



University of Charleston
SCHOOL OF PHARMACY



**Advanced Pharmacy Practice Experiences
Preceptor and Student Program Manual
2021 - 2022**

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Table of Contents

UCSOP Mission, Vision, and Values	5
UCSOP Doctor of Pharmacy Curriculum	6
ACPE Standards Revision 2016	7
Overview of Advanced Pharmacy Practice Experiences (APPEs)	9
APPE Course Descriptions	10
<i>Acute Care/Internal Medicine Experience (10), Ambulatory Care Experience (10), Community Care Experience (11), Institutional Practice Experience (11), Selective Clinical Experience (11), Selective Management Experience (12), Elective Experience (12)</i>	
UCSOP Program Outcomes	13
APPE Outcomes	13
Rotation-Specific Outcomes and Learning Objectives	15
APPE Grading Policy	16
Rotation Failure/Remediation Policy	16
UCSOP Office of Experiential Education Assessment and QA Measures	17
<i>Preceptor Evaluation of the Student (17) Student Self-Assessment (18) Student Evaluation of the Preceptor/Site/Rotation Experience (19) UCSOP Office of Experiential Education Interprofessional Education and Practice Longitudinal Student Documentation Requirements (19) UCSOP Office of Experiential Education Quality Assurance (20)</i>	
UCSOP Experiential Education License, Certification, & Health Requirements	21
<i>UCSOP Office of Experiential Education License, Certification, and Health Requirements (21) Site-Specific Requirements (22)</i>	
Assignment to APPE Sites	22
Scheduling During the Rotation	23
Educational and Professional Responsibilities	23
<i>APPE Student Expectations (24) APPE Preceptor Expectations (25)</i>	

Attendance	27
<i>Excused Absences (27)</i>	
<i>Unexcused Absences (28)</i>	
<i>Tardiness (28)</i>	
<i>Rotation Holidays (28)</i>	
<i>Inclement Weather (29)</i>	
HIPAA, Patient Confidentiality, and Proprietary Information	29
Adherence to Site Policies and Procedures	29
<i>UCSOP Code of Conduct (29)</i>	
<i>UCSOP Professional Observation Form (30)</i>	
<i>Removal from Site (30)</i>	
APPE Student Resolution Process	30
<i>Summary of the APPE Student Resolution Process (31)</i>	
Additional University and SOP Policies	32
<i>ADA Policy Statement (32)</i>	
<i>Title IX (32)</i>	
<i>University of Charleston SOP Student Handbook Policies (32)</i>	
APPE Student Program Manual Statement of Understanding	33
Appendices	
Appendix A: <i>UCSOP 2021-22 APPE Schedule</i>	
Appendix B: <i>APPE Acute Care/Internal Medicine Experience Syllabus</i>	
Appendix C: <i>APPE Ambulatory Care Experience Syllabus</i>	
Appendix D: <i>APPE Community Care Experience Syllabus</i>	
Appendix E: <i>APPE Institutional Practice Experience Syllabus</i>	
Appendix F: <i>APPE Selective Clinical Experience Syllabus</i>	
Appendix G: <i>APPE Selective Management Experience Syllabus</i>	
Appendix H: <i>APPE Elective Experience (I and II) Syllabus</i>	
Appendix I: <i>APPE Formative (Midpoint) Student Evaluation Form</i>	
Appendix J: <i>APPE Summative (Final) Student Evaluation Form</i>	
Appendix K: <i>APPE Formative (Midpoint) Student Self-Evaluation Form</i>	
Appendix L: <i>APPE Summative (Final) Student Self-Evaluation Form</i>	
Appendix M: <i>APPE Student Evaluation of Preceptor/Site/Rotation Experience</i>	
Appendix N: <i>APPE Student Internal Evaluation of Preceptor/Site/Rotation Experience</i>	
Appendix O: <i>Office of Experiential Education Interprofessional Education and Practice Longitudinal Student Documentation Requirements</i>	
Appendix P: <i>Office of Experiential Education Evaluation of Preceptor/Site/Rotation Experience</i>	
Appendix Q: <i>UCSOP Professional Observation Form</i>	
Appendix R: <i>COVID-19 Addendum</i>	

University of Charleston School of Pharmacy

Mission, Vision, and Values

Mission

The mission of the University of Charleston School of Pharmacy is to prepare pharmacists and scientists to have a positive impact on the community through advocacy, scholarship and innovation. Pharmacy graduates will provide the highest level of interprofessional patient care with an emphasis on serving rural and underserved populations.

Vision

The vision for the University of Charleston School of Pharmacy is to:

- Prepare leaders, educators, and scientists to serve the profession across a diverse spectrum of pharmacy practice.
- Advance the pharmacy profession through innovation, leadership, education and advocacy.
- Be a trusted leader and respected resource in collaborative education and health care.
- Become nationally recognized for service, community outreach, and a strong voice for rural and underserved populations.

Values

We engage in interprofessional patient care and collaborative community outreach.

We foster innovative leadership and are committed to the pursuit of excellence.

We are committed to promoting professionalism and student success.

We celebrate the accomplishments of our students, faculty, and staff.

We nurture a culture of diversity.

We live our mission.

Doctor of Pharmacy Curriculum Fall 2018 – Class of 2022

First Professional Year			
Fall		Spring	
	Credit Hrs		Credit Hrs
PHAR 501L Prof. Awareness Prep. Seminar	1	PHAR 506 Immunization Certification	1
PHAR 510 Intro. To Pharmacy Pr. & Law	3	PHAR 520 Pathophysiology	4
PHAR 511 Drug Literature Evaluation	1	PHAR 522 Pharmaceutics II	3
PHAR 512 Immunology	3	PHAR 523L Pharmaceutical Compounding	1
PHAR 513 Biochemistry	3	PHAR 524 Clinical Research Methods	2
PHAR 514 Pharmaceutics I (Calculations)	2	PHAR 525L IPPE I*	(1)
PHAR 515L Pharmaceutical Science Lab	1	PHAR 527 Lifestyle Mod. & Dx Prevention	3
PHAR 525L IPPE I*	(1)	Elective	3
PHAR 598 e-Portfolio	nc	PHAR 599 e-Portfolio	nc
Semester Total	14 (15)		17 (18)

Second Professional Year			
Fall		Spring	
	Credit Hrs		Credit Hrs
PHAR 611L Pharmacy Skills Lab III*	(1)	PHAR 611L Pharmacy Skills Lab III*	(1)
PHAR 615L IPPE II*	(4)	PHAR 615L IPPE II*	(4)
PHAR 612 Pharmacology I	4	PHAR 629 HC Communications & Ethics	3
PHAR 610 Pharmacokinetic Principles	3	PHAR 640 Pharmacotherapy I	8
PHAR 614 Medicinal Chemistry	3	PHAR 641 Pharmacology II	4
PHAR 644 Biostatistics in Medical Literature	1	PHAR 643 Strategies for Positive Health Outcomes	3
Elective	3	PHAR 699 e-Portfolio	nc
PHAR 698 e-Portfolio	nc		
Semester Total	15 (18)		19 (22)

PHAR 626L IPPE III (2 week block in summer) 2 credit hours

Third Professional Year			
Fall		Spring	
	Credit Hrs		Credit Hr
PHAR 716L IPPE IV*	(1)*	PHAR 716L IPPE IV*	(1)
PHAR 719 Pharmacotherapy II	8	PHAR 718 Pharmacogenomics & Med Genetics	3
PHAR 728 Pharmacy Law	3	PHAR 725 Pharm Marketing & Management	3
PHAR 741 Pharmacoeconomics & HP	2	PHAR 740 Pharmacotherapy III	8
Elective	3	PHAR 742 Adv Drug Literature Eval	2
PHAR 798 e-Portfolio	nc	PHAR 799 e-Portfolio	nc
Semester Total	16 (17)		16 (17)

Fourth Professional Year					
Summer/Fall/Spring					
PHAR 807 Adv. Ethics	1	PHAR 821 APPE 1	5	PHAR 825 APPE 5	5
PHAR 812 MTM Cert.	2	PHAR 822 APPE 2	5	PHAR 826 APPE 6	5
PHAR 899 e-Portfolio	1	PHAR 823 APPE 3	5	PHAR 827 APPE 7	5
PHAR 890 Board Prep	nc	PHAR 824 APPE 4	5	PHAR 828 APPE 8	5

P4 Year Total 44
Total Hours: 148 Semester Hours

Students will only be enrolled in PHAR525L, PHAR 611L, PHAR 615L, and PHAR 716L either in the Fall or Spring semester.

