

Advanced Pharmacy Practice Experience Program Manual

A Guide for Students



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A Word from our Dean



Dear Pharmacy Students,

The entire P4 year of the Pharmacy Program is dedicated to full time engagement in a series of Advanced Pharmacy Practice Experiences (APPE's). When you reach this phase of the program you are prepared to actively engage in direct patient care. In most of your rotations you will be expected to effectively apply what you learned in the classroom during the first three years of your program. A number of your rotations will be of your own choosing (selectives) and may include specialty practice areas, teaching, or opportunities to conduct bench research with pharmaceutical faculty.

While you are being mentored and guided by experienced practitioners, you are also bringing with you some of the latest information about the science and practice of pharmacy. Use this time wisely. Explore deeply, go beyond expectations, ask thoughtful questions, and learn all you can. Be reminded that you represent yourself, the Husson University School of Pharmacy and the profession of pharmacy. I wish all the very best as you complete this final phase.

Sincerely,

Rhonda A. Waskiewicz, EdD., OT

Dean

Code of Ethics for Pharmacists

PREAMBLE Pharmacists are health professionals who assist individuals in making the best use of medications. This Code, prepared and supported by pharmacists, is intended to state publicly the principles that form the fundamental basis of the roles and responsibilities of pharmacists. These principles, based on moral obligations and virtues, are established to guide pharmacists in relationships with patients, health professionals, and society.

I. A pharmacist respects the covenantal relationship between the patient and pharmacist. Considering the patient-pharmacist relationship as a covenant means that a pharmacist has moral obligations in response to the gift of trust received from society. In return for this gift, a pharmacist promises to help individuals achieve optimum benefit from their medications, to be committed to their welfare, and to maintain their trust.

II. A pharmacist promotes the good of every patient in a caring, compassionate, and confidential manner. A pharmacist places concern for the well-being of the patient at the center of professional practice. In doing so, a pharmacist considers needs stated by the patient as well as those defined by health science. A pharmacist is dedicated to protecting the dignity of the patient. With a caring attitude and a compassionate spirit, a pharmacist focuses on serving the patient in a private and confidential manner.

III. A pharmacist respects the autonomy and dignity of each patient. A pharmacist promotes the right of self-determination and recognizes individual self-worth by encouraging patients to participate in decisions about their health. A pharmacist communicates with patients in terms that are understandable. In all cases, a pharmacist respects personal and cultural differences among patients.

IV. A pharmacist acts with honesty and integrity in professional relationships. A pharmacist has a duty to tell the truth and to act with conviction of conscience. A pharmacist avoids discriminatory practices, behavior or work conditions that impair professional judgment, and actions that compromise dedication to the best interests of patients.

V. A pharmacist maintains professional competence. A pharmacist has a duty to maintain knowledge and abilities as new medications, devices, and technologies become available and as health information advances.

VI. A pharmacist respects the values and abilities of colleagues and other health professionals. When appropriate, a pharmacist asks for the consultation of colleagues or other health professionals or refers the patient. A pharmacist acknowledges that colleagues and other health professionals may differ in the beliefs and values they apply to the care of the patient.

VII. A pharmacist serves individual, community, and societal needs. The primary obligation of a pharmacist is to individual patients. However, the obligations of a pharmacist may at times extend beyond the individual to the community and society. In these situations, the pharmacist recognizes the responsibilities that accompany these obligations and acts accordingly.

VIII. A pharmacist seeks justice in the distribution of health resources. When health resources are allocated, a pharmacist is fair and equitable, balancing the needs of patients and society.

* adopted by the membership of the American Pharmacists Association October 27, 1994.

ADVANCED PHARMACY PRACTICE EXPERIENCES

I. Introduction

- **Offer** students pharmacist a selection of full-time opportunities to observe and practice skills required of a pharmacist in acute and chronic care, direct and non-direct care settings.
- **Encourage** communication with patients, physicians and other health care practitioners.
- **Develop** the competencies to deliver medication management and pharmaceutical care.
- **Enable** the student pharmacist to develop an identity within the pharmacy profession.

