

FINDLAY

THE UNIVERSITY OF FINDLAY



Introductory Pharmacy Practice Experience Manual 2011-2012

PHAR 350, 351, 491, 492, 591, 592

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Introductory Pharmacy Practice Experiential Program The University of Findlay

EARLY EXPERIENTIAL PROGRAM DESCRIPTION:

The introductory, early and intermediate experiences are intended to introduce students to the practice of pharmacy, the healthcare system and the role the pharmacist plays within the healthcare system. Students will gain pharmacy experience in, but not limited to, community and institutional pharmacy practice. Other pharmacist roles may include, but are not limited to: pharmacist managers, professors of pharmacy, clinical pharmacists, pharmacy store managers, consultant pharmacists, pharmacy association directors, regional managers for chain pharmacies, pharmacists in pharmaceutical companies and call pharmacists in mail order pharmacy.

INSTRUCTORS:

Faculty, Clinical Faculty and approved preceptors

PREREQUISITES:

- ❑ PHAR 350: first professional year standing, PHAR 251, and all experiential program requirements
- ❑ PHAR 351: first professional year standing, PHAR 350, and all experiential program requirements
- ❑ PHAR 491 and PHAR 492: completion of all required courses in the first professional year and all experiential program requirements (note that PHAR 491 must be successfully completed prior to enrollment in PHAR 492)
- ❑ PHAR 591 and PHAR 592: completion of all required courses in the second professional year and all experiential program requirements (note that PHAR 591 must be successfully completed prior to enrollment in PHAR 592)
- ❑ Experiential Program Requirements (see Pharmacy Student Handbook):
 - Valid Ohio Intern License and any additional state's intern license, as required (if completing experience at site outside of Ohio)
 - Updated immunizations as required by the college, clinical teaching site and/or state and federal regulatory agencies, including annual documentation of administration of the influenza vaccine
 - Approved Criminal Background Check for intern license and as required by the site
 - Approved drug screen, as required by the site
 - Approved TB skin testing
 - American Heart Association Healthcare Providers Basic Life Support certification
 - Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy Compliance Training
 - Immunization training certification
 - Universal precautions (OSHA requirements)
 - Malpractice insurance

The Introductory Pharmacy Practice Experience Manual, along with the course syllabus and Pharmacy Student Handbook, should be used as a guide for the successful completion of the experiential education components of the Doctor of Pharmacy curriculum at The University of Findlay College of Pharmacy.

PROGRAM GOAL:

To provide practical, supervised, intellectually stimulating professional experiences which will enable students to develop a fundamental understanding of various segments of the healthcare system, how the pharmacist integrates into those settings and to develop introductory problem-solving skills in the patient care environment during the P3 and P4 years and more advanced problem-solving skills during the P5 year.

LEARNING OBJECTIVES: (see course syllabus)

Upon completion of the P3 experiences with the pharmacist practitioner in the **community pharmacy setting**, the student should be able to:

1. Demonstrate the basic technical functions of prescription processing
2. Describe the responsibilities of a pharmacist when handling controlled substances in the outpatient setting
3. Discuss the role of third party in the provision of drug therapy
4. Demonstrate fundamental drug information skills
5. Describe the importance of communication in the provision of patient care
6. Discuss the role of the pharmacist in the healthcare system
7. Describe the importance of professionalism
8. Identify policies used to improve patient safety
9. Provide effective medication information to patients regarding prescription and nonprescription therapies
10. Describe how health care informatics is utilized by the site to improve safety and efficiency
11. Describe how culture and language may impact the delivery of health care services
12. Promote to patients the importance of health, wellness, disease prevention, and management of their diseases and medication therapies to optimize outcomes

Upon completion of the P4 experiences with the pharmacist practitioner in the **community, institutional or elective pharmacy setting**, the student should be able to:

1. Demonstrate full technical functions of prescription processing
2. Demonstrate appropriate documentation for non-controlled and controlled substance ordering, prescription processing and inventory management
3. Demonstrate proficiency in reading and understanding medical terminology
4. Accurately complete a written drug information assignment utilizing appropriate drug information resources
5. Counsel patients on appropriate self care and preventative measures
6. Counsel patients on the appropriate use of various medication devices
7. Accurately complete basic physical assessment functions (e.g. blood pressure, pulse, respiratory rate, identification of subjective and objective findings)
8. Describe an ethical dilemma and method of resolution
9. Demonstrate appropriate communication and professional skills
10. Describe how health care informatics is utilized by the site to improve safety and efficiency
11. Describe how the Safe Practices defined by the National Quality Forum are instituted at a given practice site
12. Calculate a basic pharmacokinetic parameter (e.g. half-life) and determine the significance of one drug-drug interaction
13. Accurately compound a prescription

Upon completion of the P5 experiences with the pharmacist practitioner in the institutional pharmacy setting, the student should be able to:

1. Accurately process medication orders in an institutional pharmacy
2. Accurately compound an intravenous admixture
3. Identify pertinent patient assessment measures in the patient's medical record
4. Describe the responsibilities of the pharmacist when handling controlled substances in the inpatient setting
5. Identify appropriate patient information in a patient medical record
6. Accurately complete a written drug information assignment related to an institutional pharmacy
7. Calculate pharmacokinetic parameters for specific drugs and patients (e.g. dose of a drug, half-life, clearance, etc.)
8. Describe how health care informatics is utilized by the site to improve safety and efficiency
9. Demonstrate proficient case write ups
10. Describe methodology and policies utilized to enhance patient safety
11. Demonstrate appropriate communication and professional skills

EXPERIENTIAL PROGRAM POLICIES:

- ❑ Students must complete a minimum of 50 hours of introductory experience during each experiential course (PHAR 350, 351, 491, 492, 591, 592).
- ❑ All experiences must be completed with an approved College of Pharmacy Preceptor. Students may choose no more than one preceptor per semester, unless prior approval is granted by Director or Assistant Director of Experiential Education.
- ❑ Students may NOT be precepted by a spouse, parent, grandparent or sibling.
- ❑ Students may rank a site from the list of approved University of Findlay College of Pharmacy sites or he or she may seek approval for a new site.
- ❑ Students may NOT complete hours at their place of employment.
- ❑ Students may NOT complete more than 150 hours (3 semesters) of introductory experience at any one site or with any one preceptor.
- ❑ Students may NOT be paid for experiences submitted for academic credit.
- ❑ Students may not register for more than one IPPE course per semester or session. All experiential courses (PHAR 350, 351, 491, 492, 591, 592) must be completed in sequence.
- ❑ Students may only submit hours of experience for the current IPPE semester or session. Students may submit more than the required number of hours, however, no additional academic credit will be awarded and hours will not be rolled over to or banked for the next semester.
- ❑ Students may begin to log introductory experience hours towards next semester's IPPE course beginning the day after the last day of the previous semester if the student is registered for an IPPE course during the upcoming semester or session *and* meets all course prerequisites.
 - Summer 2011 Session: IPPE hours may begin 4/30/11 (only if registered for summer IPPE course)
 - Fall 2011 Semester: IPPE hours may begin 4/30/11
 - Spring 2012 Semester: IPPE hours may begin 12/12/11
- ❑ Students who have successfully completed their P2 year, met all academic and nonacademic requirements to enter their P3 year, and have obtained an Ohio intern license may begin P3 experiential hours during the summer prior to their P3 year.
- ❑ An affiliation agreement and preceptor application form must be in place with each site and pharmacist, respectively, prior to the student starting an experience.