Accreditation Council for Pharmacy Education Standards Revision 2016

Accreditation Council for Pharmacy Education (ACPE) Standards 2016

The Accreditation Council for Pharmacy Education (ACPE) is the national agency for the accreditation of professional degree programs in pharmacy and providers of continuing pharmacy education. The mission of ACPE is to assure and advance quality in pharmacy education. ACPE is an autonomous and independent agency whose Board of Directors is appointed by the American Association of Colleges of Pharmacy (AACP), the American Pharmacists Association (APhA), the National Association of Boards of Pharmacy (NABP) (three appointments each), and the American Council on Education (one appointment). State boards of pharmacy require that licensure applicants from the United States have graduated from an accredited pharmacy degree program to be eligible to sit for the North American Pharmacist Licensure Examination™ (NAPLEX®).

A number of environmental factors prompted ACPE to conduct a careful reassessment of the standards. Some of these factors noted within the Standards 2016 document include:

- The reports of the Institute of Medicine (IOM) (<https://www.ncbi.nlm.nih.gov/books/NBK221519/>) noting needed changes in our healthcare system to improve medication safety and patient outcomes, including the five competencies that all healthcare professionals should attain during their education:
 - Provide patient-centered care
 - Work in interprofessional teams
 - Employ evidence-based practice
 - Apply quality improvement
 - Utilize informatics
- Expansion of the scope of pharmacy practice in state laws and regulations to include collaborative practice with prescribers.
- The revision of the AACP's Center for the Advancement of Pharmacy Education (CAPE) Educational Outcomes in 2013, which are intended to be the target toward which the evolving pharmacy curriculum should be aimed. <https://www.aacp.org/sites/default/files/2017-10/CAPEoutcomes2013.pdf>
- The Joint Commission of Pharmacy Practitioners' (JCPP) *Vision of Pharmacy Practice*, accepted by the governing boards of 10 pharmacy organizations, including ACPE, and released in 2013. <https://jcphp.net/resources/>
- The document *Pharmacists' Patient Care Process* developed by a work group from 11 national pharmacy organizations to promote a consistent approach to the process of care. This document was endorsed by the Joint Commission of Pharmacy Practitioners in 2014. <https://jcphp.net/wp-content/uploads/2016/03/PatientCareProcess-with-supporting-organizations.pdf>
- Health Professionals for a New Century: Transforming education to strengthen health systems in an interdependent world [http://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(10\)61854-5/fulltext](http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(10)61854-5/fulltext)

- Core Competencies for Interprofessional Collaborative Practice
<https://www.ipecollaborative.org/ipecc-core-competencies>
- Revised NAPLEX Competency Statements
<https://nabp.pharmacy/programs/examinations/naplex/competency-statements-2021/>

Standard 13: Advanced Pharmacy Practice Experience (APPE) Curriculum

Although requirements for experiential education are emphasized throughout Standards 2016, Standard 13 is specific to the Advanced Pharmacy Practice Experience (APPE) Curriculum (excerpt provided below).

A continuum of required and elective APPEs is of the scope, intensity, and duration required to support the achievement of the Educational Outcomes articulated in Standards 1-4 and within Appendix 2 to prepare practice-ready graduates. APPEs integrate, apply, reinforce, and advance the knowledge, skills, attitudes, abilities, and behaviors developed in the Pre-APPE curriculum and co-curricular activities.

Key Elements:

13.1 Patient care emphasis – Collectively, APPEs emphasize continuity of care and incorporate acute, chronic, and wellness-promoting patient-care services in outpatient (community/ambulatory care) and inpatient (hospital/health system) settings.

13.2 Diverse populations – In the aggregate, APPEs expose students to diverse patient populations as related to age, gender, race/ethnicity, socioeconomic factors (e.g., rural/urban, poverty/affluence, and disease states).

13.3 Interprofessional experiences – In the aggregate, students gain in-depth experience in delivering direct patient care as part of an interprofessional team.

13.4 APPE duration – The curriculum includes no less than 36 weeks (1440 hours) of APPE. All students are exposed to a minimum of 160 hours in each required APPE area. The majority of APPE is focused on direct patient care.

13.5 Timing – APPEs follow successful completion of all IPPE and required didactic curricular content. Required capstone courses or activities that provide opportunity for additional professional growth and insight are allowed during or after completion of APPEs. These activities do not compromise the quality of APPEs, nor count toward the required 1440 hours of APPE.

13.6 Required APPE – Required APPEs occur in four practice settings: (1) community pharmacy; (2) ambulatory patient care; (3) hospital/health system pharmacy; and (4) inpatient general medicine patient care.

13.7 Elective APPE – Elective APPEs are structured to give students the opportunity to: (1) mature professionally, (2) secure the breadth and depth of experiences needed to achieve the Educational Outcomes articulated in Standards 1-4, and (3) explore various sectors of practice.

13.8 Geographic restrictions – Required APPEs are completed in the United States or its territories or possessions. All quality assurance expectations for U.S.-based experiential education courses apply to elective APPEs offered outside of the U.S.

Link to ACPE Standards 2016 and the Guidance Document for Standards 2016

<https://www.acpe-accredit.org/pharmd-program-accreditation/>

University of Charleston School of Pharmacy Advanced Pharmacy Practice Experiences

Overview of Advanced Pharmacy Practice Experiences (APPEs)

The APPEs are designed to facilitate the mission of the School while allowing the student to explore the many opportunities pharmacy has to offer. All students are required to complete a total of 8 five-week rotations. Rotations begin May 17, 2021 and continue until April 21, 2022 (see Appendix A). Nine blocks are included in the schedule, allowing each student to have one scheduled block off. Students are required to log a minimum of 40 hours each week at the site (individual schedules will be determined by the preceptor).

Students must satisfactorily complete the first three years of the UCSOP curriculum prior to beginning the APPEs. Students will not be permitted to concurrently participate in both the didactic curriculum or Introductory Pharmacy Practice Experiences (IPPEs) and the APPEs. Students completing the first three years of the curriculum through the remediation process are NOT guaranteed placement in the experiential program for the upcoming year and will be subject to availability of experiential sites/preceptors at the time in which they successfully complete the remediation process (refer to the UCSOP Student Handbook Course Failure and Progression Testing/EOYA Remediation Policies for additional information).

Required APPE rotations will be completed in the following areas: acute care/internal medicine, ambulatory care, community care, and institutional practice. The remaining four rotations consist of a combination of selective and elective experiences. Selective rotations (2) are designed to provide students with an opportunity for in-depth study in clinical and management experiences. Elective experiences (2) are designed to provide students opportunities to expand their knowledge of other areas of pharmacy. Elective experiences may include, but are not limited to, the following areas: nuclear pharmacy, compounding, specialty pharmacy, academia, research, etc.

The APPEs are the culmination of the student pharmacist's education. As such, the student should be engaged in activities designed to gain experience, apply knowledge, and develop professional competence and confidence. While under the direct supervision of the preceptor, the student should be allowed to provide patient-centered pharmacy care and participate in other professional experiences that will facilitate the development of problem-solving and critical-thinking skills. The preceptor should serve as a guide and mentor for students and should provide both positive and constructive feedback at every opportunity. While patient care is always paramount, the APPEs are learning experiences for students and should be treated as such.

Students are not to function as an agent or employee of the site. The student must identify himself/herself as a pharmacy student from the University of Charleston School of Pharmacy. While participating in the graded APPEs, students shall not under any circumstances receive financial remuneration from the assigned site. Failure to adhere to this policy will result submission of a Professional Observation Form to the UCSOP Executive Director of Professional Affairs and potential disciplinary action.

APPE Course Descriptions

APPE Course Description (UC Catalog <http://www.ucwv.edu/Academics/Academic-Catalog/>)

PHAR 821-828: Advanced Pharmacy Practice Experiences and Course (40 total credits)

Eight advanced pharmacy practice experiences in various practice environments that present the student with the opportunity to engage in the advanced practice of pharmacy in a structured and supervised environment. Prerequisites: Students must have achieved fourth year professional status and successfully completed all academic and programmatic requirements of the first three professional years.

Acute Care/Internal Medicine Experience (Appendix B)

Acute Care/Internal Medicine Experience (5 credits)

Students will be assigned a pharmacist preceptor for a five-week equivalent in the pharmacist's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the supervision of the faculty (full-time, part-time, or affiliate) member. Activities as part of this course give the student experience in an inpatient practice setting.

Expanded Course Description (Office of Experiential Education)

The Acute Care/Internal Medicine Experience is a non-dispensing, clinical rotation that occurs in an inpatient environment. This experience may occur in any of the following practice settings that enable students to achieve the course outcomes, rotation-specific learning objectives, and suggested activities: hospital/institutional/health-system, acute care/inpatient environment. Students should spend greater than 50% of their time providing direct patient care to a diverse adult population in collaboration with an interprofessional healthcare team. Use of the remaining percentage of time is determined by the preceptor to allow for site-specific experiences. Although this rotation may occur in a specialty area depending on the hospital size, census, and patient demographics served, students should be exposed to the most common disease states generally encountered in the acute care setting.

