



## **DOCTOR OF PHARMACY PROGRAM**

# **EXPERIENTIAL EDUCATION MANUAL**

**VCU SCHOOL OF PHARMACY  
OFFICE OF EXPERIENTIAL EDUCATION (OEE)**

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## **INTRODUCTION**

Established in 1898, the Virginia Commonwealth University (VCU) School of Pharmacy (SoP) on the Medical College of Virginia (MCV) Campus has a long history of commitment to excellence in education and research, attracting outstanding faculty, and offering one of the nation's top professional graduate programs, the four (4) year Doctor of Pharmacy (PharmD) program.

### **Mission Statement**

To achieve excellence in our PharmD and graduate programs through innovative education and leading-edge research.

We will achieve our mission by graduating outstanding future pharmacists and scientists who will improve human health, foster exemplary research, and provide sustaining contributions to Interprofessional patient care.

### **Vision**

A transformational leader in pharmacy education, clinical practice, and clinical and pharmaceutical research.

### **Core Values**

1. **Innovation:** We encourage innovations and ideas that advance the school's mission.
2. **Personal growth:** We pursue professional growth and personal development that drives excellence.
3. **Integrity and respect:** We demonstrate ethical behaviors, personal responsibility, and respect for others.
4. **Collaboration:** We embrace interprofessional and interdisciplinary collaboration in patient care, teaching, learning, and research.
5. **Inclusive excellence:** We promote an environment of engagement and inclusion that values the diversity and contributions of our students, staff, faculty, and administrators.

### **Accreditation**

VCU SoP is fully accredited by the Accreditation Council on Pharmacy Education (ACPE). VCU shares the mutual goal with ACPE of assuring the optimal preparation of pharmacists for current and future practice, and ultimately to improve the healthcare outcomes of the patients and populations they serve.

According to ACPE Standards 2016, the VCU SoP must provide a continuum of required and elective pharmacy practice experiences throughout the curriculum, from introductory to advanced, of adequate scope, intensity, and duration to support the student's achievement of these educational outcomes:

#### **Standard 1: Foundational Knowledge**

The professional program leading to the Doctor of Pharmacy degree (hereinafter "the program") develops in the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to apply the foundational sciences to the provision of patient-centered care.

#### **Standard 2: Essentials for Practice and Care**

The program imparts to the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to provide patient-centered care, manage medication use systems, promote health and wellness, and describe the influence of population-based care on patient-centered care.

**Standard 3: Approach to Practice and Care**

The program imparts to the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to solve problems; educate, advocate, and collaborate, working with a broad range of people; recognize social determinants of health; and effectively communicate verbally and nonverbally.

**Standard 4: Personal and Professional Development**

The program imparts to the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to demonstrate self-awareness, leadership, innovation and entrepreneurship, and professionalism.

**EXPERIENTIAL EDUCATION OVERVIEW**

Experiential education, also known as experiential learning, provides students with real-life active participation and in-depth exposure in a variety of pharmacy settings. The Introductory Pharmacy Practice Experiences (IPPE) Program and the Advanced Pharmacy Practice Experiences (APPE) Program together augment students' classroom education by providing experiences in many aspects of contemporary pharmacy practice, and represent approximately one-third of the four-year program. Knowledge, practice skills, and professional attitudes and values must be integrated and applied, reinforced, and advanced throughout the curriculum, including the pharmacy practice experiences. To gain these experiences, students are assigned throughout the four-year program to pharmacist-preceptors at affiliated practice sites throughout Virginia and beyond for required and elective experiential education courses/rotations.

**Office of Experiential Education**

VCU SoP's Office of Experiential Education (OEE) is responsible for the overall programmatic planning and oversight of the experiential learning programs. In collaboration with preceptors and advisors, OEE strives to ensure experiential programming is meeting ACPE Standards and the goals and objectives of the school's Mission Statement and Learning Outcomes and Professional Competencies.

Uniform course learning objectives and methods of evaluation are defined for each required course/rotation. However, practice sites for each course/rotation vary somewhat in the type of experiences they can provide to students. Therefore, flexibility in each student's practice experiences is permitted in order to accommodate the differences in practice sites. Also, each preceptor of an APPE elective rotation augments the standard elective learning objectives by providing site-specific learning objectives to assist the student in achieving curricular competencies.

CORE elms (formerly RXpreceptor) is a software-as-a-service web-based experiential learning management system (SaaS web-based ELMS) used by VCU SoP for detailed student, site, and preceptor management, student and site requirements, rotation scheduling, evaluations, communications tools, and more. The syllabi of all IPPE and APPE courses/rotations, this Manual, and many forms and tools are all available in CORE elms ([www.corehighered.com/login-elms.php](http://www.corehighered.com/login-elms.php) [log in] > Document Library), in addition to being accessible on the school's website (<http://go.vcu.edu/oee>).

**Introductory Pharmacy Practice Experiences (IPPEs) for PharmD Students**

The IPPE Program of 300 hours is for students in their first three (3) years of pharmacy school (P1, P2, and P3). IPPEs may use various formats, including shadowing of practitioners or students on APPEs; interviews with real patients; service learning; and real practice experiences in community and institutional pharmacies. With appropriate preceptor supervision and monitoring, students are introduced to and involved in the fundamentals of pharmacy practice and patient care experiences

in actual practice settings and service learning experiences. IPPEs emphasize drug distribution functions, patient-focused dispensing, pharmacy management, and development of core practice skills, including communications, calculations, health promotion, ethics, medication safety, technology, informatics, and critical thinking. Achievement of professional competencies and behaviors is demonstrated by evaluations conducted by the affiliate faculty/preceptors.

### **IPPE Courses/Rotations**

#### **PHAR 530 – Introductory Pharmacy Practice Experience: Community Pharmacy**

##### **P1 Year**

Course Description: Semester course; 40 hours per week for four weeks. 4 credits. Students will work with an assigned community pharmacist for a four-week (160 hours) experience at the end of the P1 year to practice pharmacy under supervision in a community environment while learning about the medication use system. Students will demonstrate core practice skills: communication, pharmacy calculations, ethics, wellness and health promotion, informatics and critical thinking. Graded as honors (H), high pass (HP), pass (P), fail (F).

#### **PHAR 532 – Introductory Pharmacy Practice Experience: Hospital Pharmacy**

##### **P2 Year**

Course Description: Semester course; 40 hours per week for three weeks. 3 credits. Students will work with an assigned hospital pharmacist for a three-week (120 hours) experience at the end of the P2 year to practice pharmacy under supervision in a hospital environment and learn about hospital pharmacy management and medication distribution systems, including the scope of clinical pharmacy services. Students will demonstrate core practice skills: communication, pharmacy calculations, ethics, medication safety, technology, informatics and critical thinking. Graded as honors (H), high pass (HP), pass (P), fail (F).

#### **PHAR 533 – Patient Care**

##### **P3 Year**

Course Description: Semester course; 0.5 credit hour. Students will complete a minimum of 20 hours of approved patient care activities while supervised by pharmacists/preceptors or other approved health care professionals. Patient care activities enable students to learn about social issues and how to apply their knowledge to address real problems in their own community, and include activities that:

- Meet a community need;
- Establish or enhance a relationship between the community and the school;
- Help foster civic and professional responsibility and the development of a sense of caring for others;
- Are integrated into the required academic curriculum;
- Provide structured time to reflect on the experience;
- Enhance what is taught in the didactic curriculum by extending student learning beyond the classroom;
- Provide opportunities for interaction with other health professional students and practitioners; and
- Attempt to balance the service that is provided and the learning that takes place.

Graded as pass (P), fail (F).

More IPPE information, including the syllabi, guides, tools, and resources may be found in CORE elms ([www.corehighered.com/login-elms.php](http://www.corehighered.com/login-elms.php) [log in] > Documents Library), or on the school's website (<http://go.vcu.edu/oeo> > IPPE/APPE).

### **Advanced Pharmacy Practice Experiences (APPEs) for PharmD Students**

The APPE program of 1,600 hours is for students in their 4<sup>th</sup> year of pharmacy school (P4). APPEs emphasize patient care services, clinical skills, problem solving, and critical thinking by allowing students to integrate and apply, reinforce, and advance the knowledge, skills, attitudes, and values developed throughout the curriculum. With preceptor supervision and monitoring, students will be involved in obtaining patient medical and medication histories, evaluating drug therapies, identifying potential drug-related problems, developing pharmacy care plans, monitoring patients' therapeutic outcomes, consulting with physician and non-physician providers, and providing patient and healthcare provider education, in addition to patient-focused dispensing and pharmacy management.

APPEs consists of eight (8) full-time five (5)-week rotations that together provide experiences in a variety of pharmacy settings and of adequate intensity, duration, and breadth of patients, populations, and diseases pharmacists are likely to encounter in practice. Each student is required to complete six (6) specific rotations: one (1) rotation each in ambulatory care, advanced community pharmacy, geriatrics, and advanced hospital pharmacy; and two (2) rotations in acute care. One (1) acute care rotation must be in general/internal medicine; the second acute care rotation may be in either general/internal medicine or a medical specialty.

Two (2) elective rotations allow students to explore areas of personal interest, expand their understanding of professional opportunities, and complement the required experiences, in addition to achieving the outcomes of the curriculum. Many options are available for electives, including: community pharmacy management, compounding, drug information, Food and Drug Administration (FDA), hospital pharmacy administration, infectious disease management, managed care organizations, state legislative and regulatory agencies, state and national pharmacy association management, and teaching and administrative opportunities. Each type of elective may be taken only one time. However, students may repeat a required course as an elective subject to availability after all students' required courses/rotations have been assigned.

The student must complete a minimum of forty (40) hours per week for five weeks, or 200 hours, on each of the eight (8) rotations to fulfill the requirements of the curriculum. The hours should not exceed 50 hours in any week at the practice site. Time necessary to complete homework assignments outside of the practice site should not be included in the 40-50 hours per week rotation experience. Daily work schedule times are site-dependent and determined by the preceptor.

The goal of these APPEs is to advance in each student the knowledge, skills, attitudes, and values necessary to become a competent pharmacist as developed throughout the other components of the curriculum. Student performance, interactions with patients and health care professionals, and achievement of competencies and professional behaviors are monitored, documented, and evaluated by preceptors/faculty.

More APPE information, including the syllabi, tools, and resources may be found in CORE elms ([www.corehighered.com/login-elms.php](http://www.corehighered.com/login-elms.php) [log in] > Documents Library), or on the school's website (<http://go.vcu.edu/oe> > IPPE/APPE).

### **APPE Courses/Rotations**

#### **PHAR 760 - Acute Care Pharmacy Practice I**

Course Description: Semester course; daily for 5 weeks. 5 credits. This course consists of 200 hours of advanced pharmacy practice experience in an acute care hospital setting. Students will actively participate in the delivery of patient care on a general medicine service. Students may participate in the following types of activities: obtaining patient histories, identifying problems

requiring therapeutic interventions, solving problems, consulting with physicians, monitoring patient outcomes, rounding with a healthcare team, and providing educational sessions for the professional staff. These services are expected to be integrated with the hospital pharmacy services. Graded as honors (H), high pass (HP), pass (P), fail (F).

