as a member of an interprofessional team
- 3. Function independently and collaborate effectively in interprofessional situations
  - 3.1 Use appropriate interaction behaviors (such as listening actively, soliciting feedback, and encouraging collaboration) in interpersonal and leadership situations
  - 3.2 Communicate one's knowledge to the team with confidence, clarity, and respect using common terminology easy for all members of the team to understand in a timely manner
  - 3.3 Maintain competence in and use effective communication skills in all avenues of communication such as technology, information systems, and face-to-face interactions
  - 3.4 Employ diverse opinions and feedback of the group to enhance personal effectiveness in interpersonal, inter-group, and leadership situations
  - 3.5 Contribute opinions, insights, information, and leadership confidently and persuasively during group decision-making situations
  - 3.6 Assume leadership positions and/or participate in community/campus matters that involve human health and concerns that are not health-related
  - 3.7 Be able to resolve conflict in ways which respect the values, opinions, and goals of the team and result in the optimal patient-centered care while maintaining the culture of a true interprofessional team
  - 3.8 Share accountability within the team and use quality improvement processes to improve upon failures

**VI. Ethical and Legal Judgment:** The student will recognize the ethical dimensions of pharmacy practice and health policy; identify alternatives in difficult ethical choices; analyze systematically the conflicting considerations supporting different alternatives; and formulate, defend, and effectively carry out a course of action that takes account of these ethical complexities. The student will combine a willingness to recognize the nature of the value systems of patients and others with commitment to his/her own system and the ethical choices necessary to maintain his/her own ethical integrity.

**Expected Outcomes:** In using the ethical judgment process, each student will be able to:

1. Understand basic ethical concepts and applies them in moral reasoning in the pharmacy and health care context
2. Recognize the ethical dimensions of pharmacy including:
  - Treatment of individual patients
  - Issues in health policy
  - Relations with other health care professionals
3. Identify the conflicting ethical considerations in a particular ethical choice:
  - Values affected by alternative courses of action
  - Relevant ethical obligations or duties
  - Considerations of justice
  - Standards of ethical conduct and quality of care for team-based care
  - Patient's autonomy and ability to make decisions
4. Systematically analyze and defend ethical choices in the treatment of an individual patient and/or patient population, including:
  - Alternative courses of action
  - Patient's treatment and care
  - Ethical values, obligations or duties, and rights implicated in the patient's treatment
5. Articulate and analyze the ethical issues in health policy:
  - How institutional frameworks and practices affect patient care
  - Different ethical considerations bearing on particular health policy issues and choices
  - Responsibilities of health care professionals in health policy
6. Articulate and analyze the ethical issues in relations with other health care professionals
7. Recognize the ethical norms, rules, and guidelines developed by professional groups and societies
8. Identify relevant federal and state pharmacy law affecting ethical issues and choices;
  - 8.1 Identify situations where ethics and law conflict
  - 8.2 Know the major variations between federal and state law governing health care
  - 8.3 Understand the responsibilities and duties the law imposes on health care professionals
9. Implement skills necessary to implement ethical choices in pharmacy practice
  - 9.1 Demonstrate confident and effective communication skills
  - 9.2 Understand when other persons, expertise, or resources are needed in resolution of ethical choices
10. Effectively integrate ethical skills in the care of patients, including the ability to:
  - Demonstrate integrity and trustworthiness in patient encounters
  - Assess a patient's competence
  - Obtain a valid consent or refusal of treatment
  - Determine how to proceed if the patient is incompetent
  - Decide when it is morally justified to withhold information from a patient
  - Care for patients with a poor prognosis, including patients who are terminally ill, in a respectful and ethically sensitive manner
  - Integrate considerations of equity into care of one's patients



**VII. Personal and Professional Growth:** The student will approach the practice of pharmacy with awareness of his/her limits, strengths, weaknesses, and personal vulnerabilities. The student will establish personal values, priorities, and coping strategies in order to balance personal and professional commitments. The student will appropriately respond to constructive criticism. The student will develop a lifelong interest in learning and will actively set clear learning goals, pursue them, and apply the knowledge gained to the practice of his/her profession.

**Expected Outcomes:** The student will demonstrate personal and professional growth as shown by their ability to:

1. Recognize personal strengths and limitations relevant to his/her practice of pharmacy
  - 1.1 Identify preferred learning style
  - 1.2 Identify strengths and weakness in skills, knowledge, and abilities
  - 1.3 Reflect on performance as an individual and team member to improve performance
  - 1.4 Demonstrate help-seeking behaviors when necessary to enhance academic and professional excellence
  - 1.5 Develop new ideas and creative approaches to overcome barriers and advance the pharmacy profession
2. Demonstrate responsibility for creating and achieving shared goals
  - 2.1 Recognize when group interactions may be beneficial or detrimental to individual performance
  - 2.2 Identify characteristics that reflect leadership
  - 2.3 Identify the history of a team (i.e., successes and failures) before implementing changes
  - 2.4 Develop relationships, value diverse opinions, and understand individual strengths and weaknesses to promote teamwork and improve health care and learning
  - 2.5 Persuasively communicate goals to a team to help build consensus
  - 2.6 Empower team members by actively listening, gathering input, and fostering collaboration
3. Determine one's personal values and beliefs relevant to the practice of pharmacy
  - 3.1 Describe one's values and integrity concerning patient care and interactions
  - 3.2 State and explain personal views on controversial topics in medicine, e.g., the right to die, physician-assisted suicide, abortion, genetic testing, etc.
  - 3.3 Describe his/her view of a pharmacist's ideal relationship and interactions with other health professionals and the community
4. Identify and address emotional, personal, and health-related problems that might affect the individual's health, well-being, or professional capabilities
5. Respond appropriately and respectfully to constructive criticism from patients, peers, and supervisors
6. Cope effectively with stresses likely to occur during pharmacy training and practice
  - 6.1 Describe one's own physical and behavioral responses to stress and acknowledge its onset or occurrence
  - 6.2 Demonstrate mature, constructive coping strategies for managing stress and conflict
  - 6.3 Identify interpersonal situations that are stressful and take alternative approaches to handling or avoiding them when possible
  - 6.4 Apply time management skills to the tasks of a student or pharmacist

7. Develop an intellectual curiosity that will help the individual develop life-long learning habits
  - 7.1 Utilize metacognitive skills to understand the importance of learning and to develop one's personal learning abilities
  - 7.2 Identify sources of relevant pharmacy literature and develop a habit of keeping oneself updated of new resources
  - 7.3 Identify opportunities for further intellectual growth, professional, and/or interprofessional development, e.g., additional courses, continuing education programs, workshops
  - 7.4 Demonstrate initiative and accountability in maintaining one's skills which are necessary to contributing to the practice of pharmacy

**VIII. Management Skills:** The student will be able to effectively manage human, financial, technological, and physical resources related to the practice of pharmacy.

**Expected Outcomes:** In management, the student will be able to:

1. Recognize when information is needed and be able to generate, locate, evaluate, and apply the needed necessary information effectively
  - 1.1 Use a systematic methodology for the collection, storage, retrieval, and dissemination of data (e.g., patient information, drug information, new prescriptions/medication orders, drug prices)
  - 1.2 Explain the importance of and procedures for maintaining and assuring the integrity and security of information systems
2. Manage the practice environment
  - 2.1 Assess and reassess the needs of practice within its social, economic, and political context to keep practice relevant and consistent with current societal needs
  - 2.2 Apply the current concepts of quality assurance to pharmacy practice and/or assist in the development of a mission statement to provide guidance for the operation of the practice
  - 2.3 Establish goals and objectives to reflect a mission statement
  - 2.4 Develop an innovative business plan for a potential new business or service
  - 2.5 Identify how to obtain and manage resources needed to achieve organizational goals and objectives and know how to obtain and manage these resources
  - 2.6 Develop and/or refine marketing strategies
  - 2.7 Evaluate the use of various organizational, communication, and monitoring structures and policies, procedures, and processes that will impact a given type of pharmacy practice
  - 2.8 Describe characteristics of a practice site which complies with legal and regulatory requirements and professional ideals and standards (e.g., Americans with Disabilities Act, state board of pharmacy, Joint Commission on the Accreditation of Healthcare Organizations)
  - 2.9 Articulate and defend a plan to develop, implement, and maintain security and emergency management systems
3. Efficiently direct professional support staff for effective professional practice

- 3.1 Discuss current philosophies and the importance of appropriate training, supervising, and assessment of professional and support staff
- 3.2 Identify potential occupational health and safety issues risks relating to personnel
- 3.3 Explain the legislation and regulations relating to personnel management
- 4. Appropriately manage financial aspects of the practice environment
  - 4.1 Explain the use of basic accounting documents
  - 4.2 Develop a basic budget plan
  - 4.3 Use quality and cost/benefit concepts to develop drug product selection guidelines for multisource products (e.g., generic substitutions)
  - 4.4 Utilize systems for third-party payments
  - 4.5 Describe policies and procedures for acquisition, payment, and return of pharmaceuticals, durable medical equipment, devices, and supplies
  - 4.6 Evaluate the principles of inventory control and the use of inventory control systems for pharmaceuticals, including controlled substances and investigational drugs, durable medical equipment, devices, and supplies in compliance with legal and regulatory requirements and professional standards
  - 4.7 Develop policies and procedures for the selection, preparing, packaging, dispensing, distribution, and quality assurance of pharmaceutical products, delivery devices, and supplies
- 5. Compile a quality control plan for professional practice
  - 5.1 Recognize that errors occur within a practice environment
  - 5.2 Discuss why an environment that encourages error reporting and allows for growth and learning to develop from reported errors is beneficial to patient care
  - 5.3 Document and assess medication errors to determine root cause

**IX. Advancement of Pharmacy and Health Care:** The student will be able to identify issues of public, professional, and institutional concern and will work for the common good to bring resolution.

**Expected Outcomes:** In advancing the profession and promoting good health, the student will be able to:

- 1. Identify issues of public, professional, and institutional policy and potential personal or collaborative interventions to influence them
  - 1.1 Demonstrate self-awareness of personal vested interests and values related to health care
  - 1.2 Demonstrate awareness of societal values, public debate and power structures related to health care
  - 1.3 Interpret and explain the relevance of public policy principles to pharmacy
  - 1.4 Explain the policy development process including the roles and impact of interactions between public/institutional stakeholders
  - 1.5 Outline core values, vested interests and attitudes shared by subsets of policy makers (for example: moral, economic, and ethical values such as human dignity, cultural sensitivity, equitable access to health care, and cost-analysis issues)
  - 1.6 Explain the interactions among various groups and processes involved with creating/ influencing public and institutional policy

- 1.7 Contribute to the activities of the licensing body to enhance and support the self-regulatory aspects of the profession
2. Participate in the review and making of drug-use policy for the population served
  - 2.1 Develop, implement, and manage a formulary and therapeutic exchange system (e.g., serve on pharmacy and therapeutics committees)
  - 2.2 Develop criteria and procedures for conduct of drug-use evaluations
  - 2.3 Justify treatment/drug-use protocols in terms of ensuring optimal therapeutic effect and cost effectiveness
  - 2.4 Describe and validate a system by which adverse drug reactions are documented, analyzed, and evaluated

**X. Promotion of Health, Wellness, and Public Welfare:** The student will be involved in community and professional efforts to promote health, wellness, and public welfare. The student will provide guidance by responding to the social determinants of health. These factors include socio-cultural, familial, psychological, economic, environmental, legal, political, and spiritual aspects of health care seekers and of health care delivery. Through sensitivity to the interrelationships of individuals and their communities, the student will respond to the broader context of pharmacy practice.

**Expected Outcomes:** In promoting health, wellness, and public welfare, the student will be able to:

1. Recognize ways to impact various levels of public health
  - 1.1 Assess the health care status and needs of a targeted patient population
  - 1.2 Develop and provide an evidence-based approach that considers the cost, care, access, and satisfaction needs of a targeted patient population
  - 1.3 Participate in population health management by evaluating personal, social, economic, and environmental conditions to maximize health and wellness
  - 1.4 Inquire about value systems and lifestyles in a non-judgmental fashion
  - 1.5 Attribute proper importance to identified socioeconomic and cultural issues of health care delivery
  - 1.6 Identify barriers to access of health care resources
  - 1.7 Become familiar with role of community resources (i.e.; home health, patient assistance programs, etc.) and services provided and communicate the availability of community resources to patients and their families
  - 1.8 Document value of pharmaceutical care in the managed care environment
  - 1.9 Act as an advocate for better health for patients and the community
2. Appreciate the importance of the many non-biological factors that influence health, disease, disability, and access to care
  - 2.1 Comprehend appropriate teaching methods to meet the learning needs of individual clients, peers or health care providers and groups of clients or peers
  - 2.2 Know about basic group processes and technology to support learning
  - 2.3 Assess effectiveness and efficiency of techniques that monitor health care
  - 2.4 Demonstrate an attitude that is respectful of different cultures
3. Utilize appropriate resources in the community that empower the patient and may provide support for reducing social causes of disease

- 3.1 Match patients' needs to appropriate community resources
- 3.2 Arrange referrals to community resources for patients and their families
- 3.3 Cooperate with community resources through follow-up efforts and support
- 3.4 Assist patients and their families in navigating through complex health care system
- 3.5 Support community activities designed to improve health
- 3.6 Support social and political activities to improve access to health care
- 3.7 Place patient's and community's welfare above narrow self-interest
- 3.8 Encourage actions designed to enhance the total well-being of individuals, families and communities

# Pharmacy Experiential Program Manual

## Appendix 2

### Experiential Course Descriptions

*(excerpt from the PCSP Bulletin)*

**Introductory Pharmacy Practice Experience (IPPE) Courses:** The introductory courses are designed to introduce students to the health care system and foster a sense of community involvement. Early exposure to practice will make didactic instruction more relevant to civic involvement, humanistic care of patients, and social awareness of unmet medical needs. Unmet medical needs include: companionship, patient care, medication-related services, and screening for medical problems.

#### **First Professional Year**

##### **PHRM 5201, IPPE I**

Potential practice sites include retail chain or retail independent community pharmacy locations. This course carries one hour of academic credit and is graded as pass/fail. (Spring P1 year; one 4-hour day per week on Tuesday, Wednesday, or Friday afternoon x12 weeks during the semester)

#### **Second Professional Year**

##### **PHRM 6101, IPPE II**

Potential practice sites include hospitals, dialysis Clinics, home infusion centers, long-term care facilities, inpatient disability and special needs facilities and community pharmacies. This course carries two hours of academic credit and is graded as pass/fail. (Fall P2 year; 40 hours during the first week of the semester plus one 4-hour day per week on Tuesday or Thursday morning x12 weeks during the semester)

##### **PHRM 6201, IPPE III**

Potential practice sites include hospitals, dialysis Clinics, home infusion centers, long-term care facilities, inpatient disability and special needs facilities and community pharmacies. This course carries one hour of academic credit and is graded as pass/fail. (Spring P2 year; one 4-hour day per week on Tuesday or Thursday morning x12 weeks during the semester)

### **Third Professional Year**

#### **PHRM 7101, IPPE IV**

Potential sites include hospitals, hospice centers, free medical clinics, doctors' offices, home infusion centers, nuclear pharmacies, ambulatory outpatient clinics, correctional facility pharmacies, veterinary hospitals, long-term care facilities, inpatient disability and special needs facilities and community pharmacies. This course carries two hours of academic credit and is graded as pass/fail. (Fall P3 year; 20 hours during the first week of the semester at the PCSP simulation lab plus one 8-hour day per week on Thursdays x 6 weeks during the semester)

#### **PHRM 7201, IPPE V**

Potential sites include hospitals, hospice centers, free medical clinics, doctors' offices, home infusion centers, nuclear pharmacies, ambulatory outpatient clinics, correctional facility pharmacies, veterinary hospitals, long-term care facilities, inpatient disability and special needs facilities and community pharmacies. This course carries one hour of academic credit and is graded as pass/fail. (Spring P3 year; one 8-hour day per week on Thursdays x 6 weeks during the semester)

**Advanced Pharmacy Practice Experience (APPE) Courses:** The advanced courses are designed to build upon the IPPE in a variety of clinical settings; to develop, refine, and reinforce knowledge from the IPPEs and didactic coursework; and to provide opportunity to care for various types of patients and disease states that students are likely to encounter as a pharmacist. Each APPE course is a month-long experience and carries four hours of academic credit and is graded with letter grades A-F. Students must achieve a final grade of C and above to pass APPE courses.

### **Fourth Professional Year—Required Courses**

#### **PHRM 8101-8106 Acute Care I-VI**

This required APPE provides clinical pharmacy activity on a variety of adult and pediatric medicine inpatient services. It exposes students to a variety of disease states, allowing them to actively participate in drug therapy monitoring and the therapeutic decision-making process. Additional P4 competencies to be achieved during this APPE include: (1) how to develop a problem list, (2) how to present a patient, (3) how to develop and implement a monitoring plan, (4) how to take a medication history, (5) how to respond to a drug information request, and (6) a review of the policies and procedures at the institution. When students take more than one acute care course, the "required" course is designated at PHRM 8101. Acute care courses are subcategorized in E\*Value as: general medicine, internal medicine, cardiology, critical care, emergency medicine, geriatrics, infectious disease, nephrology, oncology, pediatrics, psychiatric, pulmonary, surgery, and transplant. Because the patient population is limited, acute care pediatric and geriatric APPEs are "electives" only and do not meet the requirement for "required" rotations.

**PHRM 8121-8124**  
**Advanced Community I-IV**

This required APPE builds upon the introductory community experience, providing student exposure and involvement in a variety of community pharmacy practice settings. The emphasis is placed on patient counseling, other patient care activities, and/or compounding. When students take more than one advanced community course, the “required” course is designated at PHRM 8121. Advanced community courses are sub-categorized in E\*Value as: advanced community, compounding, MTM, and retail management/administration. Because MTM and retail management courses typically do not include direct patient care opportunities, these APPEs are “electives” only and do not meet the requirement for “required” rotations.