Ambulatory Care Experience (Appendix C)

Ambulatory Care Experience (5 credits)

Students will be assigned a pharmacist preceptor for a five-week equivalent in the pharmacist's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the supervision of the faculty (full-time, part-time, or affiliate) member. Activities as part of this course give the student experience in an ambulatory care practice setting.

Expanded Course Description (Office of Experiential Education)

The Ambulatory Care Experience is a non-dispensing, clinical rotation that occurs in an outpatient environment. This experience may occur in any of the following practice settings that enable students to achieve the course outcomes, rotation-specific learning objectives, and suggested activities: hospital or health-system, community pharmacy, clinic or office-based primary care environment. Students should spend greater than 50% of their time providing direct patient care to a diverse adult population in collaboration with an interprofessional healthcare team. Use of the remaining percentage of time is determined by the preceptor to allow for site-specific experiences. Although this rotation may occur in a

specialty area depending on the geographic area and local practice model, students should be exposed to the most common disease states generally encountered in the ambulatory care/clinic setting.

Community Care Experience (Appendix D)

Community Care Experience (5 credits)

Students will be assigned a pharmacist preceptor for a five-week equivalent in the pharmacist's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the supervision of the faculty (full-time, part-time, or affiliate) member. Activities designed as part of this course give the student experience in a community pharmacy practice setting.

Expanded Course Description (Office of Experiential Education)

The Community Care Experience allows the student the opportunity to provide integrated pharmacy services to a diverse population of patients in an outpatient pharmacy setting. This experience may occur in any of the following practice settings that enable students to achieve the course outcomes, rotation-specific learning objectives, and suggested activities: community pharmacy, clinic-based pharmacy, or hospital/health system-based outpatient pharmacy. Greater than 50% of time should be spent performing functions directly related to the provision of patient-centered care throughout the dispensing process and optimization of the medication use management system. The remaining percentage of time is determined by the preceptor to allow for site-specific experiences.

Institutional Practice Experience (Appendix E)

Institutional Practice Experience (5 credits)

Students will be assigned a pharmacist preceptor for a five-week equivalent in the pharmacist's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the supervision of the faculty (full-time, part-time, or affiliate) member. Activities designed as part of this course give the student experience in an institutional (hospital) practice setting.

Expanded Course Description (Office of Experiential Education)

The Institutional Practice Experience allows the student the opportunity to provide integrated pharmacy services to a diverse population of patients in an institutional setting. This experience may occur in any of the following practice settings that enable students to achieve the course outcomes, rotation-specific learning objectives, and suggested activities: hospital pharmacy, inpatient pharmacy, or health-system pharmacy environment. Greater than 50% of time should be spent performing functions directly related to the provision of patient-centered care throughout the dispensing process and optimization of the medication use management system. The remaining percentage of time is determined by the preceptor to allow for site-specific experiences.

Selective Clinical Experience (Appendix F)

Selective Experience I or II (5 credits)

Students will be assigned a pharmacist preceptor for a five-week equivalent in the pharmacist's practice site. Each equivalent week of experience shall contain an average of

forty hours of practice. The student will perform pharmacist functions while under the supervision of the faculty (full-time, part-time, or affiliate) member. Students will complete a selective **clinical** and a selective management rotation.

Expanded Course Description (Office of Experiential Education)

The Selective Clinical Experience provides students with an additional opportunity to provide either direct or indirect pharmacy care to patients in a clinical environment. This experience may occur in any of the following practice settings that enable students to achieve the course outcomes, rotation-specific learning objectives, and suggested activities: community pharmacy; hospital, institutional, or health-system; office-based or primary care clinic or pharmacy. Students should spend greater than 50% of their time providing pharmacy patient care services and communicating/collaborating with other healthcare professionals. Use of the remaining percentage of time is determined by the preceptor to allow for site-specific experiences.

Selective Management Experience (Appendix G)

Selective Experience I or II (5 credits)

Students will be assigned a pharmacist preceptor for a five-week equivalent in the pharmacist's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the supervision of the faculty (full-time, part-time, or affiliate) member. Students will complete a selective clinical and a selective **management** rotation.

Expanded Course Description (Office of Experiential Education)

The Selective Management Experience provides students with an additional opportunity to perform leadership and management functions in a pharmacy-focused environment. This experience may occur in any of the following practice settings that enable students to achieve the course outcomes, rotation-specific learning objectives, and suggested activities: community pharmacy; hospital, institutional, or health-system; corporate or office-based practice. Students should spend greater than 50% of their time participating in the provision of leadership and management functions. Use of the remaining percentage of time is determined by the preceptor to allow for site-specific experiences.

Elective Experience I and II (Appendix H)

Elective Care Experience I or II (5 credits)

Students will be assigned a preceptor for a five-week equivalent in the preceptor's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform functions while under the supervision of the faculty (full-time, part-time, or affiliate) member.

Expanded Course Description (Office of Experiential Education)

The Elective Experience provides students with an additional opportunity to participate in a variety of practice settings dependent upon student interests and preceptor area of expertise. This experience may occur in any setting that enables students to achieve the course outcomes, rotation-specific learning objectives, and suggested activities. The student is expected to actively participate in the day-to-day activities of the preceptor, explore his/her

interest in the elective area, and develop an in-depth understanding of the elective area. The Elective Experiences may or may not be related to direct or supportive patient care; only one experience without a patient-care focus will be allowed. Students may utilize any rotation from a required or selective category as an elective experience; however, a balanced schedule will be determined at the discretion of the Executive Director of Experiential Education to ensure diversity of experiences throughout the APPE curriculum.

UCSOP Program Outcomes

The School of Pharmacy has six program outcomes that describe the graduate of the program. These end-of-program outcomes reflect the University of Charleston graduate level liberal learning outcomes (citizenship, communication, creativity, critical thinking, ethical practice, and inquiry) as well as the Center for the Advancement of Pharmacy Education (CAPE) Outcomes of 2013. The graduate of the University of Charleston School of Pharmacy will:

1. Use scientific principles of inquiry to design, implement, and evaluate evidence-based practices to provide complete pharmacotherapy and medication counseling for individual patients and diverse populations.
2. Demonstrate critical thinking skills by transitioning foundational knowledge into a patient-centered practice, ensuring safe and effective medication management leading to promotion of improved health, sustained wellness, and prevention of disease.
3. Collaborate and communicate effectively with patients, caregivers, other healthcare members, policy makers, and members of the community to effectively participate in a team approach to patient care.
4. Engage in innovative activities when evaluating and implementing medication distribution and related management systems.
5. Demonstrate legal, ethical, and professional principles and judgment in pharmacy practice.
6. Demonstrate advocacy, cultural awareness, interprofessional activities, leadership, public health strategies, and scholarship as revealed in the individual's completion and defense of a personal and professional development plan.

Achievement of these outcomes is evaluated for each student as they progress through the curriculum.

Advanced Pharmacy Practice Experience (APPE) Outcomes

As noted in Standards 2016, ACPE chose AACP's CAPE Outcomes 2013 as the framework for establishing expected educational outcomes for Doctor of Pharmacy Programs. The CAPE 2013 Outcomes have been adopted for the UCSOP APPE Outcomes as they are consistent with the School's program outcomes, mission, vision, and values. As a whole, the Advanced Pharmacy Practice Experience curriculum is intentionally designed to meet all of the CAPE 2013 outcomes. The UCSOP APPE Outcomes are assessed on the mid-point and final evaluations and include:

1. Learner (Learner) – Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) to

evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.

2. Patient-Centered Care (Caregiver) – Use the Pharmacists’ Patient Care Process (PPCP) to provide patient-centered care as the medication expert (collect and interpret evidence; prioritize; formulate assessments and recommendations; implement, monitor and adjust plans; and document activities).
3. Medication Use Systems Management (Manager) – Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.
4. Health and Wellness (Promoter) – Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.
5. Populated-Based Care (Provider) – Describe how population-based care influences patient-centered care and the development of practice guidelines and evidence-based practices.
6. Problem Solving (Problem-Solver) – Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.
7. Educator (Educator) – Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.
8. Patient Advocacy (Advocate) – Assure that patients’ best interests are represented.
9. Interprofessional Collaboration (Collaborator) – Actively participate/engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.
10. Cultural Sensitivity (Includer) – Recognize social determinants of health to diminish disparities and inequities in access to care.
11. Communication (Communicator) – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.
12. Self-Awareness (Self-Aware) – Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.
13. Leadership (Leader) – Demonstrate responsibility for creating and achieving shared goals, regardless of position.
14. Innovation and Entrepreneurship (Innovator) – Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.
15. Professionalism (Professional) – Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

The following outcomes are considered global/foundational in nature and should be assessed for every student throughout each rotation (students/preceptors who need clarification are encouraged to contact the Executive Director of Experiential Education): Problem-Solving, Patient Advocacy, Cultural Sensitivity, Self-Awareness, Leadership, Innovation and Entrepreneurship, and Professionalism.

