

OFFICE OF EXPERIENTIAL EDUCATION

AFFILIATE/ADJUNCT EXPERIENTIAL
PRECEPTOR
& SITE INFORMATION



UNIVERSITY OF
CHARLESTON

SCHOOL OF PHARMACY

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AFFILIATE/ADJUNCT EXPERIENTIAL PRECEPTOR

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WEB RESOURCES

UCSOP Program Information

<http://www.ucwv.edu/School-of-Pharmacy/>

UCSOP Preceptor Page

<http://www.ucwv.edu/School-of-Pharmacy/Preceptors/>

MAILING ADDRESS

Attn: Office of Experiential Education

University of Charleston School of Pharmacy
2300 MacCorkle Avenue SE
Charleston, WV 25304



OVERVIEW

The Accreditation Council for Pharmacy Education (ACPE) Standards 2016 outline minimum requirements for professional Doctor of Pharmacy degree programs; it is expected that programs will exceed these requirements through initiatives designed to ensure continuous quality improvement.

The following document outlines UCSOP's plans to address requirements of Standards 2016 relevant to preceptors and practice sites. This information is intended to provide an overview of preceptor/site information for prospective/new preceptors and to serve as an ongoing resource for existing preceptors.

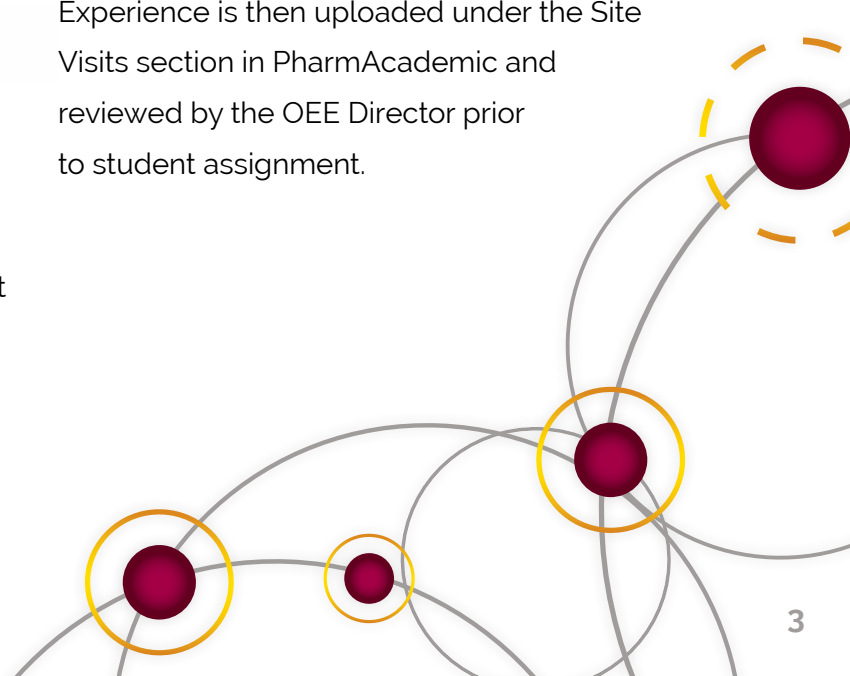
Updates to this document will occur periodically as needed and will be communicated to all active preceptors via email, quality assurance site visits, and through PharmAcademic (program "Files").

PRECEPTOR RECRUITMENT

All UCSOP preceptors must maintain an active, unrestricted license to practice pharmacy in the United States and have a minimum of 1 year of pharmacy practice experience. Quality non-pharmacist preceptors may be considered for Advanced Pharmacy Practice Experience Electives (e.g., research faculty members serving as preceptors for research rotations, other health professionals precepting pharmacy students in an academic or on team-based competency development).

Interested individuals must submit a UCSOP Preceptor Application, copy of their U.S. Pharmacy License (if applicable) and resume/CV to the Director of Experiential Education. The Director determines if a current fully executed affiliation agreement is on-file for the practice site and if it is not, ensures this requirement is met prior to approval. Upon approval, the Director contacts the preceptor to confirm their appointment and provide orientation information.