### **PHAR 761 – Advanced Hospital Pharmacy Practice**

Course Description: Semester course; daily for 5 weeks. 5 credits. This course consists of 200 hours of advanced pharmacy practice experience in a hospital pharmacy department. Students will actively participate in pharmacy operations and services relating to systems for drug distribution and drug control, scope of clinical services provided by the department, management of the department, and department relationships within the institution and health system. Graded as honors (H), high pass (HP), pass (P), fail (F).

### **PHAR 762 - Geriatrics Pharmacy Practice**

Course Description: Semester course; daily for 5 weeks. 5 credits. This course consists of 200 hours of advanced pharmacy practice experience in a variety of settings with a predominately geriatric focus. These sites may include community pharmacies, specialty clinics, rehabilitation hospitals, skilled nursing facilities (SNFs), home-based consult services, and assisted living facilities (ALFs). Students will focus on the unique medication-related needs of seniors and actively apply that specialized knowledge to provide quality pharmacy care to older adults. Graded as honors (H), high pass (HP), pass (P), fail (F).

### **PHAR 763 - Ambulatory Care Pharmacy Practice**

Course Description: Semester course; daily for 5 weeks. 5 credits. This course consists of 200 hours of advanced pharmacy practice experience in an ambulatory care, multidisciplinary practice setting. These sites may include hospital-based clinics, physician group practices, safety net clinics, and managed care facilities that provide health care directly to patients. Students will actively participate in obtaining patient medical and medication histories, evaluating drug therapies, developing pharmacy care plans, monitoring patients' therapeutic outcomes, consulting with physicians and non-physician providers, and providing education to patients and health care professionals. Graded as honors (H), high pass (HP), pass (P), fail (F).

### **PHAR 765, 766 – Advanced Pharmacy Practice Elective I & II**

Course Description: Semester course; daily for 5 weeks. 5 credits. This course consists of 200 hours of advanced pharmacy practice experience in a variety of pharmacy practice settings and provides the student with highly focused experiences in the area of the preceptor's specialty. The student is expected to participate in the day-to-day activities of the preceptor to explore his/her interest in the elective area and to develop an in-depth understanding of that area. The learning objectives will be adapted by the preceptor to fit site-specific objectives unique to the elective experience. Graded as honors (H), high pass (HP), pass (P), fail (F).

### **PHAR 768 - Advanced Community Pharmacy Practice**

Course Description: Semester course; daily for 5 weeks. 5 credits. This course consists of 200 hours of advanced pharmacy practice experience in a community pharmacy setting. Students will focus primarily on patient care services and secondarily on patient-focused dispensing functions in these pharmacies. These services will focus on the identification, resolution, and prevention of medication-related problems dealing with general medicine issues and medication therapy management. Students will actively participate in the following types of activities: interacting with patients, caregivers, and prescribers; counseling, self-care consults and recommendations; administration of immunizations; and health and wellness screenings and information. Graded as honors (H), high pass (HP), pass (P), fail (F).

### **PHAR 773 - Acute Care Pharmacy Practice II**

Course Description: Semester course; daily for 5 weeks. 5 credits. This course consists of 200 hours of advanced pharmacy practice experience in an acute care hospital setting. Students participate in the delivery of patient care in a general medicine or a medical specialty service. Students may participate in the following types of activities: obtaining patient histories, identifying problems requiring therapeutic interventions, solving problems, consulting with physicians, monitoring patient outcomes, rounding with a healthcare team, and providing educational sessions for the professional staff. These services are expected to be integrated with the hospital pharmacy services. Graded as honors (H), high pass (HP), pass (P), fail (F).

#### **APPEs for Combined Degree Students**

Students in the Combined Degree Programs (CDP) (i.e., MBA, MPH, and MS) are required to complete eight (8) five-week Advanced Pharmacy Practice Experiences (APPEs). These eight APPEs will encompass the six (6) required APPEs and two (2) elective APPEs in the area of study, as follows:

1. PHAR 760 - Acute Care Pharmacy Practice I
2. PHAR 761 - Advanced Hospital Pharmacy Practice
3. PHAR 762 - Geriatrics
4. PHAR 763 - Ambulatory Care
5. PHAR 768 - Advanced Community Pharmacy Practice
6. PHAR 773 - Acute Care Pharmacy Practice II
7. PHAR 765 - Elective - Research
8. PHAR 766 - Elective – Research
9. OFF Rotation

Students in the Combined Degree PharmD/PhD program conduct thesis or dissertation research use two (2) elective APPEs (PHAR 765/766) for full-time research-related activities which are longitudinal across APPE blocks 7 - 9 with no OFF rotation.

For more information about the combined degree program, please refer to information at <https://pharmacy.vcu.edu/admissions/combined-degree/> or [go.vcu.edu/sopcd](http://go.vcu.edu/sopcd) .

### **PRACTICE SITES**

A broad variety of quality practice sites for introductory and advanced, required and elective pharmacy practice experiences are essential to VCU SoP's experiential learning program. In compliance with ACPE standards and guidelines, practice sites for students' experiential rotations are appropriately licensed and selected based on quality criteria to ensure the effective and timely delivery of the experiential component of the curriculum.

#### **Quality Criteria and Responsibilities of Practice Sites**

Quality criteria and responsibilities for practice sites are to:

1. Meet all state and federal laws related to the practice of pharmacy
2. Conduct patient care and business in an ethical manner
3. Be clean, organized, and well managed
4. Have sufficient work volume to facilitate learning
5. Have a patient population that exhibits diversity in ethnic and/or socioeconomic culture, medical conditions, gender, and age
6. Have a patient population that supports the learning objectives for the experience
7. Have access to learning and information resources
8. Be committed to the education of pharmacy students
9. Demonstrate a practice environment that nurtures and supports professional interactions

- between students, pharmacists, and patients and their caregivers
10. Have adequate resources to ensure that students receive oversight, professional guidance, and performance feedback from preceptors
  11. Have space, equipment and technology that reflect contemporary practice and support student education for that practice
  12. Enable contemporary services for individual and group patient care, such as Medication Therapy Management (MTM)
  13. Foster collaborative professional relationships with other healthcare providers
  14. Demonstrate a strong commitment to health promotion, disease prevention, and patient safety, as reflected by the services provided (e.g., provision of health screening, tobacco cessation counseling, immunizations) and/or products made available (e.g., not stocking cigarettes and other tobacco products)
  15. Execute a written affiliation agreement with the VCU SoP

### **Affiliation Agreements**

The written affiliation agreement defines the responsibilities of the school, responsibilities of the practice site, and general conditions for a specified period of agreement, and must be executed by both parties (the site and the school) prior to assignment of students to that site.

### **Practice Site Assessment**

Helpful evaluation and feedback from students is beneficial to the school to ensure the learning experience for students at practice sites is as optimal as possible. For each rotation, the student must evaluate and provide feedback about the site via CORE elms at the end of each rotation, in addition to evaluating the preceptor and rotation experience. The school does not share these evaluations with the preceptor until the end of the academic year and only in an anonymous, aggregate fashion. However, the student is encouraged to share their feedback with the preceptor at any time. (For more information, see Quality Assessment and Assurance on page 29.)

## **PRECEPTORS/AFFILIATE FACULTY**

The selection of qualified preceptors to serve as affiliate faculty in the field is essential to effectively deliver and evaluate students in the experiential component of the curriculum. Preceptors have professional credentials and expertise commensurate with their responsibilities to the professional program. With University appointments, these pharmacists serve as affiliate faculty/preceptors for VCU SoP in the Department of Pharmacotherapy and Outcomes Science (DPOS).

Preceptors demonstrate a desire and aptitude for teaching that includes the important roles necessary for teaching clinical problem solving including instructing, modeling, coaching/mentoring, and facilitating. Serving essential functions as instructor, supervisor, role model, and mentor, preceptors guide and monitor students in the application of knowledge learned in the classroom to patient care in practice, and evaluate and grade the student's progress. Not only do preceptors provide future pharmacists with an invaluable exposure to the "real world" of pharmacy practice, they also influence the behaviors, opinions, and attitudes that graduates will carry throughout their careers.

The majority of preceptors are full-time practicing pharmacists from a variety of practice venues. Some preceptors are full-time faculty of the School of Pharmacy, and a minority of non-pharmacist preceptors represents other health professionals. The student-to-preceptor ratio is usually no more than 2:1 with exceptions enabled for large hospital settings where a team of co-precepting pharmacists assist the preceptor-of-record to whom students are assigned.

### **Faculty Appointments**

Excellence is the original and continuing goal of VCU and the SoP. A prerequisite of this goal is the recruitment and retention of a distinguished affiliate faculty. This requires the appointment of affiliate faculty/preceptors in a way that encourages excellence and creates a system to recognize those faculty who achieve excellence in their faculty duties.

Appointments are based on the merit of the individual, consideration of comparable achievement in the faculty member's particular field, and the faculty member's value to the mission and needs of the University and School. Affiliate faculty/preceptors make substantial contributions to the school and university primarily through their expertise, interest, and motivation to assist with the instruction of students in classroom and experiential settings.

### **Quality Criteria and Attributes of Preceptors**

As positive role models for students, preceptors must fulfill quality criteria and demonstrate the following attributes:

1. Have a minimum of two years' experience post-licensure and have practiced in their specific location for a minimum of one year
2. Participate in preceptor training programs supported by VCU
3. Practice ethically and with compassion for patients
4. Accept personal responsibility for patient outcomes
5. Have professional education, experience, and competence commensurate with their position
6. Utilize clinical and scientific publications in clinical care decision-making and evidence-based practice
7. Have a desire to educate others, including patients, caregivers, other healthcare professionals, students, and residents
8. Demonstrate willingness and ability to advocate for patients and the profession
9. Demonstrate creative thinking that fosters an innovative, entrepreneurial approach to problem solving
10. Have an aptitude for facilitating learning
11. Be competent in the documentation and assessment of student performance
12. Have a systematic, self-directed approach to their own continuing professional development and actively participate in self-directed lifelong learning
13. Collaborate with other healthcare professionals as a visible and contributing member of a team (formal and informal)
14. Be committed to their practice organization, professional societies, and the community

### **Responsibilities of Preceptors**

Contributing to the mission of VCU SoP to prepare the next generation of pharmacists, preceptors fulfill these responsibilities:

1. Organize the student's experiences and plan one-on-one time with the student
2. Prepare for the student's contact prior to the start of the rotation to:
  - a. Introduce themselves
  - b. Identify documentation and/or processes that will be needed on the first day of the rotation, such as a drug screen, finger printing, or varicella titer, etc.
  - c. Provide specific instructions for the first day of the rotation, such as dress code, parking, arrival time, where to meet, etc.
  - d. Review and approve absences for residency and other interviews during APPE rotations and arrange make-up time in advance
  - e. Review any pre-approved excused absences during that specific rotation for designated holidays, professional meeting attendance, and/or on-campus events
3. On the first day of each rotation the preceptor will:
  - a. Orient the student to the site, practice, and staff