This manual represents a guide for the Advanced Pharmacy Practice Experience (APPE) at Husson University School of Pharmacy. It is intended to be used as a planning tool, guide, form repository, and reference resource for you. Through the collaborative efforts of preceptors, students, the administrative team, and faculty, an academically sound practice experience can be provided that facilitates the achievement of the advanced competencies expected in pharmacy practice.

The Pharmacy Practice Experiential Education program is designed to provide experiential education opportunities through supervised participation in pharmacy practice. The APPEs were developed in accordance with the mission and vision of Husson University School of Pharmacy, the mandates of the Maine State Board of Pharmacy regarding Internship requirements, and “Standards 2016” set forth by the Accreditation Council for Pharmacy Education (ACPE). As a student, you will receive both academic credit and internship hours toward the 1,500 hours required for licensure by the Maine State Board of Pharmacy. (It is important to review your own out of state board of pharmacy for their license requirements.)

One of the primary purposes of the APPE curricular components is to facilitate your transition from a didactic learner to a competent, caring professional, who provides patient-centered care and assures optimal patient outcomes. During this transition, you will be expected to hone 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.”¹ The APPEs provide you the opportunity to interact with patients and other health care practitioners, including physicians and providers, in matters pertaining to drug therapy, monitoring, evaluation and education. As a student pharmacist you will become part of an interprofessional health care team whose goal is the well-being and successful clinical management of the health problems and diseases of patients.

During all APPE courses you will work under the direct supervision of selected preceptors who are either full-time or voluntary faculty members of the School of Pharmacy. Preceptors are expected to guide and mentor students in applying knowledge learned in the classroom, techniques learned in the laboratory, and compassion learned through life experiences, with the goal of improving the health of their patients. The ideal preceptor mentors students in finding a pathway within the profession for achieving their personal and professional goals.

¹ ACPE Standards 2016, pg 2.
12-17-2019

The course syllabi are a **GUIDE** for students and preceptors. Each APPE is a component of a longitudinal fourth year curriculum. The syllabi include goals, objectives, outcomes and minimum activities that if achieved meet minimal competencies for a professional pharmacist. These abilities are consistent with the current expectations described in the ACPE Standards 2016. The Office of Experiential Education recognizes that each practice environment is unique and will differ in patient population, medical problems encountered, and intensity of various levels of pharmacy practice activities.

Supervised APPEs serve as ideal environments for the development of an active approach to learning with the opportunity to utilize your knowledge and strengthen the practical skills necessary for a pharmacist. It is an environment where you may further develop and demonstrate self-awareness, leadership (by creating and achieving shared goals), creativity in accomplishing professional goals, and the demonstration of professionalism by the exhibition of behaviors and values embraced by the profession and expected by society, other healthcare providers and the patient.² The structuring of activities and experiences throughout each APPE is very important in meeting the goals and objectives of the advanced pharmacy practice experiences.

Real life pharmacy practice provides the greatest variety of activities. Through incorporation of site-specific objectives and your personal goals, you will maximize the learning potential of each APPE course. These goals will be attained using practicing professionals as teachers, the structuring of professional experiences, concentrating the practice exposure, and ongoing monitoring and evaluations. Thus, supervised APPEs serve as ideal environments for perfecting, refining and expanding knowledge and practice skills in addition to aiding the development of self-confidence and competence in the role of a clinical pharmacist.

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² Ibid. pg 2
12-17-2019

II. School's Mission

Mission Statement

Husson University School of Pharmacy Educates and mentors future practitioners in a collaborative and supportive environment to deliver and improve regional healthcare.