The OEE Administrative Assistant adds the preceptor, site, and rotation to PharmAcademic along with supporting documentation (i.e., application, license, resume/CV, affiliation agreement, site-specific information/requirements, and rotation description). The Quality Assurance Representative schedules an initial site visit to assess UCSOP Preceptor/Site/Rotation Experience Quality Criteria and to confirm the preceptor has reviewed and understands the orientation materials provided. The completed Quality Assurance Evaluation of the Preceptor/Site/Rotation Experience is then uploaded under the Site Visits section in PharmAcademic and reviewed by the OEE Director prior to student assignment.



PRECEPTOR BENEFITS

GENERAL PRECEPTOR BENEFITS

- Keep abreast of current medications and treatment modalities
- Meet potential new employees
- Involve students in developing and maintaining new or expanded clinical services
- Participate in the training of future pharmacists
- Introduce students to "real world" experiences
- Give back to the profession
- Participate in the evolution of the profession
- Attain personal satisfaction and professional growth

PROGRAM-SPECIFIC PRECEPTOR BENEFITS

- Access to Pharmacist's Letter Preceptor Toolkit
- Access to APhA's Preceptor Central
- Annual UCSOP Preceptor Development Symposium
- Access to PharmAcademic (To access to go: www.pharmacademic.com; username will be email address provided on preceptor application; click "Forgot Password" to reset on initial log-in).
 - IPPE and APPE Program Manuals, Syllabi, and Appendices
 - Archived UCSOP Preceptor Development Symposium Presentations
 - Preceptor Development Programs and Opportunities
 - Example Rotation Calendar
 - Student Presentation Rubric
 - Case Discussion Rubric
 - Disease State Topic Presentation Rubric
 - Patient Case Presentation Rubric
 - Journal Club Rubric
 - Medication Counseling Rubric
 - Student Knowledge Assessment (Diabetes, HTN, Lipids & Obesity)
 - OTC Consultation Form
 - Evaluating Clinical Guidelines Worksheet
 - Example Topic Discussions (Student Worksheets and Answer Keys) – Drug Interactions and Pediatric Dispensing
 - Title IX Presentation (UC)
 - Giving Effective Feedback Presentation (Pharmacist's Letter)
 - Handling Difficult Learning Situations (Pharmacist's Letter)
 - UCSOP Preceptor Newsletters
- On-Site Targeted Preceptor Development (upon request)

NEW UCSOP AFFILIATE / ADJUNCT EXPERIENTIAL PRECEPTOR ORIENTATION

- Site Support and/or Development (upon request)
- Eligibility for UCSOP Preceptor of the Year Award
- UCSOP Professional Certificate Training Programs (Discounted Registration)
- Opportunities to Participate on UCSOP Preceptor Advisory Council
- Opportunities to Serve on UCSOP Committees
- Opportunities to Interview Prospective UCSOP Students
- Opportunities to Lecture and/or Speak at UCSOP-Sponsored Events
- Adjunct Clinical Faculty Appointment (upon request and UC approval)

– Interested individuals must submit the following in addition to the application, resume/CV, and pharmacist license: copy of driver's license (front and back), official SOP transcripts, and proof of malpractice insurance. Following review and approval by the UCSOP Dean and UC Provost, a letter will be mailed to the address provided on the preceptor application with request for signature. A signed copy of the letter must be returned to the University in order to finalize the appointment.

– Adjunct clinical faculty members will have the following University privileges: faculty identification card with access to University facilities including library resources (except the Morrison Fitness Center); mailroom services; access to and participation in faculty meetings (without voting rights); and listing in the University Catalog if requested by the school's Dean.

Upon approval by the Office of Experiential Education and prior to student assignment, new preceptors are required to review the experiential handbook(s) relevant to their rotation(s) (IPPE and/or APPE) and the UCSOP Experiential Education Orientation Module, which contains the following information:

- Orientation to the UCSOP's Mission, Goals, and Program Outcomes
- Review of the UCSOP Curriculum and Teaching Methods
- Review of the IPPE and APPE Learning Objectives
- Guidance Regarding Assessment of Student Prior Knowledge and Experience Relative to the Rotation's Objectives
- Systems in Place to Assist Preceptors in Dealing with Serious Student Problems and/or Unprofessional Student Behaviors
- Review of the School's Performance Assessment and Grading Systems and Policies to Address Behavioral Problems or Misconduct

The Office of Experiential Education Quality Assurance Representative visits each new preceptor/site to confirm that all orientation requirements are complete and to assess expectations and quality criteria prior to student assignment. Initial Preceptor/Site/Rotation Experience Assessments are uploaded in PharmAcademic and reviewed by the Director of Experiential Education for final approval upon completion and prior to student assignment.