**PHRM 8131-8134**  
**Hospital/Health**  
**Care System (HHS) I-IV**

This required APPE builds upon the introductory institutional experience, providing student exposure and involvement in a variety of institutional pharmacy practice settings. Emphasis is placed on regulatory, human resource, patient care, and technology issues as well as drug distribution. HHS courses are sub-categorized in E\*Value as: HHS, HHS management, transition of care. When students take more than one HHS course, the “required” course is designated at PHRM 8131. Because HHS management courses typically do not include direct patient care opportunities, these APPEs are “electives” only and do not meet the requirement for “required” rotations.

**PHRM 8141-8144**  
**Ambulatory Care I-IV**

This required APPE involves the student in the provision of clinical pharmacy services in the ambulatory care setting. Responsibilities include providing drug therapy for disease states commonly encountered in the outpatient setting; providing drug regimen reviews; and interviewing patients to elicit drug histories, health status, and adherence to therapy. A significant aspect of this rotation will pertain to the long-term management of chronically ill patients. When students take more than one ambulatory care course, the “required” course is designated at PHRM 8141. Ambulatory care courses are sub-categorized in E\*Value as: ambulatory care, family medicine, infectious disease, internal medicine, other primary care, pediatrics, and specialty medicine. Infectious disease, other primary care, pediatrics, and specialty medicine APPEs are “electives” only and do not meet the requirement for “required” rotations because the patient population is usually limited; in addition, preceptors in some of these courses are typically not pharmacists.

**Fourth Professional Year—Elective Courses**

**PHRM 8161-8162**  
**Academia I-II**

This elective APPE provides the student with hands-on exposure to multiple facets of academia such as teaching, scholarship, service to the profession, administration, and clinical practice. This course includes APPEs that occur in the PCSP simulation lab.



**PHRM 8163-8165**  
**Administrative I-II**

This elective APPE focuses on pharmacy facility administration and management. The student is introduced to the role of the pharmacy manager or director in the overall operational aspects of the APPE site. Student activities include reviewing pertinent literature, participating in management discussions, and working on assigned projects.

**PHRM 8166-8167**  
**Long Term Care I-II**

This elective APPE allows the student to participate in daily chart reviews assessing pharmacotherapeutic plans for appropriateness and adherence to state and federal regulations. The student is exposed to a variety of disease states and medical conditions which pertain to elderly patients. Skills will be developed in monitoring drug therapy, patient outcomes, quality of life, and adverse effects in the elderly population.

**PHRM 8168-8169**  
**Medication Use Policy**  
**& Informatics I-II**

This elective APPE focuses in the areas of drug information practice, informatics, and outcomes management. During this APPE, the student will be exposed to each of these areas. Students may elect to complete this rotation at an extramural site such as a pharmaceutical industry information center.

**PHRM 8170-8171**  
**Nuclear I-II**

This elective APPE provides the student with a supervised, clinical experience in nuclear pharmacy with an emphasis on “authorized user” requirements; regulatory, technology and distribution issues; and the specialized skills used in a nuclear pharmacy practice setting.

**PHRM 8172-8173**  
**Research I-II**

This elective APPE allows the student to obtain research experience in focused areas achievable during a one-month rotation. Research emphasis includes statistical application, pharmacokinetic computer modeling, analytical laboratory experience, scientific writing, and patient assessment.

**PHRM 8174-8176**  
**Specialty Pharmacy I-III**

This elective APPE allows the student to explore a specific area of interest that may or may not be a traditional career path in pharmacy. Specialty areas will vary according to preceptor and site availability. Specialty pharmacy courses are sub-categorized in E\*Value as: alternative/Oriental medicine, antimicrobial stewardship, community engagement, entrepreneurship, infusion services, managed care, nutritional support, operating room (OR) pharmacy, organizational management, pain management, substance abuse, telehealth, and veterinary medicine. Other areas might include medical mission trips and international APPEs.

**PHRM 8177**  
**Drug Information**

This elective APPE allows the student to provide drug information services to pharmacists and other healthcare professionals. Emphasis within the rotation is placed on how to properly receive requests for information, conduct a systematic information search, and assimilate the information obtained into an appropriate response form. The student will

develop a working knowledge of information resources as well as develop the ability to critically evaluate such resources. The student may also have the opportunity to become involved with the evaluation of drugs for formulary inclusion, quality assurance/drug usage evaluation activities, news publications, and pharmacy and therapeutics committees.

**PHRM 8178-8179**  
**Pharmaceutical Industry**

This elective APPE allows the student to assimilate responsibilities of the industry pharmacist. Emphasis within the rotation is placed on research and development, manufacturing quality control, clinical testing, information support, marketing, and regulatory affairs. The student will develop a working knowledge of information resources as well as develop the ability to critically evaluate such resources. The student may also have the opportunity to become involved with the methods used in pharmaceutical research, theoretical and practical aspects of the pharmaceutical industry, packaging technology, biostatistics, drug stability, drug delivery, and intellectual property rights.

# Pharmacy Experiential Program Manual

## Appendix 3

### IPPE/APPE Calendar

2018-2019

| Summer 2018   | P1 | P2   | P3   | P4                             |
|---------------|----|--|--|--------------------------------|
| May-August    |    |  |  | 8+ hours/day<br>4+ weeks/month |
| Fall/Sim Week |    | August 13-17<br>Monday-Friday<br>8 hours/day | August 13-17<br>Monday-Friday<br>8 hours/day |                                |

| Fall 2018          | P1  | P2   | P3   | P4                             |
|--------------------|---|--|--|--------------------------------|
| September-December |   |  |  | 8+ hours/day<br>4+ weeks/month |
| Fall-1             |   | August 21-September 27<br>Tuesday or Thursday<br>4 hours/day, mornings               | August 23-September 27<br>Thursday<br>8 hours/day            |                                |
| Fall-2             |   | October 2-November 13 <sup>1,2</sup><br>Tuesday or Thursday<br>4 hours/day, mornings | October 4-November 8 <sup>1</sup><br>Thursday<br>8 hours/day |                                |
| Fall Break         | October 8-9, 2018                                     |  |  | October 9<br>Capstone I Course |
| Final Exams        | P1/P2: December 3-10, 2018    P3: December 6-13, 2018 |  |  |                                |

<sup>1</sup>SCSHP Residency Showcase: TBA    <sup>2</sup>P2 Tuesday students skip October 9 due to Fall Break

Note: P2 students are assigned to IPPEs in Fall-1 and Fall-2; P3 students are assigned to either Fall-1 or Fall-2

| Spring 2019   | P1  | P2   | P3   | P4                             |
|---------------|---|--|--|--------------------------------|
| January-April |   |  |  | 8+ hours/day<br>4+ weeks/month |
| Spring-1      | January 8-February 15 <sup>4</sup><br>Tuesday, Wednesday or Friday<br>4 hours/day, afternoons | January 8-February 14 <sup>4</sup><br>Tuesday or Thursday<br>4 hours/day, mornings | January 10-February 14 <sup>4</sup><br>Thursday<br>8 hours/day |                                |
| Make-Up Week  | February 18-22 if needed based on weather during Spring-1                                     |  |  |                                |
| Spring-2      | February 26-April 12 <sup>5</sup><br>Tuesday, Wednesday or Friday<br>4 hours/day, afternoons  | February 26-April 11 <sup>5</sup><br>Tuesday or Thursday<br>4 hours/day, mornings  | February 28-April 11 <sup>5</sup><br>Thursday<br>8 hours/day   |                                |
| Spring Break  | March 11-15, 2019   |  |  |                                |
| Easter Break  | April 19 & 22, 2019   |  |  |                                |
| Final Exams   | P3: April 29-30, 2019    P1/P2: May 3-9, 2019   |  |  |                                |
| Graduation    | P4: May 10, 2019  |  |  |                                |

<sup>4</sup>Pharmacy Day at the State House: TBA    <sup>5</sup>P1/P2/P3 students skip March 11-15 due to Spring Break

Note: P1 & P2 students are assigned to IPPEs in Spring-1 and Spring-2; P3 students are assigned to either Spring-1 or Spring-2

# Pharmacy Experiential Program Manual

## Appendix 4

### 2018 Fall Week IPPE Out-of-Area Request

Student Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_

During the first week of the fall term (**August 13-17, 2018**), **P2 STUDENTS** will participate in a 40-hour “fall week” IPPE rotation at a community (retail chain, independent pharmacy) or institutional (inpatient hospital, skilled nursing facility). Commonly used sites include those located within the upstate region of South Carolina, including the Greenwood, Greenville, Spartanburg, and Columbia areas. There are no preferences to select for fall week rotations, and students will be notified of their assignments in July.

To request a fall week IPPE *outside* of our normal area (generally a 70-mile radius of the PC School of Pharmacy), please note the following:

1. ***The site cannot be your current place of employment.***
2. For a site located within South Carolina, you must contact Mrs. Carbonneau in the Office of Experiential Education (OEE) to discuss specific sites or sites within a general area (your hometown, for example). If we already have a relationship with that site or with sites in that area, we may be able to contact them on your behalf to determine their willingness and availability. If the site is a new one for us, you should submit this out-of-area (OOA) form, completed by both you and the potential preceptor. We will consider your request based on the following:
  - a. Our ability to execute our standard affiliation agreement in a timely manner; and/or
  - b. The availability of other established sites in your preferred areaIf there are no other established sites available in your area and if we approve your request, we will then contact the site to confirm availability, provide additional program information, and begin the affiliation agreement process.
3. If the site is located outside of South Carolina, you are responsible for contacting the potential preceptor to determine his/her willingness and availability. You must complete page 1 of this form and then present the form to the preceptor who must complete and sign page 2. Submit the completed form to the OEE in person, by fax, or as a scanned email attachment. The form must be signed by both you and the preceptor with actual, not computer-generated, signatures. Requests will not be considered or acted upon until the OEE receives both sides of this signed form. Please note that completing this process does not guarantee approval.
4. If a new affiliation agreement is needed, the site must accept our standard agreement. If they are not able to sign our agreement, your request will not be approved and you will be assigned to a site in our area.

***Deadline to submit a fully completed, signed form  
for an out-of-area site is June 1.***

**Student Statement:** I understand the above requirements. If the site is outside of South Carolina, I have contacted the appropriate state’s board of pharmacy regarding participation in this externship rotation, and I will have met any prerequisites required by this state board of pharmacy prior to the start of this scheduled experience.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Fall Week: August 13-17, 2018**  
**Introductory Pharmacy Practice Experience (IPPE)**  
**Out-of-Area Request Form**

**Student Name:** \_\_\_\_\_ **Student ID#:** \_\_\_\_\_

**Site/Preceptor Information:** Please provide the following information for the site and preceptor:

Type of Rotation    ☐ Retail Chain    ☐ Independent Pharmacy  
                                 ☐ Other Community Site (*please specify type* \_\_\_\_\_)  
                                 ☐ Institutional Site (*please specify type* \_\_\_\_\_)

Name of Preceptor \_\_\_\_\_ Credentials \_\_\_\_\_

Preceptor email \_\_\_\_\_

Full Name of Site \_\_\_\_\_

Name of Site's Corporate Entity (if Different) \_\_\_\_\_

Street Address/City/Zip of Site \_\_\_\_\_

Mailing Address/City/Zip of Site \_\_\_\_\_

Site Telephone \_\_\_\_\_ Site Fax \_\_\_\_\_

**Preceptor Statement** (*please check all applicable boxes*):

☐ My state licensure status is current and without reprimand.  
State of issue: \_\_\_\_\_ License # \_\_\_\_\_

☐ I currently serve as an IPPE/APPE preceptor for \_\_\_\_\_.  
(*Name of ACPE-accredited school of pharmacy*)

☐ I have participated in preceptor development programs or activities offered by the aforementioned school. Most recent program was \_\_\_\_\_.  
(*Date of last program/activity*)

**Site Orientation:** Students who are assigned to this site must complete a pre-rotation orientation that is:

☐ Completed online and/or prior to the start of the rotation

☐ Completed in person at the site

The contact person (i.e., human resources or student education staff) for orientation and other pre-rotation requirements is

Name: \_\_\_\_\_

Email: \_\_\_\_\_

Telephone: \_\_\_\_\_

**Pharmacist/Preceptor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*By signing this form, you are confirming that you are willing to conduct this pharmacy experience for a 40-hour period from **August 13-17, 2018**. You further acknowledge that you agree to use the syllabus provided by the PCSP Office of Experiential Education (OEE) which is located in the student's P2 workbook. Finally, you understand that the PCSP does not pay for or provide any type of stipend for a fall week rotation.*

*Upon receipt of this form and approval of the student's request, the PCSP Office of Experiential Education will contact the preceptor as needed to discuss program requirements, to coordinate the execution of our standard affiliation agreement, and/or to discuss the use of our fall week syllabus for community introductory pharmacy practice experiences.*



# Pharmacy Experiential Program Manual

## Appendix 5

2019-2020

### Request for Out-of-Area, Out-of-State, and/or New Site APPEs

APPE rotations are normally conducted within the State of South Carolina with some allowance for certain sites within bordering states that are within a reasonable driving distance—approximately a three-hour radius—from the School of Pharmacy. This is considered our “local” area. For instances in which a location outside of this area offers a unique opportunity for which there is no similar experience available within our “local” area, the student may request assignment to this out-of-area (OOA) or out-of-state (OOS) site. In addition, a student might have a connection to a site within our local area but completely new to the PCSP.

To request OOA, OOS, or new site rotations, a student is responsible for contacting the potential preceptor to determine his/her willingness and availability. The student must then complete page 1 of this form and must ask the preceptor to complete and sign page 2. The student will then submit the form to the Office of Experiential Education (OEE). The student may submit the completed form in person, via fax, or through a scanned email; however, the form must be signed by both the student and the potential preceptor.

Completing this process does not guarantee approval as other factors will need to be considered. Denial usually involves the availability of similar experiences in our local area or with which we already have a relationship, the inability of OEE and the rotation site to execute an affiliation agreement in a timely manner, and the applicability of the rotation to the student’s post-graduation plans.

In addition:

- The student may not be employed at or receive any payment from the site during the rotation
- The OOA rotation must be unique compared to experiences already approved and available geographically
- The proposed preceptor must be currently affiliated with an ACPE-accredited school of pharmacy as an IPPE/APPE preceptor
- **Deadline for submission of the completed & signed form .....September 15, 2018**

**REQUIRED INFORMATION:** Please provide the following information about the site and preceptor:

Type of Rotation ☐ Advanced Community ☐ Acute Care (Subspecialty \_\_\_\_\_)  
☐ Hospital/Healthcare System ☐ Ambulatory Care  
☐ Elective \_\_\_\_\_

Name of Preceptor \_\_\_\_\_ Credentials \_\_\_\_\_

Preceptor email \_\_\_\_\_ (PharmD, RPh, MD, NP, etc.)

Full Name of Site \_\_\_\_\_

Name of Site’s Corporate Entity (if site not privately owned) \_\_\_\_\_

Street Address/City/Zip of Site \_\_\_\_\_

Mailing Address/City/Zip of Site \_\_\_\_\_

Site Telephone \_\_\_\_\_ Site Fax \_\_\_\_\_

**STUDENT STATEMENT:** I understand the above requirements. In addition, I have contacted the appropriate state’s board of pharmacy regarding participation in this clerkship rotation, and I will have met any prerequisites required by this state board of pharmacy prior to the start of this scheduled experience.

**STUDENT SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_  
(signature required for request to be considered)

## PRECEPTOR STATEMENT

STUDENT NAME: \_\_\_\_\_ ID#: \_\_\_\_\_

### LICENSURE AND EXPERIENCE:

- ☐ My state licensure status is current and without reprimand; license # \_\_\_\_\_
- ☐ I currently serve as an IPPE/APPE preceptor for \_\_\_\_\_  
Name of ACPE-accredited school of pharmacy
- ☐ I have participated in preceptor development programs or activities offered by the aforementioned school. Most recent program was \_\_\_\_\_

### COURSE SYLLABUS:

- ☐ I have a course syllabus for my student rotations which I will provide to the PCSP Office of Experiential Education for review and approval; or
- ☐ I will use the PCSP syllabus and will customize it to my site/area of practice

**PRE-ROTATION REQUIREMENTS:** Students who are assigned to this site must complete a pre-rotation orientation that is:

- ☐ Completed online and/or prior to the start of the rotation
- ☐ Completed in person at the site

The contact person for orientation and other requirements is:

Name: \_\_\_\_\_

Email: \_\_\_\_\_

Telephone: \_\_\_\_\_

**PRECEPTOR AVAILABILITY:** I am willing to conduct this advanced pharmacy practice experience (APPE) during any of the month(s) indicated.

### APPE rotations during the 2019-2020 academic year

*(Please indicate the month(s) available; if you are willing to take additional students, please indicate that as well)*

|   | Number of<br>Students |  | Number of<br>Students |
|---|-----------------------|--|-----------------------|
| <input type="checkbox"/> May 1-31, 2019       | _____                 | <input type="checkbox"/> November 1-29, 2019 | _____                 |
| <input type="checkbox"/> June 3-28, 2019      | _____                 | <input type="checkbox"/> December 2-31, 2019 | _____                 |
| <input type="checkbox"/> July 1-31, 2019      | _____                 | <input type="checkbox"/> January 1-31, 2020  | _____                 |
| <input type="checkbox"/> August 1-30, 2019    | _____                 | <input type="checkbox"/> February 3-28, 2020 | _____                 |
| <input type="checkbox"/> September 2-30, 2019 | _____                 | <input type="checkbox"/> March 2-31, 2020    | _____                 |
| <input type="checkbox"/> *October 1-31, 2019  | _____                 | <input type="checkbox"/> **April 1-30, 2020  | _____                 |

\*Out-of-state rotations in October may be restricted since students must return to campus mid-month for their Capstone course presentations

\*\*Out-of-state/new rotations in April may be restricted to ensure grades are submitted prior to graduation

*If you are willing to offer a rotation but currently do not know what month, please indicate by checking this box and letting us know approximately when to check back with you.*

- ☐ Please check back with me on/about \_\_\_\_\_

PHARMACIST/PRECEPTOR NAME: \_\_\_\_\_

PHARMACIST/PRECEPTOR SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

(signature required for request to be considered)

### For Internal Use Only:

Date site contacted by OEE: Telephone \_\_\_\_\_ and/or Email \_\_\_\_\_

Approved: ☐ yes ☐ no Syllabus sent (if using ours) or requested (if using theirs): ☐ yes ☐ no

Comments:

# Pharmacy Experiential Program Manual

## Appendix 6

### APPE Change Request

**Policy:** Once the APPE schedule is finalized and released to preceptors, only **one** student-initiated request will be allowed during the P4 academic year. The request must be submitted at least **90 days** prior to the start of the rotation to ensure time to contact preceptors and complete pre-rotation requirements. Submitting a change request does not guarantee the request will be granted. The following requests will typically not be granted:

- (1) Requests to add or drop an out-of-area rotation
- (2) Requests to drop a faculty rotation

OEE-initiated or preceptor/site-initiated changes made for reasons aside from student requests will not count as the one student request. While student input on such changes may be sought, OEE reserves the right to implement such changes without consulting the affected student in advance.