Rotation-Specific Outcomes and Learning Objectives

The preceding outcomes will be addressed throughout the APPE year. Each rotation and site is unique; therefore, rotation-specific outcomes and learning objectives are further defined in the respective syllabus (Appendices B-H). The preceptor on the mid-point (Appendix I) and final (Appendix J) evaluation instruments assesses student achievement of rotation-specific outcomes.

Each syllabus provides learning objectives and suggested activities, specific to the rotation category. It is the responsibility of the student to review with each preceptor all rotation-specific learning objectives and suggested activities to ensure that all UCSOP Office of Experiential Education requirements are met; this requires leadership, self-directed learning, and initiative on the part of the student. The Office of Experiential Education recognizes that there may be times when circumstances at a site do not allow for a suggested activity to be completed. In that case, the student and preceptor should identify an alternative activity to meet the associated learning objective (as identified in the syllabus).

Students must document the completion of each rotation-specific learning objective as a field encounter in CORE ELMS. Students are required to document the activity utilized to complete the learning objective (field encounter) and upload any evidence (if available). Patient-specific, sensitive, identifying, or protected health information should NEVER be included in any document kept in a student's individual record of evidence or documented in CORE ELMS. Students are required to complete all field encounter requirements for the rotation category by the final day of each rotation; these will be confirmed by the Executive Director of Experiential Education. Preceptors are encouraged to review the student's field encounters with them throughout the rotation and will verify successful completion on the final evaluation of the student.

Preceptors may determine additional outcomes, objectives, and/or activities for an individual rotation that best fit the experience and may incorporate these additional requirements at their discretion. Preceptors who choose to incorporate additional rotation-specific outcomes, objectives, activities, and/or syllabi should clearly communicate these expectations and/or documents to students during the rotation orientation. There is opportunity to evaluate additional rotation-specific requirements on both the midpoint and final evaluations of student performance (and within the student self-assessment instruments). All UCSOP required course outcomes and rotation-specific learning objectives still apply.

Preceptors are encouraged to assess student prior knowledge and experience relevant to the rotation's outcomes and learning objectives. This allows the preceptor to tailor the rotation, maximize the student's educational experience, and ensure appropriate interaction with patients, caregivers, and/or other health professionals, as applicable. This may be accomplished by asking the student to review their past self-assessments and/or preceptor evaluations, developing rotation-specific goals that they would like to achieve, and/or providing the student with a pre-assessment covering topics relevant to the rotation category (as examples). For further assistance/guidance in this regard, please contact the Executive Director of Experiential Education.

APPE Grading Policy

Grading of the experiential portion of the curriculum is on a Pass/Fail basis. There is an opportunity for students to receive a “Pass with Honors” designation, although this will not be reflected on the official transcript. Final grades will be determined by the preceptor evaluation of the student and review by the Executive Director of Experiential Education. Students also must complete all required hours tracking, field encounters, and assessments for each experience and as outlined throughout this manual in order to “Pass” the rotation.

The following scale is used to evaluate each APPE Outcome for each rotation (as applicable):

- 1 – Student has significant deficiencies in meeting outcome*
- 2 – Student achieved outcome with significant assistance*
- 3 – Student achieved outcome with minimal assistance*
- 4 – Student achieved outcome with no need for assistance*
- 5 – Student achieved outcome in an exemplary manner*

As noted previously, a copy of the summative (final) assessment tool is included as Appendix J. A final grade of “Pass” must reflect a minimum score of 2 in ALL areas assessed AND a minimum score of 3 in at least 70% of areas assessed. In order to receive “Pass with Honors” students must have a minimum score of 4 in ALL areas assessed AND a score of 5 in at least 50% of the areas assessed. A final grade of “Fail” must reflect a score less than 2 in ANY area assessed OR score of 2 or below in > 30% of areas assessed. If the student’s final grade is recorded as “Pass” by the preceptor but the student did not meet the preceding criteria, the Executive Director of Experiential Education will consult the preceptor and may correct the final rotation grade to “Fail” following discussion with the student.

Students who do not achieve a minimum score of 3 for ANY of the outcomes assessed on an individual rotation are required to complete a Self-Directed Improvement Plan in the outcome area(s) identified. This plan should be completed within 3 days of the preceptor’s submission of the final evaluation and uploaded as a field encounter in CORE ELMS. Longitudinal remediation plans may also be identified at the discretion of the Executive Director of Experiential Education and Associate Dean for Academic Affairs. All students must achieve a minimum score of 3 on every outcome on at least one rotation throughout the year in order to pass their final rotation. Students who fail to achieve a minimum score of 3 on any UCSOP Outcome on at least 1 rotation throughout the year will fail their final rotation (Phar 828) and be referred to the UCSOP Associate Dean for Academic Affairs upon reporting of final grades to the registrar during the P4 spring semester.

Rotation Failure/Remediation Policy

Students who fail an APPE course are required to immediately, upon notification of the failing grade, email the Executive Director of Experiential Education. Following review and confirmation of the failing grade by the Executive Director of Experiential Education, students will be referred to the Associate Dean for Academic Affairs for determination of their ability to progress. Receipt of a failing grade during an APPE shall place the student on academic probation, may delay graduation, or be cause for dismissal. Per the UCSOP

Pharmacy Student Handbook, students who fail more than one APPE rotation in the P4 year will be dismissed from the program immediately.

Students who fail an experiential course may be required to complete longitudinal remediation focused on the specific deficiencies identified. Longitudinal remediation requirements will be determined by the Associate Dean for Academic Affairs in consultation with the course coordinator. A meeting to discuss the longitudinal remediation plan (if applicable) will be scheduled between the student, their academic advisor, the Executive Director of Experiential Education, and the Associate Dean for Academic Affairs within 10 calendar days of receipt of the failing grade. This meeting will explain the plan, process, etc. so the student knows what is expected and how it will be assessed.

If it is determined by the ADAA that the student may re-take a failed rotation, this will not occur during the student's "off" block. Due to the nature and logistics of the experiential curriculum, experiential courses are not permitted to be repeated or scheduled outside of the pre-determined UCSOP rotation blocks. Repeated rotations will be scheduled following the placement of students in the upcoming class and will be based on preceptor availability (Block 1 assignment is not guaranteed). Students permitted to repeat an experiential course will also be required to develop a self-directed plan for success based on their preceptor and self-assessments to date and schedule a meeting to discuss with the Executive Director of Experiential Education and their academic advisor prior to repeating the failed APPE. (Refer to UCSOP Student Handbook Course Failure Policy for additional information.)

UCSOP Office of Experiential Education Assessment and Quality Assurance Measures

The success of the experiential curriculum is highly dependent on feedback obtained from all stakeholders. The preceptor assesses student achievement of rotation outcomes and objectives through use of the formative (midpoint) and summative (final) evaluation tools (Appendices I and J). Students are also required to complete a self-assessment of their performance at the midpoint and conclusion of each rotation (Appendices K and L). Students provide feedback to the preceptor through completion of the preceptor/site/rotation experience evaluation (Appendix M) and to the Office of Experiential Education through individual interviews with UCSOP administration/faculty/staff (Appendix N). Students are required to complete interprofessional education/practice field encounters throughout the APPE year to ensure intentionality of this outcome is recognized and occurring in the appropriate areas (Appendix O). The Office of Experiential Education Quality Assurance Representative provides additional preceptor/site assessment through on-site visits (Appendix P) and determines areas where preceptor or site development may be needed.

Preceptor Evaluation of the Student

A copy of the midpoint and final student evaluation forms are included as Appendices I and J. Review of these evaluation tools is recommended to ensure the student is exposed to the major learning objectives and will be able to be appropriately evaluated at the conclusion of the experience. Preceptors will receive electronic notification via email from CORE ELMS when assessments are available for completion and should log-in to CORE ELMS (<https://www.corehighered.com/login-elms>) to complete and submit both the midpoint and

final evaluations. The midpoint evaluation is used to guide both the preceptor and student in the successful completion of the experience; this assessment is not factored in the final grade determination but is intended to ensure completion of rotation outcomes and objectives within the dates of the experience. The evaluations should be discussed with the student at the time of submission.

The goal of the formative (midpoint) assessment (Appendix I) is to MONITOR student learning in order to provide ongoing feedback that can be used by the preceptor to improve their teaching and by the student to improve their learning (e.g., to help the student identify their strengths and weaknesses and target areas that need work; to help the preceptor recognize where students are struggling and address problems immediately). Each UCSOP APPE Outcome should be evaluated as indicated on the assessment tool. Beneath each outcome is a place for comments; comments are always encouraged and are required if the student “Needs Improvement” on any individual outcome. This evaluation must be reviewed with the student and submitted in CORE ELMS at the midpoint of the rotation. It is the student’s responsibility to review the assessment and ask the preceptor for additional clarification/assistance if needed. Additional information can be found in the rotation syllabus and the evaluation instrument.