EXPECTATIONS & QUALITY CRITERIA

PRECEPTOR EXPECTATIONS & QUALITY CRITERIA

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

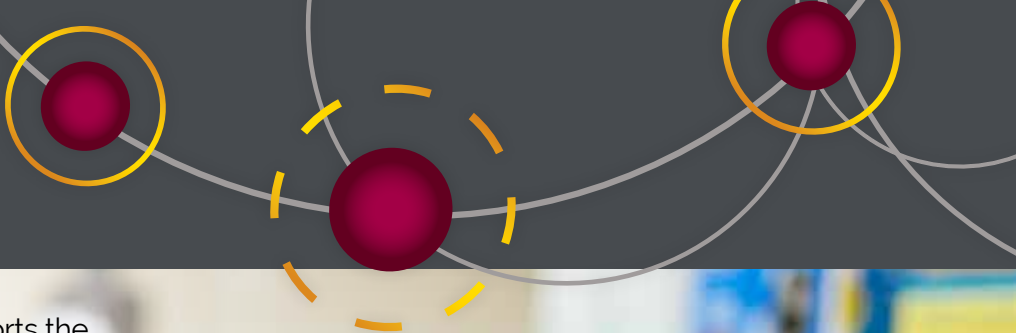
- Maintain professional education, experience, and competence commensurate with their position.
- Positively represent the pharmacy profession.
- Serve as a professional role model and mentor.
- Demonstrate commitment to their practice organization, professional societies, and/or the community.
- Demonstrate the willingness and ability to advocate for patients and the profession.
- Demonstrate a systematic, self-directed approach to their continuing professional development and actively participate in self-directed life-long learning.
- Practice ethically and with compassion for patients.
- Collaborate with other healthcare professionals as a visible and contributing member of a team.
- Utilize clinical and scientific publications in clinical care decision-making and evidence-based practice.
- Demonstrate creative thinking that fosters an innovative, entrepreneurial approach to problem solving.
- Accept personal responsibility for patient outcomes.
- Demonstrate the desire to educate others (patients, caregivers, other healthcare professionals, students, and/or residents).
- Provide appropriate oversight/supervision of student activities performed at the site.
- Demonstrate a desire and aptitude for teaching that includes the important roles necessary for teaching clinical problem solving (i.e., instructing, modeling, coaching, mentoring, and facilitating).
- Communicate effectively throughout the rotation.

- Assess student prior knowledge and experience relative to the rotation's objectives.
- Communicate expectations to the student (e.g., dress, scheduling of hours, required projects, general practice/site characteristics, etc.).
- Set realistic expectations for student performance.
- Assess student performance fairly and accurately.
- Complete, review with the student, and submit (via PharmAcademic) the formative student evaluation at the mid-point of the rotation.
- Complete, review with the student, and submit (via PharmAcademic) the summative student evaluation on the final day of the rotation.

SITE EXPECTATIONS & QUALITY CRITERIA

Practice sites are appropriately licensed and selected based on quality criteria to ensure the effective and timely delivery of the experiential component of the curriculum.

- Sufficient quality to facilitate the hands-on learning experience.
- Demonstrate a commitment to the education of pharmacy students.
- Provide adequate resources to ensure students receive oversight, professional guidance, and performance feedback from preceptors.
- Provide access to learning and information resources.
- Provide a practice environment that facilitates collaborative and professional relationships between interprofessional healthcare providers.
- Demonstrate a strong commitment to health promotion, disease prevention, and patient safety as reflected by the services provided (e.g., provision of health screenings, tobacco cessation counseling, immunizations) and/or products made available (e.g., not stocking cigarettes and other tobacco products).



- Provide a patient population that supports the learning outcomes, objectives, and activities for the experience.
- Provide a patient population that exhibits diversity in ethnic and/or socioeconomic culture, medical conditions, gender, and age.
- Provide a practice environment which nurtures and supports professional interactions between students, pharmacists, and patients and their caregivers.
- Utilize equipment and technology that reflect contemporary practice and supports student education for that practice.
- Expose students to innovative healthcare delivery systems and/or treatment protocols.
- Provide contemporary pharmacy services for individual and group patient care (e.g., medication therapy management (MTM)).