- ❑ Students may not begin IPPE hours at any site until they have submitted site ranking for an approved site and have been scheduled at the site by the experiential office. Site scheduling or placement is completed when a student is linked to a preceptor in RxPreceptor.
- ❑ Students are guests at each site. If inappropriate behavior or lack of professionalism is noted by the preceptor (or other individuals at the site), the experience may be terminated and the student may be asked to leave the site. A failing grade may be assigned at the discretion of the Director of Experiential Education.
- ❑ STUDENTS MUST COMPLETE ALL TASKS FOR EACH COMPETENCY ON THE CHECKLIST BEFORE A PRECEPTOR MAY NOTE SUCCESSFUL COMPLETION.

POLICIES FOR SCHEDULING PRECEPTORS:

- Identify and Rank approved preceptors by using RxPreceptor.
 - Identify an UF approved site, preceptor and **confirm availability**.
 - Students meet with Cindy Fitzpatrick via phone or in person to assist with identifying UF approved site, preceptor and availability.
 - Students may then contact approved preceptors via phone or email to inquire about availability and current schedule. Student shall then complete the Introductory Experiential Education Ranking Form and submit to the Experiential Office either in person or by email or fax.
 - Students may only rank a site where their competency requirements for the current academic year may be fulfilled.
 - After ranking a site, the Experiential Office will review the ranking request and contact the preceptor to confirm availability and the student's schedule. Once this has been completed, the student and preceptor will be linked in RxPreceptor and the student may begin his or her IPPE hours.
- If desired preceptor is not listed in RxPreceptor, the student must provide a completed Preceptor Application Form to the Experiential Office.
 - Once the Experiential Office has approved the preceptor and all contracts and agreements are in place, the preceptor will be added to RxPreceptor and ranking may take place.
 - Students are not considered to be officially scheduled with an IPPE Preceptor until the student and preceptor have been linked in RxPreceptor.
 - This process may take several days to several months, so plan ahead!
- The student's schedule will be determined by the student's preceptor. All students must complete a minimum of 50 hours on-site experience per semester per experience. Students should contact the preceptor no later than 30 days prior to the anticipated start of experience.
- All preceptors have the right to refuse student placement.
- All students must plan to complete their 50 hours within a 6 week period.
- If a student does not place with his or her ranked site, one may be assigned by the Experiential Office within a 60 mile radius of the university.
- **FAILURE TO SUBMIT YOUR PRECEPTOR RANK TO THE EXPERIENTIAL OFFICE BY 5PM ON THE ASSIGNED DATE WILL RESULT IN AN AUTOMATIC WITHDRAWAL FROM THE COURSE.**
 - **Fall Semester 2011: October 7**
 - **Spring Semester 2012: March 2**
 - **Summer Semester 2012 (only for out of sync students): June 1**
- You may NOT begin hours with a preceptor who has not been approved and/or with whom you have not been linked in RxPreceptor. Any IPPE hours documented before this process is complete will not be counted toward the 50 required hours.

CLASSROOM REQUIREMENTS:

Each P3, P4, and P5 student will be required to attend on-campus IPPE seminar sessions that may include workshops, reflection or other active learning activities. Specific information regarding time and meeting dates are posted in the corresponding course syllabi. When possible, IPPE seminars will be scheduled during class time, however, some IPPE seminars may be scheduled outside of standard class time. Student attendance and participation is mandatory and is part of the portfolio grade.

EXPERIENTIAL PORTFOLIO REQUIREMENTS:

The student must develop an "Experiential Portfolio," which shall be maintained throughout all of the professional years of the pharmacy curriculum. This portfolio must contain all of the required documentation as specified in this experiential manual. The portfolio must be maintained in an electronic format through the RxPortfolios® system (see page 29). Failure to maintain current information in RxPortfolios and RxPreceptor may result in a failing grade or grade reduction in the corresponding experiential course.

The Experiential Portfolio will be submitted at the completion of each semester's 50 hour requirement. The portfolio shall contain the following information (see page 28 for a complete description of requirements):

- Current Resume (PHAR 350, 351, 491, 492) or CV (591, 592)
- Front page of RxPortfolio complete and up to date (biography, career objective, and professional picture)
- Typed outline of personal goals for each practice experiences (minimum of two personal, measurable goals for each experience)
- Two-page, type written (10-12 font), double-spaced, description of EACH practice experience
- Any completed documentation required by checklist
- Completed Pharmacist Mentor Documentation (one document for each 50 hour experience)
- Documentation of completed Community Service Project by the Fall of the P5 year (note due date in PHAR 591 syllabus) for students with expected graduation in 2013. Students with expected graduation dates beyond 2013 will be expected to follow the new academic service learning policy (see page 7.)

ACADEMIC SERVICE LEARNING REQUIREMENTS: (APPLIES ONLY TO STUDENTS WITH 2014 OR 2015 GRADUATION DATE)

Upon completion of the Academic Service Learning Requirement, the student should:

1. Discuss the role of service as part of the profession of pharmacy.
 2. Describe the importance of compassion when serving people.
 3. Discuss how participating in service learning can improve patient care.
 4. Discuss how serving persons of a different age, culture, nationality, religion, language, race or ethnic or social group may impact one's cultural competence (awareness, attitude, knowledge and skills).
- Students are required to complete a minimum of 4 hours of academic service learning during each introductory pharmacy practice course (PHAR 350, 351, 491, 492, 591, 592).
 - Academic service learning projects will be coordinated by the course instructor (UF faculty member) or his/her designee.
 - Academic service learning projects may be conducted during scheduled on-campus class time or may be scheduled out of class.
 - Service that must be completed out of class will be noted in the course syllabus and scheduled in advance to allow the student ample opportunity to plan for attendance.
 - Successful completion of the academic service learning project requires adequate preparation for the service activity, completion of all assigned service hours, and participation in scheduled reflection time following the service activity.