The goal of the summative (final) assessment (Appendix J) is to evaluate student performance at the conclusion of the experience. Each UCSOP Outcome should be evaluated as indicated on the assessment tool. Beneath each outcome is a place for comments; comments are always encouraged but are required if the student scores a “1” (student has significant deficiencies in meeting outcome) or “2” (student achieved outcome with significant assistance) on any individual outcome. This evaluation must be reviewed with the student and submitted in CORE ELMS on the last day of the experience. It is the student’s responsibility to review the assessment and ask the preceptor for additional clarification/assistance if needed. Additional information can be found in the rotation syllabus and the evaluation instrument. In order for the student to receive academic credit, the preceptor MUST submit the completed evaluation (provided through CORE ELMS) at the conclusion of the experience.

Student Self-Assessment

Students are required to complete a midpoint and final self-assessment (Appendices K and L) in CORE ELMS and discuss with their preceptor at the time of the midpoint and final evaluations. The goal of the formative (midpoint) self-evaluation (Appendix K) is for the student to monitor their learning for continued improvement and professional development (e.g., identify strengths and weaknesses and target areas that need work; help preceptors recognize areas of deficiency and address problems immediately). Each UCSOP APPE Outcome should be evaluated as indicated in the assessment tool. Beneath each outcome is a place for comments; reflective comments are required. The evaluation must be reviewed with the preceptor and submitted in CORE ELMS at the midpoint of the rotation. Students should also ensure the assigned preceptor completes and submits a midpoint evaluation of their performance. The summative (final) student self-evaluation (Appendix L) should be used to self-evaluate for each UCSOP APPE Outcome as indicated in the assessment tool. Beneath each outcome is a place for comments; reflective comments are required for each

individual outcome. This evaluation should be reviewed with the preceptor and submitted in CORE ELMS on the last day of the assigned rotation. Additional information can be found in the rotation syllabus. Students should also ensure the assigned preceptor completes and submits the final evaluation of the student's performance.

Student Evaluation of the Preceptor/Site/Rotation Experience

The preceptor/site/rotation experience evaluation tool is included as Appendix M of this document. This evaluation is completed by the student at the end of each experience and is submitted electronically through CORE ELMS. Student evaluations will be compiled at the end of the fall and spring P4 semesters and available for preceptor review in CORE ELMS (<https://www.corehighered.com/login-elms>). A blinded midpoint summary will be available to preceptors in CORE ELMS following Block 6 (if a minimum of two student evaluations are available). A blinded summary of all results will be available to preceptors in CORE ELMS following Block 9 (if a minimum of one student evaluation is present). Preceptors do not have access to individual student evaluations and can only view the blinded combined results/comments following release by the Office of Experiential Education (as previously described).

All students are required to meet with a member of the Office of Experiential Education or UCSOP representative for Internal QA Interviews during the APPE year (November/December and April/May); students are required to attend at least one of these meetings. These meetings are designed to obtain additional feedback on the students' experiences; documentation of these meetings will occur within CORE ELMS (Appendix N). Preceptors will not have access to individual scores/comments from this assessment; however, the information gained may be used to identify areas where additional quality assurance and/or preceptor development efforts are needed.

UCSOP Office of Experiential Education Interprofessional Education and Practice Longitudinal Student Documentation Requirements

As noted in individual rotation syllabus, reflected in course outcomes and rotation-specific learning objectives, and assessed during the summative and formative evaluation processes, students are expected to gain in-depth experience in delivering direct patient care as part of an interprofessional team throughout the APPEs. In the aggregate, team exposure includes prescribers, student prescribers, and other healthcare professionals. More recently, ACPE has clarified that physicians and their students are to be included in the mix of prescribers and their students. To strengthen the intentionality of interprofessional education and practice longitudinally and to ensure students are exposed to the appropriate practices, all students are required to document selected interprofessional activities representing team dynamics, education, and practice and to upload evidence of completion as a longitudinal requirement throughout the APPE year. All requirements (see Appendix O) MUST be documented as field encounters and completed by the final day of the student's last rotation (Block 8 or Block 9). Copies of APPE IPE Forms 1-7 (referenced in Appendix O) are available for students under the CORE ELMS "Document Library" tab for reference. Individual activities are assessed by preceptors as they occur throughout each rotation experience; the Executive Director of Experiential Education is responsible for ensuring the required field encounter

documentation is completed in CORE ELMS (mapped to and as discussed in APPE Orientation) by 11:59pm on the last day of the student's final rotation.

UCSOP Office of Experiential Education Quality Assurance

The Experiential Education Quality Assurance Representative visits each site to which a student is assigned at least annually and all active sites at least once every 3 years to discuss the development of the student, preceptor, and program and to assess strengths and weaknesses in regard to curricular content and quality assurance. Site visit forms (Appendix P) are completed by the Quality Assurance Representative in CORE ELMS and reviewed by the Executive Director and Director of Experiential Education. All students will also have the opportunity to meet with a member of the Office of Experiential Education or UCSOP representative during the APPE year (November/December and April/May). These meetings are designed to obtain additional feedback on the students' experiences; documentation of these meetings is completed in CORE ELMS and are visible only to the Office of Experiential Education (Appendix N).

All new sites are visited by the Quality Assurance Representative (or other Office of Experiential Education representative) upon finalization of affiliation agreements and preceptor applications AND prior to student assignment. All existing sites to which students are assigned are visited throughout the year. For the purposes of existing site visits the "start of the year" follows the APPE schedule; however, site visits apply to both IPPE and APPE rotations. Exceptions apply for sites outside of a reasonable driving distance from the UCSOP (determined to be approximately 6 hours). In those circumstances, QA and completion of the forms/process will occur by telephone or use of available technology.

Following each initial or existing site visit, the QA representative completes the QA Preceptor/Site/Rotation Experience evaluation form (Appendix P). Existing QA site evaluations are submitted as assessments in CORE ELMS and Initial QA site evaluations are documented in CORE ELMS (includes comments and assessment form). The QA representative reports to the Executive Director and Director of Experiential Education the preceptors/sites/rotations visited on a weekly basis. Areas identified for enhanced preceptor/site/rotation development are addressed and documented as needed in CORE ELMS.

University of Charleston School of Pharmacy
Office of Experiential Education
Preceptor and Student Expectations

UCSOP Office of Experiential Education License, Certification, & Health Requirements

Students are personally responsible for ensuring that evidence of ALL of the following UCSOP Office of Experiential Education requirements are completed and uploaded (as instructed) in CORE ELMS by Monday May 3, 2021 (with the exception of the updated annual influenza vaccination which must have evidence of completion uploaded by Friday October 8, 2021). A file must be uploaded for each requirement and include the appropriate expiration date and any relevant comments, as applicable. Any student who does not fulfill the requirements or who fails to upload the appropriate evidence/documentation will not be permitted to begin their rotations (or will be removed from their rotation), which will result in unexcused absence(s) and/or delayed graduation; a professional observation form will also be submitted. Any student with a medical condition or history that prohibits meeting these requirements MUST notify the Executive Director of Experiential Education via email by Monday May 3, 2021. For additional information refer to the UCSOP Pharmacy Student Handbook.

UCSOP Office of Experiential Education License, Certification, and Health Requirements

- CORE ELMS Account Information
 - Primary (School Address), Secondary (Home/Permanent Address), and Cell Phone Number
- CORE ELMS Requirements: Certifications (must be current at all times)
 - BLS for Healthcare Providers, HIPAA, Blood Borne Pathogen Certification, Immunization Training
 - Certiphi Criminal Background Check and Drug Screen current within 1 year of ALL APPE start dates (completed in April 2021)
 - Note – some sites require their own background checks/drug screens in addition to the standard UCSOP requirements
- CORE ELMS Requirements: Health Requirements (proof of immunity (titers) or complete vaccination records)
 - Measles, Mumps, Rubella (MMR) – complete series
 - Tuberculosis Screening – PPD skin test or IGRA required annually in April. Some sites require a 2-step PPD skin test. IGRAs are recommended (instead of a PPD skin test) for students who have received the BCG vaccine. TB Screening results (PPD or IGRA) must be current within 1 year of ALL APPE start dates; therefore, everyone is required to get a new TB screening test between the timeframe of April 1st – April 30th. Students who have situation-specific questions because they have previously tested positive for TB are required to notify the Executive Director of Experiential Education prior to April 30th.
 - Tdap booster (current within last 10 years)
 - Hepatitis B (3 shot series)
 - Annual Influenza (required by October 8, 2021 for the 2021-22 flu season)

- Varicella – Documentation of age-appropriate vaccination (either the dates of the two-shot series or results of laboratory confirmation of immunity ONLY)
 - UCSOP General Health Clearance Form
 - Current Health Insurance Policy
- CORE ELMS Requirements: Intern Licenses
 - Current Intern License(s) for each state in which rotations will be performed. WV intern licenses expire annually on June 30th; uploaded WV licenses must be current at ALL times. Other state licenses must be current for the duration of the assigned rotation(s).