III. Experiential Education

A. Professionalism:

Ten Traits that Distinguish a Professional - As defined in the 1999 APhA-ASP/AACP White paper on student professionalism, pharmacists and the student pharmacist act professionally when they display the following behaviors as categorized into ten broad traits:

1. Professional Knowledge, Skills and Behaviors
2. Commitment to Self-Improvement and Life-Long Learning
3. Service Orientation/Altruism
4. Continuing Commitment to Excellence and Pride in the Profession
5. Covenantal Relationship with the Patient and Respect for Others
6. Creativity and Innovation
7. Conscience and Trustworthiness
8. Accountability
9. Ethically Sound Decision-Making
10. Leadership

Pledge of Professionalism

As a student of pharmacy, I believe there is a need to build and reinforce a professional identity founded on integrity, ethical behavior, and honor. This development, a vital process in my education, will help ensure that I am true to the professional relationship I establish between myself and society as I become a member of the pharmacy community. Integrity must be an essential part of my everyday life and I must practice pharmacy with honesty and commitment to service.

To accomplish this goal of professional development, I as a student of pharmacy should:

DEVELOP a sense of loyalty and duty to the profession of pharmacy by being a builder of community, one able and willing to contribute to the well-being of others and one who enthusiastically accepts the responsibility and accountability for membership in the profession.

FOSTER professional competency through life-long learning. I must strive for high ideals, team work and unity within the profession in order to provide optimal patient care.

SUPPORT my colleagues by actively encouraging personal commitment to the Oath of Maimonides and a Code of Ethics as set forth by the profession

INCORPORATE into my life and practice, dedication to excellence. This will require an ongoing reassessment of personal and professional values.

MAINTAIN the highest ideals and professional attributes to ensure and facilitate the covenantal relationship required of the pharmaceutical care giver.

The profession of pharmacy is one that demands adherence to a set of rigid ethical standards. These high ideals are necessary to ensure the quality of care extended to the patients I serve. As a student of pharmacy, I believe this does not start with graduation; rather, it begins with my membership in this professional college community. Therefore, I must strive to uphold these standards as I advance toward full membership in the profession of pharmacy.

Developed by the American Pharmaceutical Association Academy of Students of Pharmacy/ American Association of Colleges of Pharmacy Council of Deans (APhA-ASP/AACP-COD) Task Force on Professionalism; June 26, 1994

B. What to expect from your preceptor:

You should always appreciate the time and expertise that preceptors are providing for your education and training and should understand that often preceptors will provide reference concerning your knowledge, skills, and attitude in a positive and constructive manner as means and tools of education and mentoring.

- 1) The preceptor shall explain his/her expectations of you and ensure that you are in compliance with the site's specific requirements; e.g. HIPAA requirements, professional appearance, responsibilities, parking, etc.
- 2) The preceptor shall review the rotation schedule with you and set dates for completion of activities. Complete your rotation calendar with your preceptor.
- 3) The preceptor shall orient you to the site with appropriate introduction to staff.
- 4) An alternative person should be identified for you to report your attendance on the days the preceptor is not on site.
- 5) The preceptor shall be familiar with rotation objectives and be willing to assist you in achieving such objectives.
- 6) The preceptor shall remain positive and constructive in their criticism/evaluation of you and should do so privately and continuously throughout your rotation.
- 7) The preceptor is expected to be familiar with and be able to utilize provided tools for assessment and shall give you feedback on ongoing basis.