COMMUNITY SERVICE PROJECT: (APPLIES ONLY TO STUDENTS WITH 2013 GRADUATION DATE)

Upon completion of the Community Service project, the student should:

1. Discuss the role of community service as part of the profession of pharmacy
 2. Describe the importance of compassion when serving people
 3. Discuss how participating in community service can improve patient care
- Students are required to complete **20 hours** of community service during their P3, P4 and P5 years.
 - Community service projects are **approved by and turned in to** Cindy Fitzpatrick, Experiential Specialist in the Office of Experiential Education (see page 24).
 - Documentation of service projects should be noted in RxPortfolios within the Community Service History tab under Professional Activities when completed. Keep in mind that "official" completion of a project is documented when the required form is submitted to Cindy Fitzpatrick, not when an activity is posted on RxPortfolios.
 - Community service projects must be approved before they are started. (Be sure to get summer projects approved before the spring semester ends.)
 - Students may use the Campus Compact office to identify projects.
 - Community service hours may be completed and turned in at anytime during the P3, P4 or fall semester of the P5 year. During the P5 year, completion of the community service hours is tied to PHAR 591 and must be documented by the Experiential Office as completed no later than November 15 in the P5 fall semester.
 - Failure to turn in documents of completed (20 hours) community service hours by November 15 will result in a grade of no higher than C for the fall portfolio (PHAR 591). Students who fail PHAR 591 in the fall will be required to retake PHAR 591 in the spring semester and PHAR 592 in the summer prior to advanced practice rotations.

POLICIES FOR LOGGING HOURS DURING PRACTICE EXPERIENCES:

- Students are required to log hours after each calendar day of experience using the IPPE/APPE Hour Log on RxPreceptor.
- Students may not log all 50 hours at one time. Hours shall be logged daily.
- Hours must be verified by the preceptor using RxPreceptor™ in order to be accepted by the College.
- Hours must be verified by the preceptor before the portfolio due date each semester.
- All students should have their 50 hours completed within 6 weeks from the time experiential hours are begun.

POLICIES REGARDING ABSENCE DURING PRACTICE EXPERIENCES:

- Unexcused absences are NOT tolerated and jeopardize the student's successful completion of the program. Unexcused absences are any time taken for personal reasons (ie. work, studying, illness, classes, etc.) without the prior approval of the preceptor. The preceptor must immediately contact the Director or Assistant Director of Experiential Education if such absences occur.
- Unexcused absences will result in the assignment of a failing grade or grade reduction in the corresponding experiential course.
- Students are expected to arrive on time and participate fully in all scheduled introductory practice experiences. Tardiness should be documented by the preceptor on the student's evaluation and may result in the assignment of a failing grade or grade reduction in the corresponding experiential course.
- Students are NOT excused from classes to complete experiential hours.
- Students should NOT schedule IPPEs during scheduled UF on-campus coursework.

PROFESSIONAL CONDUCT:

- While completing any pharmacy experiences, students WILL maintain a high standard of professional conduct. Students are expected to dress in appropriate professional attire (as defined by the respective preceptor or site), uphold the strictest patient confidentiality standards, and display a positive, self-motivated attitude. Students failing to comply with these standards will be removed from the site. Additionally, a non-passing grade will be assigned to the student at the discretion of the preceptor and Experiential Coordinator.
- Students should NOT use cell phones for calling, texting or emailing while at a site completing experiential requirements.
- Students must wear their white coat, which should be clean in appearance, along with their College of Pharmacy issued name badge for all introductory experience activities unless otherwise directed by the preceptor.
- **Appropriate professional appearance shall include, but is not limited to, the following expectations:**
 - **Fingernails – Nails must be kept clean and neat with their length to be no longer than ¼ inch beyond the end of the finger. Artificial nails are not permitted.**
 - **Piercings – No visible body piercings, with the exception of ear piercings, will be permitted.**
 - **Shoes – No open toed shoes will be permitted in patient care areas.**
 - **Clothing – Clothing should be professional and appropriate for the practice setting. A white lab coat will be expected unless otherwise told. Lab coats must be kept clean and pressed at all times. Skirts and dresses must be at knee length. (Skirts or dresses must fall below the hemline of the white lab coat.)**

The University of Findlay College of Pharmacy P3 Experiential Competency Checklist (PHAR 350)

To the Preceptor:

For each item listed, please document whether the student has demonstrated competence and has fully completed (complete) or partially or not completed (Incomplete) each requirement online in **RxPreceptor**. The student must be personally observed completing the following tasks by either you or your designee to ensure that the student is competent in the following areas.

If you have any questions, please contact the Office of Experiential Education at The University of Findlay College of Pharmacy (Phone: 419.434.5462; e-mail: fitzpatrick@findlay.edu).

First Professional Year (P3) PHAR 350 Competency Checklist

<input type="checkbox"/> Orientation - Preceptor and student discuss the following: <ul style="list-style-type: none">○ Prior pharmacy experiences○ Policies and procedures of the pharmacy○ Location of drug information resources○ Telephone system○ Computer system
<input type="checkbox"/> Technical Functions of Prescription Processing- (PHAR 350): <ul style="list-style-type: none">○ Student accurately interprets a new prescription or drug order (10) consecutive times○ Student accurately enters new prescription or drug order into computer ten (10) consecutive times○ Student ensures that the correct medication is placed into a prescription vial (or medication cart) ten (10) consecutive times○ Student appropriately processes and dispenses a prescription refill in accordance to the site procedure○ Student describes all of the legal requirements of a prescription label○ Student describes the process of filing and retrieving hardcopy and/or electronic patient drug records
<input type="checkbox"/> Controlled Substances (PHAR 251, 350): <ul style="list-style-type: none">○ Student <u>types a list</u> of five (5) controlled substances (generic and trade name) that were seen during experience. For each medication list the mechanism of action and most common side effects*○ Student describes the rationale for a drug gaining a controlled substance designation○ Student describes the differences between CI, CII, CIII, CIV and CV classifications
<input type="checkbox"/> Drug Information (PHAR 251, 350): <ul style="list-style-type: none">○ Student <u>types a list</u> of ten (10) prescription medications (generic and trade name) that were seen during experience. For each medication list the mechanism of action and most common side effects*○ Student identifies at least six (6) drug information sources available to the practice site○ Student utilizes online or electronic resources to identify potential drug interactions among ten (10) prescription medication listed above