Site-Specific Requirements

Many rotation sites have requirements in addition to those listed above (or that are more stringent); this information is available to students in CORE ELMS or may be communicated by the site/preceptor. Students are responsible for regularly checking CORE ELMS as site requirements can change throughout the year. Students assigned to sites with specific requirements should also ensure all required documentation is uploaded in CORE ELMS by the May 3rd deadline (unless otherwise specified by the site). Exceptions may apply to some rotations (e.g., sites that specify certain requirements be completed no earlier than 30 or 60 days prior to the start date of the rotation). In these circumstances, students should begin the process for fulfilling the requirements as soon as they are able (e.g., 30 or 60 days out) to avoid delays and upload the documentation in CORE ELMS when complete. As with the standard deadline, students who do not fulfill these requirements or who fail to upload the appropriate evidence/documentation prior to the rotation start date will not be permitted to begin the rotation (or may be pulled from the rotation), which will result in unexcused absence(s) and/or delayed graduation; a professional observation form will also be submitted. Students are required to contact their preceptors at least 2 weeks in advance of the rotation start date (or earlier if stated on CORE ELMS) to ensure all requirements have been satisfied and to inquire about additional requirements. If a student is delayed in fulfilling requirements because they do not contact the preceptor at least 2 weeks in advance (or as instructed on CORE ELMS), they may not be able to begin the rotation which will result in unexcused absences and/or removal from the site, submission of a professional observation form, and potential delays in graduation.

Assignment to APPE Sites

All experiential educational assignments are made through the Office of Experiential Education and are the responsibility of the Executive Director of Experiential Education. Students are not permitted to change rotations following finalization and release of rotation schedules (as communicated by the Executive Director of Experiential Education during the Spring P3 semester). In the case of unforeseen circumstances not covered by another policy within this manual or the UCSOP Student Handbook and where a student feels a rotation change request may be justified, they are required to email the request and supporting rationale to the Executive Director of Experiential Education. The student's request will be reviewed by the Executive Director of Experiential Education in consultation with the appropriate SOP and/or University administrator(s), dependent on the specific situation. Following final approval by the Dean of the School of Pharmacy, the Executive Director of

Experiential Education will communicate the decision and related plans to the student via email. Students should not discuss potential changes with any site/preceptor prior to receiving a final decision from the Executive Director of Experiential Education. Students should be aware that all requests are subject to preceptor and site availability within the assigned rotation category and cannot be guaranteed. Failure to follow this policy will result in submission of a Professional Observation Form to the UCSOP Executive Director of Professional Affairs and potential disciplinary action.

The Executive Director of Experiential Education reserves the right to switch a student's rotation if the assigned site is unable to accept the student due to unforeseen circumstances (e.g., if a preceptor leaves the site unexpectedly). Every effort will be made to notify the student as soon as possible should this situation occur and continue communication as alternative sites are explored and confirmed. Reassignment in the geographic area of the originally scheduled rotation is not guaranteed; off-blocks may be utilized to accommodate preceptor/site-initiated schedule changes.

Note: The University of Charleston School of Pharmacy may modify a student's clinical experience at the University's discretion due to the following causes: acts of God, accident, riots, war, terrorist act, epidemic, pandemic, quarantine, civil commotion, breakdown of communication facilities, breakdown of web host, breakdown of internet service provider, natural catastrophes, governmental acts or omissions, changes in laws or regulations, national strikes, fire, explosion, generalized lack of availability of raw materials or energy. During such times, certain experiences may be delivered by other means (such as remotely) following approval by the Executive Director of Experiential Education and in compliance with all ACPE guidance.

Scheduling During the Rotation

Once assigned to a particular rotation, the preceptor is responsible for the scheduling process. The preceptor may vary this time to include evening and weekend hours so that the student may experience various activities that occur outside of "normal" working hours. Regardless of scheduling, students are obligated to complete a minimum of 200 hours required for each rotation. Students are not permitted to request schedule changes outside of the preceptor's pre-determined plans (unless covered under another policy as outlined in this manual and/or the UCSOP Student Handbook). Students are not permitted to request that a preceptor deliver an on-site experience by other means (e.g., remotely). In a situation where a student feels they are not able to complete an experience as assigned, they are to immediately email the Executive Director of Experiential Education who will refer to the appropriate policy as outlined in this manual, the UCSOP Student Handbook, and/or University policies.

Educational and Professional Responsibilities

The experiential component of the curriculum is as important an educational tool as the didactic portion. UCSOP preceptors are considered instructors for the duration of the rotation period and are to be shown the same respect as UCSOP campus faculty. Preceptors

are ultimately responsible for the actions of the students, and students are required to refer any potential patient/therapeutic recommendations or decisions to their preceptor for approval.

Professionalism is a core concept in the pharmacy school curriculum. UCSOP students are expected to maintain a professional appearance and attitude at all times. This includes exhibiting professional behavior, attitude, and demeanor when interacting with preceptors, healthcare personnel, patients, etc. Students on rotations are an extension of the school and unprofessional behavior will not be tolerated. Students are not to argue, complain, gossip, or engage in non-learning activities with patients, preceptors, or site personnel. The student's primary responsibility is to engage in activities that support their attainment of the experiential outcomes.

APPE Student Expectations

- Arrange housing, lodging, and transportation
- Contact assigned preceptor at least 2 weeks prior to the rotation start date (or earlier if indicated on CORE ELMS)
 - Provide introduction and obtain information regarding where/when to meet, specific information about the site (parking, required readings, ID cards, rotation/site-specific requirements, PPE requirements, etc.)
- Review the complete syllabus for the rotation category and prepare a list of goals/objectives that they would like to achieve during the rotation
- Complete a minimum of 200 hours for each rotation experience
 - Students may be required to stay additional time to complete certain patient care activities at the discretion of the preceptor. Additionally, students must be aware that rotations are NOT Monday-Friday 9am – 5pm experiences. Preceptors are encouraged to allow students to experience a variety of times (including evenings and weekends) in order to grasp the entirety of pharmacy practice.
 - The student's primary responsibility to the experience is learning; this often occurs outside of the time required at the experiential site. In addition to the activities structured and supervised by the preceptor, students may be required to complete assignments, prepare care plans, research pertinent information about patient care issues, study treatment options and considerations, etc. Consequently, external employment or other personal responsibilities are not acceptable excuses for attendance or for being prepared for daily APPE assignments/responsibilities.
- Establish a relationship of mutual respect with the preceptor. Students should respect the advice and directions of the preceptor and should view constructive feedback as a learning and growth opportunity. Any differences or disagreements between the student and preceptor should occur privately and if not resolved, reported to the Executive Director of Experiential Education.
- Politely ask the preceptor about the expectations and activities of the experience if these are not provided during the first few days (e.g., calendar, assignments, syllabus, special projects, reports, evaluation procedures, etc.). Students should take the initiative to inquire about any aspects of the rotation where clarity is needed.

- Be professional at all times. This includes exhibiting a professional behavior, attitude, and demeanor. Professionalism at all times and during all situations at the experiential site is the expectation. Failure to meet this expectation will require additional investigation and if necessary disciplinary action.
- Remain focused on the goal of ACTIVE learning at all times.
- Respect the confidentiality of patients and clients of the site and their records, in accordance with the School and Site guidelines.
- Comply with all policies of the UCSOP Student Handbook, this document, and the site's policies and procedures.
- Cooperate in any inquiry or investigation by the site relating to activities of the student.
- Remind the preceptor of the mid-point evaluation and request this be completed (if it is not). Students should be receptive to constructive criticism and take the necessary steps to improve their performance based on the evaluation.
- Ensure all requirements per the rotation syllabus and preceptor are complete and appropriately documented in CORE ELMS (as described previously).
- Remind the preceptor that the final evaluation should be completed and discussed on the last day of the rotation (if not initiated by the preceptor). The student may also take this opportunity to provide feedback to the preceptor regarding the experience.
- Thank the preceptor for their time and participation in the program.

APPE Preceptor Expectations

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

Preceptors should communicate any rotation-specific learning outcomes, objectives, and/or expectations to the student and are strongly encouraged to develop a rotation-specific syllabus and calendar to be provided to the student during their rotation orientation. The UCSOP realizes that each rotation and site is unique and offers a suggested rotation calendar for modification/use. This calendar may be adapted to suit the needs of the rotation.