- b. Review the learning objectives and suggested activities for the course/rotation and provide student assignments and experiences that support these learning objectives
  - c. Review the rotation syllabus and other materials as appropriate with the Student, and adapt the rotation experience to the student's needs, interests, and experiences to date
  - d. Review a written schedule of work hours with the student and discuss your expectations and due dates for special projects, reports, presentations, meetings, etc.
  - e. Assign a secondary supervisor when the primary preceptor will be unavailable to the student
4. Throughout the rotation the preceptor will:
- a. Communicate expectations clearly
  - b. Interact with the Student at regular intervals; be readily available to the Student
  - c. Provide ongoing feedback regarding activities and skills that are done well and those that need improvement
  - d. Supervise the Student's written and oral recommendations
  - e. Encourage self-directed learning
  - f. Require students to makeup time for absences (other than those excused in advance for the purpose of attending professional meetings, designated holidays, and VCU SoP Employment/Residency Fair day [see p. 32]) due to illnesses, potential job or residency interviews, bereavement, inclement weather, or other absences as guided by your own due diligence along with the School's attendance policies. The Rotation Absence & Make-Up Time form is useful to both student and preceptor for documenting and managing such occurrences. (See Student Rotations Contract, item #8 on page 25)
5. At mid-point during the rotation, the preceptor will:
- a. Have the student formally complete a mid-point self-evaluation of their performance in CORE elms for 4- and 5-week rotations and submit to you for your feedback. For 3-week rotations, have the student informally assess their own performance and discuss it with you for your feedback and assessment.
  - b. Guided by the rubrics and supported with comments, complete a formal mid-point evaluation in CORE elms of the student's performance for 4- and 5- week rotations and discuss it with the student.
6. If a difficult situation with a student arises, the preceptor will:
- a. Discuss the situation with the student immediately
  - b. Maintain detailed documentation
  - c. Consult with others for input regarding the situation
  - d. Contact OEE for consultation (804-828-3005 or [OEE@vcu.edu](mailto:OEE@vcu.edu))
7. At the end of the rotation, the preceptor will:
- a. Guided by the rubrics, complete the final evaluation of the student online in CORE elms, support your assessment with comments, and submit to OEE by clicking "Submit". Print a copy of the evaluation for yourself and the student.
  - b. Have the student complete a final self-evaluation of their competencies and professionalism.
  - c. Meet with the student to discuss your evaluation of the student and the student's self-evaluation, and make recommendations for the student's continuing development of competencies and professionalism.

### **Application Process**

The New Preceptor Information and Application Packet informs interested parties and applicants of the criteria and responsibilities of precepting to ensure the applicants' awareness and willingness to fulfill the school's expectations for faculty in the field. To initiate the process of faculty appointment as a preceptor, each applicant must complete a Preceptor Application for Faculty Appointment to provide pertinent information, including contact information, pharmacy degree earned, pharmacy school and year graduated, other degrees, residency training, certifications,

pharmacy organization memberships, states in which licensed, site of practice, years at current site, etc. The applicant will also provide his/her practice site information including practice description, person in charge when the preceptor is absent, hours of operation, clinical specialties offered, description of the practice site, and any site-specific requirements for the student.

The Preceptor Information and Application Packet is available online at <http://go.vcu.edu/oee> > Preceptors.

### **Preceptor Preparation and Development**

The intent of preceptor preparation and development is to foster the teaching and evaluation skills required of preceptors and ensure a consistent philosophy through professional learning experiences. Preceptor preparation and development include:

1. Orientation to the school's mission, vision, and values
2. Learning outcomes and professional competencies expected of graduates
3. Attributes of Professionalism expected of all students, faculty, and staff
4. Learning objectives and activities of courses/rotations
5. Assessment of students' prior knowledge and experience relative to the rotation's objectives
6. Communication, expectations, and accountability
7. Feedback and evaluating student knowledge, behaviors, and performance
8. Dealing with challenging situations
9. VCU policies, procedures, and other resources

Information included with the application packet serves as a written orientation prior to the assignment of students. This packet describes what the new preceptor needs to know and do, including items such as a new preceptor's checklist, professionalism expectations for both faculty/preceptors and students, and online resources, in addition to the criteria and responsibilities for preceptors and sites.

The syllabi/guides for IPPE and APPE courses/rotations provide a description of the rotation type, the learning objectives of the experience, expected and optional activities, suggested discussion topics, evaluations, and policies.

*Preceptor Newsletter* publications are distributed electronically twice a year. Training and development topics include, but are not limited to, such items as an orientation checklist, active learning techniques, customizing the syllabus, making feedback useful, students' feedback about preceptors' feedback, unacceptable behaviors, challenging situations, etc.

A postcard is mailed to each preceptor a month prior to each rotation's start date with a reminder of the student's name and helpful tips and other resources.

One- to two-hour informational/CE programs are provided to small groups of preceptors via live and/or webinar programs. Content is tailored in collaboration with the practice site.

Numerous online resources are available to preceptors to help them be more effective and efficient, have more quality time for teaching pharmacy students, and need less time to figure out how to be a great preceptor. Preceptor development resources on the School's website can be accessed by anyone at <http://go.vcu.edu/oee> > Preceptors.

This website links preceptors to VCU's Tompkins-McCaw Library for the Health Sciences which is frequently cited as one of the most valuable benefits of precepting. Research items such as MEDLINE/PubMed, Access Pharmacy, Lexicomp, Drug Facts & Comparisons, and much more are available to affiliate faculty/preceptors who obtain a V#, VCU eID, and password.

The website also provides a link to *Pharmacist's Letter's Preceptor Training and Resource Network* that is made possible by special arrangement for all VCU's preceptors. This *Network* offers preceptor training CE and assistance, including sample assignments and projects, evaluation tools, orientation checklists, and more.

In addition, the Document Library of CORE elms, the online experiential learning management system, is replete with helpful materials, such as: syllabi, evaluation rubric and forms, attributes of professionalism, helpful feedback guidance, calendar templates, preceptor-student rotation agreement template, sample projects and tasks, active learning techniques, sample evaluation comments, patient tracking forms, effective teaching strategies, questions set, Code of Ethics, Oaths of a Pharmacist/Student Pharmacist, slide sets from statewide preceptor workshops, and the VCU SoP Experiential Education Manual of policies and procedures.

By consulting these resources, the preceptor will have more quality time for teaching pharmacy students and need less time to figure out the essential elements of being a great preceptor.

### **Preceptor Assessment**

Just as helpful feedback from preceptors is beneficial to students in developing professional competencies and behaviors, helpful feedback from students is beneficial to preceptors and the school to ensure the learning experience for students is as optimal as possible. For each rotation, the student must evaluate and provide feedback about the preceptor, site, and rotation experience in CORE elms at the end of each rotation. The school does not share these evaluations with the preceptor until the end of the academic year and only in an anonymous, aggregate fashion. However, the student is encouraged to share their feedback with the preceptor at any time. (For more information, see Quality Assessment and Assurance on page #29.)

When completing the preceptors' evaluations online in CORE elms, P4 students are encouraged to nominate worthy preceptors for Outstanding Preceptor Awards. In order for nominations to be considered, nominators must provide written comments to support the worthiness of the nomination. For more information, see Preceptor Awards on page 15.

### **Preceptor Benefits**

The VCU SoP and OEE appreciate preceptors for making practice experiences available, relevant, meaningful, and challenging for our students. Preceptors receive a faculty appointment in the Department of Pharmacotherapy & Outcomes Science. The decision to offer initial appointments, continue existing appointments, or terminate appointments, is made by the Dean of the School of Pharmacy following recommendations of the Associate Dean for Experiential Education and the Chair of the Department of Pharmacotherapy & Outcomes Science. All appointments and promotions are subject to final approval by the University.

In recognition of their significant contributions in expertise, interest, and motivation to assist the universities' experiential education programs, the School will:

1. Provide online access privileges to the VCU libraries
2. Provide continuing education programs (some free)
3. Provide preceptor training programs (free)
4. Invite preceptors to serve on OEE committees and task forces where appropriate
5. Encourage interaction among the full-time faculty of the school and affiliate faculty

In addition, preceptors experience their own personal and professional development, boosts in morale from enthusiastic students, and opportunities for staff recruitment. Most preceptors feel that not only do the students learn from them, but they also learn from their students. Students can also provide valuable assistance to the practice site through activities such as medication history and reconciliation, patient counseling, health screenings, educational programs, special projects, and assistance with medication distribution.

Numerous pharmacists have learned that the rewards of being a preceptor -- including a profound sense of professional satisfaction -- are greater than the challenges to time and workload.

### **Preceptor Awards**

Annual awards recognize outstanding and exemplary APPE preceptors who have distinguished themselves as preceptors. Outstanding Preceptor Awards are presented annually to five (5) to ten (10) preceptors, and one Preceptor of the Year Award is presented.

Criteria for the awards include: the individual stimulates active independent and guided learning with constructive feedback; demonstrates interest in and enthusiasm for teaching; is inspiring and passionate about the profession; is accessible to students and organized; demonstrates professionalism, leadership, and management skills; is active in the profession and in professional organizations; and is an excellent communicator and positive role model with well-developed interpersonal skills.

APPE students nominate preceptors for Outstanding Preceptor Awards during their P4 year via the on-line experiential learning management system, CORE elms. In order for nominations to be considered, nominators must provide written comments of the most important attributes of the preceptor that meet one or more of the criteria to support the worthiness of the nomination. From student nominations, the successful five to ten Outstanding Preceptor Award recipients will be selected from the nine APPE rotation blocks in six regions of the Commonwealth. To augment the students' nominations, the OEE Committee may review the records of preceptors for additional information about each nominee. A certificate plaque is presented to each Outstanding Preceptor Award recipient.

The Preceptor of the Year Award is presented annually to an APPE preceptor who has a demonstrated history of excellent precepting for at least five years and has been nominated by a student in the current and/or previous five years for the Outstanding Preceptor Award. OEE will review the records of each eligible candidate for length and magnitude of sustained service as a VCU preceptor, which may include current and previous years' award nominations and comments, cumulative number of IPPE and APPE students precepted in each of the past five years, and current and previous years' evaluations by students. A cash award of \$500 and engraved clock are presented to the Preceptor of the Year at the Senior Banquet, and overnight travel expenses are reimbursed if needed.

More information about these awards, including past recipients, may be found on the OEE's web site, <http://go.vcu.edu/oeo> > Preceptor Awards.

### **Preceptor Promotion**

Affiliate faculty/preceptor appointments are at the ranks of clinical instructor, clinical assistant professor, clinical associate professor, and clinical professor. Promotion in rank reflects recognition of the quality of sustained efforts to the SoP's mission. There are three major academic criteria on which appointments and promotions are based: teaching; scholarship and professional growth; and service to the university, school, department, profession, and broader community.

To be considered for promotion by the promotions committee, the faculty member is required to develop a portfolio demonstrating achievements and accomplishments related to their professional practice and their contributions to the mission of Virginia Commonwealth University and the School of Pharmacy. Portfolios must be sent to the Associate Dean for Experiential Education and/or Chairman of the Department of Pharmacotherapy & Outcomes Science. Promotion is based on the consistent quality of the contributions made to the profession, Virginia Commonwealth University, and the School of Pharmacy. For more information, please send an email to

[OEE@vcu.edu](mailto:OEE@vcu.edu) requesting a copy of “Guidelines for Clinical Affiliate Faculty Appointment and Promotion”.