ROTATION EXPERIENCE EXPECTATIONS & QUALITY CRITERIA

- Allow for a rotation experience that does not exceed a student to preceptor ratio of 2:1 for APPEs and 3:1 for IPPEs.
- Prepare students to provide patient centered collaborative care as described in the Pharmacists' Patient Care Process Model.
- Allow students the opportunity to participate as a contributing member of an interprofessional team (i.e., with prescribers and other healthcare professionals and students).
- Expose students to diverse patient populations as related to age, gender, race/ethnicity, socioeconomic factors (e.g., rural/urban, poverty/affluence, and disease states).
- Provide students the opportunity to complete all rotation-specific outcomes, objectives, and required rotation activities as listed in the relevant course or rotation category syllabus.



DEVELOPMENT RESOURCES

PRECEPTOR DEVELOPMENT RESOURCES

IPPE and APPE Program Manuals are updated yearly and are available on PharmAcademic (under the “Files” tab). The manuals provide preceptors with the following information:

- UCSOP Mission, Vision, and Program Outcomes
- UCSOP Doctor of Pharmacy Curriculum
- Summary of ACPE Standards Revision 2016
- Overview of Advanced Pharmacy Practice Experiences (APPEs) or Introductory Pharmacy Practice Experiences (IPPEs)
- APPE or IPPE Course Descriptions
- APPE or IPPE Outcomes and Learning Objectives
- Rotation-Specific Outcomes and Learning Objectives
- Grading Policy
- Rotation Failure/Remediation Policy
- UCSOP OEE Assessment and QA Measures
 - Preceptor Evaluation of the Student
 - Student Self-Assessment
 - Student Evaluation of the Preceptor/Site/Rotation Experience
 - UCSOP Office of Experiential Education Quality Assurance
- UCSOP Experiential Education License, Certification, and Health Requirements
- UCSOP Experiential Education Policies
 - Assignment to Experiential Sites
 - Scheduling During the Rotation
 - Educational and Professional Responsibilities (for students and preceptors)
 - Attendance
 - HIPAA, Patient Confidentiality, and Proprietary Information
 - Adherence to Site Policies and Procedures
 - UCSOP Code of Conduct

- UCSOP Professional Observation Form
- Removal from Site
- Student Resolution Process
- Additional University and SOP Policies
 - ADA/504 Americans with Disabilities Compliance Policy
 - Title IX Statement
 - Link to the following SOP Policies
 - Drug/Alcohol
 - Student Conduct
 - Academic Standards
 - Attendance and Leave
 - Academic Support Services

Schedules, rotation specific syllabi, and assessments are provided as appendices. Preceptors are notified when updates are available and should review the information annually to stay current on the program, experiential expectations, and policies.

Additional preceptor development tools available under the “Files” tab on PharmAcademic include resources that may be helpful in evaluating students and/or offering guidance for presentations, topic discussions, and other activities/assignments. The documents uploaded are from the Pharmacist's Letter Preceptor Toolkit, shared from other members of the Mid-Atlantic Experiential Consortium in which we participate, or are used internally by the UCSOP. Resources currently available include:

- Preceptor Development Programs and Opportunities
- Example Rotation Calendar
- Student Presentation Rubric
- Case Discussion Rubric
- Disease State Topic Presentation Rubric
- Patient Case Presentation Rubric

- Journal Club Rubric
- Medication Counseling Rubric
- Student Knowledge Assessment (Diabetes, Hypertension, Lipids & Obesity)
- OTC Consultation Form
- Evaluating Clinical Guidelines Worksheet
- Example Topic Discussions (Student Worksheets and Answer Keys) – Drug Interactions and Pediatric Dispensing
- Giving Effective Feedback (Pharmacist's Letter Presentation)
- Handling Difficult Learning Situations (Pharmacist's Letter Presentation)

A live preceptor development program is held annually at the UCSOP in April/May prior to the start of the each APPE year. Conference registration is free for active preceptors and live CE is provided (participants pay for the CE processing fees only). Presentations are recorded and provided (via PharmAcademic) to those not able to attend. The three state schools provide additional live preceptor development opportunities annually at the WV Pharmacists Association Annual Meeting on a rotating schedule (participants are responsible for their own meeting registration fees).