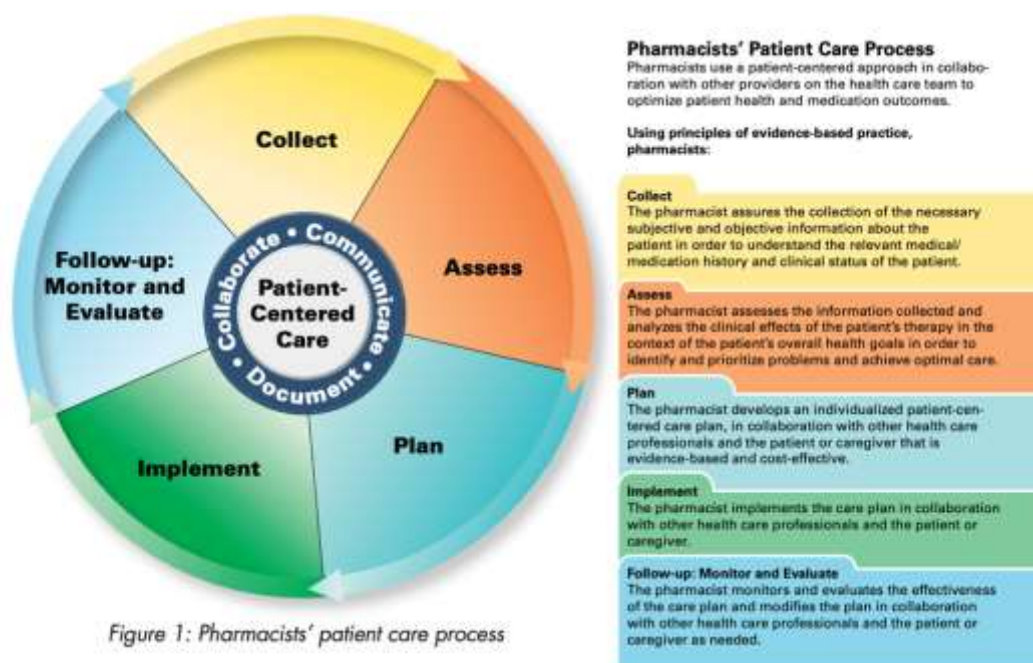
Please contact the Office of Experiential Education with any questions or concerns, including any deviations from the expectations as listed above.

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D. Pharmacists' Patient Care Process

When pharmacist/pharmacy student and patient interactions are embedded within Husson University School of Pharmacy courses, faculty and students will follow the Pharmacists' Patient Care Process to provide opportunities for professional and inter-professional, patient-centered care. The PPCP guidelines will be utilized whether the patient interaction is simulated or in experiential practice.



C. Cultural Competence:

In its “*Achieving Cultural Competence*” paper, the Department of Health and Human Services defines culture and its effects as “the shared values, traditions, norms, customs, arts, history, folklore, and institutions of a group of people . . . Culture shapes personal and group values and attitudes, including perceptions about what works and what doesn’t work, what is helpful and what is not, what makes sense and what does not”. In promoting the good of every patient and ensuring equity in distribution of health care to all patients, it is essential for a pharmacist to acknowledge the diversity of the patient population he/she serves. Knowledge, sensitivity and respect to the patient’s set of core values and beliefs are necessary tools for achieving optimal patient safety and treatment success. During APPEs the student pharmacist will be exposed to diversity inpatient populations including “age, gender, race/ethnicity, socioeconomic factors . . . and disease states”³ with additional emphasis on public health care issues especially those common to rural health care.

³ Ibid., pg 8
12-17-2019

IV. Student Administrative Requirements

You are expected to abide by the policies established in this manual, the School of Pharmacy Student Manual, and Husson University's Community Code of Conduct. It is the mutual responsibility of both you and the preceptor to familiarize yourself with the policies and procedures of the site where the preceptor practices pharmacy.

A preceptor may expel a student from the APPE site if a student violates the policies and procedures of the university or of the facility/site where he/she is receiving training. The preceptor must immediately notify the Director of Experiential Education of expulsion or pending expulsion from a site. If, for any reason, a student is expelled from a facility/site, the student must make an appointment with the Director of the Office of Experiential Education. After full review of the circumstances leading to a student's dismissal from a site, a decision will be made with regards to the grade and credit hours pertaining to the rotation, and continuation of the student within the program. The Assistant Dean of Students and the Assistant Dean of Student Academic Affairs will be apprised of the decision of the Director of Experiential Education