<ul style="list-style-type: none"> □ Communication (PHAR 251, 350): <ul style="list-style-type: none"> ○ Student describes the role of the pharmacist in counseling patients on medications ○ Student communicates six (6) times with another health professional via phone (ie. nurse, physician, pharmacist) ○ Student explains to four (4) patients why a generic drug was dispensed to the patient rather than brand name drug ○ Student completes four (4) medication histories or medication reconciliations for four (4) different patients
<ul style="list-style-type: none"> □ Pharmacist Role (PHAR 251, 350): <ul style="list-style-type: none"> ○ Student describes the role of the pharmacist in a healthcare system ○ Student describes the role of the technician in assisting the pharmacist ○ Student observes pharmacist making an intervention ○ Student describes at least 10 different career options for a pharmacist ○ Student identifies at least 10 different skills that a pharmacist utilizes ○ Student determines what preparation is necessary to function at practice site
<ul style="list-style-type: none"> □ Professionalism (PHAR 251, 350, 351): <ul style="list-style-type: none"> ○ Student defines the term "professional" ○ Student recognizes the importance of professionalism when observing a pharmacist interacting with: <ul style="list-style-type: none"> ▪ Physicians ▪ Patients ▪ Colleagues ○ Student demonstrates professionalism when communicating with physicians, patients and colleagues
<ul style="list-style-type: none"> □ Patient Safety (PHAR 251, 350, 351) <ul style="list-style-type: none"> ○ Student identifies policies at site that are meant to ensure compliance with HIPAA ○ Student describes policies at site that are meant to identify and resolve errors in the dispensing process ○ Student discusses non-safety cap dispensing policy at the site
<ul style="list-style-type: none"> □ Cultural Competency (PHAR 251) <ul style="list-style-type: none"> ○ Student identifies one minority, immigrant or refugee population served by the site ○ Student discusses the common beliefs and practices of the identified population ○ Student identifies any potential health disparities for this population and writes a one-page paper discussing how one's culture may impact health disparity citing specific examples*
<ul style="list-style-type: none"> □ Service Learning <ul style="list-style-type: none"> ○ Student completes a minimum of four (4) hours of an academic service learning activity that promotes health and wellness, disease prevention, and/or the management of diseases and medication therapies to optimize outcomes

The University of Findlay College of Pharmacy

P3 Experiential Competency Checklist (PHAR 351)

To the Preceptor:

For each item listed, please document whether the student has demonstrated competence and has fully completed (complete) or partially or not completed (Incomplete) each requirement online in **RxPreceptor**. The student must be personally observed completing the following tasks by either you or your designee to ensure that the student is competent in the following areas.

If you have any questions, please contact the Office of Experiential Education at The University of Findlay College of Pharmacy (Phone: 419.434.5462; e-mail: fitzpatrick@findlay.edu).

First Professional Year (P3) PHAR 351 Competency Checklist

<input type="checkbox"/> Orientation - Preceptor and student discuss the following: <ul style="list-style-type: none"> ○ Prior pharmacy experiences ○ Policies and procedures of the pharmacy ○ Location of drug information resources ○ Telephone system ○ Computer system
<input type="checkbox"/> Prescription Processing (PHAR 350, 351, 362L): <ul style="list-style-type: none"> ○ Student receives and accurately transcribes ten (10) consecutive prescriptions via phone ○ Student correctly identifies twenty five (25) generic equivalent medications in respect to their trade name counterparts ○ Student accurately labels six (6) consecutive medications with appropriate auxiliary labels ○ Student delivers six (6) consecutive prescriptions to their respective patients communicating important information ○ Student gives three (3) copies of a prescription to another pharmacy
<input type="checkbox"/> Controlled Substances (PHAR 251, 350): <ul style="list-style-type: none"> ○ Student correctly completes a DEA form for ordering controlled substances ○ Student explains the storage requirements for controlled substances ○ Student explains the process by which a patient may purchase a Schedule V Exempt Narcotic (e.g. codeine cough elixir) ○ Student correctly identifies at least ten (10) controlled substances by trade and generic names
<input type="checkbox"/> Third Party (PHAR 350): <ul style="list-style-type: none"> ○ Student lists five (5) common third party plans ○ Student describes the importance of health care insurance ○ Student describes the purpose of a drug formulary for a third party plan ○ Student processes six (6) prescriptions requiring a prior authorization or another restriction related to prescription medication coverage ○ Student types a <u>one-page paper</u> on the benefits and challenges of healthcare insurance*
<input type="checkbox"/> Self Care (PHAR 351): <ul style="list-style-type: none"> ○ Student <u>types a list</u> of ten (10) over the counter medications (generic and common trade names) that were seen during experience. For each OTC medication list the mechanism of action, most common side effects and typical dose* ○ Student counsels three (3) patients on an OTC diagnostic device (ie. blood glucose monitor, blood pressure monitor, etc.)

<ul style="list-style-type: none"> □ Communication (PHAR 251, 351): <ul style="list-style-type: none"> ○ Student describes the role of the pharmacist in counseling patients on medications ○ Student utilizes the PAR (prepare, assess, respond) technique to counsel six (6) patients ○ Student communicates six (6) times with another health professional via phone to resolve a medication related issue (ie. nurse, nurse practitioner, physician assistant, physician, pharmacist)
<ul style="list-style-type: none"> □ Professionalism (PHAR 251, 350, 351): <ul style="list-style-type: none"> ○ Student describes what it means to act “professionally.” ○ Student describes what it means to act “ethically.” ○ Student demonstrates professionalism when communicating with physicians, patients and colleagues ○ Student discusses importance of the pharmacist as a leader in the community
<ul style="list-style-type: none"> □ Patient Safety (PHAR 251, 350, 351) <ul style="list-style-type: none"> ○ Student identifies (5) pairs of look-alike/sound alike medications dispensed at the site ○ Student describes specific strategies at site to prevent errors related to look-alike/sound-alike drugs.
<ul style="list-style-type: none"> □ Health Care Informatics (PHAR 251, 350) <ul style="list-style-type: none"> ○ Student identifies the methods by which pharmacy staff are trained in the use of one or more of the following at the site: <ul style="list-style-type: none"> ▪ Dispensing robot or other automated dispensing process ▪ Automated compounding device ▪ Medication cabinet (ie. Accudose, Pyxis) ▪ Inventory management systems ▪ Electronic prescribing systems ○ Student performs a quality assurance check on one of the items listed above or identifies how to generate and utilize reports.
<ul style="list-style-type: none"> □ Service Learning <ul style="list-style-type: none"> ○ Student completes a minimum of four (4) hours of an academic service learning activity that promotes health and wellness, disease prevention, and/or the management of diseases and medication therapies to optimize outcomes

The University of Findlay College of Pharmacy

P4 Experiential Competency Checklist (PHAR 491)

To the Preceptor:

For each item listed, please document whether the student has demonstrated competence and has fully completed (complete) or partially or not completed (Incomplete) each requirement online in **RxPreceptor**. The student must be personally observed completing the following tasks by either you or your designee to ensure that the student is competent in the following areas.

If you have any questions, please contact the Office of Experiential Education at The University of Findlay College of Pharmacy (Phone: 419.434.5462; e-mail: fitzpatrick@findlay.edu).