The UCSOP Office of Experiential Education publishes a Preceptor Newsletter twice yearly (December and May). The newsletter provides brief articles on topics relevant to precepting and/or updates on the experiential program for which preceptors should be aware. Newsletters are emailed to preceptors and archived on PharmAcademic.

All active preceptors have access to APhA's Preceptor Central and the Pharmacist's Letter Preceptor's Toolkit. APhA's Preceptor Central is a very comprehensive resource to assist with individual preceptor development needs. Under the UCSOP subscription, preceptors are not able to earn CE credit but can access all of the materials available

(CE credit is available through payment to APhA). Access information is available on PharmAcademic following preceptor approval.

The SOP offers certificate programs throughout the year at a significantly reduced rate to active preceptors (e.g., APhA's Immunization, MTM, Cardiovascular Risk Reduction, and Diabetes Certificate Programs). Opportunities are emailed as available. Preceptors also have the option for complete access to the University's electronic library resources (e.g., Lexi-Comp, Facts and Comparisons, etc.) through appointment as adjunct clinical faculty. If interested, please contact the Director of Experiential Education.

One-on-one or site-specific preceptor development is available upon request. Please contact the Director of Experiential Education with specific questions, concerns, or requests.



DEVELOPMENT RESOURCES

PRECEPTOR CONTINUOUS PROFESSIONAL DEVELOPMENT & RESOURCES

All official affiliate experiential preceptors are required to complete continuous professional development related to the precepting of pharmacy students. UCSOP offers several resources that may be used to meet these expectations in addition to external resources that may be used to enhance the individual preceptor's self-assessment and improvement.

All preceptors should complete 2 hours of CE specific to precepting pharmacy students every two years. Hours can be obtained through reviewing information available within APhA's Preceptor Central Database, through Pharmacist's Letter Preceptor Training CE (archived presentations available within the Preceptor Toolbox are acceptable), and/or by attending live preceptor development events offered by the UCSOP Office of Experiential Education. These options are available at no cost to all active UCSOP preceptors (with the exception of a processing fee paid to CAMC for the UCSOP Preceptor Development Symposium).

- Preceptors do NOT need to pay to receive actual CE credit in order to meet the expectation; review of the material and self-report is sufficient.
- Live preceptor development offered during the West Virginia Pharmacists Association, West Virginia Society of Health-System Pharmacists, or other pharmacy professional meetings is an acceptable replacement for UCSOP Office of Experiential Education resources. Preceptors are responsible for meeting registration fees for these events.

- Preceptors affiliated with more than one pharmacy program may use preceptor development activities provided by a different school of pharmacy for general topics not specific to school policies.

Preceptors will be asked to self-report the continuous preceptor development activities in which they have participated every two years. The Office of Experiential Education will contact preceptors who do not self-report or who do not meet the expectations. If no progress is made in the following six months, a site visit will be completed and documented in PharmAcademic. Follow-up will be made every 6 months until the preceptor meets expectations.

PRECEPTOR PERFORMANCE & EVALUATION

The OEE Quality Assurance representative visits each site to which a student is assigned annually. Preceptors, sites, and rotation experiences are evaluated on the quality criteria listed previously. Assessments are completed in PharmAcademic and reviewed by the OEE Director. Feedback is provided on-site by the QA representative and/or the OEE Director/Assistant Director if additional follow-up is needed.

Students evaluate preceptors, sites, and rotation experiences following each individual rotation using the same criteria. The OEE Director reviews APPE evaluations following each block; the Assistant Director reviews IPPE evaluations at the conclusion of each experience. Blinded results are provided to APPE preceptors twice yearly in

December (if more than 1 assessment is available) and following the conclusion of the APPE year in May (if 1 assessment is available). IPPE evaluations are available to preceptors upon request annually in May (if more than 1 assessment is available). The OEE also provides the opportunity for individual interviews with APPE students following blocks 6 and 9. Students are encouraged to participate in both sessions and are required to participate at least once. The information obtained during these sessions is not released to preceptors/sites, but is used internally for additional QA and preceptor/site-specific development.