## **EVALUATIONS**

Student learning is evaluated using a variety of assessments: evaluations of competencies and professionalism, patient case presentations, other presentations, projects, journal club discussions, reflections, examinations, and observation.

### **Evaluations Online in CORE elms**

Preceptors use the online CORE elms system to evaluate and grade students' competencies and professionalism. In addition, students use CORE elms for their self-evaluations and to document their evaluation of the rotation and the preceptor's professionalism. Using CORE ELMS promotes consistency and reliability of assessments among users.

To become familiar with the online evaluation forms prior to using them in CORE elms, you may first wish to view and/or print a copy of the form. Forms are available in CORE elms ([www.corehighered.com/login-elms.php](http://www.corehighered.com/login-elms.php) [log in] > Documents Library), and on the OEE web site (<http://go.vcu.edu/oee> > Preceptors > IPPE/APPE).

If you have any questions regarding CORE elms or the evaluation process, contact OEE at 804-828-3005, 800-330-0519, or [OEE@vcu.edu](mailto:OEE@vcu.edu).

### **Preceptor's Feedback and Evaluation of the Student**

Throughout each rotation, the preceptor and the student should have informal discussions about the student's performance to provide prompt feedback, mitigate concerns, ensure that the student is on track, identify improvements that are needed before completing the rotation, and to guide future performance.

The goal of feedback is to be helpful. Articulated in “Making Feedback Helpful” by L. Michaelsen and E. Schultheiss in 1988 in the Organizational Behavior Teaching Review, helpful feedback conveys these seven (7) characteristics:

1. Descriptive, not evaluative, and is 'owned' by the sender
2. Specific, not general
3. Honest and sincere
4. Expressed in terms relevant to the self-perceived needs of the receiver
5. Timely and in context
6. Desired by the receiver, not imposed on him or her
7. Usable; concerned with behavior over which the receiver has control

At midpoint during 3-week rotations, the preceptor informally evaluates the student's competencies and professionalism, discusses the student's progress, and provides feedback for improvement. At the end of 3-week rotations, the preceptor formally evaluates the student's performance online in CORE elms, and prints a copy for the student for discussion.

At both midpoint and the end of 4- and 5-week rotations, the preceptor formally evaluates the student's competencies and professionalism online in CORE elms. The preceptor should print a copy of both their mid-point and final evaluations of the student for discussions with the student halfway through the rotation and at the end, respectively.

A midpoint conference between the preceptor and the student must be used to openly discuss the student's progress and to share information on the evaluations. Unsatisfactory student progress should be reported to OEE at 804-828-3005 or [OEE@vcu.edu](mailto:OEE@vcu.edu) as soon as detected.

In the final week of the rotation and no later than the last day, the preceptor must complete the student's final evaluation online and the CORE elms system will calculate the student's competencies and professionalism grades. The preceptor and the student must discuss in person the student's final evaluation at the end of the rotation.

### Grading Scale

The Community and Hospital IPPE grading scale for the competencies, professionalism, and reflection evaluations is a 3-point scale.

#### COMPETENCIES and REFLECTION GRADING SCALE

Honors	2.85 – 3.00
High Pass	2.65 – 2.84
Pass	2.10 – 2.64
Fail	< 2.10

#### PROFESSIONALISM GRADING SCALE

Pass	2.50 – 3.0
Fail	< 2.5

The APPE grading scale for the competencies evaluation is a 4-point scale. The professionalism evaluation is based on a 3-point scale.

#### COMPETENCIES GRADING SCALE

Honors	3.75 – 4.00
High Pass	3.50 – 3.749
Pass	2.50 – 3.49
Fail	< 2.5

#### PROFESSIONALISM GRADING SCALE

Pass	2.50 – 3.0
Fail	< 2.5

The student is not to lobby the preceptor for a higher grade. Doing so may result in a reduction in the rating for Integrity and Trustworthiness and thereby affect the overall professionalism grade. Further, breach of patient or site confidentiality will result in dismissal from the site and failure of the rotation. If the preceptor has reason to believe the student may not pass the rotation, OEE should be notified immediately by contacting 804-828-3005 or [OEE@vcu.edu](mailto:OEE@vcu.edu).

Failing professionalism results in failure of the rotation, regardless of the student's competencies/reflection evaluation.

### Student's Self-Evaluation

At midpoint during 3-week rotations, the student informally self-evaluates their performance of competencies and professionalism, discusses their progress with their preceptor, and solicits feedback for improvement. At the end of 3-week rotations, the student formally self-evaluates their performance online in CORE elms, and prints a copy for discussion with the preceptor.

At both midpoint and the end of 4- and 5-week rotations, the student formally self-evaluates their performance of competencies and professionalism online in CORE elms. The student should print a copy of both their mid-point and final self-evaluations for discussions with the preceptor halfway through the rotation and at the end.

The student and the preceptor must discuss the final evaluation of the student at the end of each rotation.

### Student's Feedback and Evaluation of the Preceptor/Site/Rotation

Just as helpful feedback from preceptors is beneficial to students in developing professional competencies and behaviors, helpful feedback from students is beneficial to preceptors and the school to ensure the learning experience for students is as optimal as possible. At the end of each rotation, each student must evaluate and provide feedback about the preceptor, site, and rotation experience in CORE elms. The school does not share these evaluations with the preceptor until the end of the

academic year and only in an anonymous, aggregate fashion. However, the student is encouraged to share their feedback with the preceptor at any time.

The goal of feedback is to be helpful. Articulated in “Making Feedback Helpful” by L. Michaelsen and E. Schultheiss in 1988 in the Organizational Behavior Teaching Review, helpful feedback bears these seven (7) characteristics:

1. Descriptive, not evaluative, and is ‘owned’ by the sender
2. Specific, not general
3. Honest and sincere
4. Expressed in terms relevant to the self-perceived needs of the receiver
5. Timely and in context
6. Desired by the receiver, not imposed on him or her
7. Usable; concerned with behavior over which the receiver has control

To support the assessment, the student must provide comments of helpful feedback (professionally descriptive, specific, and sincere) to reinforce what was performed well, recommend improvements for future performance, and/or share other related comments. If low scores are submitted without comments, or if comments are unprofessional, the assessment will be unfinalized to enable another opportunity for the student to submit professionally-worded comments the preceptor can actually use to improve future performance.

When completing the preceptors’ evaluations online in CORE elms, P4 students are encouraged to nominate worthy preceptors for Outstanding Preceptor Awards. In order for nominations to be considered, nominators must provide written comments to support the worthiness of the nomination. For more information, see Preceptor Awards on page 15.

### **Incomplete or Failed Rotation**

The preceptor must notify OEE in the event a student does not finish a rotation and/or assignments on schedule (e.g., the student has to makeup days or complete a project). The final evaluation should not be completed until the student has accomplished all requirements of the rotation. A deadline for completion of the work will be set in writing by the preceptor and a copy provided to both the student and OEE. The preceptor will notify OEE if the work is not completed by this deadline.

Failure to fulfill the terms of completion of the rotation will result in failure of the course, which must then be repeated with a different preceptor and may delay graduation. In addition, failing professionalism results in failure of the rotation, regardless of the student’s competencies/reflection evaluation. Two APPE failures may result in dismissal from the program.

Repeating a course/rotation with a different preceptor will be based on preceptor availability and any terms associated with the student’s academic probation, medical leave of absence, or administrative leave of absence. The student must pass all three (3) IPPE rotations before advancing to APPEs in the P4 year, and must pass all eight (8) APPEs within two (2) academic years, or risk being dismissed from the program.

## **STUDENTS**

### **Policy**

Each student is required to satisfactorily fulfill the School’s introductory and advanced pharmacy practice experiences (IPPEs and APPEs) throughout the curriculum to support the student’s achievement of professional competencies, and to uphold the school’s policies and responsibilities when gaining pharmacy practice experiences with preceptors at practice sites. Toward this end, each student is assigned annually to one of six (6) geographic regions: Charlottesville, Northern Virginia,

Richmond, Roanoke, Southwest Virginia, or Tidewater. Always subject to preceptor availability, every effort is made to assign each student to their first or second preferred region within Virginia for all or most rotations; and the region assignment for a student's APPEs may be different from their IPPEs. In addition, every effort is made to assign each student to sites and preceptors free of circumstances or connections of potential bias that could adversely affect the student/preceptor relationship and the desired outcomes. Therefore, students are not assigned to sites where students have been or currently are employees, or to preceptors who are family members or who are past or current supervisors. Rotation assignments will be within a 60-mile+ radius of the student's housing; therefore, the student must be prepared to commute if necessary. All expenses for site-specific requirements, housing, transportation, parking, etc. for rotations are the student's responsibility. After rotation assignments are announced, the student must not contact a preceptor directly to attempt to arrange or change a rotation. Because of the complexity of rotation placements, all rotation scheduling must go through OEE.

### **Regions/Zones**

A region is an area of the Commonwealth in which there are a sufficient number and variety of preceptors and sites to accommodate all of a student's required rotations, and a zone is a smaller area within each region. In addition, there are two zones in Southside Virginia, East and West, in which a student may complete a number of required rotations, but not all due to a shortage of specific type(s) of practice sites. The list of cities and towns within each region/zone is available from OEE and in the Document Library of CORE elms. CORE elms is also programmed for regions/zones. Additionally, there are a limited number of affiliated out-of-state sites available for APPE rotations.

IPPE students are assigned to one of six (6) regions/zones based on annual availability.

APPE students are assigned to one of six (6) regions/zones based on historical capacity of preceptors and sites as follows:

- Charlottesville: 10-15 students are assigned to one of 2 zones: Central or West
- Northern Virginia: 25-30 students are assigned to one of 4 zones: Central, North, Northwest, or South
- Richmond: 60-65 students are assigned to one of 2 zones: North or South
- Roanoke: 20-25 students are assigned to one of 3 zones: Central, East, West
- Southwest Virginia: 2-5 students are assigned to one of 2 zones: Southwest or Far Southwest
- Tidewater: 25-30 students are assigned to one of 3 zones: East, West, or Williamsburg

Priority placements in a specific region/zones assignment are made for students who:

- Complete the P3 year on the UVa Campus in the Charlottesville region
- Complete the P3 year on the Inova Campus in the Northern Virginia region

Subject to preceptor availability, special circumstances for a specific region/zone assignment are considered for students who notify OEE that they:

- Own a home
- Live with parent(s)
- Have minor children
- Are under frequent medical care of a physician

OEE may request student documentation to substantiate the special circumstances.