Second Professional Year (P4) PHAR 491 Competency Checklist

<input type="checkbox"/> Orientation - Preceptor and student discuss the following: <ul style="list-style-type: none"> ○ Prior pharmacy experiences ○ Policies and procedures of the pharmacy/institution ○ Location of drug information resources ○ Telephone system ○ Computer system
<input type="checkbox"/> Prescription Processing (PHAR 350, 351, 362L): <ul style="list-style-type: none"> ○ Student accurately reads, evaluates and assesses six (6) consecutive prescriptions for appropriate drug, dose, frequency, route of administration ○ Student reviews at least six (6) patient profiles for drug duplication, contraindications, drug interactions, drug allergies and proposes potential resolutions for any issues. ○ Student describes the process at the site for documenting the intervention and resolution of issues related to drug duplication, contraindication, drug interactions, drug allergies. ○ Student communicates with another healthcare provider to resolve medication related issue.
<input type="checkbox"/> Medical Terminology <ul style="list-style-type: none"> ○ Student demonstrates proficiency in reading and understanding the meaning of common medical terminology, abbreviations and procedures
<input type="checkbox"/> Inventory Management/Controlled Substances (PHAR 350): <ul style="list-style-type: none"> ○ Student discusses controlled substance policies at the site. ○ Student describes the process of drug inventory management (controlled and non-controlled substances) at the site including ordering, storage, and security and control procedures.
<input type="checkbox"/> Drug Information (PHAR 350, 351): <ul style="list-style-type: none"> ○ Student discusses current issue of Pharmacists Letter with preceptor, identifying and reviewing articles that are important for a pharmacist practicing at the site. ○ Student identifies and answers one drug-related question as given by a pharmacist, patient or healthcare professional. Answer should be a minimum of a <u>two-page, referenced answer</u>*
<input type="checkbox"/> Physical Assessment (PHAR 370): <ul style="list-style-type: none"> ○ Student manually assesses the blood pressure and/or blood glucose of five (5) patients ○ Student assesses the pulse and respiratory rate of five (5) patients ○ Student records subjective and objective findings for five (5) patients

<ul style="list-style-type: none"> □ Ethics (PHAR 351): <ul style="list-style-type: none"> ○ Student demonstrates ability to make and defend rational, ethical decisions within the context of his/her personal and professional values. ○ Student describes in writing (<u>one-page minimum</u>) an ethical dilemma that was observed and includes the method of resolving it* (May NOT use Plan B scenario)
<ul style="list-style-type: none"> □ Communication (PHAR 351, 362L): <ul style="list-style-type: none"> ○ Student demonstrates the proper administration technique for various drug delivery systems (inhalers, eye drops, insulin pens or other injectable products, etc.) ○ Student participates in interdisciplinary care by observing at least one other healthcare provider (nurse, physician, physician assistant, nurse practitioner, dietician, social worker, etc.) interacting with the patient and medical team <ul style="list-style-type: none"> ▪ Student discusses the role of the health care provider observed with preceptor ○ Student demonstrates professionalism when communicating with physicians, patients and colleagues
<ul style="list-style-type: none"> □ Patient Safety <ul style="list-style-type: none"> ○ Student discusses the medication/safety related Safe Practices described by the National Quality Forum with preceptor ○ Student writes a one page paper describing how the site is meeting one of the Safe Practices defined by the National Quality Forum*
<ul style="list-style-type: none"> □ Service Learning <ul style="list-style-type: none"> ○ Student completes a minimum of four (4) hours of an academic service learning activity that promotes health and wellness, disease prevention, and/or the management of diseases and medication therapies to optimize outcomes

The University of Findlay College of Pharmacy

P4 Experiential Competency Checklist (PHAR 492)

To the Preceptor:

For each item listed, please document whether the student has demonstrated competence and has fully completed (complete) or partially or not completed (Incomplete) each requirement online in **RxPreceptor**. The student must be personally observed completing the following tasks by either you or your designee to ensure that the student is competent in the following areas.

If you have any questions, please contact the Office of Experiential Education at The University of Findlay College of Pharmacy (Phone: 419.434.5462; e-mail: fitzpatrick@findlay.edu).

Second Professional Year (P4) PHAR 492 Competency Checklist

<input type="checkbox"/> Orientation - Preceptor and student discuss the following: <ul style="list-style-type: none">○ Prior pharmacy experiences○ Policies and procedures of the pharmacy / institution○ Location of drug information resources○ Telephone system○ Computer system
<input type="checkbox"/> Prescription Processing: <ul style="list-style-type: none">○ Student accurately processes and dispenses medication pursuant to a new prescription, prescription refill or drug order○ Student evaluates the appropriateness of medication orders by correlating the order with patient-specific data and drug information.
<input type="checkbox"/> Drug Information (PHAR 351): <ul style="list-style-type: none">○ Student identifies brand and generic names, dosage forms and usual dosing ranges for common (Top 200) medications○ Student describes the mechanism of action of common (Top 200) medications○ Student discusses one journal article relating to health care and describes its application to the practice site○ Student writes a <u>one-page summary</u> of the results and conclusions of the journal article relating to health care selected above (proper citation of the article must be included)*
<input type="checkbox"/> Patient Assessment (PHAR 370): <ul style="list-style-type: none">○ Student obtains and records accurate and comprehensive subjective and objective information for five (5) patients *<ul style="list-style-type: none">▪ Information should include, but is not limited to: patient history (including drug allergies, medication history, herbal/natural products being used, self-care behaviors, adherence, past medical history and social history)▪ Cultural, social, educational or economic factor, medication adherence or any other patient-specific factors
<input type="checkbox"/> Compounding (PHAR 362L): <ul style="list-style-type: none">○ Student extemporaneously compounds three medications (oral, topical, rectal, ophthalmic or parenteral preparation) pursuant to a prescription or mock prescription○ Student documents the compound's ingredients and shows correct calculations

<ul style="list-style-type: none"> □ Communications/Professionalism (PHAR 351, 362L): <ul style="list-style-type: none"> ○ Student recommends or selects nonprescription products appropriate for a given patient's symptoms or nutritional needs with consideration of potential adverse effects, appropriate dose and duration of use, potential drug-disease state or drug-drug interactions/contraindications and need for physician referral. ○ Student counsels three (3) patients on a non-prescription medication ○ Student describes in writing each of the three (3) counseling sessions and the patient's response* ○ Student demonstrates professionalism when communicating with physicians, patients and colleagues
<ul style="list-style-type: none"> □ Health Care Informatics (PHAR 251, 350) <ul style="list-style-type: none"> ○ Student identifies the methods by which pharmacy staff are trained in the use of one or more of the following at the site: <ul style="list-style-type: none"> ▪ Dispensing robot or other automated dispensing process ▪ Automated compounding device ▪ Medication cabinet (ie. Accudose, Pyxis) ▪ Smart pumps ▪ Inventory management systems ▪ Electronic prescribing systems ○ Student performs a quality assurance check or on one of the items listed above or identifies how to generate and utilize reports. ○ Student describes in a one page paper how the site is using technology to dispense medication and improve patient safety*
<ul style="list-style-type: none"> □ Patient Safety <ul style="list-style-type: none"> ○ Student participates in the process of medication reconciliation at the site. ○ Student assists a patient in creating a medication list or setting up a medication organizer/pill box ○ Student counsels the patient on the importance of medication adherence and the proper techniques for medication administration (based on the patient's medication regimen)
<ul style="list-style-type: none"> □ Service Learning <ul style="list-style-type: none"> ○ Student completes a minimum of four (4) hours of an academic service learning activity that promotes health and wellness, disease prevention, and/or the management of diseases and medication therapies to optimize outcomes

The University of Findlay College of Pharmacy

P5 Experiential Competency Checklist (PHAR 591)

To the Preceptor:

For each item listed, please document whether the student has demonstrated competence and has fully completed (complete) or partially or not completed (Incomplete) each requirement online in **RxPreceptor**. The student must be personally observed completing the following tasks by either you or your designee to ensure that the student is competent in the following areas.