A. Prerequisites and APPE Course Requirements:

1. APPEs build upon skills developed in IPPEs and follow successful completion of all pharmacy program didactic and Introductory Pharmacy Practice Experience (IPPE) coursework. This structure provides incremental development of the knowledge, skills, abilities, behaviors, and attitudes expected of a pharmacist.
2. Earn a minimum cumulative GPA of C (2.0) or above prior to beginning APPEs, as outlined in the curriculum.
3. APPE progression requirements:
 - a) Successfully complete each APPE with a grade of C (2.0) or higher, as outlined in the curriculum.
 - b) A student who fails an APPE will be scheduled for an APPE course available during a subsequent open block or, if the open block has passed, the following year.
 - c) Failure to successfully complete a repeated APPE will result in automatic suspension.
4. A copy of a current pharmacy intern license for Maine and any license for the state(s) in which the student pharmacist has scheduled an APPE will be submitted to MyCred by April 1st of the P-3 year. Be aware that renewal dates vary by state. Failure to maintain an active license will result in immediate dismissal from the current APPE. The APPE will be scheduled during a subsequent open block or, if no open block is available, the following year.
 - a) A copy of all licenses *must be provided to each preceptor*
Carry your license with you at all times (including the wallet-sized copy); there are no exceptions to this requirement.

B. Placement Information: PharmD students in good standing are eligible for APPEs beginning in May through the following April of their last professional year. Placements for six (6) scheduled APPEs, each six weeks long, are made over a twelve (12) month period. One of the seven possible blocks will be scheduled as an “open block” either through random selection or through a request during the P-4 year. No APPEs will be scheduled during the December to January block which is formally known as the *J-term* to allow for the scheduling of IPPEs.

1. All APPE’s must be completed on a full-time basis. Full time is defined as a **minimum** of 40 hours per week with specific schedules determined by the preceptor. Any exceptions to this rule will be at the discretion of the preceptor and their availability. Additional time will be required to perform assigned readings and complete written assignments beyond the required hours of attendance at the site.
2. The following four (4) APPEs are required:
 - Inpatient/Acute Care APPE (Rx 601)
 - Hospital/Health Systems APPE (Rx 602)
 - Ambulatory Care APPE (Rx 603)
 - Community Pharmacy APPE (Rx 604)
3. In addition to the above, two (2) selective APPEs are required for a total of six (6) APPE courses required for graduation.
4. No more than eight (8) hours per day will be credited toward required APPE hours, even though the student pharmacist may be at the site longer. Requests for exceptions to this rule may be submitted through the Office of Experiential Education.
5. APPE’s *may not* be scheduled at a student pharmacist's place of employment.
6. The student pharmacist will not be assigned to a preceptor if the student is related to that preceptor.
7. Out-of-state APPE course sites and preceptors must already be affiliated with an ACPE accredited School or College of Pharmacy. (See policy for out-of-state/country APPEs).
8. ***ALL PLACEMENTS ARE SUBJECT TO PRECEPTOR AND SITE APPROVAL AND MAY BE ADJUSTED AT ANY TIME BY THE OFFICE OF EXPERIENTIAL EDUCATION.***
9. **Notification** of a change in an APPE will be sent to students through their **Husson e-mail account**. Students are responsible for ensuring their schedule is complete and satisfies graduation requirements.
10. Deadline for withdrawal from an APPE is 5:00 p.m. Monday of the 3rd week. **No other APPE will be scheduled in that block.**
11. **There will be NO student-initiated changes in APPE schedules.** Any and all APPE change requests must go through the Office of Experiential Education.

V. Student Pharmacist Expectations

1. **Professional Appearance:** You will be recognized by professionals and patients as representatives of Husson University School of Pharmacy and the profession of pharmacy at practice sites. Therefore, each student pharmacist **MUST** conform to the dress code expectations set forth in previous skills lab experiences, as well as the following:

- a. White coats and name tags will be worn for all APPE activities and seminars. Students should wear professional attire (gender appropriate) including dress shoes, dress socks or hose, dress pants/skirt/dress, and dress shirt/blouse/sweater, and tie. Confirm with your preceptor for site specific dress code. Student pharmacists will not be allowed to participate if not dressed in appropriate attire.
- b. Shoes should be compliant with OSHA standards in the workplace.
- c. Students participating in APPEs are prohibited from wearing artificial nails, nail tips, and nail jewelry. Fingernails should be short to medium length. If nail polish is worn it should be a light color (clear is preferable) and free of cracks and chips.