### **IPPE & APPE Assignments Procedures**

#### **Procedures**

1. Preceptor and site availability determine the number of IPPE or APPE students assigned to a region/zone.
2. Each student may change his/her region/zone preferences from year to year.
3. Each year, each student selects a required minimum of region/zone preferences in CORE elms:

- a. For IPPEs, a minimum of three (3) zones in at least two (2) regions; or
- b. For APPEs, a minimum of six (6) zones in at least three (3) regions.
4. CORE elms assigns the student's region/zones using an algorithm that encompasses student preferences, curriculum requirements, and course/preceptor availability constraints.
5. For IPPE assignments:
  - a. Student preferences for preceptors/sites are not enabled due to the limited number of preceptors who offer IPPEs.
  - b. CORE elms assigns the student's IPPE using an algorithm that encompasses student region/zones preferences, curriculum requirements, and course/preceptor availability constraints.
  - c. Once student-preceptor IPPE assignments are announced, changes are made only in circumstances when the preceptor or site becomes unavailable, or if there is a substantial problem that prevents the student from participating as scheduled.
6. For APPE assignments:
  - a. Certain APPE assignments must be finalized and manually pre-booked before students make their rotation preferences in CORE elms. Annually updated information is provided separately by OEE for these assignments:
    - i. Applications are required for some APPEs, such as FDA, Indian Health Service, Kaiser, and national pharmacists associations
    - ii. Some hospitals offer multi-block APPE assignments for a select number of students
    - iii. Some students request to be "off" in specific rotation blocks
    - iv. Some new sites/preceptors identified by students (according to the Out-of-Program APPE Options described below).
  - b. After these pre-booked APPEs are finalized, each student selects a minimum of three (3) and a maximum of six (6) preceptor preferences in CORE elms for other APPEs within the assigned region/zones.
  - c. Subject to preceptor availability, certain region/zones exceptions are permitted:
    - i. APPE elective rotations may be assigned anywhere.
    - ii. Certain APPE required rotations may be available in other regions/zones.
    - iii. Certain APPE rotations may be assigned to out-of-state sites and preceptors who are affiliated with VCUSOP.
  - d. Free housing is available at some sites for APPEs and is noted in CORE elms's Preceptor/Site Description when known.
  - e. Students who are assigned to a region other than Richmond for their APPEs and who are completing previous housing agreements in Richmond, will be allowed to complete up to their first two APPE rotations in Richmond, subject to the availability of preceptors/sites.
  - f. After the pre-booked APPEs are finalized, CORE elms assigns the balance of students' APPEs using an algorithm that encompasses each student's preceptor preferences, curriculum requirements, and course/preceptor availability constraints.
  - g. Once student-preceptor APPE assignments are announced, changes are made only in circumstances when the preceptor or site becomes unavailable or if there is a substantial problem that prevents the student from participating as scheduled. With preceptor-driven changes, OEE provides reassignment options to the student for review and submission of preferences. OEE then works in order of the student's preferences to confirm preceptor availability and approval.
  - h. When an APPE student wants to change a rotation, the student must submit a Rotation Change Request form (available online in CORE elms) describing the substantial problem that prevents the student from participating as scheduled. The request is reviewed and approved or denied by the OEE Committee, all decisions are final, and all parties are notified as appropriate.

### Out-of-Program APPE Options

#### Policy

To be recognized as faculty preceptors and practice sites for VCUSOP's experiential education program, pharmacists and sites must have faculty appointments and executed affiliation agreements with VCUSOP to thereby be "in program". Pharmacists and sites that are not affiliated with VCUSOP are considered "out-of-program". However, within specific limitations as directed in this procedure, students may identify new APPE preceptors and sites for potential affiliation.

#### Procedures

1. Students may identify new APPE preceptors/practice sites within Virginia.
2. Due to the difficulties associated with fulfilling affiliation agreements, pursuit of out-of-state and out-of-program practice sites for hospital facilities is not enabled.
3. For APPEs other than hospital-based rotations, a student may identify up to two new preceptors/practice sites that are out-of-state and out-of-program.
4. Identifying new preceptors and practice sites requires special handling and processing by both the student and OEE. The student must submit a fully completed "Requesting APPE Rotations at New Site(s)" form, identifying contact information for the preceptor and site.
5. Before students can be assigned to new preceptors and sites, preceptor faculty appointments and executed affiliation agreements must be finalized through a process managed by OEE.
6. If a new preceptor faculty appointment and executed affiliation agreement are not finalized by November 1<sup>st</sup> of the student's P3 year, or if the tentative rotation with a new preceptor/site is canceled for any reason, the student will be assigned to VCUSOP's in-program preceptors/sites within their assigned region/zones.

#### **Student Rotations Contract**

The **bold text** below identifies the Student Rotations Contract with VCU SoP. The contract is a summary of the student's responsibilities as fully articulated in this VCU SoP Experiential Education Manual. Every student is expected to sign and date the Contract, declaring he/she has read, understands, and will uphold the Contract. The signed and dated contract is to be kept readily available by the student for related queries at practice sites. In addition, the student is to click "Mark Reviewed" in Blackboard to confirm commitment to fulfill all policies and responsibilities. To augment understanding, regular text below provides additional insight and information about the Contract.

**The Student Rotations Contract is an Agreement made between the Virginia Commonwealth University School of Pharmacy (hereinafter the "School") and each student enrolled in the Doctor of Pharmacy program (hereinafter the "Student"). Whereas, pharmacy practice experiences (aka rotations) are a required component of the Doctor of Pharmacy curriculum, the School has entered into affiliation agreements with practice sites and affiliate faculty/preceptors at those practice sites to train, guide, supervise, and evaluate Student performance relative to the learning objectives of each course/rotation. In turn, each Student is required to satisfactorily fulfill the School's explicit policies and responsibilities when gaining pharmacy practice experiences with preceptors in practice sites. This contract is a summary of the student's responsibilities as fully articulated in the VCU SOP Experiential Education Manual (CORE elms > Document Library), which every Student is expected to have read, understood, and signed electronically in Blackboard.**

**1. PROFESSIONALISM:** The Student must dress, speak, and act professionally and be actively engaged at all times, upholding the school's Attributes of Professionalism. (See page 33.) As a guest of the preceptor and site, the Student will be mindful that pharmacy is a small, well-networked world in which he/she is developing his/her life-long professional reputation. If the Student fails the professional behaviors evaluation, the rotation is failed, regardless of the Student's evaluations of competencies and reflection assignment.

The Student must follow established school and site policies and must adhere to standards of dress and behavior specified by the preceptor and site. A clean short lab coat and a VCU nametag must be worn unless the site's policy directs otherwise.

The Student will be mindful of guidance that influences the development of their professional reputation:

- a) There are no second chances to make good first impressions.
- b) The practice site should not be treated casually.
- c) Pharmacy is a small, well-networked world of alums, colleagues, friends, and potential future employers.
- d) Treat each rotation as an employment interview from start to finish.

Regardless of an anticipated career path, the Student is better served by remaining objective about each rotation, for numerous career paths have been altered after students experience new and appealing options previously unimagined.

Removal of the Student from the site and failure of the rotation can result from these infractions: breach of patient or site confidentiality; persistent display of disinterest and apathy; excessive tardiness/absences; plagiarism; inappropriate personal use of internet access, computer, or phone; an unprofessional act(s) deemed as such by the preceptor or authorities at the practice site.

**2. PREREQUISITES FOR ROTATIONS: The Student must submit evidence of fulfilling all School requirements (e.g. background check, immunizations, updated resume, etc.) for rotations and any other requirements of the assigned site(s) (e.g. drug screen, finger printing, paperwork, etc.) by specified due dates. Sites may decline to accept the student if he/she has not fulfilled requirements. The Student is responsible for the costs of all requirements for rotations. Failure to have a clear background check report and/or clear drug screen may prevent the student from successfully completing education requirements of the PharmD program.**

Prior to starting rotation(s), and in addition to passing required didactic courses in the curriculum, VCU requires Students to complete the following specific prerequisites:

Rotation prerequisites for all students due each spring:

- Background Check Report and notice of order completion in Blackboard
- Health insurance (see item #12 on page 26 for more information)
- Immunizations History Record: 3 Hep Bs + positive titer, Meningococcal, 2 MMRs, Tdap within 10 years, Varicella positive titer or 2 vaccines, plus annual TST results
- Photo, head shot, professional attire, JPEG only (upload to CORE elms)
- Resume/CV (update & upload to CORE elms)
- Student Rotations Contract, signed electronically in Blackboard
- Tuberculin Skin Test (TST) results, 2-step at admission or by P-2 year, and 1-step annually each spring (updated in VCU Immunizations History record and uploaded to CORE elms)
- Virginia pharmacy intern license for all students due each fall:
- Immunization: Influenza (updated in VCU Immunizations History record and uploaded to CORE elms) for P3 students due each August TBD:
- Certification of CPR BLS for Healthcare Providers w/live skills assessment from American Red Cross or American Heart Association
- Certification of Immunization Administration Training from APhA

Successful completion of a background check is required for participation in rotations. Failure to have a clear background check report may prevent the Student from successfully completing the clinical education requirements and, therefore, the program.

The Student must upload documentation of completion of specified requirements as indicated to CORE elms by the announced due date and maintain documentation for immediate retrieval upon the request of preceptors or other officials at the practice site. Any expenses for these requirements are the Student's responsibility.

In addition to VCU's prerequisites for rotations, the Student must be attentive to any site-specific requirements that may be required prior to (1-6 months; varies by site) or at the start of each rotation. Examples:

- Agreements/Documents – e.g. confidentiality, conduct, ethics, substance abuse, etc.
- Contacting preceptor at each site's designated time prior to the rotation start day
- Drug Screen: 10- or 12-panel as required
- Finger Printing
- Health Insurance
- Identification(s): photo IDs, social security number &/or date of birth
- Site Orientation: Prior to the rotation or at beginning of rotation
- Site-Specific Background Check
- Site-Specific Training: Computer, HIPAA, OSHA, Security, etc.
- Student name badge and white lab coat
- U. S. citizenship: Military sites exclude non-U.S. students and students with dual citizenship
- Other TBD

Successful completion of a drug screen is required for participation in rotations at some practice sites. Failure to pass the drug screen test may prevent the student from successfully completing that rotation assignment, and he or she may be subject to other sanctions.

Military and federal sites require the Student to contact their preceptors as much as 3-6 months prior to the start of the rotation in order to fulfill the site-specific requirements. For other sites, the Student is expected to make inquiries about site-specific requirements when contacting the preceptor 1-month in advance of the rotation. Students may be redirected to the site's Human Resources Department. Any expenses associated with the site-specific requirements are the Student's responsibility.

The site may decline to accept the Student if he/she has not fulfilled the site-specific requirements by the due date imposed by the site. Consequently, the rotation may need to be rescheduled for the next available rotation block, and if applicable, may result in a delay in graduation.

Site-specific requirements, if provided to OEE by the site, are listed in CORE elms in Preceptor/Site Information: CORE elms > Scheduling > Rotation Schedule > click on the hyperlink to Preceptor/Site.

**3. TRANSPORTATION, PARKING, AND HOUSING: The Student is responsible for all transportation to and parking costs at rotation sites. The Student may need to travel up to 60+ miles to rotation assignments within the Student's region/zone; therefore, the Student must be prepared to commute if necessary. The Student must arrange his/her own housing for all rotations. Free housing is available at a limited number of sites.**

The Student must obtain information about parking from the preceptor prior to the start of the rotation. Transportation and parking expenses are the Student's responsibility.