If you have any questions, please contact the Office of Experiential Education at The University of Findlay College of Pharmacy (Phone: 419.434.5462; e-mail: fitzpatrick@findlay.edu).

Third Professional Year (P5) PHAR 591 Competency Checklist

<input type="checkbox"/> Orientation - Preceptor and student discuss the following: <ul style="list-style-type: none"> ○ Prior pharmacy experiences ○ Policies and procedures of the pharmacy / institution ○ Location of drug information resources ○ Telephone system ○ Computer system
<input type="checkbox"/> Medication Orders – <u>Institutional</u> (PHAR 350, 351, 362L): <ul style="list-style-type: none"> ○ Student receives and appropriately interprets six (6) written medication orders ○ Student describes the process for prioritizing medication orders at site (ie. STAT, now, on call, routine, PRN orders) ○ Student identifies six (6) standard order sets at institution ○ Student describes the process for dispensing unit dose medications ○ Student describes the process for dispensing intravenous admixtures
<input type="checkbox"/> Compounding – <u>Institutional</u> (PHAR 362L) <ul style="list-style-type: none"> ○ Student receives and interprets six (6) written intravenous admixture orders ○ Student describes the importance of USP 797 guidelines ○ Student demonstrates the appropriate method for cleaning the hood. ○ Student compounds six (6) intravenous admixtures using appropriate sterile technique ○ Student demonstrates appropriate disposal of all waste material
<input type="checkbox"/> Controlled Substances- <u>Institutional</u> <ul style="list-style-type: none"> ○ Student accurately fills or describes the process of filling controlled substance floor stock. ○ Student describes the difference between the processes for drug ordering, check-in, returns, and credit/charging for control and non-controlled medication.
<input type="checkbox"/> Communication- <u>Institutional</u> (PHAR 350, 351, 362L): <ul style="list-style-type: none"> ○ Student clarifies six (6) medication orders with a physician or nurse ○ Student takes six (6) calls from a physician or nurse regarding a question or clarification of a medication order ○ Student describes the process for medication reconciliation at site
<input type="checkbox"/> Patient Assessment – <u>Institutional</u> (PHAR 350, 351, 362L, 370): <ul style="list-style-type: none"> ○ Student reviews six (6) patient charts and identifies the following items: <ul style="list-style-type: none"> ▪ Patient Demographic Information, Medication Profile, Lab Results, Progress Notes ○ Student calculates ideal body weight, body mass index and creatinine clearance for each patient

<ul style="list-style-type: none"> □ Drug Information (PHAR 351): <ul style="list-style-type: none"> ○ Student identifies at least six (6) drug information sources available to the practice site ○ Student identifies IV compatibility for at least six (6) combinations of intravenous admixtures ○ Student completes one journal article discussion (e.g. <u>journal club</u>) with preceptor*
<ul style="list-style-type: none"> □ Pharmacokinetics (PHAR 362, 460, 463, 466, 476, 560, 566): <ul style="list-style-type: none"> ○ Student identifies the target drug concentrations for Narrow Therapeutic index drugs:* <ul style="list-style-type: none"> ▪ digoxin, lithium, phenytoin, theophylline, warfarin ○ Student determines the pharmacokinetic changes that occur in specific patients under the following conditions:* <ul style="list-style-type: none"> ▪ Half-life in a renal failure patient ▪ Volume of distribution in a heart failure patient ▪ Clearance in a geriatric patient
<ul style="list-style-type: none"> □ Pharmacotherapeutics (PHAR 460, 463, 466, 470, 473, 476) <ul style="list-style-type: none"> ○ <u>Student completes four (4) patient case write ups</u> (e.g. SOAP Note) for each of the following conditions*: <ul style="list-style-type: none"> ▪ Cardiovascular Disorders ▪ Respiratory Disorders ▪ Immunologic Disorders ▪ Infectious Diseases ○ Student documents six (6) drug therapy interventions made by a pharmacist, including the rationale for the change*
<ul style="list-style-type: none"> □ Patient Safety (PHAR 350, 351, 362L, 460, 463, 466, 470, 473, 476) <ul style="list-style-type: none"> ○ Describe the medication related components of The Joint Commission's National Patient Safety Goals ○ Identify policies at the site that comply with The Joint Commission's National Patient Safety Goals ○ Student discusses the common reasons for medication errors, where the errors commonly occur, and systems in place to address or avoid errors.
<ul style="list-style-type: none"> □ Service Learning <ul style="list-style-type: none"> ○ Student completes a minimum of four (4) hours of an academic service learning activity that promotes health and wellness, disease prevention, and/or the management of diseases and medication therapies to optimize outcomes

The University of Findlay College of Pharmacy

P5 Experiential Competency Checklist (PHAR 592)

To the Preceptor:

For each item listed, please document whether the student has demonstrated competence and has fully completed (complete) or partially or not completed (Incomplete) each requirement online in **RxPreceptor**. The student must be personally observed completing the following tasks by either you or your designee to ensure that the student is competent in the following areas.

If you have any questions, please contact the Office of Experiential Education at The University of Findlay College of Pharmacy (Phone: 419.434.5462; e-mail: fitzpatrick@findlay.edu).

Third Professional Year (P5) PHAR 592 Competency Checklist

<input type="checkbox"/> Orientation - Preceptor and student discuss the following: <ul style="list-style-type: none">o Prior pharmacy experienceso Policies and procedures of the pharmacy / institutiono Location of drug information resourceso Telephone systemo Computer system
<input type="checkbox"/> Medication Orders – <u>Institutional</u> (PHAR 350, 351, 362L): <ul style="list-style-type: none">o Student receives and appropriately interprets six (6) written or electronic medication orderso Student accurately calculates doses for any given drugo Student accurately calculates infusion rate for intravenous admixtureso Student identifies standard administration times at institution
<input type="checkbox"/> Compounding/Dispensing – <u>Institutional</u> (PHAR 362L) <ul style="list-style-type: none">o Student receives and interprets six (6) written intravenous admixture orderso Student describes the importance of USP 797 guidelineso Student compounds six (6) intravenous admixtures using appropriate sterile techniqueo Student demonstrates appropriate disposal of all waste materialo Student describes process for order and preparation, and if possible, demonstrates compounding technique for TPN admixtures and chemotherapy products.o Student checks an emergency cart or drug kit for contents and expiration dating
<input type="checkbox"/> Communication- <u>Institutional</u> (PHAR 350, 351, 362L): <ul style="list-style-type: none">o Student clarifies six (6) medication orders with a physician or nurseo Student resolves two (2) medication related issues by phone or in person with a prescribero Student describes the process for medication reconciliation at siteo Student demonstrates professionalism when communicating with physicians, patients and colleagues
<input type="checkbox"/> Drug Information (PHAR 351): <ul style="list-style-type: none">o Student discusses the process for drug formulary review at site (ie. P & T Committee)o Student cites the spectrum and common indications for commonly used antibioticso Student identifies and answers one drug-related question as given by a pharmacist, patient or healthcare professional. Answer should be a minimum of a <u>two-page referenced answer</u>*