Additional change requests initiated by the student due to extreme circumstances may be considered. Such circumstances may include illness or injury as well as certain unexpected/unplanned life events. However, change requests due to non-extreme situations beyond the one allowed—including professional interest changes—will typically not be considered.

Due to the complexity of rotation assignments, a student should not contact a preceptor directly about changing, adding, or removing an assigned rotation, and such action may be grounds for immediate rejection of the request.

**Instructions:** Complete this form and email it to Mrs. Carbonneau in the OEE at [scarbo@presby.edu](mailto:scarbo@presby.edu). After consideration by the OEE, Mrs. Carbonneau will notify you of the status of your request.

**Student Name:** \_\_\_\_\_

**Date Submitted:** \_\_\_\_\_ **Date Received by OEE:** \_\_\_\_\_  
(date must be at least 90 days prior to the start of the month requested)

**Change Requested for** \_\_\_\_\_ (month or range of months)

**Reason for Request** (check as appropriate):

|   |   |
|---|---|
| <input type="checkbox"/> Academic Issue                                   | <input type="checkbox"/> Health Issue (student or family) |
| <input type="checkbox"/> Change in Post-Graduation Goals/Plans            | <input type="checkbox"/> Other _____                      |
| <input type="checkbox"/> Hardship (transportation, housing, family, etc.) | _____   |

#### Description of Requested Change

(Include reason for change, type of rotation requested (critical care, internal medicine, ambulatory care, academia, etc.), any specific preceptor requested, etc. Provide a complete and honest rationale for making this request.)

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OEE Use Only: \_\_\_\_\_ Approved \_\_\_\_\_ Denied \_\_\_\_\_ Student notified by \_\_\_\_\_ on \_\_\_\_\_



# Pharmacy Experiential Program Manual

## Appendix 7

### Student Acknowledgement of Experiential Requirements

*(completed electronically in E\*Value)*

| <b>I acknowledge the following requirements for participation in experiential programs available to students of the PC School of Pharmacy. By selecting a response of "yes" to each question, I acknowledge, agree, and consent to the following:</b> |  | Yes | No |
|---|--|-----|----|
| <b>1. Insurance &amp; Medical Care:</b>   | <ol style="list-style-type: none"> <li>1. That the college has general liability insurance that – subject to the terms of that policy – may provide certain coverage to me for claims made concerning my conduct within the parameters of the curriculum and within the scope of practice for a student extern. However...               <ol style="list-style-type: none"> <li>1. This coverage primarily protects the College;</li> <li>2. This coverage is subject to exceptions and is defined and limited by the policy terms;</li> <li>3. This coverage does not cover me while working outside of the program as a paid employee of any entity or as an intern (paid or unpaid);</li> <li>4. Some experiential sites require me to have my own, separate policy (in addition to the College's coverage); and</li> <li>5. I am required by the School of Pharmacy to obtain individual professional liability coverage and to provide such proof to the Office of Experiential Education (OEE) upon request.</li> </ol> </li> <li>2. That I must maintain medical insurance coverage at all times while a student at the PC School of Pharmacy. This insurance must, at a minimum, provide coverage for injury and illness (i.e., a "major medical" policy).</li> <li>3. That, if I do receive medical services at the site, I will be responsible for all expenses of such health care services--including emergency care.</li> </ol>   |     |    |
| <b>2. Background Investigations:</b>  | <ol style="list-style-type: none"> <li>1. That I am required to undergo annual drug screening and criminal background reporting and that these results will be transmitted to the OEE which may in turn provide this information to experiential site officials (preceptor, human resources, education office, etc.). I hereby consent to this drug screening and background reporting and to provision of those results to the experiential site. I am aware that, in addition to local, state, and federal criminal databases, the background investigation will also include the following:               <ol style="list-style-type: none"> <li>1. National Sex Offender Registry Database Search</li> <li>2. Check of the Office of Inspector General List of Excluded Individuals and Entities</li> <li>3. Check of the General Services Administration List of Excluded Individuals</li> </ol> </li> <li>2. That I may be required to undergo additional drug screens--random or otherwise--during the course of an experiential rotation at the request of the site and that failing a drug screen (i.e., having any positive result) will likely cause immediate removal from that site and adversely affect my continued participation in the pharmacy program. The cost of additional drug screens required by the site may be my responsibility.</li> <li>3. That I must report within seven (7) calendar days to the OEE any arrests and/or criminal charges or convictions filed subsequent to completion of the annual CBR and that failure to do so may result in dismissal from my introductory or advanced pharmacy practice experience (IPPE or APPE) as well as result in a professional misconduct investigation.</li> <li>4. That I must cooperate in any inquiry or investigation conducted by the site relating to my activities during the rotation.</li> </ol>   |     |    |
| <b>3. Pre-Rotation Requirements:</b>  | <ol style="list-style-type: none"> <li>1. That I am required to keep all immunizations up to date. These immunizations include Hepatitis-B (series of 3 and/or titer), varicella (2 vaccines and/or titer), annual influenza vaccine, annual tuberculosis screening (PPD, chest x-ray, or lab test), Tdap and/or tetanus booster, and other immunizations that may be required by the School of Pharmacy, by law, or by an experiential site. I further understand that some of these vaccines--but not necessarily all--may be provided to me at the PCSP free of charge and that if additional vaccines are needed for a specific site, that I may be responsible for associated costs.</li> <li>2. That I must undergo annual Health Insurance Portability and Accountability Act (HIPAA) and Occupational Safety and Health Act (OSHA) training to ensure understanding and compliance with laws and policies regarding the release of protected health information (PHI) of patients and those regarding exposure to bloodborne pathogens, respectively. I acknowledge that I will likely be required to undergo said training both at the PCSP and at multiple sites throughout the year.</li> <li>3. That I may be required to complete certain pre-rotation requirements of the school and/or the site and that failure to do so by the specified deadline may result in my removal from that rotation. Such removal may constitute a professionalism violation and/or may result in (1) reassignment to a site at or after the end of the semester or (2) a non-passing grade for that IPPE/APPE course.</li> <li>4. That I may be required to undergo a physical examination, if required by a site, at my own expense.</li> <li>5. That I may be required to participate in orientation at the experiential site in addition to completion of pre-rotation requirements as directed by the OEE and that many of these orientation/pre-rotation requirements are duplicative but mandatory.</li> </ol> |     |    |
| <b>4. Site &amp; PCSP Policies &amp; Procedures:</b>  | <ol style="list-style-type: none"> <li>1. That I must abide by each site's policies, procedures, rules, and regulations during my assignment to that site, including but not limited to the wearing of appropriate identification badges (provided by the PCSP and/or by the site) in accordance with the Lewis Blackman Patient Safety Act of 2005.</li> <li>2. That any ID badges issued by the site must be returned at the end of the rotation.</li> <li>3. That I am not considered an employee or an agent of any experiential site nor will I be afforded any of the benefits of employees including, but not limited to, workers' compensation or liability insurance coverage, meals, and medical services.</li> <li>4. That I must abide by the dress code policies of the PC School of Pharmacy as well as those of the site.</li> <li>5. That I may not be employed at a site to which I am assigned during the dates of the rotation unless otherwise approved by the OEE and that I am not allowed to receive any compensation for the activities at the site for which I receive academic credit.</li> </ol>  |     |    |

|    |  |  |  |
|----|--|--|--|
| 6. | That during each clinical rotation, I will be responsible for:   |  |  |
| 1. | Keeping confidential all medical and health information pertaining to patients/clients, including their physical presence of that site;  |  |  |
| 2. | Disclosing only the minimal PHI when necessary to perform functions of the rotation; and   |  |  |
| 3. | Not utilizing, disclosing, or reusing any information accessed via a site's electronic systems for any purpose other than the assigned rotation.   |  |  |
| 7. | That I am responsible for reviewing the OEE Student Manual and that my participation in the experiential program constitutes agreement to the terms therein.   |  |  |
| 5. | <b><u>Completion of Rotation:</u></b>  |  |  |
| 1. | That I may be removed from an experiential site for any reason as determined by the site and that such removal will likely result in a failing grade for that IPPE or APPE course.   |  |  |
| 2. | That if I receive a non-passing grade on any segment of an IPPE course, I will receive a non-passing grade on the entire course and may have to make up all IPPE hours in that course, and, further, that IPPE courses are subject to the same academic criteria for progression, appeal, and remediation as didactic and laboratory courses.  |  |  |
| 3. | That, if I receive an unsatisfactory final grade on an APPE course, I will be assigned to a 10 <sup>th</sup> APPE by the OEE but should I subsequently receive an unsatisfactory final grade on another APPE or on a capstone course, I must petition the Academic Standards Committee to continue in the pharmacy program. In addition, additional tuition/fee charges will apply to the 10 <sup>th</sup> (and any additional) rotations. |  |  |
| 6. | <b><u>Board of Pharmacy Licensing Considerations:</u></b>  |  |  |
| 1. | That I must register with the appropriate state board of pharmacy as a <i>student extern/intern</i> .  |  |  |
| 2. | That my introductory and/or advanced pharmacy practice experiences are developed to meet the pharmacist licensing requirements of the State of South Carolina and may not meet the requirements of other states and that I am responsible for knowledge of and compliance with the pharmacist licensing requirements of other states in which I may wish to apply for licensure.   |  |  |
| 7. | <b><u>Personal Considerations:</u></b>   |  |  |
| 1. | That I am responsible for arranging housing, lodging, and transportation for myself.   |  |  |
| 2. | That I should not make personal plans (vacations, weddings, etc.) that will conflict with my IPPE/APPE schedule.   |  |  |
| 3. | That I should consult with the OEE first before asking my preceptor to make any changes to my schedule.  |  |  |
| 4. | That as a P4 student, I should not expect to be granted time off from my APPE due to holidays and that I should--until told differently by my preceptor--plan to report to my rotation on the first day of the month regardless of the day of the week.  |  |  |

# Pharmacy Experiential Program Manual

## Appendix 8

### Professional Attire Policy

*(excerpt from PCSP Bulletin)*

The appropriate development of a pharmacy professional requires the creation and maintenance of a professional environment within the School of Pharmacy and is the responsibility of all members of the School of Pharmacy community. PCSP subscribes to a business casual attire requirement which must be adhered to by all members of the School of Pharmacy community. During curricular and co-curricular activities/events as a representative of the School of Pharmacy, the business casual attire requirement is in effect unless otherwise indicated (e.g. social events, approved School of Pharmacy Dress Down Days, etc.).

The following attire is considered unacceptable:

- Hats or caps (except headgear considered a part of religious or cultural dress and pre-approved by the Assistant/Associate Dean for Professional and Student Affairs)
- Denim pants of any color
- Shorts, culottes, or other pants above the knee
- Skirts shorter than 1" above the knee when standing
- Sweatpants, sweatshirts, spandex, or leggings
- Revealing clothing (e.g., tank tops, halter tops, midriffs, tube tops, swim tops, etc.)
- Scrubs (tops or pants) except when indicated for specific course activities
- Canvas sneakers, casual sandals/clogs (e.g. "Flip-Flops," "Birkenstocks," beach shoes, etc.), shoes with extremely high heels
- Buttons, large jewelry or accessories that could interfere with patient care or safety
- Exposed underwear or lack of appropriate undergarments
- Sunglasses worn indoors (except for medical reasons and pre-approved by the Assistant/Associate Dean for Professional and Student Affairs)

Adequate precautions should be taken to maintain good personal hygiene. These precautions include regular bathing, use of deodorants and regular dental hygiene. Personal care considerations include:

- Hair should be clean, neat, and styled out of the eyes. Hair may not be dyed any unnatural hair colors. If close contact with patients occurs (e.g. physical assessment procedures), hair longer than shoulder length should be secured. Beards and mustaches should be clean and well groomed.
- Cologne, perfume or aftershave is not recommended in the patient care setting due to patient allergies and sensitivities.
- Cosmetics should be used in moderation.
- Nails should be well groomed, manicured and of short to medium length to facilitate patient care activities. Artificial finger nails are prohibited on rotations where direct patient care is involved as they have been linked to infectious disease transmission.
- Jewelry and accessories should be non-distracting. Body piercing is permitted in ears only (no more than two earrings per ear); no other visible body piercing is permitted. (e.g., tongue, nose, eyebrows, chin, lips).
- No tattoos should be visible.

Students are expected to wear appropriate professional dress for all rotation and professional laboratory activities. This includes wearing a clean, neatly pressed, long-sleeved waist-length white lab coat with the

Presbyterian College School of Pharmacy badge, student name tag, closed-toed professional shoes and clean, professionally styled clothing (i.e. dresses or skirts of medium length, non-denim tailored slacks, and appropriate tops for females and collared dress shirts with an appropriately knotted/secured necktie for males).

Individual practice sites may have a more rigorous dress code. Students should adhere to specific preceptor/site requirements. If you have questions regarding the site-specific dress code policy, please contact your preceptor. Students who fail to adhere to these guidelines will not be permitted to participate in rotation activities.

# Pharmacy Experiential Program Manual

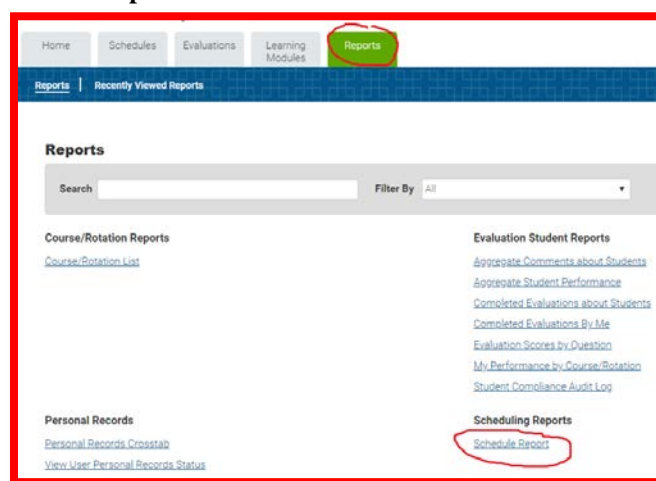
## Appendix 9

### E\*Value Instructions—Accessing Rosters & Site Information

Log into E\*Value.

Click on Reports and then select Schedule Report (Fig 1).

**Figure 1. Schedule Report**



On the next screen (Fig 2), you can accept the default parameters and click on Next or you can change the parameters to narrow the results. If you accept the default parameters, the start/end dates will encompass a one-year period, starting today and the curriculum will include all PCSP classes and IPPE/APPE assignments within that period of time.

**Figure 2. Schedule Report Parameters**

A screenshot of the 'Schedule Report' parameter form. The form has a title 'Schedule Report' and several input fields: 'Filter Template' (dropdown with '{Select a Template}'), 'Curriculum' (dropdown with '{All Curricula}'), 'Start Date' (calendar icon, date '03/08/2018'), 'End Date' (calendar icon, date '03/08/2019'), 'Show Participation Dates' (radio buttons for 'No' and 'Yes', with 'Yes' selected), 'Show Sessions' (radio buttons for 'No' and 'Yes', with 'Yes' selected and a help icon), and 'Format Option' (dropdown with 'HTML'). At the bottom, there are two green buttons: 'Save Template' and 'Next ->'. The 'Next ->' button is circled in red.

The next screen will be your schedule for the time period selected (Fig 3). If you click on the name of your preceptor, a box will pop up and provide you with contact information as well as any other information we have in E\*Value about that preceptor. Then if you click on the name of the site, another box will pop up that takes you to

the all-important site information screen where you will find a map, the phone number and any pre-rotation requirements (Fig 4). For the best viewing of the site screen, you should maximize the window. You generally have to scroll all the way to the bottom to see the pre-rotation/orientation information. Any site-required documents that have been uploaded will be located at the very bottom of the window.