Due to the limited number of rotations in the Richmond and Northern Virginia areas relative to the large number of students preferring those regions/zones, students are encouraged to consider the excellent rotations available in the regions of Charlottesville, Roanoke, and Tidewater. Consider free housing arrangements with family and friends for rotations throughout the four years, or plan ahead to share rental housing with friends during your P4 year in an area outside of Richmond or Northern Virginia.

**4. REMUNERATION: The Student must not receive any remuneration from the assigned practice site or preceptor. Certain gratuities are acceptable, such as free or reduced-cost meals or housing at the site.**

**5. CONTACT THE PRECEPTOR: Military and federal sites require the Student to contact them as much as 3-6 months prior to the start of the rotation in order to fulfill the site-specific requirements. Most preceptors expect to be contacted by the Student one (1) month prior to the rotation.**

- a) Introduce yourself. Sending your resume will help the preceptor get to know you sooner.
- b) Identify any site-specific requirements (see item #2) that will be needed prior to or on the first day of the rotation, such as a drug screen, finger printing, health insurance, security documents, etc.
- c) Obtain specific instructions for the first day of the rotation, such as dress code, parking, arrival time, where to meet, reading assignments, etc.
- d) Request the preceptor's permission to be off for scheduled absences for employment and residency interviews, and arrange in advance to make-up missed time.
- e) Request the preceptor's permission to be off for any pre-approved excused absences (see item #8) during that specific rotation for designated holidays, the VCU SoP Employment/Residency Fair, or professional meeting attendance.

The preceptor's first impression of the Student will come from this initial contact. Be very mindful of communicating in a professional manner whether in writing via email or by phone. You never get a second chance to make a good first impression.

The Student should contact OEE if they experience any difficulty in reaching the preceptor.

**6. ROTATION PREPARATION, HOURS AND ASSIGNMENTS: The primary objective of experiential rotations is learning. Therefore, as an adult learner, the Student must actively prepare for and be actively engaged in the rotation to maximize learning. The Student must fulfill the required number of hours; extended hours including evenings and weekends may be necessary. The Student must take assignments and deadlines seriously, as this is a measure of professionalism and maturity.**

Prepare for each rotation by reviewing the syllabus/guide, class notes, disease states, therapy guidelines, top 200 drugs, medical terminology, calculations, motivational interviewing, assessment skills, etc., appropriate for each rotation. Satisfactory active participation, professional attitudes, communications, completion of assignments and duties, and evaluations are all required to fulfill both academic requirements and practice experience hours that will be submitted to the Board of Pharmacy for pharmacist licensure.

Further, the Student should expect to interact and work with other pharmacists, residents, technicians, and staff, whether or not the preceptor is available and/or when assigned to work with others. The Student should take advantage of these opportunities by learning about their responsibilities and experiences.

**7. TIME MUST BE MADE UP FOR TARDINESS AND ABSENCES:** The Student must contact the preceptor as early as possible to request permission and arrange to make up missed rotation time for being tardy, leaving early, or being absent for unscheduled circumstances, such as illness, inclement weather, bereavement, traffic delays, failed alarms; or being absent for scheduled events, such as job or residency interviews and family/personal events. Leaving the site during rotation hours without permission is not permitted. Repeated absences may result in failure of the rotation. *The decisions of VCU to close due to inclement weather do not apply to students on rotations.*

In the event of inclement weather, the Student must adhere to the instructions of the preceptor and site. If the preceptor excuses the Student due to weather conditions, the time missed should be made up before the end of the rotation. The decisions of VCU to close due to inclement weather do not apply to the Student on rotations.

Attendance during each assigned rotation period is mandatory. Time away from the rotation site for such circumstances must be made up in order to fulfill the course requirements and Board of Pharmacy licensure requirements. The Rotation Absence & Make-Up Time form is available in CORE elms ([www.corehighered.com/login-elms.php](http://www.corehighered.com/login-elms.php) [log in] > Documents Library).

Chronic tardiness, chronic absences, and unexcused absences, as documented by the preceptor, will be reported to OEE and may result in failure of the rotation.

NOTE: If the Student receives a notification of jury duty while assigned to rotations, the Student may contact OEE for a letter requesting exemption from jury duty in order to fulfill the requirements of the Doctor of Pharmacy program.

(See Absences and Tardiness During Rotations Policy on page 32.)

**8. TIME AWAY FOR THE SCHOOL'S PREAPPROVED EXCUSED ABSENCES:** The Student does not have to make up time away from rotations for the School's preapproved excused absences. Pre-approved excused absences are granted for four (4) purposes only:

- a) **Four (4) designated holidays: Memorial Day, Independence Day, Labor Day, and Thanksgiving Day.** The days preceding and following the holiday are regular rotation days. As will occur in practice as a pharmacist, the Student may be asked to work on the actual holiday and be off on another day. (Christmas Day and New Year's Day fall during the winter break when no rotations are scheduled.);
- b) **Mandatory attendance required of the entire P4 class for a scheduled on-campus assembly;**
- c) **Optional attendance of the VCU SoP Employment/Residency Fair, 1 day or portion of the day; and**
- d) **Attending a state, regional, or national meeting for 1-4 days varying by meeting and student, provided the Student has written approval from the Dean's Office at least 3 weeks prior to the event.**

Following guidance in the Student Handbook, the Student who wants to attend a professional state, regional, or national meeting must first submit an online Absence Request to the Dean's Office at least three (3) weeks prior to the event, and secure prior approval for a specific number of days. The maximum number of days for pre-approved excused absences will vary from 1 to 4 (excluding Saturday and Sunday) for travel and meeting attendance and will vary from student to student. The Student must inform their preceptor of actual and/or potential pre-approved excused absences well in advance when making initial contact with the preceptor at least one month prior to rotations. The Dean's Office notifies the Student and OEE of pre-approved excused absences, and OEE subsequently informs the preceptor.

The Student is not required to make up pre-approved excused absence days for attending professional meetings. However, time missed to attend professional meetings will be deducted from the Student's internship hours reported to the Virginia Board of Pharmacy.

(See Attendance at Professional Meetings While on Rotations Policy on page 32.)

**9. INAPPROPRIATE USE OF TECHNOLOGY:** Smart phones are not routinely used in all practice settings as a device for accessing pharmacy-related research and references. Therefore, the Student must seek permission of the preceptor to use his/her personal smart phone for pharmacy-related references and research. However, the Student must not use phones and computers, regardless of ownership, for personal calls, texting, gaming, shopping, etc. during rotation hours.

**10. INITIATIVE, DISCRETION, AND CONFIDENCES:** The Student should take initiative in communicating and engaging with the preceptor, pharmacists, staff, other healthcare professionals, and patients, but should not step beyond the realm of professional courtesy, common sense, or preceptor supervision. The Student should never publicly challenge the advice or directions of the preceptor, but should discuss any concerns or disagreements in private. The Student must respect any and all confidences revealed during each rotation, including patient information, pharmacy records, fee systems, professional policies, etc.

If the preceptor does not provide an on-site orientation and a schedule, activities, and other documents pertinent to the rotation, the Student should ask the preceptor for any available documents and clarification of expectations. Daily starting and stopping times are site-dependent, may include nights and/or weekends, and are determined by the preceptor. Students should examine the schedule and other documents and make sure they understand any special projects, reports, and evaluation procedures, and actively seek self-directed learning experiences when time permits.

Breach of patient or site confidentiality will result in dismissal from the site and failure of the rotation.

**11. PROFESSIONAL LIABILITY:** When completing assigned rotations, the Student is covered for professional liability by the self-insured risk management plan of the Commonwealth of Virginia. In addition, the Student may individually carry professional liability insurance.

**12. HEALTH INSURANCE:** The Student must have health insurance. Neither the School nor the practice sites will be liable for any medical expenses incurred by the Student participating in the program.

The Student must determine ahead of time if any of their rotation sites specifically require the Student to have their own individual health insurance coverage. If the site has provided this information to OEE, it is listed in CORE elms in the practice and/or site description(s). Students assigned to the Inova Campus are required by school policy to have health insurance to cover their medical needs.

**13. PRECAUTIONS DURING PREGNANCY:** The Student who is pregnant while on rotations needs to be aware of certain measures in order to avoid high-risk clinical exposures and certain teratogenic drugs, such as chemotherapy.

The Student is responsible for updating their health record with Student Health Services. Special considerations may need to be given in regard to the immunization policy and rotation assignments. The Student shall notify the IPPE Director or APPE Director and the preceptor to make every attempt to ensure their own safety and the safety of their unborn child. Time missed due to pregnancy must be made up subject to established absence policies.

**14. BLOOD-BORNE PATHOGEN EXPOSURE: The Student must follow the site's procedures, or if not available, follow VCU's Blood-Borne Pathogen Guidelines in the Experiential Education Manual and in all the School's course syllabi.**

- a. Immediately wash the site for 5 minutes with soap and water or flush eyes with normal saline or tap water for 15 minutes (remove and discard contact lenses).
- b. Report the incident immediately to the preceptor.
- c. The preceptor will file a report at the site following the site's procedures.
- d. The preceptor will also report the incident to OEE and send the Student for follow-up to VCU Student Health Services, Inova Employee Health, or to the Student's physician.

The School's full policy and procedure addressing Blood-borne Pathogen Exposure during Experiential Education can be found in the Student Handbook in Blackboard, and in this Experiential Education Manual which is in CORE elms ([www.corehighered.com/login-elms.php](http://www.corehighered.com/login-elms.php) [log in] > Documents Library).

(See Blood-borne Pathogen Exposure During Experiential Education Policy on page 34.)

**15. HIPAA: The Student must keep all patient data confidential and must review HIPAA requirements and policies of the rotation site.**

All patient data reviewed or discussed during the rotation must be kept confidential. Review HIPAA requirements and policies of the rotation site. When discussing a patient while outside of the immediate practice area, or with anyone not involved in the patient's care (e.g., in public areas of the hospital, at case presentations, or professional meetings) the Student must never reveal a patient name. Any breach of patient confidentiality, however minor, will result in dismissal from the site and failure of the rotation.

**16. POLICIES AND PROCEDURES; LAWS AND REGULATIONS: The Student must follow all policies, procedures, and requirements of each rotation site in addition to the policies, procedures, and requirements of the School of Pharmacy. The Student must obey all laws and regulations that govern pharmacy practice and seek clarification when uncertain.**

**17. EVALUATIONS: The Student must complete all required evaluations. *The Student is not to lobby the preceptor for a higher grade.***

Evaluations are completed in the online CORE elms system using a grading rubric that describes performance requirements. In addition to the preceptor's evaluation, the Student completes self-evaluations for the purpose of self-reflection to identify areas for improvement. Both mid-point and final evaluations are conducted for 4- and 5-week courses/rotations, the IPPE Community and APPEs, respectively. Only final evaluations are conducted for 3-week IPPE Hospital courses/rotations. In addition to the student and preceptor discussing formal evaluations at scheduled times, the student should actively seek feedback from the preceptor throughout the rotation.