Preceptors will be asked to complete a self-assessment of their level of knowledge/ understanding of key requirements from the Accreditation Council for Pharmacy Education (ACPE) Standards 2016 and their ability to incorporate or address key areas important for precepting student pharmacists within their rotations along with the associated level of development needed every two years (see below).

SELF-ASSESSMENT

I. Level of knowledge or Understanding of the following:

- 1: *I have limited to no knowledge.*
- 2: *I have some knowledge or a basic understanding.*
- 3: *I have a good understanding but more information would be useful.*
- 4: *I have an excellent understanding.*

- The Accreditation Council for Pharmacy Education's (ACPE) Standards 2016 (Related to Experiential Education)
- The Joint Commission of Pharmacy Practitioner's (JCPP) Pharmacist Patient Care Process
- The UCSOP's Mission, Goals, and Program Outcomes
- The UCSOP's Curriculum and Teaching Methods
- The UCSOP's IPPE Learning Objectives
- The UCSOP's APPE Learning Objectives

- The UCSOP's Experiential Education Performance Assessment and Grading System
- The UCSOP's Policies to Address Student Behavioral Problems, Misconduct, or Unprofessionalism
- Legal Issues in Precepting Student Pharmacists

II. Ability to Incorporate and Associated Level of Development Needed for the following:

- 1: *I am unable to incorporate within my rotation; extensive development is needed.*
- 2: *I am, to a limited extent, able to incorporate within my rotation; significant development is needed.*
- 3: *I am generally able to incorporate within my rotation; some development is needed.*
- 4: *I am consistently able to incorporate within my rotation; minimal to no development is needed.*

- Setting Expectations for Your Rotation
- Identifying Rotation Activities
- Assessing Student Prior Knowledge and Experience Relative to the Rotation Objectives
- Tailoring Rotation Activities to Student Learning Styles
- Integrating Students Into Your Practice
- Practicing the Four Preceptor Roles of Instructing, Modeling, Coaching, and Facilitation
- Utilizing Team-Based Learning (e.g., Incorporating Interprofessional Interactions or Opportunities for Collaboration)
- Addressing Cultural Competency and Health Literacy Issues Commonly Encountered in Pharmacy Practice
- Utilizing the Layered-Learning Model of Precepting (e.g. Residents Training APPE Students or APPE Students Training IPPE Students)
- Evaluating and Documenting Student Performance
- Delivering Constructive Feedback
- Overcoming Communication Barriers with Students
- Addressing Student Behavioral Problems, Misconduct, or Unprofessionalism
- Managing and Resolving Conflict in the Experiential Setting
- Using Student Feedback for Continuous Improvement of Your Rotation

UCSOP AFFILIATE/ADJUNCT PRECEPTOR ENGAGEMENT, PROMOTION & RETENTION

Adjunct clinical faculty includes individuals who donate their services to the University by providing instruction in the clinical portions of the program.

Adjunct clinical faculty are appointed by the Chief Academic Officer upon the recommendation of the associated school Dean and may not function as agents of the University. Adjunct clinical faculty appointments remain in effect as long as instructional services are actively provided. Responsibilities also include: accepting departmental committee, advisory, and other assignments related to clinical teaching as required; and carrying levels of malpractice insurance appropriate to the services rendered. Appointees may be awarded academic rank according to the following criteria:

Rank Degree Experience

- Adjunct Clinical Professor: doctoral degree with 18 years of experience
- Adjunct Clinical Associate Professor: appropriate professional degree or doctorate with 12 years of experience
- Adjunct Clinical Assistant Professor: appropriate professional degree or doctorate with six years of experience
- Adjunct Clinical Instructor: appropriate professional degree

Adjunct clinical faculty members will have the following University privileges: faculty identification card with access to University facilities (except the Morris Fitness Center); mailroom services; access to and participation in faculty meetings (without

voting rights); and listing in the University Catalog if requested by the school's Dean.

Preceptors are not required to pursue adjunct faculty appointments and will be titled "Affiliate Clinical Instructor" if they do not. Additional opportunities for preceptor engagement (irrespective of adjunct appointment) include: participation in ad-hoc preceptor advisory committee meetings; appointment to UCSOP committees; participation in prospective pharmacy student interviews; and attendance at UCSOP continuing education, professional development, and other events (e.g., Hooding/Graduation ceremonies). Additional opportunities for engagement are communicated as scheduled.



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