**Figure 3. Roster**

| User Start Date | User End Date | Time Frame                   | Course/Rotation                         | Site   | Educator(s)              | Rank      |
|-----------------|---------------|------------------------------|---|--|--------------------------|-----------|
| 01/01/2018      | 05/31/2018    | MTM XI (Hematology/Oncology) | PHRM 7214 MTM XI (Hematology/Oncology)  | Presbyterian College School of Pharmacy<br>307 North Broad Street<br>Clinton, SC 29325 | Xin Chen, PhD            | Faculty   |
| 05/01/2018      | 05/31/2018    | APPE May 2018                | APPE 8121 Advanced Community            | Walgreens #12447 (Duncan)<br>2196 E. Main Street<br>Duncan, SC 29334                   | Eric Strauss, PharmD     | Preceptor |
| 06/01/2018      | 06/30/2018    | APPE June 2018               | APPE 8101 Acute Care (General Medicine) | Union Medical Center (SRHS)<br>322 West South Street<br>Union, SC 29379                | Dusty Harmon, PharmD     | Preceptor |
| 07/01/2018      | 07/31/2018    | APPE July 2018               | APPE OFF                                | OFF  | OFF Preceptor APPE       | Preceptor |
| 08/01/2018      | 08/31/2018    | APPE August 2018             | APPE 8131 HHS Transition of Care        | Greenville Memorial Hospital (GHS)<br>701 Grove Road<br>Greenville, SC 29605           | Doug Furmanek, PharmD    | Preceptor |
| 09/01/2018      | 09/30/2018    | APPE September 2018          | APPE 8166 Long Term Care/Consulting     | Omnicare Clinical Intervention Center<br>348 E Blackstock Road                         | Janine Cleveland, PharmD | Preceptor |

**Figure 4. Site Information**

Site Orientation

**Pre-Rotation Requirements:**

**Students:**

A student assigned to any facility affiliated with Greenville Health System (GHS) must do the following prior to an IPPE or APPE rotation:

- Complete the **HealthStream** Learning Management System Online Orientation Program. Complete instructions and helpful hints are located in the HealthStream system. Your initial credentials are:
  - Log-in: PC Email Address
  - Password: Bluehose123
- Do not notify GHS or the OEE when you have completed the HealthStream training since both offices have the ability to check the status of your training.
- Complete **page 1 only** of the parking form and return it to OEE. For your convenience, parking instructions are included.
- Complete the student section of the Pharmacy Attestation Form. An actual handwritten signature is required, or you may sign the form electronically.
  - With the attestation form open, click on "Tools" on the toolbar in the upper right corner
  - Click on Sign & Certify and then Sign Document by placing your cursor where you want to sign and draw a box
  - A dialogue box will then appear to allow you to select your current signature or create a new one

**Hint: All referenced forms & documents are located in the Site-Required Documents section at the bottom of this page.**

**Office of Experiential Education:**

- Forward the GHS Student Roster to LaNita Weisenberger @ LWeisenberger@ghs.org at the GHS Student Services Office
- Send an email to all assigned students instructing them to ignore all emails from GHS regarding myClinicalExchange (mCE)
- Upload all required documentation to myClinicalExchange (mCE) after the students have been added to the database by GHS

08-02-13/nsc; 12-02-14 new health form and info/nsc; 04-09-15 revised health form/LGT; 07-01-15 POC/LGT ; 12-3-15 new mCE req  
parking forms/nsc; 9-8-16 added attestation/LGT; 1-10-17 POC/LGT; 5-15-17 requirements/LGT; 8-11-17 requirements and POC/LGT

You will only see the document type icon. This one has 3 PDF files attached. Hover on the icon to see the name of the document

Site-Required Documents

Site-Required Documents

# Pharmacy Experiential Program Manual

## Appendix 10

### E\*Value Instructions—Updating Home Address & Work History

Log into E\*Value.

On your home page (Fig 1), click “update this information.”

**Figure 1. E\*Value Home Page**

update this information.' Below this, there are labels and values: 'Email: @presby.edu', 'Rank: P3', 'Roles: Student', and 'Advisors:'."/>

Welcome to E\*Value

**My Information**

If this or any other biographic information is incorrect or missing, you can [update this information](#).

**Email:** @presby.edu

**Rank:** P3

**Roles:** Student

**Advisors:**

On the next screen (Fig 2), enter your home address, home/cell number, and information about your emergency contact. Your “home” address is your “local” address or where you live during the semester. Be sure to save your changes.

**Figure 2. Address**

**Contact Information:**

Home Address 1 :

Home Address 2 :

Home City :

Home State :

Home Zip :

Home Zip 4 :

Home Phone Number :

Cell Number :

**Emergency Contact Information:**

Emergency Contact Name :

Emergency Contact Address 1 :

Emergency Contact City :

Emergency Contact State :

Emergency Contact Zip :

Emergency Contact Email :

Emergency Contact Phone :

Emergency Contact Relationship :

Typically, the OEE will not contact your emergency designee. In the event of an emergency (a student fails to arrive at an experiential site at the time expected), the OEE will generally notify the Office of Academic Affairs or Office of Professional and Student Affairs who will follow the proper procedures or go through certain channels that

may/may not require them to contact your emergency person. However, the OEE may contact you via your cell phone when a situation warrants.

Please update your **work history** in this same section (Fig 3) as it changes throughout your time in pharmacy school. Like your home address, the OEE also refers to your work history when making experiential assignments.

**Figure 3. Work History**

| Custom Fields:                              |                       |                                  |                                |
|---|-----------------------|----------------------------------|--------------------------------|
| <b>Student Information</b>                  |                       |                                  |                                |
| Last 5 SSN                                  |                       |                                  |                                |
| <input type="text"/>                        |                       |                                  |                                |
| <b>Student work history</b>                 |                       |                                  |                                |
| Name of store (and store # when applicable) | Location (City/State) | Dates of employment (start date) | Dates of employment (end date) |
| CVS #4174                                   | Spartanburg, SC       | May 23, 2016                     |                                |



# Pharmacy Experiential Program Manual

## Appendix 11

### IPPE and APPE Evaluation Forms

#### IPPE P1 Midpoint Evaluation

|   |  |   |   |
|---|--|---|---|
| <b>Subject:</b><br><b>Evaluator:</b><br><b>Site:</b><br><b>Period:</b><br><b>Dates of Course/Rotation:</b><br><b>Course/Rotation:</b> IPPE 5201 Spring<br><b>Form:</b> IPPE Student Mid-point Assessment  |  |   |   |
| <b>P1 Introductory Pharmacy Practice Experience Midpoint Evaluation</b><br>(Question 1 of 5 - Mandatory)  |  |   |   |
| For the following competencies, the student should perform at the introduced level for a P1 student.  | Below Expectations   | Meets Expectations  | Exceeds Expectations  |
| This is usually the first time the student is exposed to the learning concept. In this setting, the student should be able to "remember" and "understand" the activities but may not be able to "apply" or "analyze."   | The student fails to demonstrate a working level of knowledge and shows consistent inability in the competency | The student demonstrates a working level of knowledge consistent at the introduced level for a P1 student | The student demonstrates a high level of knowledge and performance that is above the introduced level of a P1 student |
| <b>Evidence-Based Decision and Problem Solving</b><br>The student can critically evaluate literature at an introduced level. The student is able to collect and integrate necessary information and begin the process of formulating a plan of action with assistance from the preceptor. | 1.0  | 2.0   | 3.0   |
| <b>Providing Pharmaceutical Care to Patients</b><br>The student actively participates in the process of making clinical judgments to provide pharmaceutical care. The student acts legally and ethically to safeguard confidentiality.  | 1.0  | 2.0   | 3.0   |
| <b>Interprofessional Interaction and Teamwork</b><br>The student shows effective interprofessional and team behaviors. The student works well in a team and in a variety of team roles.   | 1.0  | 2.0   | 3.0   |
| <b>Ethical and Legal Judgment</b><br>The student actively participates in evaluating and integrating ethical values into the care of patients.  | 1.0  | 2.0   | 3.0   |
| <b>Management Skills</b><br>The student actively participates in the management of human, financial, technological, and physical resources in the pharmacy where applicable.  | 1.0  | 2.0   | 3.0   |
| <b>Advancement of Pharmacy and Health Care</b><br>The student is able to identify issues of public, professional, and institutional concern and participates in the solutions.  | 1.0  | 2.0   | 3.0   |
| <b>Promotion of Health, Wellness, and Public Welfare</b><br>The student is actively involved in community and professional efforts to promote health, wellness, and public welfare.   | 1.0  | 2.0   | 3.0   |
| (Question 2 of 5 - Mandatory)   |  |   |   |
| For the following competencies, the student should perform at the reinforced level for a P1 student.  | Below Expectations   | Meets Expectations  | Exceeds Expectations  |
| The student has been introduced to the learning concept in earlier courses and should be able to "apply" and "analyze."   | The student fails to demonstrate a working level of knowledge and shows consistent inability in the competency | The student demonstrates a working level of knowledge consistent at the reinforced level for a P1 student | The student demonstrates a high level of knowledge and performance that is above the reinforced level of a P1 student |
| <b>Communication and Education</b><br>The student respects each person and builds trusting relationships. The student listens attentively and is engaged in patient, active listening without bias. The student is able to communicate effectively in both writing and speaking.          | 1.0  | 2.0   | 3.0   |
| <b>Dispensing of Pharmaceuticals</b><br>The student is able to interpret, evaluate, and prepare prescriptions with some assistance from the preceptor when necessary.   | 1.0  | 2.0   | 3.0   |
| <b>Personal and Professional Growth</b><br>The student demonstrates responsibility, motivation, and coping strategies and responds appropriately to constructive criticism.   | 1.0  | 2.0   | 3.0   |
| <b>Comments (Midpoint)</b> (Question 3 of 5)  |  |   |   |
| <div style="border: 1px solid black; height: 40px;"></div>  |  |   |   |

**Comments (confidential)** (Question 4 of 5, Confidential)

Use this section to provide additional comments about this rotation or our IPPE program in general. Confidential comments are not visible or made available to students.

**Midpoint Grade** (Question 5 of 5)

This course is graded on a pass/fail basis:

|         |                |
|---------|----------------|
| 70-100% | Satisfactory   |
| < 70%   | Unsatisfactory |

**Presbyterian College  
School of Pharmacy**

**IPPE P1 Final Evaluation**

|  |  |   |   |
|--|--|---|---|
| <b>Subject:</b><br><b>Evaluator:</b><br><b>Site:</b><br><b>Period:</b><br><b>Dates of Course/Rotation:</b><br><b>Course/Rotation:</b> IPPE 5201 Spring<br><b>Form:</b> IPPE Student Final Assessment   |  |   |   |
| <b>P1 Introductory Pharmacy Practice Experience Final Evaluation</b><br>(Question 1 of 5 - Mandatory)  |  |   |   |
| For the following competencies, the student should perform at the introduced level for a P1 student.   | Below Expectations   | Meets Expectations  | Exceeds Expectations  |
| This is usually the first time the student is exposed to the learning concept in this setting. The student should be able to "remember" and "understand" the activities but may not be able to "apply" or "analyze."   | The student fails to demonstrate a working level of knowledge and shows consistent inability in the competency | The student demonstrates a working level of knowledge consistent at the introduced level for a P1 student | The student demonstrates a high level of knowledge and performance that is above the introduced level of a P1 student |
| <b><u>Evidence-Based Decision and Problem Solving</u></b><br>The student can critically evaluate literature at an introduced level. The student is able to collect and integrate necessary information and begin the process of formulating a plan of action with assistance from the preceptor. | 1.0  | 2.0   | 3.0   |
| <b><u>Providing Pharmaceutical Care to Patients</u></b><br>The student actively participates in the process of making clinical judgments to provide pharmaceutical care. The student acts legally and ethically to safeguard confidentiality.  | 1.0  | 2.0   | 3.0   |
| <b><u>Interprofessional Interaction and Teamwork</u></b><br>The student shows effective interprofessional and team behaviors. The student works well in a team and in a variety of team roles.   | 1.0  | 2.0   | 3.0   |
| <b><u>Ethical and Legal Judgment</u></b><br>The student actively participates in evaluating and integrating ethical values into the care of patients.  | 1.0  | 2.0   | 3.0   |
| <b><u>Management Skills</u></b><br>The student actively participates in the management of human, financial, technological, and physical resources in the pharmacy where applicable.  | 1.0  | 2.0   | 3.0   |
| <b><u>Advancement of Pharmacy and Health Care</u></b><br>The student is able to identify issues of public, professional, and institutional concern and participates in the solutions.  | 1.0  | 2.0   | 3.0   |
| <b><u>Promotion of Health, Wellness, and Public Welfare</u></b><br>The student is actively involved in community and professional efforts to promote health, wellness, and public welfare.   | 1.0  | 2.0   | 3.0   |

**(Question 2 of 5 - Mandatory)**

| For the following competencies, the student should perform at the reinforced level for a P1 student.   | Below Expectations   | Meets Expectations  | Exceeds Expectations  |
|--|--|---|---|
| The student has been introduced to the learning concept in earlier courses and should be able to "apply" and "analyze."  | The student fails to demonstrate a working level of knowledge and shows consistent inability in the competency | The student demonstrates a working level of knowledge consistent at the reinforced level for a P1 student | The student demonstrates a high level of knowledge and performance that is above the reinforced level of a P1 student |
| <b>Communication and Education</b><br>The student respects each person and builds trusting relationships. The student listens attentively and is engaged in patient, active listening without bias. The student is able to communicate effectively in both writing and speaking. | 1.0  | 2.0   | 3.0   |
| <b>Dispensing of Pharmaceuticals</b><br>The student is able to interpret, evaluate, and prepare prescriptions with some assistance from the preceptor when necessary.  | 1.0  | 2.0   | 3.0   |
| <b>Personal and Professional Growth</b><br>The student demonstrates responsibility, motivation, and coping strategies and responds appropriately to constructive criticism.  | 1.0  | 2.0   | 3.0   |

**Comments (Final)** (Question 3 of 5)

**Comments (confidential)** (Question 4 of 5, Confidential)

Use this section to provide additional comments about this rotation or our IPPE program in general. Confidential comments are not visible or made available to students.

**Final Grade** (Question 5 of 5)

This course is graded on a pass/fail basis:

|         |                |
|---------|----------------|
| 70-100% | Satisfactory   |
| < 70%   | Unsatisfactory |

|  |  |   |  |
|--|--|---|--|
| <b>Subject:</b><br><b>Evaluator:</b><br><b>Site:</b><br><b>Period:</b><br><b>Dates of Course/Rotation:</b><br><b>Course/Rotation:</b> IPPE 6101 Fall<br><b>Form:</b> IPPE Student Mid-point Assessment   |  |   |  |
| <b>P2 Introductory Pharmacy Practice Experience Midpoint Evaluation</b><br>(Question 1 of 5 - Mandatory)   |  |   |  |
| For the following competencies, the student should perform at the introduced level for a P2 student.   | Below Expectations   | Meets Expectations  | Exceeds Expectations   |
| This is usually the first time the student is exposed to the learning concept in the institutional setting. The student should be able to "remember" and "understand" the activities but may not be able to "apply" or "analyze."  | The student fails to demonstrate a working level of knowledge and shows consistent inability in the competency | The student demonstrates a working level of knowledge consistent for a P2 student | The student demonstrates a high level of knowledge and performance that is above the level of a P2 student |
| <b><u>Evidence-Based Decision and Problem Solving</u></b><br>The student can critically evaluate literature at an introduced level. The student is able to collect and integrate necessary information and begin the process of formulating a plan of action with assistance from the preceptor. | 1.0  | 2.0   | 3.0  |
| <b><u>Providing Pharmaceutical Care to Patients</u></b><br>The student actively participates in the process of making clinical judgments to provide pharmaceutical care. The student acts legally and ethically to safeguard confidentiality.  | 1.0  | 2.0   | 3.0  |
| <b><u>Interprofessional Interaction and Teamwork</u></b><br>The student shows effective interprofessional and team behaviors. The student works well in a team and in a variety of team roles.   | 1.0  | 2.0   | 3.0  |
| <b><u>Ethical and Legal Judgment</u></b><br>The student actively participates in evaluating and integrating ethical values into the care of patients.  | 1.0  | 2.0   | 3.0  |
| <b><u>Management Skills</u></b><br>The student actively participates in the management of human, financial, technological, and physical resources in the pharmacy where applicable.  | 1.0  | 2.0   | 3.0  |
| <b><u>Advancement of Pharmacy and Health Care</u></b><br>The student is able to identify issues of public, professional and institutional concern and participates in the solutions.   | 1.0  | 2.0   | 3.0  |

(Question 2 of 5 - Mandatory)

| For the following competencies, the student should perform at the reinforced level for a P2 student.  | Below Expectations   | Meets Expectations  | Exceeds Expectations  |
|---|--|---|---|
| The student has been introduced to the learning concept in concurrent or earlier courses and should be able to "apply" and "analyze" with some assistance from the preceptor.   | The student fails to demonstrate a working level of knowledge and shows consistent inability in the competency | The student demonstrates a working level of knowledge consistent at a reinforced level for a P2 student | The student demonstrates a high level of knowledge and performance that is above the reinforced level of a P2 student |
| <b><u>Communication and Education</u></b><br>The student respects each person and builds trusting relationships. The student listens attentively and is engaged in patient, active listening without bias. The student is able to communicate effectively in both writing and speaking. | 1.0  | 2.0   | 3.0   |
| <b><u>Dispensing of Pharmaceuticals</u></b><br>The student is able to interpret, evaluate, and prepare prescriptions with some assistance from the preceptor when necessary.  | 1.0  | 2.0   | 3.0   |
| <b><u>Personal and Professional Growth</u></b><br>The student demonstrates responsibility, motivation, and coping strategies and responds appropriately to constructive criticism.  | 1.0  | 2.0   | 3.0   |
| <b><u>Promotion of Health, Wellness, and Public Welfare</u></b><br>The student is actively involved in community and professional efforts to promote health, wellness, and public welfare.  | 1.0  | 2.0   | 3.0   |

**Comments (Midpoint)** (Question 3 of 5)

**Comments (confidential)** (Question 4 of 5, Confidential)

Use this section to provide additional comments about this rotation or our IPPE program in general. Confidential comments are not visible or made available to students.