2. **Punctuality** is essential. Notify the preceptor and the Office of Experiential Education, as soon as possible, of any expected tardiness or absence. Schedules will be determined by the preceptor. Attendance is **MANDATORY** for licensure requirements. School holidays **DO NOT APPLY** while on APPEs; any missed time must be made up prior to the end of the current experience. The preceptor may, at their discretion, note a lack of professional compliance in their final grade review for each unexcused absence.

3. **Grades:** Grades for each rotation are determined by the preceptor according to the criteria outlined in the rotation syllabus. Grades are determined on the following percentage basis:

94-100%	A
90-93%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
≤70%**	F

**It should be noted that any grade lower than a 73% will not count towards graduation

4. **Compliance with HIPAA** concerning all written and verbal communication must always be maintained by all student pharmacists. Maintain proprietary confidences revealed during the APPE that could include fee systems and professional policies.

5. **Maintain compliance** with all Board of Pharmacy regulations, statutes and laws of the state in which you are practicing as an intern. Any questions should be discussed privately with the preceptor.

6. **Maintain malpractice insurance** (provided by the School) while on APPE's.

7. **Transportation and Other Financial Obligations:** The student pharmacist is responsible for all transportation, housing and other incidental expenses associated with each APPE. **If you have been scheduled for an out-of- state APPE, you are expected to complete the APPE as scheduled. No changes will be made after the student pharmacist's schedule is finalized.**

- i. **Inclement Weather:** Because the student is not physically at Husson University, there is no set inclement weather policy. We try to instill upon our students a sense of good judgment when there is inclement weather. Any time missed due to the weather will need to be reported to the Preceptor and the student will be responsible for making up the time missed during the set rotation dates.

8. **Maintain on MyCred** and submit copies of the following upon request to the preceptors:

- a. Proof of current immunizations including hepatitis B vaccine
- b. CPR certification
- c. Health Insurance
- d. APhA Immunizer Certification
- e. Negative TB test (within the last year)
- f. **Current and Emergency** contact information must be placed and maintained on RxPreceptor.
- h. Blood-Borne Pathogen course certification.

Students may be required to present these documents to their preceptors prior to a scheduled APPE.

9. **Never publicly question** the advice or directions of the preceptor, but rather discuss any disagreements in private

10. Students must complete and maintain a record of their APPE hours both online and The **Certification of APPE Hours Form** must be completed and signed by the preceptor at the end of each APPE. Each student is responsible to maintain this document.

MEASLES, MUMPS, RUBELLA(MMR)

MMR 1 Date of immunization: ____/____/____

MMR 2 Date of immunization: ____/____/____

OR

Date of Titer proving immunity: ____/____/____

VARICELLA ZOSTER (CHICKEN POX)

Varicella 1 Date of immunization: ____/____/____

Varicella 2 Date of immunization: ____/____/____

OR

Date of Titer proving immunity: ____/____/____

TETANUS, DIPHTHERIA, PERTUSSIS (TDAP)

Date of immunization: ____/____/____

Must be updated every 10 years*POLIO**

IPV/OPV 1 Date of immunization: ____/____/____

IPV/OPV 2 Date of immunization: ____/____/____

IPV/OPV 3 Date of immunization: ____/____/____

IPV/OPV 4 Date of immunization: ____/____/____

OR

Date of Titer proving immunity: ____/____/____

HEPATITIS B

Hep B 1 Date of immunization: ____/____/____

Hep B 2 Date of immunization: ____/____/____

Hep B 3 Date of immunization: ____/____/____

OR

Date of Titer proving immunity: ____/____/____

TUBERCULOSIS (P1's must complete 2-step plants)

Plant 1: read date: ____/____/____

Plant 2: read date: ____/____/____

OR

TB Gold or T-Spot titer date: ____/____/____

OR

Date of Chest X-Ray: ____/____/____

**P2, P3 & P4 must repeat plant within one year of previous plant.*

* Exceptions require medical documentation.