The Student is not to lobby the preceptor for a higher grade. Doing so may result in a reduction in the rating for Integrity and Trustworthiness and thereby affect the overall professionalism grade.

At the end of each rotation, the Student must complete the Evaluation of Preceptor, Site, and Rotation and the Professionalism Evaluation of the Preceptor. These evaluations are not shared with the preceptor until the end of the academic year and only in an anonymous, aggregate fashion. Both evaluations provide valuable feedback to the school.

**18. INCOMPLETE AND FAILED ROTATIONS: If for any reason the Student cannot start a rotation, does not complete a rotation, or fails a rotation, the Student may have to wait until the start of the next regularly scheduled rotation cycle to complete or repeat that rotation.**

**That rotation assignment will be based upon preceptor availability and any terms associated with the Student's academic probation, medical leave of absence, or administrative leave of absence, and may delay graduation. Summer tuition may be incurred. Failing two (2) APPEs may result in dismissal from the program.**

Delayed, incomplete, terminated, or failed IPPE rotations will block the Student's advancement to the next academic year, and the Student must pass all three (3) IPPE rotations before advancing to APPEs in the P4 year. Delayed, incomplete, terminated, or failed APPE rotations could delay the Student's graduation date and may result in the student incurring summer tuition charges. Any actual or potential delay in graduation must be discussed with the Associate Dean of Admissions and Student Services.

Final evaluations of rotations will not be submitted until all work assignments are satisfactorily completed. A deadline for completion of the work will be set in writing by the preceptor and a copy provided to both the Student and OEE. The preceptor will notify OEE if the work is not completed by this deadline.

Absence from a rotation due to illness that will compromise the completion of the rotation must be referred to the Associate Dean of Student Services for consideration of a medical leave of absence from the rotation.

Termination and failure of the rotation can result from these infractions: an unprofessional act deemed as such by the preceptor or authorities at the practice site; breach of patient or site confidentiality; persistent display of disinterest and apathy; excessive tardiness; excessive absences; or inappropriate personal use of internet access, computer, or phone. If you have a challenging situation on rotation, contact OEE right away for assistance.

Repeating a course/rotation will be based upon preceptor availability and any terms associated with the Student's academic probation, medical leave of absence, or administrative leave of absence.

**19. ROTATION CHANGE REQUEST: After rotation assignments are announced, the student must not contact a preceptor to attempt to arrange or change a rotation. Changes are made only when the preceptor or site becomes unavailable, or if the OEE Committee approves a Rotation Change Request describing the Student's substantial problem that prevents participation.**

Once student-preceptor assignments are announced, changes are made only in circumstances when the preceptor or site becomes unavailable or if there is a substantial problem that prevents the Student from participating as scheduled. With preceptor-driven changes, OEE provides reassignment options to the Student for review and submission of preferences. OEE then works in order of the Student's preferences to confirm preceptor availability and approval.

It is inappropriate for the Student to contact a preceptor directly at an affiliated practice site to attempt to arrange or change a rotation. Because of the complexity of rotation placements, all rotation scheduling must go through OEE. (Students may identify potential new preceptors/practice sites and submit their information on OEE forms. Before students can be assigned to new preceptors and sites, faculty appointments by and affiliation agreements with the University must be finalized through a process managed by OEE.)

When the Student wants to change a rotation, the Student must submit in writing a Rotation Change Request form describing the substantial problem that prevents the Student from participating as scheduled. The request is subject to review and approval or denial by the OEE Committee, all decisions are final, and all parties are notified as appropriate.

For more information, see the Rotation Change Request form available in CORE elms ([www.corehighered.com/login-elms.php](http://www.corehighered.com/login-elms.php) [log in] > Document Library).

## **QUALITY ASSESSMENT AND ASSURANCE POLICY AND PROCEDURES**

The overall process for Quality Assessment and Assurance includes these steps:

1. Assessment activities are conducted
2. Assessment data is collected and quantified
3. Low scores of 2 or less are examined for trends and outliers
4. Outliers are flagged
5. Interventions are taken as needed
6. Aggregate reports are shared with faculty annually after each class completes its rotations
7. Recurring themes across all aggregate comments are identified for use in preceptor training and development and class meeting orientations
8. Preceptor licensure monitoring is conducted
9. Experiential Education Advisors and/or focus groups are consulted as needed

Assessment activities utilized for quality assurance include:

Preceptor Evaluations of Students – Each preceptor evaluates each assigned student. Each IPPE student evaluation is tied to the learning objectives of the IPPE and grading is based on defined scores for High Pass, Pass, and Fail. Each APPE student evaluation is tied to the school's learning outcomes and professional competencies and behaviors, and grading is based on defined scores for Honors, High Pass, Pass, and Fail. At the end of the academic year, metrics are analyzed in aggregate for trends and common themes and reported to the faculty.

Student Evaluations of Preceptors - Each student evaluates each assigned preceptor using a variety of questions about the preceptor, site, and rotation experience, with responses ranging from 1 = Strongly Disagree to 4 = Strongly Agree. Each student also evaluates the preceptor's professionalism, with responses of 3 = Satisfactory, 2 = Needs Improvement, or 1 = Unacceptable. Anonymous, aggregate evaluations are shared with each preceptor at the end of the academic year and discussed with the preceptor as warranted.

The IPPE Director and APPE Director review all evaluations at the conclusion of each rotation block. Particular attention is directed to low scores of both student evaluations by preceptors and preceptor evaluations by students. Low scores are reviewed with the Associate Dean for Experiential Education and/or the OEE Committee as warranted. The most compelling concerns may subsequently be communicated with the Executive Associate Dean for Academic Affairs, the Associate Dean of Student Services, and/or the Dean before actions are taken.

When a student low score is received, the assessment data is analyzed and one of four actions taken:

None: Issue is found to be acceptable for the student's circumstances at this time in their professional development. OEE will not contact the student at this time.

Monitor: Issue warrants the student to be monitored in subsequent rotation(s) to determine if a pattern is revealed. Student may be contacted.

Intervene: Student is contacted to discuss issue and plan for improvement.

Remove: Student is removed from the preceptor/site. The student may be reassigned or terminated from the rotation, depending on the circumstances.

When a preceptor/site low score is received, the assessment data is analyzed and one of five actions taken:

None: Issue is found to be a singular event or personality conflict within that specific rotation. Preceptor/Site is still in good standing and will continue to receive students.

Monitor: Issue warrants the site to be reexamined after subsequent rotations when more data is available.

Investigate: Past evaluations are used to review past performance of preceptor/site. Phone calls are made to determine if any underlying causes could be contributing to issues.

Intervene: Meet with preceptor to discuss issue and resolution.

Remove/Inactivate: Assigned students are removed from the preceptor or site and preceptor or site is made inactive.

Aggregate IPPE and APPE reports: OEE provides annual aggregate reports regarding each year's IPPE and APPE student evaluations to the DPOS, Curriculum Committee, and Outcomes & Assessment Committee. Highlighted are lowest competency and professionalism scores by preceptors' assessments and students' self-assessments, most frequently reported "N/A" competencies, and common themes in written comments.

Preceptor Licensure Monitoring reports: The written record of each preceptor's initial application permanently retains the review of their board of pharmacy licensure status. For subsequent ongoing and routine monitoring to ensure the licensure status of each preceptor and pharmacy where students are assigned is valid, current, and in good standing, OEE conducts a quarterly review of Virginia board of pharmacy notices, orders, and actions against Virginia's pharmacists/preceptors and pharmacies, whether or not students are assigned, and an annual review of out-of-state preceptors/pharmacies to whom students are assigned in the upcoming academic year. For historical evidence of compliance with this monitoring process, OEE retains documentation of these reviews of both in-state and out-of-state licensees for a period of ten (10) years.

Student Surveys: Exit surveys conducted annually by the American Association of Colleges of Pharmacy (AACCP) of graduates are reviewed and discussed for overall programmatic trends; discussed with Outcomes & Assessment Committee as needed. Periodic surveys are conducted by VCUSOP to address specific issues.

Preceptor Surveys: Conducted at least every other year by AACCP for VCUSOP. Reviewed and discussed for overall programmatic trends; discussed with school officials as warranted. Periodic surveys are conducted by VCUSOP.

Site Visits - Information is gathered and documented by OEE faculty using a site visit form. Used for new sites, annual visits, and as warranted by concerns identified when following QA procedures.

Experiential Advisors/Focus Groups: Used as needed to provide feedback based on survey results and program needs.

### Experiential Education Advisors

A rotating variety of preceptors are asked to advise OEE about various aspects of the experiential education program, including the syllabi, drug-related problem intervention report, evaluation forms, online education management system, preceptor training/development programs, newsletter content, etc. Advice of the full-time faculty/preceptors is sought on specific matters such as patient care criteria and requirements, CPR training criteria, and differentiation of acute care general medicine from acute care medical specialty relative to the curriculum.

### Consortium Collaboration

VCU is one of eleven schools in Virginia, Maryland, West Virginia, and Washington, DC that together comprise the MidAtlantic Experiential Education Consortium (MEC). The goal of MEC is to advance quality experiential education. Objectives are to: 1) promote experiential education standardization that conserves resources and optimizes processes; 2) provide networking opportunities for experiential personnel within the MEC region; and 3) develop scholarly activities as academic citizens. Quarterly meetings are scheduled: 1.5-hour conference call meetings in the spring and fall, and 5-hour live meetings in the summer and winter.

Discussion and collaboration include:

- IPPEs/APPEs: descriptions, simulation, standardized dates
- Students: evaluation forms, remediation
- Preceptors: application, training and development, evaluation, recognition, retention
- Sites: standardized site visit forms, frequency
- Policies and procedures: professionalism, social media, holidays, absences, professional meeting attendance
- Education management system issues (most have CORE elms)
- Scholarship opportunities
- For the good of the order

### Standardized APPE Timeframes

APPE 5-week timeframes are standardized with other schools of pharmacy in Virginia and some other MEC schools for the benefit of the shared preceptor pool. The first APPE rotation block starts on the 3<sup>rd</sup> Monday in May and the 7<sup>th</sup> rotation block starts on the 2<sup>nd</sup> Monday in January. (August 2011)

### Quality Improvement Actions

The outcome of all these quality assurance procedures leads to improvements in the experiential education program, such as targeted interventions and enhanced communications to students (individuals and classes) and preceptors (individuals and all), and possible changes to the curriculum.

## **SYLLABI, FORMS & TOOLS**

The following documents are available for ready access in CORE elms ([www.corehighered.com/login-elms.php](http://www.corehighered.com/login-elms.php) [log in] > Document Library) and on OEE's website (<http://go.vcu.edu/oeo> > IPPE/APPE).