- Day 1
 - Orient student to site (tour site and introduce students to employees; orient student to location of pertinent equipment and supplies; explain technology procedures; explain site policies and procedures). Discuss the objectives of the rotation with all employees to avoid misunderstandings and conflict about the student's role.
 - Review pertinent portions of this manual and evaluation criteria.
 - Assess student's prior knowledge and experience relative to the rotation's objectives. (This allows the preceptor to tailor the rotation to maximize the student's educational experience and ensure appropriate interaction with patients, their caregivers, and other health professionals, as applicable.)
 - Discuss student's previous experiences and goals for rotation.
 - Develop rotation-specific outcomes/objectives and timeline for completion of those objectives (and associated projects, assignments, etc.).
- Day 13
 - Provide midpoint evaluation (review with student and submit in CORE ELMS). Review rotation specific outcomes/objectives and timelines and provide student with an update on their progress toward meeting these outcomes/objectives. Discuss any immediate learning needs and areas for improvement to occur within the second half of the rotation. Discuss areas in which the student is performing well.
- Day 25
 - Complete end of rotation evaluation (review with student and submit in CORE ELMS). Discuss any immediate learning needs and areas for improvement for which the student should focus on during upcoming rotations. Discuss areas in which the student performed well.

Preceptors are also required to cooperate with the UCSOP Office of Experiential Education personnel to schedule quality assurance site visits at times that are convenient/acceptable to the preceptor and quality assurance representative(s). The purpose of these visits is to ensure quality training of students and communication with the UCSOP.

Attendance

Attendance every day at the experiential site is MANDATORY. Students are required to log all daily rotation hours for each experience in CORE ELMS (as instructed during APPE Orientation); student-submitted hours will be verified at the conclusion of each block by the Executive Director of Experiential Education. The preceptor will confirm upon submission of the final student assessment that all required rotation activities and all hours (i.e., 200) were completed; assessments should not be submitted prior to the completion of all hours.

On the first day of the rotation, the student and preceptor should establish a schedule that delineates when the student is expected to arrive and depart from the site each day. The student, prior to the expected arrival time, shall report all absences through telephone communication to the preceptor and email the Executive Director of Experiential Education. Email should be used if unable to reach the preceptor by phone.

Any absence for any reason during an experience must be made up at a time agreed upon with the preceptor prior to the end of the scheduled block unless excused by the Office of Experiential Education (see below). In the case of absences that require a student to miss one or more rotation days, the ability to make-up time missed prior to the end of the block (if required) will be determined at the discretion of the preceptor in consultation with the Executive Director of Experiential Education.

Excused Absences

Any student who will be absent from a site or an experiential-related activity must request permission from the preceptor, Executive Director of Experiential Education, and submit an On-line Absence Request (<https://docs.google.com/forms/d/1QpmVHEXtJgWte2eo3nbatPzaDoyUFDzf0ZacrtMmdXM/viewform>) to the Executive Director of Professional Affairs in advance of the meeting time. In extraordinary circumstances, the preceptor, Executive Director of Experiential Education, and Executive Director of Professional Affairs may be notified after the absence occurs. In these instances, students must provide documentation for the absence to the Executive Director of Experiential Education and the Executive Director of Professional Affairs within 24 hours of return. Lack of documentation and/or failure to follow this process will result in an unexcused absence.

Students may miss up to 40 hours (5, 8-hour days) throughout the duration of the APPE Year without making-up the time missed and only in the case of excused absences (as defined below) that are approved by the preceptor and Executive Director of Experiential Education. Excused absences are defined as absences resulting from medical emergencies, illness, death in the immediate family, or professional leave (residency/job interviews and professional meeting attendance). Any time missed for excused absences beyond 40 hours is required to

be made-up before the end of the assigned rotation and is subject to approval by the preceptor and Executive Director of Experiential Education (see above). If it is not logistically possible to make-up time missed, the UCSOP Leave of Absence Policy as outlined in the UCSOP Student Handbook may apply. In the case of professional leave, if it is not possible to make-up the time missed, the request will not be approved.

For excused absences, the following process must be followed in order:

1. Discuss excused absence with the preceptor.
2. Email the Executive Director of Experiential Education and copy the preceptor to request an excused absence. Include general reason for absence (as described above), date(s) of absence, confirmation that the absence has been discussed with the preceptor, and a specific plan for making-up time missed by the end of the assigned rotation block (if applicable or as required by the preceptor).
3. Following email response and approval by the Executive Director of Experiential Education, complete the On-line Absence Request form (as described above).

Unexcused Absences

Any student with an unexcused absence during the APPE year is required to meet with the Executive Director of Experiential Education prior to returning to the site. Written documentation in the form of a Professional Observation Form will be forwarded to the Executive Director of Professional Affairs. The preceptor and/or SOP will ultimately determine if the student is able to return to the experiential site to complete the experience. An unexcused absence during the APPE year may lead to disciplinary or other action and/or removal from the site and rotation failure. If a student is permitted to return to the site/rotation, all hours missed as a result of the unexcused absence must be made-up prior to the conclusion of the assigned block. Students will be required to identify a specific plan in consultation with their assigned preceptor and communicate that plan via email to the Executive Director of Experiential Education within 24 hours of return to the site. Inability to make-up time missed will result in rotation failure.

Tardiness

Failure to report to the experiential site/activity at the specified time without first notifying the preceptor and Executive Director of Experiential Education is considered unprofessional and unacceptable. Being late to the experiential site/activity on two or more occasions constitutes an unexcused absence (refer to above information regarding unexcused absences).

Rotation Holidays

University holidays do not apply during the Advanced Pharmacy Practice Experiences. If the site is closed for a holiday that is not recognized by the University, the student is not required to attend the site that day but will be expected to complete all hours by the end of the rotation. There are 4 holidays built into the rotation calendar each year. Students are not required to make up the hours for these days. APPE holidays include: Memorial Day, Independence Day, Labor Day, and Thanksgiving Day.

Inclement Weather

Students may be subject to uncertain travel and variable weather conditions dependent upon their individual rotation schedules and should use their best judgment in these situations; therefore, University of Charleston school closings and/or delays do not apply to students during the APPE year. If a hazardous road or weather condition arises, the student is required to contact the preceptor to request cancellation or delay of the day's activities. Failure to contact the preceptor in advance will result in an unexcused absence. Any activities/hours missed as a result of inclement weather must be rescheduled with the preceptor prior to the end of the assigned block. Following consultation with the preceptor, students are required to email the Executive Director of Experiential Education (and copy the preceptor). This communication must identify the specific plan for making-up missed time prior to the end of the assigned block.

HIPAA, Patient Confidentiality, and Proprietary Information

Prior to matriculation at the start of the P1 year, students are required to complete an online HIPAA training certification. Documentation of successful completion of the training is required in CORE ELMS. Students should inquire with their site preceptor about the rules, regulations, and any training that must be completed in order to be in compliance with the site HIPAA requirements. Students are expected to adhere to all HIPAA regulations and site expectations. Any violation of the site's HIPAA policy will result in the consequences set forth by the site and/or federal government. In addition, violation of the school's and or site's policies will result in removal from the site and referral to the Executive Director of Experiential Education and Executive Director of Professional Affairs for appropriate action. Experiential site-specific policies, materials, forms, fee systems and pricing, committee minutes, etc. are considered proprietary information and may not be written on, photocopied, or shared with individuals not associated with the site. These documents are to be handled with the strictest of confidence in the same manner as confidential patient information. Violation of these confidences will result in removal from the rotation, rotation failure, and referral to the Executive Director of Experiential Education and the Executive Director of Professional Affairs for appropriate action.

Adherence to Site Policies and Procedures

Students are required to follow the policies and procedures of each site while participating in a rotation. Such policies as parking, drug testing, confidentiality, dress codes, health requirements, PPE requirements, etc. are to be explained during the initial site orientation and strictly adhered to while in the facility. Failure to follow these policies may be addressed by the participating institution and should be reported immediately to the Executive Director of Experiential Education. Removal of the student from the site and failure of the rotation is possible. Any potential conflicts between the policies of the site and the policies of the UCSOP should be reported to the Executive Director of Experiential Education for clarification.

UCSOP Code of Conduct

The University of Charleston SOP utilizes a code of conduct that applies to students while on rotations and on campus. Policies and procedures regarding the UCSOP code of conduct can

be found in the UCSOP Student Handbook. If a breach of the code of conduct is suspected while a student is on rotation, the student AND preceptor should inform the Executive Director of Experiential Education as soon as possible. The Executive Director of Experiential Education will consult the Executive Director of Professional Affairs who will initiate the appropriate proceedings.

UCSOP Professional Observation Form

The University of Charleston SOP utilizes a Professional Observation Form (POF) to document exemplary or deficient professional attitudes, behaviors, or demeanors (Appendix Q). Upon completion, this form should be forwarded to the Executive Director of Experiential Education who will then forward to the Executive Director of Professional Affairs. Office of Experiential Education faculty/staff may submit POFs on behalf of preceptors, if requested. A POF will be submitted by the Office of Experiential Education for students who receive a score of 2 or less on Professionalism (with preceptor comments) on the final evaluation.