**Midpoint Grade** (Question 5 of 5)

This course is graded on a pass/fail basis:

70-100% Satisfactory  
< 70% Unsatisfactory

**Presbyterian College  
School of Pharmacy**

**IPPE P2 Final Evaluation**

|  |  |   |  |
|--|--|---|--|
| <b>Subject:</b><br><b>Evaluator:</b><br><b>Site:</b><br><b>Period:</b><br><b>Dates of Course/Rotation:</b><br><b>Course/Rotation:</b> IPPE 6101 Fall<br><b>Form:</b> IPPE Student Final Assessment   |  |   |  |
| <b>P2 Introductory Pharmacy Practice Experience Final Evaluation</b><br>(Question 1 of 5 - Mandatory)  |  |   |  |
| For the following competencies, the student should perform at the introduced level for a P2 student.   | Below Expectations   | Meets Expectations  | Exceeds Expectations   |
| This is usually the first time the student is exposed to the learning concept in the institutional setting. The student should be able to "remember" and "understand" the activities but may not be able to "apply" or "analyze."  | The student fails to demonstrate a working level of knowledge and shows consistent inability in the competency | The student demonstrates a working level of knowledge consistent for a P2 student | The student demonstrates a high level of knowledge and performance that is above the level of a P2 student |
| <u><b>Evidence-Based Decision and Problem Solving</b></u><br>The student can critically evaluate literature at an introduced level. The student is able to collect and integrate necessary information and begin the process of formulating a plan of action with assistance from the preceptor. | 1.0  | 2.0   | 3.0  |
| <u><b>Providing Pharmaceutical Care to Patients</b></u><br>The student actively participates in the process of making clinical judgments to provide pharmaceutical care. The student acts legally and ethically to safeguard confidentiality.  | 1.0  | 2.0   | 3.0  |
| <u><b>Interprofessional Interaction and Teamwork</b></u><br>The student shows effective interprofessional and team behaviors. The student works well in a team and in a variety of team roles.   | 1.0  | 2.0   | 3.0  |
| <u><b>Ethical and Legal Judgment</b></u><br>The student actively participates in evaluating and integrating ethical values into the care of patients.  | 1.0  | 2.0   | 3.0  |
| <u><b>Management Skills</b></u><br>The student actively participates in the management of human, financial, technological, and physical resources in the pharmacy where applicable.  | 1.0  | 2.0   | 3.0  |
| <u><b>Advancement of Pharmacy and Health Care</b></u><br>The student is able to identify issues of public, professional and institutional concern and participates in the solutions.   | 1.0  | 2.0   | 3.0  |

(Question 2 of 5 - Mandatory)

| For the following competencies, the student should perform at the reinforced level for a P2 student.  | Below Expectations   | Meets Expectations  | Exceeds Expectations  |
|---|--|---|---|
| The student has been introduced to the learning concept in concurrent or earlier courses and should be able to "apply" and "analyze" with some assistance from the preceptor.   | The student fails to demonstrate a working level of knowledge and shows consistent inability in the competency | The student demonstrates a working level of knowledge consistent at a reinforced level for a P2 student | The student demonstrates a high level of knowledge and performance that is above the reinforced level of a P2 student |
| <b><u>Communication and Education</u></b><br>The student respects each person and builds trusting relationships. The student listens attentively and is engaged in patient, active listening without bias. The student is able to communicate effectively in both writing and speaking. | 1.0  | 2.0   | 3.0   |
| <b><u>Dispensing of Pharmaceuticals</u></b><br>The student is able to interpret, evaluate, and prepare prescriptions with some assistance from the preceptor when necessary.  | 1.0  | 2.0   | 3.0   |
| <b><u>Personal and Professional Growth</u></b><br>The student demonstrates responsibility, motivation, and coping strategies and responds appropriately to constructive criticism.  | 1.0  | 2.0   | 3.0   |
| <b><u>Promotion of Health, Wellness, and Public Welfare</u></b><br>The student is actively involved in community and professional efforts to promote health, wellness, and public welfare.  | 1.0  | 2.0   | 3.0   |

**Comments (Final)** (Question 3 of 5)

**Comments (confidential)** (Question 4 of 5, Confidential)

Use this section to provide additional comments about this rotation or our IPPE program in general. Confidential comments are not visible or made available to students.

**Final Grade** (Question 5 of 5)

This course is graded on a pass/fail basis:

70-100% Satisfactory  
< 70% Unsatisfactory



**Presbyterian College  
School of Pharmacy**

**IPPE P3 Midpoint Evaluation**

|   |  |   |   |
|---|--|---|---|
| <b>Subject:</b><br><b>Evaluator:</b><br><b>Site:</b><br><b>Period:</b><br><b>Dates of Course/Rotation:</b><br><b>Course/Rotation:</b> IPPE 7101 Fall<br><b>Form:</b> IPPE Student Mid-point Assessment  |  |   |   |
| <b>P3 Introductory Pharmacy Practice Experience Midpoint Evaluation</b><br>(Question 1 of 5 - Mandatory)  |  |   |   |
| For the following competencies, the student should perform at the reinforced level for a P3 student.  | Below Expectations   | Meets Expectations  | Exceeds Expectations  |
| The student has been introduced to the learning concept in the curriculum and should be able to "apply" or "analyze" with some assistance from the preceptor.   | The student fails to demonstrate a working level of knowledge and shows consistent inability in the competency | The student demonstrates a working level of knowledge consistent at a reinforced level for a P3 student | The student demonstrates a high level of knowledge and performance that is above the reinforced level of a P3 student |
| <b>Evidence-Based Decision and Problem Solving</b><br>The student can critically evaluate literature and begin the problem-solving process. The student is able to recall appropriate pharmaceutical data to solve the problem and collect and integrate necessary information. | 1.0  | 2.0   | 3.0   |
| <b>Providing Pharmaceutical Care to Patients</b><br>The student uses the patient profile, chart, and records to identify pertinent information and can begin to design the pharmacist's care plan. The student acts legally and ethically to safeguard confidentiality.         | 1.0  | 2.0   | 3.0   |
| <b>Ethical and Legal Judgment</b><br>The student actively participates in evaluating and integrating ethical values into the care of patients. The student can formulate, defend, and effectively carry out courses of actions.   | 1.0  | 2.0   | 3.0   |
| <b>Management Skills</b><br>The student actively participates in the management of human, financial, technological, and physical resources in the pharmacy where applicable.  | 1.0  | 2.0   | 3.0   |
| <b>Advancement of Pharmacy and Health Care</b><br>The student is able to identify issues of public, professional and institutional concern and participates in the solutions.   | 1.0  | 2.0   | 3.0   |

(Question 2 of 5 - Mandatory)

| For the following competencies, the student should perform at the reinforced-to-practiced level for a P3 student.  | Below Expectations   | Meets Expectations   | Exceeds Expectations  |
|--|--|--|---|
| The student has been exposed to these competencies multiple times in the curriculum and should be preparing for expected behavior for APPEs.   | The student fails to demonstrate a working level of knowledge and shows consistent inability in the competency | The student demonstrates a working level of knowledge consistent at the reinforced-to-practiced level for a P3 student | The student demonstrates a high level of knowledge and performance that is above the level of a P3 student and at the level of a P4 student |
| <b>Communication and Education</b><br>The student respects each person and builds trusting relationships. The student listens attentively and is engaged in patient, active listening without bias. The student is able to communicate effectively in both writing and speaking. | 1.0  | 2.0  | 3.0   |
| <b>Dispensing of Pharmaceuticals</b><br>The student is able to interpret, evaluate, and prepare prescriptions independently.   | 1.0  | 2.0  | 3.0   |
| <b>Personal and Professional Growth</b><br>The student demonstrates responsibility, motivation, and coping strategies and responds appropriately to constructive criticism. The student shows an interest in learning and sets clear learning goals.                             | 1.0  | 2.0  | 3.0   |
| <b>Interprofessional Interaction and Teamwork</b><br>The student shows effective interprofessional and team behaviors. The student works well in a team and in a variety of team roles.  | 1.0  | 2.0  | 3.0   |
| <b>Promotion of Health, Wellness, and Public Welfare</b><br>The student is actively involved in community and professional efforts to promote health, wellness, and public welfare.  | 1.0  | 2.0  | 3.0   |

**Comments (Midpoint)** (Question 3 of 5)

**Comments (confidential)** (Question 4 of 5, Confidential)

Use this section to provide additional comments about this rotation or our IPPE program in general. Confidential comments are not visible or made available to students.

**Midpoint Grade** (Question 5 of 5)

This course is graded on a pass/fail basis:

|         |                |
|---------|----------------|
| 70-100% | Satisfactory   |
| < 70%   | Unsatisfactory |

|   |  |   |   |
|---|--|---|---|
| <b>Subject:</b><br><b>Evaluator:</b><br><b>Site:</b><br><b>Period:</b><br><b>Dates of Course/Rotation:</b><br><b>Course/Rotation:</b> IPPE 7101 Fall<br><b>Form:</b> IPPE Student Final Assessment  |  |   |   |
| <b>P3 Introductory Pharmacy Practice Experience Final Evaluation</b><br>(Question 1 of 5 - Mandatory)   |  |   |   |
| For the following competencies, the student should perform at the reinforced level for a P3 student.  | Below Expectations   | Meets Expectations  | Exceeds Expectations  |
| The student has been introduced to the learning concept in the curriculum and should be able to "apply" or "analyze" with some assistance from the preceptor.   | The student fails to demonstrate a working level of knowledge and shows consistent inability in the competency | The student demonstrates a working level of knowledge consistent at a reinforced level for a P3 student | The student demonstrates a high level of knowledge and performance that is above the reinforced level of a P3 student |
| <b>Evidence-Based Decision and Problem Solving</b><br>The student can critically evaluate literature and begin the problem-solving process. The student is able to recall appropriate pharmaceutical data to solve the problem and collect and integrate necessary information. | 1.0  | 2.0   | 3.0   |
| <b>Providing Pharmaceutical Care to Patients</b><br>The student uses the patient profile, chart, and records to identify pertinent information and can begin to design the pharmacist's care plan. The student acts legally and ethically to safeguard confidentiality.         | 1.0  | 2.0   | 3.0   |
| <b>Ethical and Legal Judgment</b><br>The student actively participates in evaluating and integrating ethical values into the care of patients. The student can formulate, defend, and effectively carry out courses of actions.   | 1.0  | 2.0   | 3.0   |
| <b>Management Skills</b><br>The student actively participates in the management of human, financial, technological, and physical resources in the pharmacy where applicable.  | 1.0  | 2.0   | 3.0   |
| <b>Advancement of Pharmacy and Health Care</b><br>The student is able to identify issues of public, professional and institutional concern and participates in the solutions.   | 1.0  | 2.0   | 3.0   |

(Question 2 of 5 - Mandatory)

| For the following competencies, the student should perform at the reinforced-to-practiced level for a P3 student.  | Below Expectations   | Meets Expectations   | Exceeds Expectations  |
|--|--|--|---|
| The student has been exposed to these competencies multiple times in the curriculum and should be preparing for expected behavior for APPEs.   | The student fails to demonstrate a working level of knowledge and shows consistent inability in the competency | The student demonstrates a working level of knowledge consistent at the reinforced-to-practiced level for a P3 student | The student demonstrates a high level of knowledge and performance that is above the level of a P3 student and at the level of a P4 student |
| <b>Communication and Education</b><br>The student respects each person and builds trusting relationships. The student listens attentively and is engaged in patient, active listening without bias. The student is able to communicate effectively in both writing and speaking. | 1.0  | 2.0  | 3.0   |
| <b>Dispensing of Pharmaceuticals</b><br>The student is able to interpret, evaluate, and prepare prescriptions independently.   | 1.0  | 2.0  | 3.0   |
| <b>Personal and Professional Growth</b><br>The student demonstrates responsibility, motivation, and coping strategies and responds appropriately to constructive criticism. The student shows an interest in learning and sets clear learning goals.                             | 1.0  | 2.0  | 3.0   |
| <b>Interprofessional Interaction and Teamwork</b><br>The student shows effective interprofessional and team behaviors. The student works well in a team and in a variety of team roles.  | 1.0  | 2.0  | 3.0   |
| <b>Promotion of Health, Wellness, and Public Welfare</b><br>The student is actively involved in community and professional efforts to promote health, wellness, and public welfare.  | 1.0  | 2.0  | 3.0   |

**Comments (Final)** (Question 3 of 5)

**Comments (confidential)** (Question 4 of 5, Confidential)

Use this section to provide additional comments about this rotation or our IPPE program in general. Confidential comments are not visible or made available to students.

**Final Grade** (Question 5 of 5)

This course is graded on a pass/fail basis:

|         |                |
|---------|----------------|
| 70-100% | Satisfactory   |
| < 70%   | Unsatisfactory |

| <b>Subject:</b><br><b>Evaluator:</b><br><b>Site:</b><br><b>Period:</b><br><b>Dates of Course/Rotation:</b><br><b>Course/Rotation:</b> APPE 8101 Acute Care (General Medicine)<br><b>Form:</b> APPE Student Mid-Point Assessment  |                      |                  |            |     |  |                      |                  |            |     |                                |  |  |  |  |   |     |     |     |   |  |  |  |  |  |                      |                  |            |     |  |  |  |  |  |   |     |     |     |   |
|--|----------------------|------------------|------------|-----|--|----------------------|------------------|------------|-----|--------------------------------|--|--|--|--|---|-----|-----|-----|---|--|--|--|--|--|----------------------|------------------|------------|-----|--|--|--|--|--|---|-----|-----|-----|---|
| <h3 style="margin: 0;">APPE Midpoint Evaluation</h3> <p>Please indicate which competencies you feel the student has met, is on track to meet, or is not on track to meet at this point in the rotation.</p> <p><b>Learning Activities:</b> Please fill in activities that have been completed and the activities that are remaining for the student to complete that are related to each competency. This will ensure that the student is aware of the additional practice opportunities he/she has to improve performance.</p> <p><b>Rating Scale:</b></p> <ul style="list-style-type: none"> <li><b>Not on track to meet:</b> The student is not showing knowledge, skill, or ability to meet the competency and further development is needed. <i>(Will alert OEE to follow up with preceptor and/or student)</i></li> <li><b>On track to meet:</b> The student has not met the competency; however, he/she is progressing well.</li> <li><b>Is meeting:</b> The student is currently meeting the competency as described based on performance thus far in the APPE.</li> <li><b>N/A:</b> no activities have been done to date to allow you to evaluate this competency or competency will not be evaluated on this APPE.</li> </ul> <p><i>(Question 1 of 23 - Mandatory)</i></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 10%;">Not on Track to Meet</th> <th style="width: 10%;">On Track to Meet</th> <th style="width: 10%;">Is Meeting</th> <th style="width: 10%;">N/A</th> </tr> </thead> <tbody> <tr> <td>I. Communication and Education</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>I. The student will effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.</td> <td style="text-align: center;">1.0</td> <td style="text-align: center;">2.0</td> <td style="text-align: center;">3.0</td> <td style="text-align: center;">0</td> </tr> </tbody> </table> <p><i>(Question 2 of 23)</i></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 35%; padding: 5px; vertical-align: top;">           I. Learning activities completed for this competency         </td> <td style="width: 65%; height: 60px;"></td> </tr> <tr> <td style="padding: 5px; vertical-align: top;">           I. Learning activities remaining for this competency         </td> <td style="height: 60px;"></td> </tr> </table> <p><i>(Question 3 of 23 - Mandatory)</i></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 10%;">Not on Track to Meet</th> <th style="width: 10%;">On Track to Meet</th> <th style="width: 10%;">Is Meeting</th> <th style="width: 10%;">N/A</th> </tr> </thead> <tbody> <tr> <td>II. Evidence-Based Decisions and Problem Solving</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>II. The student will demonstrate competency in using drug information skills to promote evidence-based practice. The student will effectively evaluate information and critically think through issues to provide appropriate solutions to drug-related problems.</td> <td style="text-align: center;">1.0</td> <td style="text-align: center;">2.0</td> <td style="text-align: center;">3.0</td> <td style="text-align: center;">0</td> </tr> </tbody> </table> |                      |                  |            |     |  | Not on Track to Meet | On Track to Meet | Is Meeting | N/A | I. Communication and Education |  |  |  |  | I. The student will effectively communicate verbally and nonverbally when interacting with an individual, group, or organization. | 1.0 | 2.0 | 3.0 | 0 | I. Learning activities completed for this competency |  | I. Learning activities remaining for this competency |  |  | Not on Track to Meet | On Track to Meet | Is Meeting | N/A | II. Evidence-Based Decisions and Problem Solving |  |  |  |  | II. The student will demonstrate competency in using drug information skills to promote evidence-based practice. The student will effectively evaluate information and critically think through issues to provide appropriate solutions to drug-related problems. | 1.0 | 2.0 | 3.0 | 0 |
|  | Not on Track to Meet | On Track to Meet | Is Meeting | N/A |  |                      |                  |            |     |                                |  |  |  |  |   |     |     |     |   |  |  |  |  |  |                      |                  |            |     |  |  |  |  |  |   |     |     |     |   |
| I. Communication and Education   |                      |                  |            |     |  |                      |                  |            |     |                                |  |  |  |  |   |     |     |     |   |  |  |  |  |  |                      |                  |            |     |  |  |  |  |  |   |     |     |     |   |
| I. The student will effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.  | 1.0                  | 2.0              | 3.0        | 0   |  |                      |                  |            |     |                                |  |  |  |  |   |     |     |     |   |  |  |  |  |  |                      |                  |            |     |  |  |  |  |  |   |     |     |     |   |
| I. Learning activities completed for this competency   |                      |                  |            |     |  |                      |                  |            |     |                                |  |  |  |  |   |     |     |     |   |  |  |  |  |  |                      |                  |            |     |  |  |  |  |  |   |     |     |     |   |
| I. Learning activities remaining for this competency   |                      |                  |            |     |  |                      |                  |            |     |                                |  |  |  |  |   |     |     |     |   |  |  |  |  |  |                      |                  |            |     |  |  |  |  |  |   |     |     |     |   |
|  | Not on Track to Meet | On Track to Meet | Is Meeting | N/A |  |                      |                  |            |     |                                |  |  |  |  |   |     |     |     |   |  |  |  |  |  |                      |                  |            |     |  |  |  |  |  |   |     |     |     |   |
| II. Evidence-Based Decisions and Problem Solving   |                      |                  |            |     |  |                      |                  |            |     |                                |  |  |  |  |   |     |     |     |   |  |  |  |  |  |                      |                  |            |     |  |  |  |  |  |   |     |     |     |   |
| II. The student will demonstrate competency in using drug information skills to promote evidence-based practice. The student will effectively evaluate information and critically think through issues to provide appropriate solutions to drug-related problems.  | 1.0                  | 2.0              | 3.0        | 0   |  |                      |                  |            |     |                                |  |  |  |  |   |     |     |     |   |  |  |  |  |  |                      |                  |            |     |  |  |  |  |  |   |     |     |     |   |

(Question 4 of 23 )

|   |  |
|---|--|
| II. Learning activities completed for this competency |  |
| II. Learning activities remaining for this competency |  |

(Question 5 of 23 - Mandatory )

|  | Not on Track to Meet | On Track to Meet | Is Meeting | N/A |
|--|----------------------|------------------|------------|-----|
| III. Dispensing Pharmaceuticals  |                      |                  |            |     |
| III. The student will demonstrate the ability to assess and evaluate a patient's medication orders; effectively procure appropriate products; and prepare, dispense, distribute, and, if necessary, administer medications in an effective manner in order to contribute to beneficial health outcomes and management. The student will provide accurate and appropriate counseling to a patient on the use of medication. | 1.0                  | 2.0              | 3.0        | 0   |

(Question 6 of 23 )

|  |  |
|--|--|
| III. Learning activities completed for this competency |  |
| III. Learning activities remaining for this competency |  |