### Syllabi/Guides

- PHAR 530 Community IPPE Syllabus and Guide
- PHAR 532 Hospital IPPE Syllabus and Guide
- PHAR 533 Patient Care IPPE Syllabus
- PHAR 760 Acute Care Pharmacy Practice I APPE Syllabus
- PHAR 761 Advanced Hospital Pharmacy Practice APPE Syllabus
- PHAR 762 Geriatrics Pharmacy Practice APPE Syllabus

- PHAR 763 Ambulatory Care Pharmacy Practice APPE Syllabus
- PHAR 765/766 Elective I/II APPE Syllabus
- PHAR 768 Advanced Community Pharmacy Practice APPE Syllabus
- PHAR 773 Acute Care Pharmacy Practice II APPE Syllabus

#### Evaluations

- APPE Evaluation
- IPPE Community Evaluation
- IPPE Hospital Evaluation
- APPE Student Feedback
- IPPE Student Feedback

## **POLICIES**

### **Absences and Tardiness During Rotations**

Attendance during each assigned rotation period is mandatory except for pre-approved excused absences as described below. Illnesses, employment, potential job or residency interviews, bereavement, inclement weather, family/personal events, traffic delays, failed alarms, or other absences or tardiness do not take priority over rotation assignments. If the student is unable to attend required rotation hours and responsibilities because of such circumstances, the Student must notify their preceptor immediately or ahead of time when possible, and for each day they will be absent. Time away from the rotation site for such circumstances must be made up in order to fulfill the course requirements and Board of Pharmacy licensure requirements. (The Rotation Absence & Make-Up Time form is available in in CORE elms ([www.corehighered.com/login-elms.php](http://www.corehighered.com/login-elms.php) [log in] > Document Library).

In the event of inclement weather, the Student must adhere to the instructions of the preceptor and site. If the preceptor excuses the Student due to weather conditions, the time missed should be made up before the end of the rotation. The decisions of VCU to close due to inclement weather do not apply to students on rotations.

Chronic tardiness, chronic absences, and unexcused absences, as documented by the preceptor, will be reported to OEE and may result in failure of the rotation.

Time away from rotations for pre-approved excused absences does not have to be made up. Pre-approved excused absences are granted for four (4) purposes only:

- a) Four (4) designated holidays: Memorial Day, Independence Day, Labor Day, and Thanksgiving Day. The days preceding and following the holiday are regular rotation days. As will occur in practice as a pharmacist, the Student may be asked to work on the actual holiday and be off on another day. (Christmas Day and New Year's Day fall during the winter break when no rotations are scheduled.);
- b) Mandatory attendance required of the entire P4 class for a scheduled on-campus assembly;
- c) Optional attendance of the VCU SoP Employment/Residency Fair, 1 day or portion of the day; and
- d) Attending a state, regional, or national meeting for 1-4 days varying by meeting and student, provided the Student has written approval from the Dean's Office at least 3 weeks prior to the event. (See Attendance at Professional Meetings While on Rotation below.)

### **Attendance at Professional Meetings While on Rotation**

Students are encouraged to participate in the activities of professional organizations, and if in good academic standing, may receive a pre-approved excused absence from the Dean's Office to attend a meeting of a professional pharmacy organization.

If the student wants to attend a professional state, regional, or national meeting, the student must first submit an online Absence Request to the Dean's Office (according to guidance contained in the Student Handbook) and secure prior approval for the excused absence for a specific number of days. It will be considered a violation of the Honor Code to make false or misleading statements on the Absence Record form. The maximum number of days for pre-approved excused absences will vary from 1 to 4 (excluding Saturday and Sunday) for travel and meeting attendance and will vary from student to student. In addition to seeking the pre-approved excused absence from the Dean's Office, the student should request their preceptor's permission to attend the professional meeting when contacting the preceptor at least one month prior to the rotation.

The student will provide a copy of the approved Absence Record form to the preceptor if requested. Students are not required to make up these pre-approved excused absence days for attending professional meetings; however, time missed to attend professional meetings will be deducted from the Student's internship hours reported to the Virginia Board of Pharmacy.

If the Student does not secure a pre-approved excused absence to attend the professional meeting, then the time missed to attend the meeting must be made up.

### **Attributes of Professionalism**

The following describes the attributes of professionalism expected from students, faculty, and staff in the School of Pharmacy.

Scholarship & Commitment to Excellence: Actively engaged; demonstrates strong work ethic; strives to exceed minimum requirements; punctual; prepared; conscientious; seeks additional knowledge and skills

Accountability & Initiative: Accepts personal responsibility; demonstrates reliability and follow-through with commitments in a timely manner; accountable for his/her performance; recognizes limitations and seeks help when necessary; addresses individuals who demonstrate unacceptable behavior

Self-Growth & Self-Care: Commits to life-long learning; seeks and applies feedback for improvement; sets and achieves realistic goals; maintains personal health and well-being; avoids harmful behaviors

Responsibility & Sense of Duty: Contributes to the profession; provides service to the community; follows established policies

Compassion & Respect for Others: Displays empathy; considerate; cooperative; sensitive; respectful of different socioeconomic backgrounds, cultural traditions, values and belief systems; avoids promoting gossip & rumor; respects authority

Integrity & Trustworthiness: Demonstrates high degree of integrity, truthfulness, and fairness; adheres to ethical standards; maintains confidentiality

Teamwork & Professional Demeanor: Interacts effectively with others; listens and communicates effectively; willing to assist others; flexible; nonjudgmental; controls emotions appropriately; inspires trust; carries oneself with professional presence

Concern for the Welfare of Patients: Treats patients and families with dignity; respects patient privacy; advocates for patients; places patients' needs above their own; promotes a culture of safety.

### **Blood-Borne Pathogen Exposure During Experiential Education**

Policy: Students enrolled in the VCU School of Pharmacy shall adhere to all OSHA Blood-borne Pathogens Standard requirements and consider an exposure to blood and/or body fluid as a medical urgency for evaluation by a specially trained health care practitioner.

Background: Exposure to blood-borne pathogens may occur with any experiential learning activity in the Smith Building, the facilities of the VCUHS and Clinics or beyond the MCV campus (e.g., facilities in the community, the government, or the industry).

#### Procedures:

##### 1. If a student experiences a blood or body fluid exposure, they should:

- a. Immediately wash the site for 5 minutes with soap and water or flush eyes with normal saline or tap water for 15 minutes (remove and discard contact lenses)
- b. Report the injury to a supervisor
- c. Obtain a medical history on the source patient and have blood specimens drawn: HIV, Hepatitis B surface Antigen, Hepatitis C antibody & Hepatic panel. (Previously drawn labs are acceptable if dated in the past 30 days; the source patient's verbal assurance of being disease free is not acceptable in any situation.)
- d. Contact or go to VCU Student Health, 828-9220, 1000 East Marshall, room 305 (Student Health will always be available for consultation. Students rotating at locations away from MCV campus should receive initial evaluation and testing at the away site via arrangements made prior to rotation by the Program's Director.)
- e. Complete incident report form (as appropriate for each location)

##### 2. Students Enrolled in the University Student Health Services Exposed to a Potential Blood-borne Pathogen from a Source Patient at VCUHS or Affiliated Ambulatory Clinics

In the event of an accidental exposure to blood or body fluids (e.g., needle stick, blood or body fluid contamination to a cut or scrape, mucous membrane exposure) during the hours of 8:00 a.m. to 4:30 p.m., Monday through Friday, the student should report to the University Student Health Services. If the exposure occurs after hours or the weekend or holidays, the student should contact the Post-Exposure Prophylaxis (PEP) Team via pager (dial \*60, then dial 4085 and leave call back number; if outside VCUHS, dial 804-828-4999, then dial 4085 and leave call back number) or visit the VCUHS Emergency Room.

A member of the PEP Team will contact the student to assess the injury and provide appropriate counseling. The PEP Team will work with area personnel to assure that appropriate laboratory tests are obtained from the source patient. The exposed student is then to be followed by the University Student Health Service, at the earliest possible opportunity (i.e., the next business day) for additional counseling and baseline laboratory tests. Additionally, if the student does not provide results of serological testing from the source patient, he or she will be instructed how to do so. Verbal reports will be accepted.

##### 3. Students assigned to the Inova campus on a full-time basis are required to obtain health insurance and thus should obtain an immediate evaluation by the health care provider associated with his or her health plan.

##### 4. Students Enrolled in the University Student Health Services Exposed to a Potential Blood-borne Pathogen from a Source Patient Outside VCUHS and Affiliated Ambulatory Clinics

In the event of an accidental exposure to blood or body fluids (e.g., needle stick, blood or body fluid contamination to a cut or scrape, mucous membrane exposure), the student must notify the

Associate Dean for Experiential Education (804-828-3059) or the Office of the Associate Dean for Admissions and Student Services (804-828-3000). If located within an hour of the University Student Health Services, the student should adhere to the procedures for MCV campus students. If located beyond an hour of the University Student Health Services, the preceptor at the site will assist the student in obtaining treatment and having the source patient tested. The VCU School of Pharmacy will pay for the initial laboratory testing of the student and the source patient if the student does not have health insurance. The VCU School of Pharmacy will also pay for emergency treatment of the student, if necessary, before the student is able to return to the University Student Health Services.

### 5. Expense Associated with Exposure Incidents

All medical evaluations and procedures are available at no cost to any student who has paid the University Student Health Service fee, as a requirement of registration. Serological tests conducted on source patients at VCUHS and Affiliated Ambulatory Clinics will not be the financial obligation of the student. Serological tests and emergency treatment conducted outside VCUHS and Affiliated Ambulatory Clinics are not considered the responsibility of the University Student Health Service. These expenses will be handled on an individual basis by the VCU School of Pharmacy for students registered in academic course work. Students will be responsible for paying for all subsequent non-emergency personal post-exposure laboratory testing and treatment if services are not obtained at the University Student Health Services.

### **Inova Health System's Exposures Control Plan**

General Guidelines:

- Use needleless systems and other safety engineered devices
- Work practice controls
- Never shear, break, bend, or recap contaminated needles/sharps
- Never recap except in cases when recapping is required by the procedure -- use one-handed technique
- Sharps Injury Log – Data collected regarding date, time, type of sharp, etc. to research and determine if event could have been prevented and/or effectiveness of safety device
- What to do if exposed – Refer to Inova Exposure Information Line (703) 664-7500 for specific facility guidelines
  - Do not panic
  - Wash site immediately
  - Flush with water
  - Do not use bleach
  - Report immediately
  - Exposures do not always lead to infection
  - Risks of contracting infections
    - HBV 6-30%, 1 in 6
    - HCV 2-10%, 1 in 20
    - HIV 0.3%, 1 in 300
- Follow safe work practices – exposure can be prevented
- Inova's Exposure Control Plan is located in the Human Resources Manual – Policy #7008
- Copies of Inova's Exposure Control Plan and the OSHA Blood-borne Pathogen Standard can be made available to employees upon request
- Resources available for interactive questions and answers
  - Department Directors and Supervisors
  - Employee Occupational Health Services Personnel
  - Infection Control Practitioners
  - Infectious Disease Physicians

**Additional policies and statements may be found at:** <http://go.vcu.edu/syllabus>

1. Campus emergency information
2. Class registration required for attendance
3. Honor System: upholding academic integrity
4. Important dates
5. Managing stress
6. Mandatory responsibility of faculty members to report incidents of sexual misconduct
7. Military short-term training or deployment
8. Student conduct in the classroom
9. Student email policy
10. Student financial responsibility
11. Students representing the university – excused absences
12. Students with disabilities
13. Withdrawal from classes
14. Faculty communication about students