Removal from Site

UCSOP students are required to adhere to all UCSOP policies and expectations as disseminated verbally and/or in writing as well as to all site/preceptor expectations, rules, regulations, and policies in all experiential activities/assignments. Preceptors facing challenging student situations are strongly encouraged to contact the Executive Director of Experiential Education as soon as the issue is identified for assistance and to develop a plan for student success. Every effort should be made to provide the student with the opportunity to improve in areas of deficiencies and to complete the rotation.

The School and/or preceptor reserve the right to remove students who do not meet/comply with the expectations of the School or site from the site at any time. Upon removal from the site, the student must immediately notify the Executive Director of Experiential Education via email and request an appointment. Students removed from their experiential site as a result of policy violations or failure to meet rotation expectations (as determined by the the preceptor) may receive a grade of "F" for the experience following review by the Executive Director of Experiential Education and will be subject to disciplinary action and/or academic review (dependent on the specific situation) to determine their ability to progress or continue with the experiential curriculum. In the case that a preceptor requires student removal from a site prior to the end of a rotation and the Executive Director of Experiential Education determines the action is not warranted, students may be re-assigned to complete the rotation hours dependent on site/preceptor availability.

The Executive Director of Experiential Education will reiterate this policy with students at the time of site removal, document the conversation and outcomes, ask the student to sign as acknowledgment of the meeting/corresponding action, and forward the information to the appropriate party dependent on the situation (academic and/or disciplinary).

APPE Student Resolution Process

In instances where students feel their learning may not be maximized due to conflict within the experiential environment or miscommunications/misunderstandings with the preceptor, students must follow the procedure outlined below.

If at any time a student is in a situation that they are uncomfortable with, they should politely remove themselves from the environment and call the Executive Director of Experiential Education. Students should not put themselves in a situation where there will be obvious conflict with another person.

In the instance that conflict does occur at the experiential site, students should follow the steps below in the order in which they are presented. If any steps are omitted, the case will be referred to the first step not followed. University of Charleston has policies that have been established to resolve student problems/issues in a fair and impartial manner. This Student Resolution Procedure is one method that is available to assist in the resolution of situations that are not supportive of optimal student learning.

Every effort will be made to resolve the situation at Steps One and/or Two (below). During the resolution period, every attempt will be made to avoid disruptions to the time and learning the student receives at the site. In the instance where the resolution is not acceptable to the student and/or the student is not attending the experiential site and actively engaged in experiential activities, the student may be required to make-up time missed at the experiential site following the resolution of the situation.

Summary of the APPE Student Resolution Process

Step 1: Site Preceptor

- Speak directly to the site preceptor in advance of a major conflict (if possible). This conversation should be presented in a positive manner and with respect. In the instance where there is no method to initiate the discussion in advance of a conflict, the student should proceed to Step 2.

Step 2: Executive Director of Experiential Education

- Contact the Executive Director of Experiential Education. If present at the experiential site, politely ask the preceptor or supervisor to be excused from the work environment. During the conversation be sure to provide all information relevant to the incident and be prepared to provide additional information as needed/requested. Upon completion of the conversation, prepare a written description of the situation and forward electronically or hand-deliver within 24 hours of initiation of this step. Communication from the Executive Director of Experiential Education will be received within 24 hours of receipt; information on how to proceed will be provided (e.g., return to the site or await further direction).

Step 3: Dean of the School of Pharmacy

- If the situation is not resolved in Step 2 in a manner that is acceptable to the student, proceed to the Dean of the School of Pharmacy (next level of authority). Contact the Dean of the School of Pharmacy to schedule a meeting to discuss the situation. Bring written documentation from Step 2, a synopsis of information from Steps 1-2, and any additional materials relevant to the discussion.

Step 4: Executive Vice President, Provost, and/or Designee

- If the situation is not resolved in Step 3 in a manner that is acceptable to the student, proceed to the Provost or Designee (next level of authority). Contact the Provost to schedule a meeting to discuss the situation. Bring written documentation from Step 2, a synopsis of information from Steps 1-3, and any additional materials relevant to the discussion.

Additional Policies and Procedures

Additional University and SOP Policies

ADA Policy Statement

It is the policy of the University of Charleston to provide reasonable accommodations for qualified individuals with documented disabilities. UC will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations in regard to affording equal educational opportunity. However, it is the student's responsibility to contact the disability coordinator and provide current documentation from appropriate credentialed persons. The disability coordinator will assist students and faculty in arranging appropriate accommodations. This is in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Disability and Accessibility Coordinator Contact Information: Academic Success Center; 302 Schoenbaum Library, Clay Tower Bldg. (ASC@ucwv.edu); (304)357-4776

If you have a documented disability for which you are or may be requesting an accommodation, you are encouraged to contact the Executive Director of Experiential as soon as possible.

Title IX

The University of Charleston and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g., sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of sexual misconduct, that faculty member must notify UC's Title IX Coordinator, Virginia Moore (GSU 309, titleix@ucwv.edu, 304-357-4987) and share the information with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the on campus resource at the University Counseling Center at uc-counselor@ucwv.edu or 304-357-4862, or an off campus resource REACH at 304-340-3676 or 1-800-656-HOPE. To view UC's Sexual Harassment Policy and Grievance Procedures for resources, please visit the following web address: <http://www.ucwv.edu/UC-Life/Student-Resources/Title-IX/>

University of Charleston SOP Student Handbook Policies

The following policies and procedures are included within the UCSOP Pharmacy Student Handbook. The School of Pharmacy reserves the right to modify the policies and procedures at any time; students are responsible for staying up to date with handbook changes and will be held to all policies and procedures within the most up to date version of the handbook in the instance that policies/procedures are modified. Students are responsible for all policies included in both the University and SOP Handbooks (not to just those policies listed below). Any policy not specifically addressed below will default to the stated policy in the UCSOP Pharmacy Student Handbook and/or the University Handbook.

The following policies included within the UCSOP Student Handbook are listed below for the awareness of the preceptor and student as these are the most common policies addressed during APPEs. Again, this list is not intended to be all inclusive as students are responsible for adhering to ALL policies included in both the University and SOP handbooks at all times.

- Policies, Requirements, and Certifications
- Drug/Alcohol Policy
- Health Clearance and Insurance Policies
- Student Conduct
- Academic Standards
- Classroom/Course Expectations
- Attendance and Leave Policies
- Academic Support Services Policies
- Appendix A: Technical Standards for Student Pharmacists
- Appendix F: Professional Attire Policy
- Appendix L: Chemical and Alcohol Dependency Policy
- Appendix M: Special Considerations, Pregnancy
- Appendix N: Student Technology Policy
- Appendix V: UC Academic Integrity Policy

Preceptors may access the UCSOP Student Handbook through the UC School of Pharmacy website (<https://www.ucwv.edu/academics/school-of-pharmacy/about/>).

APPE Student Program Manual Statement of Understanding

The requirements and policies as outlined within this manual will be reviewed with students during APPE Orientation on Monday April 26, 2021. All students are required to upload a signed APPE Student Program Manual Statement of Understanding in CORE ELMS by Monday May 3rd at 5pm. Students who need additional clarification regarding the contents of this manual before signing the Statement of Understanding must email the Executive Director of Experiential Education by Friday April 30, 2021 at 5pm. Failure to meet this requirement will result in the submission of a Professional Observation Form and may delay the start of APPE rotations. Any absences as a result of failure to follow this requirement will be considered unexcused.

APPENDICES

Appendix A	UCSOP 2021-2022 APPE Schedule
Appendix B	APPE Acute Care/Internal Medicine Experience Syllabus
Appendix C	APPE Ambulatory Care Experience Syllabus
Appendix D	APPE Community Care Experience Syllabus
Appendix E	APPE Institutional Practice Experience Syllabus
Appendix F	APPE Selective Clinical Experience Syllabus
Appendix G	APPE Selective Management Experience Syllabus
Appendix H	APPE Elective Experience (I and II) Syllabus
Appendix I	APPE Formative (Midpoint) Student Evaluation Form
Appendix J	APPE Summative (Final) Student Evaluation Form
Appendix K	APPE Formative (Midpoint) Student Self-Evaluation Form
Appendix L	APPE Summative (Final) Student Self-Evaluation Form
Appendix M	APPE Student Evaluation of Preceptor/Site/Rotation Experience
Appendix N	APPE Student Internal Evaluation of Preceptor/Site/Rotation Experience
Appendix O	Office of Experiential Education Interprofessional Education and Practice Longitudinal Student Documentation Requirements
Appendix P	Office of Experiential Education Evaluation of Preceptor/Site/Rotation Experience
Appendix Q	UCSOP Professional Observation Form
Appendix R	COVID-19 Addendum

****ALL APPENDICES ARE AVAILABLE IN THE CORE ELMS “Document Library” TAB**