(Question 7 of 23 - Mandatory )

|   | Not on Track to Meet | On Track to Meet | Is Meeting | N/A |
|---|----------------------|------------------|------------|-----|
| IV. Providing Pharmaceutical Care to Patients   |                      |                  |            |     |
| IV. <b>Judgment:</b> The student will exercise appropriate clinical judgment to provide therapeutic guidance by responding to the many factors that influence health, disease, and disability besides those of a biological nature. These factors include socio-cultural, familial, psychological, economic, environmental, legal, political, and spiritual aspects of health care seekers and of health care delivery. Through sensitivity to the interrelationships of individuals and their communities, the student will respond to the broader context of pharmacy practice. | 1.0                  | 2.0              | 3.0        | 0   |
| IV. <b>Knowledge:</b> The student has a strong working knowledge of drugs and disease states that s/he is able to discuss independently.  | 1.0                  | 2.0              | 3.0        | 0   |

(Question 8 of 23 )

|   |  |
|---|--|
| IV. Learning activities completed for this competency |  |
| IV. Learning activities remaining for this competency |  |

(Question 9 of 23 - Mandatory )

|  | Not on Track to Meet | On Track to Meet | Is Meeting | N/A |
|--|----------------------|------------------|------------|-----|
| V. Interprofessional Interaction and Teamwork  |                      |                  |            |     |
| V. The student will demonstrate effective interprofessional and team behaviors in a variety of social and professional situations and circumstances. The student will perform effectively on teams and in different team roles in a variety of settings. | 1.0                  | 2.0              | 3.0        | 0   |

(Question 10 of 23 )

|  |  |
|--|--|
| V. Learning activities completed for this competency |  |
| V. Learning activities remaining for this competency |  |

(Question 11 of 23 - Mandatory )

|  | Not on Track to Meet | On Track to Meet | Is Meeting | N/A |
|--|----------------------|------------------|------------|-----|
| VI. Ethical and Legal Judgment   |                      |                  |            |     |
| VI. The student will recognize the ethical dimensions of pharmacy practice and health policy; identify alternatives in difficult ethical situations; and formulate, defend, and effectively carry out a course of action that takes account of these ethical complexities. The student will combine a willingness to recognize the nature of the value systems of patients and others with commitment to his/her own system and the ethical choices necessary to maintain his/her own ethical integrity. | 1.0                  | 2.0              | 3.0        | 0   |

(Question 12 of 23 )

|   |  |
|---|--|
| VI. Learning activities completed for this competency |  |
| VI. Learning activities remaining for this competency |  |

(Question 13 of 23 - Mandatory )

|   | Not on Track to Meet | On Track to Meet | Is Meeting | N/A |
|---|----------------------|------------------|------------|-----|
| VII. Personal and Professional Growth   |                      |                  |            |     |
| VII. The student will approach the practice of pharmacy with awareness of his/her limits, strengths, weaknesses, and personal vulnerabilities. The student will establish personal values, priorities, and coping strategies in order to balance personal and professional commitments. The student will appropriately respond to constructive criticism. The student will develop a lifelong interest in learning and will actively set clear learning goals, pursue them, and apply the knowledge gained to the practice of his/her profession. | 1.0                  | 2.0              | 3.0        | 0   |

(Question 14 of 23 )

|  |  |
|--|--|
| VII. Learning activities completed for this competency |  |
| VII. Learning activities remaining for this competency |  |

(Question 15 of 23 - Mandatory )

|   | Not on Track to Meet | On Track to Meet | Is Meeting | N/A |
|---|----------------------|------------------|------------|-----|
| VIII. Management Skills   |                      |                  |            |     |
| VIII. The student will be able to effectively manage human, financial, technological, and physical resources related to the practice of pharmacy. | 1.0                  | 2.0              | 3.0        | 0   |



(Question 16 of 23)

|   |  |
|---|--|
| VIII. Learning activities completed for this competency |  |
| VIII. Learning activities remaining for this competency |  |

(Question 17 of 23 - Mandatory)

|   | Not on Track to Meet | On Track to Meet | Is Meeting | N/A |
|---|----------------------|------------------|------------|-----|
| IX. Advancement of Pharmacy and Health Care   |                      |                  |            |     |
| IX. The student will be able to identify issues of public, professional, and institutional concern and to work for the common good to bring resolution. | 1.0                  | 2.0              | 3.0        | 0   |

(Question 18 of 23)

|   |  |
|---|--|
| IX. Learning activities completed for this competency |  |
| IX. Learning activities remaining for this competency |  |

(Question 19 of 23 - Mandatory)

|  | Not on Track to Meet | On Track to Meet | Is Meeting | N/A |
|--|----------------------|------------------|------------|-----|
| X. Promotion of Health, Wellness, and Public Welfare   |                      |                  |            |     |
| X. The student will be involved in community and professional efforts to promote health, wellness, and public welfare. The student will provide guidance by responding to the social determinants of health. These factors include socio-cultural, familial, psychological, economic, environmental, legal, political, and spiritual aspects of health care seekers and of health care delivery. Through sensitivity to the interrelationships of individuals and their communities, the student will respond to the broader context of pharmacy practice. | 1.0                  | 2.0              | 3.0        | 0   |

(Question 20 of 23)

|  |  |
|--|--|
| X. Learning activities completed for this competency |  |
| X. Learning activities remaining for this competency |  |

**Overall Comments:** (Question 21 of 23)

(Question 22 of 23 - Mandatory)

|  | No  | Yes | Comments |
|--|-----|-----|----------|
| <b>Do you feel the student is in danger of not passing this APPE?</b><br><small>(Note: An answer of "yes" will alert OEE to follow up with the preceptor and/or student)</small> | 2.0 | 0.5 |          |

(Question 23 of 23 - Mandatory)

|   | No  | Yes | Comments |
|---|-----|-----|----------|
| <b>Is the student maintaining professionalism by upholding the code of professionalism and honor code as well as site specific requirements?</b><br><small>(Note: A "no" answer alerts OEE and likely will result in a failing grade)</small> | 0.5 | 2.0 |          |

**Presbyterian College  
School of Pharmacy**

**APPE Final Evaluation (required)**

|   |
|---|
| <b>Subject:</b><br><b>Evaluator:</b><br><b>Site:</b><br><b>Period:</b><br><b>Dates of Course/Rotation:</b><br><b>Course/Rotation:</b> APPE 8101 Acute Care (General Medicine)<br><b>Form:</b> APPE Student Final Assessment |
|---|

**APPE Final Evaluation**

The below competencies will be assessed at the end of the learning experience. Please evaluate the student based on where he/she is in his/her APPE year a previous experiences.

**Learning Activities:** Please indicate what activities were done during this experience that were used to evaluate the student on each competency. Some activities may meet multiple competencies. If so, please include them under each. These activities should reflect the activities listed in your syllabus.

(Question 1 of 32)

|   |                     |
|---|---------------------|
| I. Communication and Education  | Learning Activities |
| I. The student will effectively communicate verbally and nonverbally when interacting with an individual, group, or organization. |                     |

(Question 2 of 32 - Mandatory)

|                                | 1   | 2   | 3  | 4   | 5  |             |
|--------------------------------|---|---|--|---|--|-------------|
|                                | The student is not able to communicate or educate effectively. The student is unable to select the best strategy for communicating or cannot do so clearly. The student does not listen actively and cannot translate, comprehend, and/or apply information. The student cannot develop trusting relationships. | Communication is impaired by errors in both written and verbal communication. Student has significant difficulty translating and applying information gathered. | Frequent errors occur in both written and oral communication that requires assistance/correction. Student requires prompting to remember to actively listen and translate information correctly. | Some errors in written or oral communication occur, but understanding is not impaired. Student is able to communicate clearly using the most appropriate strategy and incorporates active listening most of the time. | The student is able to communicate and educate effectively in a professional setting with patients, families, peers, technicians, interns, pharmacy students, and/or other health care professionals. The student is able to consistently select the most effective strategy for providing verbal and written communication, active listening, translating and applying information, and respecting others to develop trusting relationships most of the time with minimal intervention/supervision. | I. Comments |
| I. Communication and Education | 1.0   | 2.0   | 3.0  | 4.0   | 5.0  |             |

(Question 3 of 32)

|   |                     |
|---|---------------------|
| II. Evidence-Based Decisions and Problem Solving  | Learning Activities |
| II. The student will demonstrate competency in using drug information skills to promote evidence-based practice. The student will effectively evaluate information and critically think through issues to provide appropriate solutions to drug-related problems. |                     |

| (Question 4 of 32 - Mandatory)   |   |  |  |   |   |                     |
|--|---|--|--|---|---|---------------------|
|  | 1   | 2  | 3  | 4   | 5   |                     |
|  | The student is unable to critically evaluate literature, collect information, provide solutions, and/or communicate rationale for plan. The student does not recognize problems that exist. | The student is unable to perform some, but not all, critical pieces of the problem-solving process. This inability limits the student from being able to properly care for patients. | The student has difficulty evaluating, collecting, or communicating the plan. The student misses some problems that exist and has difficulty evaluating evidence, collecting evidence/information, or communicating the plan. The student requires consistent guidance through this process. | The student is able to do most pieces of the problem-solving process but needs guidance some of the time. The student is mostly able to critically evaluate literature.   | The student is able to critically evaluate relevant literature and guidelines and exercise proper use of the problem-solving process by recognizing and identifying the problem, forming potential solutions, collecting information to determine a plan, and implementing a solution. The student can communicate the rationale for the chosen plan. | II. Comments        |
| II. Evidence-Based Decisions and Problem Solving   | 1.0   | 2.0  | 3.0  | 4.0   | 5.0   |                     |
| (Question 5 of 32)   |   |  |  |   |   |                     |
| III. Dispensing Pharmaceuticals  |   |  |  |   |   | Learning Activities |
| III. The student will demonstrate the ability to assess and evaluate a patient's medication orders; effectively procure appropriate products; prepare, dispense, distribute, and if necessary, administer medications in an effective manner in order to contribute to beneficial health outcomes and management. The student will provide accurate and appropriate counseling to a patient on the use of medication.  |   |  |  |   |   |                     |
| (Question 6 of 32 - Mandatory)   |   |  |  |   |   |                     |
|  | 1   | 2  | 3  | 4   | 5   |                     |
|  | Student is unable to interpret, evaluate, or prepare a prescription/medication order.   | Student requires significant supervision to interpret, evaluate, or prepare a prescription/medication order or makes significant errors affecting patient safety.                    | Student requires some supervision to interpret, evaluate, and/or prepare a prescription/medication order or frequently makes minor errors in the dispensing process.   | Student is able to accurately interpret, evaluate, and/or prepare a prescription/medication order but requires occasional supervision. When applicable, the student requires prompting regarding key counseling points. | Student is able to independently interpret, evaluate, and prepare a prescription/medication order in an accurate manner. Student can counsel patient when applicable on therapy with minimal guidance.  | III. Comme          |
| III. Dispensing Pharmaceuticals  | 1.0   | 2.0  | 3.0  | 4.0   | 5.0   |                     |
| (Question 7 of 32)   |   |  |  |   |   |                     |
| IV. Providing Pharmaceutical Care to Patients  |   |  |  |   |   | Learning Activities |
| IV. The student will exercise appropriate clinical judgment to provide therapeutic guidance by responding to the many factors that influence health, disease, and disability besides those of a biological nature. These factors include socio-cultural, familial, psychological, economic, environmental, legal, political, and spiritual aspects of health care seekers and of health care delivery. Through sensitivity to the interrelationships of individuals and their communities, the student will respond to the broader context of pharmacy practice. |   |  |  |   |   |                     |

| (Question 8 of 32 - Mandatory)                  |   |  |   |   |  |            |
|---|---|--|---|---|--|------------|
|   | 1   | 2  | 3   | 4   | 5  |            |
|   | The student is unable to identify or collect information from the chart, causing him/her to be unable to develop an appropriate pharmacotherapy plan for the patient. | The student is consistently unable to develop an appropriate plan and occasionally misses important pieces of subjective or objective information. | The student needs substantial guidance to develop a care plan but is consistently able to identify/collect patient information from a patient and/or patient chart. | The student requires some guidance to develop a treatment and monitoring plan. The student can collect subjective and objective patient information from a patient and/or patient chart with minimal error. | Student is able to effectively design and recommend a pharmacist care plan as well as monitor the plan with management of chronic disease and/or improvement of health and wellness in mind with minimal guidance. Student independently can collect subjective and objective patient information from a patient and/or patient chart. | IV.a. Comr |
| IV.a. Providing Pharmaceutical Care to Patients | 1.0   | 2.0  | 3.0   | 4.0   | 5.0  |            |

| (Question 9 of 32 - Mandatory) |  |  |  |  |  |              |
|--------------------------------|--|--|--|--|--|--------------|
|                                | 1  | 2  | 3  | 4  | 5  |              |
|                                | The student is lacking in knowledge of drugs and disease states which hinders his/her ability to provide care to patients. | The student requires substantial directed questioning to apply drug and disease state information to the care of patients. | The student has some knowledge of drugs and disease states but much improvement is needed. | The student has a working knowledge base of drugs and disease states but some prompting is needed in discussion. | The student has a strong knowledge base of drugs and disease states that he/she is able to discuss in depth. | IV.b. Commen |
| IV.b. Knowledge                | 1.0  | 2.0  | 3.0  | 4.0  | 5.0  |              |

| (Question 10 of 32)   |                     |
|---|---------------------|
| V. Interprofessional Interaction and Teamwork   | Learning Activities |
| <p>V. The student will demonstrate effective interprofessional and team behaviors in a variety of social and professional situations and circumstances. The student will perform effectively on teams and in different team roles in a variety of settings.</p> |                     |

| (Question 11 of 32 - Mandatory)               |   |  |   |   |   |             |
|---|---|--|---|---|---|-------------|
|   | 1   | 2  | 3   | 4   | 5   |             |
|   | The student is unable or unwilling to interact with other health care professionals OR the student is unable to recognize and respect his/her role in the health care team. The interactions with the health care team are disrespectful. | The student does not place high value on teamwork and is ineffective in interactions with other health care professionals. | The student requires substantial prompting to interact with other health care professionals and some of those interactions are ineffective. | The student interacts and communicates appropriately with other health care professionals but requires some guidance on interactions. Student recognizes his/her role and responsibility in the team. | The student is able to independently and clearly interact and communicate with other health care professionals using appropriate personal behaviors while acknowledging his/her personal role/responsibility on the team. Student also respects other team members and places value on shared responsibility. | V. Comments |
| V. Interprofessional Interaction and Teamwork | 1.0   | 2.0  | 3.0   | 4.0   | 5.0   |             |

(Question 12 of 32 )

|   |  |  |  |  |  |                     |
|---|--|--|--|--|--|---------------------|
| VI. Ethical and Legal Judgment  |  |  |  |  |  | Learning Activities |
| <p>VI. The student will recognize the ethical dimensions of pharmacy practice and health policy; identify alternatives in difficult ethical situations; and formulate, defend, and effectively carry out a course of action that takes account of these ethical complexities. The student will combine a willingness to recognize the nature of the value systems of patients and others with commitment to his/her own system and the ethical choices necessary to maintain his/her own ethical integrity.</p> |  |  |  |  |  |                     |

(Question 13 of 32 - Mandatory )

|                                |   |   |   |   |   |              |
|--------------------------------|---|---|---|---|---|--------------|
|                                | 1   | 2   | 3   | 4   | 5   |              |
|                                | The student does not make ethical choices OR the student is not able to identify ethical dilemmas and integrate appropriate decision making. The student consistently disregards patient privacy. | The student occasionally identifies ethical dilemmas but does not integrate ethical skills in the care of patients. The student does not recognize ethical issues in relation to other health care professionals. | The student requires assistance to recognize ethical dilemmas and needs assistance to think through the decision-making process to integrate ethical skills. The student does not identify the relationship between law and ethics. The student requires reminders to maintain patient privacy. | The student is able to recognize ethical dilemmas and integrates ethical skills in the care of patients with minimal guidance. The student consistently recognizes ethical issues with other health professionals. The student needs guidance seeing the interrelationship between law and ethics. The student appropriately maintains patient privacy. | Student is able to recognize and integrate ethical skills in the care of patients and the relation with other health care professionals. The student always makes ethical choices that follow health policy. The student understands the interrelationship between law and ethics. The student appropriately maintains patient privacy. | VI. Comments |
| VI. Ethical and Legal Judgment | 1.0   | 2.0   | 3.0   | 4.0   | 5.0   |              |

(Question 14 of 32 )

|  |  |  |  |  |  |                     |
|--|--|--|--|--|--|---------------------|
| VII. Personal and Professional Growth  |  |  |  |  |  | Learning Activities |
| <p>VII. The student will approach the practice of pharmacy with awareness of his/her limits, strengths, weaknesses, and personal vulnerabilities. The student will establish personal values, priorities, and coping strategies in order to balance personal and professional commitments. The student will appropriately respond to constructive criticism. The student will develop a lifelong interest in learning and will actively set clear learning goals, pursue them, and apply the knowledge gained to the practice of his/her profession.</p> |  |  |  |  |  |                     |

(Question 15 of 32 - Mandatory )

|                                       |  |  |  |   |   |               |
|---------------------------------------|--|--|--|---|---|---------------|
|                                       | 1  | 2  | 3  | 4   | 5   |               |
|                                       | The student shows no awareness of personal strengths and limitations along with no responsibility for achieving goals. The student is unwilling to listen to feedback. | The student is unable to recognize his/her personal strengths and limitations. The student does not take responsibility for achieving goals and is consistently resistant to feedback. | The student does not completely recognize his/her personal strengths and limitations. The student requires prompting to take responsibility for achieving goals and is somewhat resistant to feedback. | The student is able to identify his/her personal strengths and limitations but at times does not show responsibility for achieving goals. The student seeks feedback but does not incorporate it into behavior. | The student consistently is able to identify his/her personal strengths and limitations and demonstrates responsibility for achieving goals. The student is able to describe his/her own personal values and beliefs as applicable to pharmacy practice. The student consistently seeks feedback and incorporates well. | VII. Comment: |
| VII. Personal and Professional Growth | 1.0  | 2.0  | 3.0  | 4.0   | 5.0   |               |