<ul style="list-style-type: none"> □ Pharmacokinetics (PHAR 362, 460, 463, 466, 476, 560, 566): <ul style="list-style-type: none"> ○ Student calculates or determines the dose for three (3) of the following drugs for a specific patient and provides a description of the calculation and/or rationale for dose recommendation:* <ul style="list-style-type: none"> ▪ Warfarin, Phenytoin, Gentamicin, Tobramycin, Theophylline, Digoxin, Vancomycin ○ Student recommends appropriate monitoring parameters for each of the three (3) patients described above*
<ul style="list-style-type: none"> □ Pharmacotherapeutics (PHAR 460, 463, 466, 470, 473, 476) <ul style="list-style-type: none"> ○ <u>Student completes four (4) patient case write ups</u> (e.g. SOAP Note) for each of the following conditions*: <ul style="list-style-type: none"> ▪ Renal Disorders ▪ Gastrointestinal Disorders ▪ Endocrinology Disorders ▪ Hematologic/Oncologic Disorders ○ Student documents six (6) drug therapy interventions made by a pharmacist, including the rationale for the change*
<ul style="list-style-type: none"> □ Patient Safety (PHAR 350, 351, 362L, 460, 463, 466, 470, 473, 476) <ul style="list-style-type: none"> ○ Student documents one (1) adverse drug reaction utilizing standard reporting for institution ○ Student recognizes and describes three (3) policies/procedures to ensure medication safety
<ul style="list-style-type: none"> □ Health Care Informatics (PHAR 251, 350) <ul style="list-style-type: none"> ○ Student identifies the methods by which pharmacy staff are trained in the use of one or more of the following at the site: <ul style="list-style-type: none"> ▪ Dispensing robot or other automated dispensing process ▪ Automated compounding device ▪ Medication cabinet (ie. Accudose, Pyxis) ▪ Smart pumps ▪ Inventory management systems ▪ Electronic prescribing systems ○ Student performs a quality assurance check or on at least one of the items listed above or identifies how to generate and utilize reports. ○ Student describes in a one page paper how the site is using technology to dispense medication and improve patient safety*
<ul style="list-style-type: none"> □ Service Learning <ul style="list-style-type: none"> ○ Student completes a minimum of four (4) hours of an academic service learning activity that promotes health and wellness, disease prevention, and/or the management of diseases and medication therapies to optimize outcomes

Student Evaluation of Preceptor & Site
PHAR 350, 351, 491, 492, 591, 592
(This is required to be completed online using RxPreceptor)

Student Name: _____ **Preceptor:** _____

Site Name: _____ **Date of Experience:** _____

Please evaluate the preceptor and site according to the following scale: 4 = Exceeds Standards, 3 = Meets Standards, 2 = Partially Meets Standards, 1 = Does Not Meet Standards

Preceptor Quality	Evaluation	Comments
The preceptor explained what was expected of you prior to starting the experience.	4 3 2 1	
The preceptor provided regular feedback on the quality of your work throughout the experience.	4 3 2 1	
The preceptor was a positive healthcare role model to both you and the patients.	4 3 2 1	
The preceptor was knowledgeable in his or her area of expertise.	4 3 2 1	
The preceptor communicated to you in a professional and appropriate manner.	4 3 2 1	
Site Quality	Evaluation	Comments
The site provided sufficient opportunity for me to meet all the general objectives.	4 3 2 1	
The site provided sufficient opportunity for me to meet all of the site-specific objectives. (Those above and beyond UF objectives)	4 3 2 1	
The resources were adequate to complete the rotation.	4 3 2 1	
The site promoted an environment conducive for independent and guided learning.	4 3 2 1	

Preceptor Strengths:

Areas where the Preceptor could improve:

Site Strengths:

Areas where the Site could improve (please be specific):

Student Signature: _____ Date _____

**The University of Findlay College of Pharmacy
Pharmacist Mentor Review**

Student Name: _____

Pharmacist Mentor: _____

Date of Student-Mentor Discussion*: _____

*Students should meet with their mentor twice each academic year (once per semester) to discuss practice experiences and to review the student's professional portfolio

The pharmacist mentor should discuss and document the following items with the student:

- What did the student learn during the practice experience(s)?
Comments:

- How could the practice experience(s) be improved?
Comments:

- In what way(s) has the student's experience changed the student's perceptions about pharmacy or the healthcare system?
Comments:

- How are the student's education and practice experiences shaping the student's career goals?
Comments:

- What skills does the student believe he or she needs to improve upon?
Comments:

Upon review of the student's Professional Portfolio, the following items should be discussed:

- Is the student's Resume and Curriculum Vitae updated?
- Is the student's portfolio organized and complete?
- Discussion of self-assessment:
Comments:

Pharmacist Mentor Signature: _____

Student Signature: _____

PHAR 591
20 HOUR COMMUNITY
SERVICE PROJECT
GRADUATION DATE 2013



The University of Findlay
College of Pharmacy
Community Service Record Form

Name: _____ Date: _____

E-mail: _____

Phone, including area code: _____

Description:

(Please describe the project below or on attached page, include expected time to complete project.)

Approved by: _____ Date: _____

Experiential Education
Specialist Signature

Project Details:

Name of Supervisor: _____

Supervisor Title and Organization: (attach business card, if possible)

Supervisor Phone Number (including area code): _____

Supervisor e-mail: _____

Number of Hours Completed: _____

Brief Description of Activities Completed (attach sheet – on organization stationery, if possible): _____

By signing below, the Supervisor is indicating that the work of this student on the approved project is totally completed and acceptable.

Signature of Supervisor: _____ Date _____

INTRODUCTORY EXPERIENTIAL EDUCATION RANKING FORM

This form must be filled out *prior* to starting your rotation and submitted to the Office of Experiential Education. Duplicate copies of these forms can be found on the pharmacy website as well as in the Experiential Office.

INTRODUCTORY EXPERIENTIAL EDUCATION RANKING FORM 50 IPPE Hours at One Site

Circle One: P3 P4 P5

Fall, 2010 _____ Spring, 2011:

Student Name: _____ Student Email Address: _____

First Ranked Choice:

Second Ranked Choice:

Name of Preceptor: _____

Name of Preceptor: _____

Preceptor Phone Number: _____

Preceptor Phone Number: _____

Site Name: _____

Site Name: _____

Site Address: _____

Site Address: _____

UF Approval: _____

UF Approval: _____

Disclaimer: I acknowledge that necessary information such as date of birth and last four digits of my social security number, background check or other related personal information may be required by a site and the Experiential Education office will provide that information as requested to the site.

Student Signature: _____ Date: _____

Office Use: AA _____ App on File _____ RXP _____ Contacted _____

Appendix A

Summary of Early Experience Requirements (P3, P4 & P5)

1. Identify and Rank approved preceptor and site for each 50 hours of experience using the Introductory Experiential Ranking Form (aka “lavender” sheet).
 - a. If desired preceptor is not on RxPreceptor, provide Preceptor Application Form to Experiential Office for approval of site before beginning experience
 - b. If preceptor is already in RxPreceptor, submission of Preceptor Application Form is not necessary
 - c. The preceptor shall be contacted to determine availability.
 - d. Once schedule is confirmed, the student will then be registered with preceptor and linked in RxPreceptor
 - e. Once student and preceptor are linked in RxPreceptor, the student may begin hours
 - f. Hours completed before this process is complete will not be counted toward the 50 required hours
2. Complete 50 hours of experience each semester during P3, P4 and P5 academic years.
3. For each 50 hours of experience, complete the following
 - a. Updated Resume or Curriculum vitae (CV)*
 - b. Type an outline of personal goals for each practice experiences (minimum of two measurable personal goals for each experience)*
 - c. Type a two-page (10-12 font), double-spaced, description of practice experience*
 - d. Complete respective checklist for course
 - e. Complete any documentation required by checklist*
 - f. Preceptor completes evaluation of student
 - g. Complete evaluation of preceptor and site
 - h. Complete “Pharmacist Mentor Documentation”*
 - i. Preceptor verifies all hours in RxPreceptor under “IPPE/APPE Hour Log” found under Additional Modules tab
 - j. Each semester, all documentation with asterisk (*) will be submitted through RxPortfolio. Items without asterisk are submitted via RxPreceptor.

- k. Refer to corresponding course syllabus for due date.
4. Complete a community service project
- a. Complete 20-hour community service project by November 15 of the P5 year
 - b. Project must be approved by the Experiential Education Specialist prior to starting. Projects must involve some aspect of “caring for people” or “compassion.” You may not volunteer in a traditional pharmacy setting.
 - c. Complete appropriate documentation
 - d. Submit project to Experiential Education Specialist

Appendix B: RxPortfolios

- RxPortfolios is the electronic portfolio system used to document IPPEs
- Every student must create a portfolio
 - www.rxportfolios.com
 - Click Create
 - Follow instructions
 - Indicate The University of Findlay as your school
 - Remember your password! If you forget your password, please contact RxPortfolios through the following link:
<http://www.rxportfolios.com/contact.php>
- Required fields for Experiential Portfolios
 - General Biography
 - Complete contact information, biography, career objective
 - Attach professional photo
 - Experiential Rotations
 - For each 50 hour experience, add an Experiential Rotation
 - Preceptor Name
 - Rotation level (Introductory for P3 and P4, Intermediate for P5)
 - Rotation Type
 - Rotation Organization
 - Site Location (City, State)
 - Start and End Dates
 - Attach Files
 - Compile one file (.doc, .docx, .pdf) that contains goals, 2 page summary, checklist documentation, mentor form
 - You will need to scan documents
 - Resume & CV File Archive
 - Attach CV or current resume
 - Do NOT use CV Auto Generator
- Portfolios are turned in by using the “Email/Send My Portfolio” tab under Administrative Tools
 - Complete the form
 - Recipients (instructors) are noted in course syllabus and/or Blackboard
- Portfolios submitted after 5 pm on due date will be considered late!

Appendix C: RxPreceptor

- RxPreceptor is the electronic system used to search for preceptors, schedule experiences and complete competency checklists and evaluations
- Every student has his or her own account
 - www.rxpreceptor.com
 - Click Login
 - Use username and password emailed to you
 - You may change password, if desired
 - Remember your password! If you forget, you must email Cindy Fitzpatrick (fitzpatrick@findlay.edu) to have your password reset
- Search for preceptors using the Research Preceptors tab
- My Preceptors
 - You will see your scheduled rotation in My Preceptors once you and your preceptor have been linked
- Evaluation of Student
 - Your checklist will appear under this tab. Your preceptor can indicate complete or incomplete on each competency.
 - Your preceptors evaluation of you will appear highlighted once completed
 - This must be completed by portfolio due date for full credit
- Evaluation of Preceptor & Site
 - You must complete an evaluation of your preceptor and site for each experience
 - This must be completed by portfolio due date for full credit
- Log IPPE/APPE Hours
 - Hours shall be logged by student and must be verified by preceptor
 - Hours must be verified by portfolio due date for full credit



The University of Findlay College of Pharmacy
Preceptor Application



FAX # 419-434-5583

Site Name _____

Preceptor Name _____

Phone/Extension/Fax Number _____

E-mail _____

Pharmacy License Number(s) and State(s) Held _____

My pharmacy license is active and in good standing with the Board(s) of Pharmacy

Current Position _____

Board Certification and/or Specialty, if applicable _____

Site Address _____

Practice Setting

- Institutional
- Community
- Other: _____

Student of Reference _____

Please Read and Check that you understand the expectations of the preceptor:

- The preceptor should be aware that his/her relationship with the student is one of **student-teacher** rather than employer-employee, or coworkers.
- The student-teacher relationship must be built on **mutual respect, trust, communication and understanding.**
- The preceptor is responsible for the **professional and legal supervision** of the student during the experience.
- The preceptor should instill in the student the principles of **professional ethics.**
- The student should be given a thorough **orientation** to the site early in the rotation to facilitate a smooth transition into the site and optimize the use of available resources.
- The preceptor should **explain to the student his/her expectations**, particularly in the areas of dress, conduct, scheduling of hours, and general characteristics of practice.
- The preceptor should afford the student the time and patience needed for an optimal learning experience.
- The preceptor **should not assume the student's level of competence** but should determine it by reviewing the student's profile, discussing previous experience with the student, and observing performance of basic skills.
- The preceptor should expose the student to all aspects of practice consistent with the student's ability, needs, and interests as determined by the preceptor and guided by the course syllabi.
- The preceptor, in consultation with the student, should establish a **mutually-agreeable schedule** of student activities for the rotation. If the schedule includes experiences with other practitioners, the preceptor should clearly communicate with these individuals and make arrangements for introductions, time and place to meet.
- Criticism should be constructive and conveyed to the student privately whenever possible.
- The preceptor should **familiarize all personnel with the experiential program** objectives to avoid misunderstanding and confusion about the student's role during the rotation.
- The preceptor shall complete the evaluation materials required by the College in an accurate and objective manner. **The preceptor shall review each evaluation with the student.**

By signing this form, I agree with the above statements regarding the role of a preceptor and attest that I have a current pharmacist or practice license that is in good standing with its respective board.

Signature: _____ Date: _____

Appendix E: Ohio Pharmacy Internship