(Question 16 of 32 )

|   |  |  |  |  |  |                     |
|---|--|--|--|--|--|---------------------|
| VIII. Management Skills   |  |  |  |  |  | Learning Activities |
| VIII. The student will be able to effectively manage human, financial, technological, and physical resources related to the practice of pharmacy. |  |  |  |  |  |                     |

(Question 17 of 32 - Mandatory )

|                         |   |  |   |  |  |            |
|-------------------------|---|--|---|--|--|------------|
|                         | 1   | 2  | 3   | 4  | 5  |            |
|                         | The student is not aware when more information is needed and is unwilling to gather more information. The student is not able to manage any aspect of the practice environment. | The student is not aware when more information is needed and, therefore, does not seek the information. The student demonstrates inability to manage multiple aspects of the practice environment. | The student is aware when more information is needed but does not seek the information or is not able to effectively apply it. The student demonstrates inability to manage the practice environment from either the financial, support staff, or quality standpoint. | The student is able to recognize when information is needed but requires some assistance effectively applying information. The student is mostly able to understand how to manage the practice environment from financial, support staff, and quality standpoints. | The student is able to recognize when information is needed and effectively apply gathered information. The student shows understanding and ability to manage the practice environment specific to the rotation experience from financial, support staff, and quality standpoints. | VIII. Comm |
| VIII. Management Skills | 1.0   | 2.0  | 3.0   | 4.0  | 5.0  |            |

(Question 18 of 32 )

|   |  |  |  |  |  |                     |
|---|--|--|--|--|--|---------------------|
| IX. Advancement of Pharmacy and Health Care   |  |  |  |  |  | Learning Activities |
| IX. The student will be able to identify issues of public, professional, and institutional concern and works for the common good to bring resolution. |  |  |  |  |  |                     |

(Question 19 of 32 - Mandatory )

|   |  |  |   |   |   |              |
|---|--|--|---|---|---|--------------|
|   | 1  | 2  | 3   | 4   | 5   |              |
|   | The student does not show interest and does not identify policy issues. He/She does not have knowledge of the drug use policy for the population served. | The student has little understanding or awareness of policy issues and does not demonstrate an understanding of the drug use policy for the population served. | The student is somewhat able to identify policy issues; however, he/she does not display an understanding of how to influence them. The student demonstrates some understanding of the drug use policy for the population served. | The student is able to identify policy issues related to the profession, institution, or public but has difficulty understanding collaborative interventions to influence them. The student is aware of the drug use policy for the population served. The student is motivated to work toward the common good of the profession. | The student is able to identify policy issues related to the profession, institution, or public and discuss collaborative interventions to influence them. The student demonstrates a working knowledge of the drug use policy (formulary, therapeutic exchange, drug use evaluations, justification of drug use) for the population served and works toward the common good of the profession. | IX. Comments |
| IX. Advancement of Pharmacy and Health Care | 1.0  | 2.0  | 3.0   | 4.0   | 5.0   |              |

(Question 20 of 32 )

|  |  |  |  |  |  |                     |
|--|--|--|--|--|--|---------------------|
| X. Promotion of Health, Wellness and Public Welfare  |  |  |  |  |  | Learning Activities |
| <p>X. The student will be involved in community and professional efforts to promote health, wellness, and public welfare. The student will provide guidance by responding to the social determinants of health. These factors include socio-cultural, familial, psychological, economic, environmental, legal, political, and spiritual aspects of health care seekers and of health delivery. Through sensitivity to the interrelationships of individuals and their communities, the student will respond to the broader context of pharmacy practice.</p> |  |  |  |  |  |                     |

(Question 21 of 32 - Mandatory )

|   | 1   | 2   | 3  | 4   | 5   |             |
|---|---|---|--|---|---|-------------|
|   | The student is unable to recognize ways to impact various levels of public health and he/she is unable to understand non-biological contributors to health. The student is not sensitive to factors of social determinates of health. | The student is unable to recognize ways to impact various levels of public health. The student requires guidance to understand non-biological contributors to health. | The student does not consistently recognize ways to impact various levels of public health and requires guidance to understand non-biological contributors to health and to identify resources in the community to support patients. | The student recognizes ways to impact various levels of public health but requires prompting at times. The student has an understanding of some of the non-biological contributors to health and is able to identify some resources in the community to support patients. | The student is consistently able to recognize ways to impact various levels of public health. The student has an understanding of the non-biological contributors to health and is sensitive to various factors of social determinates of health. The student is able to identify and utilize appropriate resources in the community that support patients. | X. Comments |
| X.<br>Promotion<br>of Health,<br>Wellness<br>and<br>Public<br>Welfare | 1.0   | 2.0   | 3.0  | 4.0   | 5.0   |             |



(Question 22 of 32 )

| Other Activities/Assignments | 1   | 2   | 3   | 4   | 5   | NA | Description & Comments |
|------------------------------|-----|-----|-----|-----|-----|----|------------------------|
| Activity/Assignment 1        | 1.0 | 2.0 | 3.0 | 4.0 | 5.0 | 0  |                        |
| Activity/Assignment 2        | 1.0 | 2.0 | 3.0 | 4.0 | 5.0 | 0  |                        |
| Activity/Assignment 3        | 1.0 | 2.0 | 3.0 | 4.0 | 5.0 | 0  |                        |
| Activity/Assignment 4        | 1.0 | 2.0 | 3.0 | 4.0 | 5.0 | 0  |                        |
| Activity/Assignment 5        | 1.0 | 2.0 | 3.0 | 4.0 | 5.0 | 0  |                        |
| Activity/Assignment 6        | 1.0 | 2.0 | 3.0 | 4.0 | 5.0 | 0  |                        |

(Question 23 of 32 )

|  |
|--|
| <b>Merck Academic Excellence Award</b>   |
| <i>Nominees should demonstrate scholastic achievement and excellence in clinical interventions.</i>  |
| <b>Wolters Kluwer Award of Excellence in Clinical Communication</b>  |
| <i>Nominees should have excelled in verbal and written communications skills.</i>  |
| <b>Mylan Excellence in Pharmacy Award</b>  |
| <i>Nominees should intend to enter practice upon graduation and demonstrate high personal motivation and possess a unique ability to communicate drug information.</i>   |
| <b>Natural Medicines Comprehensive Database Graduation Award</b>   |
| <i>Nominees should have exhibited interest and expertise related to natural medicines, including efforts to minimize adverse effects due to inappropriate use, and to encourage an evidence-based approach to natural medicines.</i> |
| <b>Lilly Achievement Award</b>   |
| <i>Nominees should have strong interest and demonstrated excellence in the management and treatment of patients with diabetes mellitus.</i>  |

(Question 24 of 32)

|                                   |  |
|-----------------------------------|--|
| <b>Student Award Nominations:</b> |  |
| <b>Additional Comments:</b>       |  |

(Question 25 of 32)

|   |  |
|---|--|
| <b>Student's Average Score (based on the scaled answers selected above)</b> |  |
|---|--|

4.623-5.000 93-100% A  
4.473-4.622 90-92% A-  
4.323-4.472 87-89% B+  
4.123-4.322 83-86% B  
3.973-4.122 80-82% B-  
3.823-3.972 77-79% C+  
3.473-3.822 70-76% C  
3.223-3.472 65-69% D  
<3.222 <65% F

(Question 26 of 32)

|              |  |
|--------------|--|
| Final Grade: |  |
|--------------|--|

(Question 27 of 32 - Mandatory, Confidential)

|  |     |     |
|--|-----|-----|
|  | No  | Yes |
| I feel that the calculated grade accurately reflects the student's performance on this APPE. | 0.5 | 2.0 |

(Question 28 of 32, Confidential)

|  |  |
|--|--|
| <b>If no, please provide a different grade that you feel is more accurate for the student with justification of why you feel he/she should receive this grade instead.<br/>(May result in grade change after further discussion with Office of Experiential Education)</b> |  |
|--|--|

(Question 29 of 32 - Mandatory)

|  |     |     |
|--|-----|-----|
|  | No  | Yes |
| Did the student maintain professionalism throughout the experience by upholding the code of professionalism and honor code as well as site-specific requirements? (Note: A "no" answer alerts OEE and likely will result in a failing grade) | 0.5 | 2.0 |

If you had an entry level position available at your organization and the student met your minimal hiring requirements, would you consider hiring him/her? (Your response is confidential and will not be visible to or shared with the student) (Question 30 of 32, Confidential)

|                         |
|-------------------------|
| <b>Selection Option</b> |
| Unsure                  |
| Yes                     |
| No                      |

If you would not hire this student, please explain why. (Your response is confidential and will not be visible to or shared with the student) (Question 31 of 32, Confidential)

| Selection | Option  |
|-----------|---|
|           | Poor work ethic (lacks motivation/initiative)   |
|           | Lack of professionalism (tardy and/or has unprofessional appearance)  |
|           | Performance (poor knowledge base and/or inability to synthesize information)  |
|           | Poor communication skills or lack of authority (language barrier, issues with volume/tone of voice, lack of authority in counseling skills) |
|           | Personality/demeanor (would not work well with your current staff)  |
|           | Other, please specify below   |

(Question 32 of 32 , Confidential)

Other reasons why you might not hire this student:

An empty rectangular box with a thin black border, intended for the respondent to provide additional reasons for not hiring the student.

**Presbyterian College  
School of Pharmacy**

**APPE Final Evaluation (elective)**

Subject:  
Evaluator:  
Site:  
Period:  
Dates of Course/Rotation:  
Course/Rotation: APPE 8101 Acute Care (General Medicine elective)  
Form: APPE Student Final Assessment

**APPE Final Evaluation**

The below competencies will be assessed at the end of the learning experience. Please evaluate the student based on where he/she is in his/her APPE year and previous experience.

**Learning Activities:** Please indicate what activities were done during this experience that were used to evaluate the student on each competency. Some activities may meet multiple; please include them under each. These activities should reflect the activities listed in your syllabus.

(Question 1 of 32)

| I. Communication and Education  | Learning Activities |
|---|---------------------|
| I. The student will effectively communicate verbally and nonverbally when interacting with an individual, group, or organization. |                     |

(Question 2 of 32 - Mandatory)

|                                | 1   | 2   | 3  | 4   | 5  | N/A                             |                                |
|--------------------------------|---|---|--|---|--|---------------------------------|--------------------------------|
|                                | The student is not able to communicate or educate effectively. The student is unable to select the best strategy for communicating or cannot do so clearly. The student does not listen actively and cannot translate, comprehend, and/or apply information. The student cannot develop trusting relationships. | Communication is impaired by errors in both written and verbal communication. Student has significant difficulty translating and applying information gathered. | Frequent errors occur in both written and oral communication that requires assistance/correction. Student requires prompting to remember to actively listen and translate information correctly. | Some errors in written or oral communication occur, but understanding is not impaired. Student is able to communicate clearly using the most appropriate strategy and incorporates active listening most of the time. | The student is able to communicate and educate effectively in a professional setting with patients, families, peers, technicians, interns, pharmacy students, and/or other health care professionals. The student is able to consistently select the most effective strategy for providing verbal and written communication, active listening, translating and applying information, and respecting others to develop trusting relationships most of the time with minimal intervention/supervision. | Not applicable on this rotation | I. Communication and Education |
| I. Communication and Education | 1.0   | 2.0   | 3.0  | 4.0   | 5.0  | 0                               |                                |

(Question 3 of 32)

| II. Evidence-Based Decisions and Problem Solving  | Learning Activities |
|---|---------------------|
| II. The student will demonstrate competency in using drug information skills to promote evidence-based practice. The student will effectively evaluate information and critically think through issues to provide appropriate solutions to drug-related problems. |                     |

| (Question 4 of 32 - Mandatory)  |   |  |  |   |   |     |            |
|---|---|--|--|---|---|-----|------------|
|   | 1   | 2  | 3  | 4   | 5   | N/A |            |
|   | The student is unable to critically evaluate literature, collect information, provide solutions, and/or communicate rationale for plan. The student does not recognize problems that exist. | The student is unable to perform some, but not all, critical pieces of the problem-solving process. This inability limits the student from being able to properly care for patients. | The student has difficulty evaluating, collecting, or communicating the plan. The student misses some problems that exist and has difficulty evaluating evidence, collecting evidence/information, or communicating the plan. The student requires consistent guidance through this process. | The student is able to do most pieces of the problem-solving process but needs guidance some of the time. The student is mostly able to critically evaluate literature.   | The student is able to critically evaluate relevant literature and guidelines and exercise proper use of the problem-solving process by recognizing and identifying the problem, forming potential solutions, collecting information to determine a plan, and implementing a solution. The student can communicate the rationale for the chosen plan. |     | II. Comme  |
| II. Evidence-Based Decisions and Problem Solving  | 1.0   | 2.0  | 3.0  | 4.0   | 5.0   | 0   |            |
| (Question 5 of 32)  |   |  |  |   |   |     |            |
| III. Dispensing Pharmaceuticals   |   |  |  |   |   |     | Learning / |
| <p>III. The student will demonstrate the ability to assess and evaluate a patient's medication orders; effectively procure appropriate products; prepare, dispense, distribute, and if necessary, administer medications in an effective manner in order to contribute to beneficial health outcomes and management. The student will provide accurate and appropriate counseling to a patient on the use of medication.</p>  |   |  |  |   |   |     |            |
| (Question 6 of 32 - Mandatory)  |   |  |  |   |   |     |            |
|   | 1   | 2  | 3  | 4   | 5   | N/A |            |
|   | Student is unable to interpret, evaluate, or prepare a prescription/medication order.   | Student requires significant supervision to interpret, evaluate, or prepare a prescription/medication order or makes significant errors affecting patient safety.                    | Student requires some supervision to interpret, evaluate, and/or prepare a prescription/medication order or frequently makes minor errors in the dispensing process.   | Student is able to accurately interpret, evaluate, and/or prepare a prescription/medication order but requires occasional supervision. When applicable, the student requires prompting regarding key counseling points. | Student is able to independently interpret, evaluate, and prepare a prescription/medication order in an accurate manner. Student can counsel patient when applicable on therapy with minimal guidance.  |     | III. Comm  |
| III. Dispensing Pharmaceuticals   | 1.0   | 2.0  | 3.0  | 4.0   | 5.0   | 0   |            |
| (Question 7 of 32)  |   |  |  |   |   |     |            |
| IV. Providing Pharmaceutical Care to Patients   |   |  |  |   |   |     | Learning / |
| <p>IV. The student will exercise appropriate clinical judgment to provide therapeutic guidance by responding to the many factors that influence health, disease, and disability besides those of a biological nature. These factors include socio-cultural, familial, psychological, economic, environmental, legal, political, and spiritual aspects of health care seekers and of health care delivery. Through sensitivity to the interrelationships of individuals and their communities, the student will respond to the broader context of pharmacy practice.</p> |   |  |  |   |   |     |            |

| (Question 8 of 32 - Mandatory)                  |   |  |   |   |  |                                 |           |
|---|---|--|---|---|--|---------------------------------|-----------|
|   | 1   | 2  | 3   | 4   | 5  | N/A                             |           |
|   | The student is unable to identify or collect information from the chart, causing him/her to be unable to develop an appropriate pharmacotherapy plan for the patient. | The student is consistently unable to develop an appropriate plan and occasionally misses important pieces of subjective or objective information. | The student needs substantial guidance to develop a care plan but is consistently able to identify/collect patient information from a patient and/or patient chart. | The student requires some guidance to develop a treatment and monitoring plan. The student can collect subjective and objective patient information from a patient and/or patient chart with minimal error. | Student is able to effectively design and recommend a pharmacist care plan as well as monitor the plan with management of chronic disease and/or improvement of health and wellness in mind with minimal guidance. Student independently can collect subjective and objective patient information from a patient and/or patient chart. | Not applicable on this rotation | IV.a. Com |
| IV.a. Providing Pharmaceutical Care to Patients | 1.0   | 2.0  | 3.0   | 4.0   | 5.0  | 0                               |           |

| (Question 9 of 32 - Mandatory) |  |  |  |  |  |                                 |           |
|--------------------------------|--|--|--|--|--|---------------------------------|-----------|
|                                | 1  | 2  | 3  | 4  | 5  | N/A                             |           |
|                                | The student is lacking in knowledge of drugs and disease states which hinders his/her ability to provide care to patients. | The student requires substantial directed questioning to apply drug and disease state information to the care of patients. | The student has some knowledge of drugs and disease states but much improvement is needed. | The student has a working knowledge base of drugs and disease states but some prompting is needed in discussion. | The student has a strong knowledge base of drugs and disease states that he/she is able to discuss in depth. | Not applicable on this rotation | IV.b. Com |
| IV.b. Knowledge                | 1.0  | 2.0  | 3.0  | 4.0  | 5.0  | 0                               |           |

| (Question 10 of 32)   |  |  |  |  |  |  |            |
|---|--|--|--|--|--|--|------------|
| V. Interprofessional Interaction and Teamwork   |  |  |  |  |  |  | Learning J |
| <p>V. The student will demonstrate effective interprofessional and team behaviors in a variety of social and professional situations and circumstances. The student will perform effectively on teams and in different team roles in a variety of settings.</p> |  |  |  |  |  |  |            |

| (Question 11 of 32 - Mandatory)               |   |  |   |   |   |                                 |          |
|---|---|--|---|---|---|---------------------------------|----------|
|   | 1   | 2  | 3   | 4   | 5   | N/A                             |          |
|   | The student is unable or unwilling to interact with other health care professionals OR the student is unable to recognize and respect his/her role in the health care team. The interactions with the health care team are disrespectful. | The student does not place high value on teamwork and is ineffective in interactions with other health care professionals. | The student requires substantial prompting to interact with other health care professionals and some of those interactions are ineffective. | The student interacts and communicates appropriately with other health care professionals but requires some guidance on interactions. Student recognizes his/her role and responsibility in the team. | The student is able to independently and clearly interact and communicate with other health care professionals using appropriate personal behaviors while acknowledging his/her personal role/responsibility on the team. Student also respects other team members and places value on shared responsibility. | Not applicable on this rotation | V. Comme |
| V. Interprofessional Interaction and Teamwork | 1.0   | 2.0  | 3.0   | 4.0   | 5.0   | 0                               |          |

(Question 12 of 32 )

| VI. Ethical and Legal Judgment  |  |  |  |  |  | Learning / |
|---|--|--|--|--|--|------------|
| <p>VI. The student will recognize the ethical dimensions of pharmacy practice and health policy; identify alternatives in difficult ethical situations; and formulate, defend, and effectively carry out a course of action that takes account of these ethical complexities. The student will combine a willingness to recognize the nature of the value systems of patients and others with commitment to his/her own system and the ethical choices necessary to maintain his/her own ethical integrity.</p> |  |  |  |  |  |            |

(Question 13 of 32 - Mandatory )

|                                | 1   | 2   | 3   | 4   | 5   | N/A                             |          |
|--------------------------------|---|---|---|---|---|---------------------------------|----------|
|                                | The student does not make ethical choices OR the student is not able to identify ethical dilemmas and integrate appropriate decision making. The student consistently disregards patient privacy. | The student occasionally identifies ethical dilemmas but does not integrate ethical skills in the care of patients. The student does not recognize ethical issues in relation to other health care professionals. | The student requires assistance to recognize ethical dilemmas and needs assistance to think through the decision-making process to integrate ethical skills. The student does not identify the relationship between law and ethics. The student requires reminders to maintain patient privacy. | The student is able to recognize ethical dilemmas and integrates ethical skills in the care of patients with minimal guidance. The student consistently recognizes ethical issues with other health professionals. The student needs guidance seeing the interrelationship between law and ethics. The student appropriately maintains patient privacy. | Student is able to recognize and integrate ethical skills in the care of patients and the relation with other health care professionals. The student always makes ethical choices that follow health policy. The student understands the interrelationship between law and ethics. The student appropriately maintains patient privacy. | Not applicable on this rotation | VI. Comm |
| VI. Ethical and Legal Judgment | 1.0   | 2.0   | 3.0   | 4.0   | 5.0   | 0                               |          |

(Question 14 of 32 )

| VII. Personal and Professional Growth  |  |  |  |  |  | Learning / |
|--|--|--|--|--|--|------------|
| <p>VII. The student will approach the practice of pharmacy with awareness of his/her limits, strengths, weaknesses, and personal vulnerabilities. The student will establish personal values, priorities, and coping strategies in order to balance personal and professional commitments. The student will appropriately respond to constructive criticism. The student will develop a lifelong interest in learning and will actively set clear learning goals, pursue them, and apply the knowledge gained to the practice of his/her profession.</p> |  |  |  |  |  |            |

(Question 15 of 32 - Mandatory )

|                                       | 1  | 2  | 3  | 4   | 5   | N/A                              |           |
|---------------------------------------|--|--|--|---|---|----------------------------------|-----------|
|                                       | The student shows no awareness of personal strengths and limitations along with no responsibility for achieving goals. The student is unwilling to listen to feedback. | The student is unable to recognize his/her personal strengths and limitations. The student does not take responsibility for achieving goals and is consistently resistant to feedback. | The student does not completely recognize his/her personal strengths and limitations. The student requires prompting to take responsibility for achieving goals and is somewhat resistant to feedback. | The student is able to identify his/her personal strengths and limitations but at times does not show responsibility for achieving goals. The student seeks feedback but does not incorporate it into behavior. | The student consistently is able to identify his/her personal strengths and limitations and demonstrates responsibility for achieving goals. The student is able to describe his/her own personal values and beliefs as applicable to pharmacy practice. The student consistently seeks feedback and incorporates well. | Not applicable for this rotation | VII. Comm |
| VII. Personal and Professional Growth | 1.0  | 2.0  | 3.0  | 4.0   | 5.0   | 0                                |           |

(Question 16 of 32 )

|   |  |  |  |  |  |  |                     |
|---|--|--|--|--|--|--|---------------------|
| VIII. Management Skills   |  |  |  |  |  |  | Learning Activities |
| VIII. The student will be able to effectively manage human, financial, technological, and physical resources related to the practice of pharmacy. |  |  |  |  |  |  |                     |

(Question 17 of 32 - Mandatory )

|                         |  |  |   |   |  |                                  |            |
|-------------------------|--|--|---|---|--|----------------------------------|------------|
|                         | 1  | 2  | 3   | 4   | 5  | N/A                              |            |
|                         | The student is not aware when more information is needed and is unwilling to gather more information. The student is not able to manage any aspect of the practice environment.1 | The student is not aware when more information is needed and, therefore, does not seek the information. The student demonstrates inability to manage multiple aspects of the practice environment. | The student is aware when more information is needed but does not seek the information or is not able to effectively apply it. The student demonstrates inability to manage the practice environment from either the financial, support staff, or quality standpoint. | The student is able to recognize when information is needed but requires some assistance effectively applying information. The student is mostly able to understand how to manage the practice environment from financial, support staff and quality standpoints. | The student is able to recognize when information is needed and effectively apply gathered information. The student shows understanding and ability to manage the practice environment specific to the rotation experience from financial, support staff, and quality standpoints. | Not applicable for this rotation | VIII. Comm |
| VIII. Management Skills | 1.0  | 2.0  | 3.0   | 4.0   | 5.0  | 0                                |            |

(Question 18 of 32 )

|   |  |  |  |  |  |  |                  |
|---|--|--|--|--|--|--|------------------|
| IX. Advancement of Pharmacy and Health Care   |  |  |  |  |  |  | Learning Activit |
| IX. The student will be able to identify issues of public, professional, and institutional concern and works for the common good to bring resolution. |  |  |  |  |  |  |                  |

(Question 19 of 32 - Mandatory )

|   |  |  |   |   |   |                                 |          |
|---|--|--|---|---|---|---------------------------------|----------|
|   | 1  | 2  | 3   | 4   | 5   | N/A                             |          |
|   | The student does not show interest and does not identify policy issues. He/She does not have knowledge of the drug use policy for the population served. | The student has little understanding or awareness of policy issues and does not demonstrate an understanding of the drug use policy for the population served. | The student is somewhat able to identify policy issues; however, he/she does not display an understanding of how to influence them. The student demonstrates some understanding of the drug use policy for the population served. | The student is able to identify policy issues related to the profession, institution, or public but has difficulty understanding collaborative interventions to influence them. The student is aware of the drug use policy for the population served. The student is motivated to work toward the common good of the profession. | The student is able to identify policy issues related to the profession, institution, or public and discuss collaborative interventions to influence them. The student demonstrates a working knowledge of the drug use policy (formulary, therapeutic exchange, drug use evaluations, justification of drug use) for the population served and works toward the common good of the profession. | Not applicable on this rotation | IX. Comm |
| IX. Advancement of Pharmacy and Health Care | 1.0  | 2.0  | 3.0   | 4.0   | 5.0   | 0                               |          |



|  |   |   |  |   |   |                                 |            |
|--|---|---|--|---|---|---------------------------------|------------|
| (Question 20 of 32 )   |   |   |  |   |   |                                 |            |
| X. Promotion of Health, Wellness and Public Welfare  |   |   |  |   |   |                                 | Learning / |
| <p>X. The student will be involved in community and professional efforts to promote health, wellness, and public welfare. The student will provide guidance by responding to the social determinants of health. These factors include socio-cultural, familial, psychological, economic, environmental, legal, political, and spiritual aspects of health care seekers and of health delivery. Through sensitivity to the interrelationships of individuals and their communities, the student will respond to the broader context of pharmacy practice.</p> |   |   |  |   |   |                                 |            |
| (Question 21 of 32 - Mandatory )   |   |   |  |   |   |                                 |            |
|  | 1   | 2   | 3  | 4   | 5   | N/A                             |            |
|  | The student is unable to recognize ways to impact various levels of public health and he/she is unable to understand non-biological contributors to health. The student is not sensitive to factors of social determinates of health. | The student is unable to recognize ways to impact various levels of public health. The student requires guidance to understand non-biological contributors to health. | The student does not consistently recognize ways to impact various levels of public health and requires guidance to understand non-biological contributors to health and to identify resources in the community to support patients. | The student recognizes ways to impact various levels of public health but requires prompting at times. The student has an understanding of some of the non-biological contributors to health and is able to identify some resources in the community to support patients. | The student is consistently able to recognize ways to impact various levels of public health. The student has an understanding of the non-biological contributors to health and is sensitive to various factors of social determinates of health. The student is able to identify and utilize appropriate resources in the community that support patients. | Not applicable on this rotation | X. Comme   |
| X. Promotion of Health, Wellness and Public Welfare  | 1.0   | 2.0   | 3.0  | 4.0   | 5.0   | 0                               |            |

(Question 22 of 32 )

| Other Activities/Assignments | 1   | 2   | 3   | 4   | 5   | NA | Description & Comments |
|------------------------------|-----|-----|-----|-----|-----|----|------------------------|
| Activity/Assignment 1        | 1.0 | 2.0 | 3.0 | 4.0 | 5.0 | 0  |                        |
| Activity/Assignment 2        | 1.0 | 2.0 | 3.0 | 4.0 | 5.0 | 0  |                        |
| Activity/Assignment 3        | 1.0 | 2.0 | 3.0 | 4.0 | 5.0 | 0  |                        |
| Activity/Assignment 4        | 1.0 | 2.0 | 3.0 | 4.0 | 5.0 | 0  |                        |
| Activity/Assignment 5        | 1.0 | 2.0 | 3.0 | 4.0 | 5.0 | 0  |                        |
| Activity/Assignment 6        | 1.0 | 2.0 | 3.0 | 4.0 | 5.0 | 0  |                        |

(Question 23 of 32 )

|   |
|---|
| <b>Merck Academic Excellence Award</b>  |
| <i>Nominees should demonstrate scholastic achievement and excellence in clinical interventions.</i>   |
| <b>Wolters Kluwer Award of Excellence in Clinical Communication</b>   |
| <i>Nominees should have excelled in verbal and written communications skills.</i>   |
| <b>Mylan Excellence in Pharmacy Award</b>   |
| <i>Nominees should intend to enter practice upon graduation and demonstrate high personal motivation and possess a unique ability to communicate drug information.</i>  |
| <b>Natural Medicines Comprehensive Database Graduation Award</b>  |
| <i>Nominees should have exhibited interest and expertise related to natural medicines, including efforts to minimize adverse effects due to inappropriate use, and to encourage an based approach to natural medicines.</i> |
| <b>Lilly Achievement Award</b>  |
| <i>Nominees should have strong interest and demonstrated excellence in the management and treatment of patients with diabetes mellitus.</i>   |

(Question 24 of 32)

|                                   |  |
|-----------------------------------|--|
| <b>Student Award Nominations:</b> |  |
| <b>Additional Comments:</b>       |  |

(Question 25 of 32)

|   |  |
|---|--|
| <b>Student's Average Score (based on the scaled answers selected above)</b> |  |
|---|--|

4.623-5.000 93-100% A  
4.473-4.622 90-92% A-  
4.323-4.472 87-89% B+  
4.123-4.322 83-86% B  
3.973-4.122 80-82% B-  
3.823-3.972 77-79% C+  
3.473-3.822 70-76% C  
3.223-3.472 65-69% D  
<3.222 <65% F

(Question 26 of 32)

|              |  |
|--------------|--|
| Final Grade: |  |
|--------------|--|

(Question 27 of 32 - Mandatory, Confidential)

|  |     |     |
|--|-----|-----|
|  | No  | Yes |
| I feel that the calculated grade accurately reflects the student's performance on this APPE. | 0.5 | 2.0 |

(Question 28 of 32, Confidential)

|  |  |
|--|--|
| <b>If no, please provide a different grade that you feel is more accurate for the student with justification of why you feel he/she should receive this grade instead.<br/>(May result in grade change after further discussion with Office of Experiential Education)</b> |  |
|--|--|

(Question 29 of 32 - Mandatory)

|  |     |     |
|--|-----|-----|
|  | No  | Yes |
| Did the student maintain professionalism throughout the experience by upholding the code of professionalism and honor code as well as site-specific requirements? (Note: A "no" answer alerts OEE and likely will result in a failing grade) | 0.5 | 2.0 |

If you had an entry level position available at your organization and the student met your minimal hiring requirements, would you consider hiring him/her? (Your response is confidential and will not be visible to or shared with the student) (Question 30 of 32, Confidential)

|                         |
|-------------------------|
| <b>Selection Option</b> |
| Unsure                  |
| Yes                     |
| No                      |

If you would not hire this student, please explain why. (Your response is confidential and will not be visible to or shared with the student) (Question 31 of 32, Confidential)

| Selection | Option  |
|-----------|---|
|           | Poor work ethic (lacks motivation/initiative)   |
|           | Lack of professionalism (tardy and/or has unprofessional appearance)  |
|           | Performance (poor knowledge base and/or inability to synthesize information)  |
|           | Poor communication skills or lack of authority (language barrier, issues with volume/tone of voice, lack of authority in counseling skills) |
|           | Personality/demeanor (would not work well with your current staff)  |
|           | Other, please specify below   |

(Question 32 of 32 , Confidential)

Other reasons why you might not hire this student:

An empty rectangular box with a thin black border, intended for the user to provide additional reasons for not hiring the student.

|  |                              |               |              |            |                        |
|--|------------------------------|---------------|--------------|------------|------------------------|
| <b>Subject:</b><br><b>Evaluator:</b><br><b>Site:</b><br><b>Period:</b><br><b>Dates of Course/Rotation:</b><br><b>Course/Rotation:</b> APPE 8101 Acute Care (General Medicine elective)<br><b>Form:</b> Student Evaluation of Preceptor |                              |               |              |            |                        |
| <b>Student Evaluation of Preceptor</b>   |                              |               |              |            |                        |
| Please indicate your level of agreement with the statements below regarding your preceptor.<br>(Question 1 of 8 - Mandatory)   |                              |               |              |            |                        |
|  | Strongly<br>Disagree<br>1    | Disagree<br>2 | Neutral<br>3 | Agree<br>4 | Strongly<br>Agree<br>5 |
| Preceptor practices ethically and legally and with compassion for patients.  | 1.0                          | 2.0           | 3.0          | 4.0        | 5.0                    |
| Preceptor accepts personal responsibility for patient outcomes.  | 1.0                          | 2.0           | 3.0          | 4.0        | 5.0                    |
| Preceptor utilizes evidence-based medicine in clinical decision making to appropriately care for patients.   | 1.0                          | 2.0           | 3.0          | 4.0        | 5.0                    |
| Preceptor has a desire to teach and displays quality teaching methods.   | 1.0                          | 2.0           | 3.0          | 4.0        | 5.0                    |
| Preceptor advocates for patients and the profession.   | 1.0                          | 2.0           | 3.0          | 4.0        | 5.0                    |
| Preceptor demonstrates creative solutions to problems using innovation and entrepreneurship.   | 1.0                          | 2.0           | 3.0          | 4.0        | 5.0                    |
| Preceptor has an aptitude for facilitating learning.   | 1.0                          | 2.0           | 3.0          | 4.0        | 5.0                    |
| Preceptor competently documents and assesses student performance.  | 1.0                          | 2.0           | 3.0          | 4.0        | 5.0                    |
| Preceptor shows lifelong learning in systematic and self-directed approaches.  | 1.0                          | 2.0           | 3.0          | 4.0        | 5.0                    |
| Preceptor contributes and collaborates with a healthcare team.   | 1.0                          | 2.0           | 3.0          | 4.0        | 5.0                    |
| Preceptor is committed to practice organizations, professional societies, and/or the community.  | 1.0                          | 2.0           | 3.0          | 4.0        | 5.0                    |
| Preceptor communicated with me in a professional and appropriate manner.   | 1.0                          | 2.0           | 3.0          | 4.0        | 5.0                    |
| Preceptor provided effective and continual feedback to me throughout the experience.   | 1.0                          | 2.0           | 3.0          | 4.0        | 5.0                    |
| Preceptor was receptive to my feedback regarding the experience.   | 1.0                          | 2.0           | 3.0          | 4.0        | 5.0                    |
| (Question 2 of 8 - Mandatory)  |                              |               |              |            |                        |
| <b>Indicate yes or no based on your experience with the preceptor:</b>   |                              | Yes           | No           |            |                        |
| Preceptor adequately oriented me to the site and reviewed the syllabus with me.  |                              |               |              |            |                        |
| Preceptor was sufficiently present and accessible to facilitate my learning.   |                              |               |              |            |                        |
| Preceptor provided an active learning experience as opposed to a shadowing experience.   |                              |               |              |            |                        |
| Preceptor conducted a face-to-face midpoint evaluation.  |                              |               |              |            |                        |
| Preceptor conducted a face-to-face final evaluation.   |                              |               |              |            |                        |
| <b>Interprofessional Education</b><br>Indicate all of the other health professionals and/or students with whom you interacted on this experience: (Question 3 of 8)  |                              |               |              |            |                        |
| Selection  | Option                       |               |              |            |                        |
| <input type="checkbox"/>   | Physicians                   |               |              |            |                        |
| <input type="checkbox"/>   | Medical students             |               |              |            |                        |
| <input type="checkbox"/>   | Physician assistants         |               |              |            |                        |
| <input type="checkbox"/>   | Physician assistant students |               |              |            |                        |
| <input type="checkbox"/>   | Nurses                       |               |              |            |                        |
| <input type="checkbox"/>   | Nursing students             |               |              |            |                        |
| <input type="checkbox"/>   | Nurse Practitioners          |               |              |            |                        |
| <input type="checkbox"/>   | Nurse practitioner students  |               |              |            |                        |
| <input type="checkbox"/>   | Social workers               |               |              |            |                        |
| <input type="checkbox"/>   | Respiratory therapists       |               |              |            |                        |
| <input type="checkbox"/>   | Other (indicate type below)  |               |              |            |                        |

If you selected "Other" above, please indicate the type of healthcare professionals or students with whom you interacted on this experience. (Question 4 of 8)

|  |
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|--|

Is this site a quality learning experience that should continue to have students from PC School of Pharmacy? Please enter "yes," or "no." If "no," comment is required.  
(Question 5 of 8 - Mandatory)

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|  |
|--|

Preceptor Strengths (if not providing "strengths," please leave this field blank) (Question 6 of 8)

|  |
|--|
|  |
|--|

Preceptor Areas of Improvement (if not providing "areas of improvement," please leave this field blank) (Question 7 of 8)

|  |
|--|
|  |
|--|

Suggestions for Improvement/Other Comments (if not providing "suggestions," please leave this field blank) (Question 8 of 8)

|  |
|--|
|  |
|--|