** Note: Students with immune compromised conditions or chronic diseases such as cardiovascular disease or diabetes mellitus are strongly encouraged to consider obtaining pneumococcal vaccinations and annual influenza vaccinations (to be taken when available each fall). All costs associated with obtaining immunizations are the sole responsibility of the student.

*** **Female students** are advised that pregnancy is a contraindication to administration of certain vaccinations and should consult their physician for specific and additional information regarding vaccine administration.

**** If a student has a positive skin test, additional diagnostics steps are required. Contact the Office of Experiential Education for more information.

11. **Compliance:** All student pharmacists are required to undergo a criminal background check through an approved vendor per School of Pharmacy admission procedures. Criminal background checks and/or drug screening prior to participation as a health care worker, a trainee, or student pharmacist is a prerequisite of most experiential sites. You are responsible for obtaining and paying for: **background checks, immunization certification and drug screens.** Refusal to submit to the required background check, immunization certification or drug screening may impact continued enrollment in the professional curriculum.

12. **Health Insurance:** All students taking part in APPEs are required to have health insurance and professional liability coverage. Per University Policy, a student's Accident and Sickness Plan is compulsory for all Husson students unless a waiver form is signed providing proof of alternate coverage. A brochure describing the insurance and premium rate is available at the Office of Student Affairs upon request.

Professional liability insurance is included in the Fall semester fees. A copy of the liability insurance certificate is available on RxPreceptor in the document library.

13. **Reflections:** Each student pharmacist must complete a midpoint and endpoint reflection that must be uploaded to "Field Encounters" on RxPreceptor. In addition, weekly reflections focused on interprofessional collaboration must be completed and uploaded to ExamSoft for the following courses:

- a. Inpatient/Acute Care APPE (Rx601)
- b. Hospital/Health Systems APPE (Rx602)
- c. Ambulatory Care APPE (Rx603)

This is not just a bullet point project, but rather an opportunity for the student pharmacist to reflect upon their activities and how they align with the goals and objectives of the APPE. Most importantly, these reflections detail how experiences align with the student pharmacist's professional development and goals.

14. **Evaluations:** The student's grade will be submitted only after receipt of the self-assessment, site evaluation, and preceptor evaluation. Each student pharmacist is required to submit the following documents:

- Evaluation of the preceptor – Due *Friday of Week 5*
- Evaluation of the site – Due *End of Week 6 by Sunday, 11:59PM*
- Self-assessment – due *End of Week 6 by Sunday, 11:59PM*

Evaluations are based on the policies, goals, and activities outlined in the syllabus and the Husson University School of Pharmacy APPE Manual.

- i) Students may solicit verbal evaluations of performance at any time throughout the course.
- ii) Formal midpoint and final evaluations will be conducted by the preceptor electronically on RxPreceptor. The student pharmacist and the preceptor should discuss the evaluations at the midpoint and end of the APPE course.

Students are required to **confidentially** evaluate the APPE site, the preceptor, and a self-evaluation at the end of each APPE. These evaluations will be done electronically through RxPreceptor. It is important that feedback is obtained on the quality of the experience and preceptor. Grades will not be submitted to the Registrar's Office until APPE evaluations are submitted.

15. **Documents/Assignments:** All prepared written documents fulfilling the syllabus or a preceptor assignment are to be uploaded on a weekly basis to RxPreceptor. Each student must complete the required APPE assignments outlined by the syllabi for each specific course in addition to other assignments given by their preceptor. Assignments completed the last week of the rotation may be uploaded no later than 11:59PM on Sunday following the completion of the APPE.

16. **Email Etiquette:** You are expected to communicate in a professional manner. Email communication should be courteous and respectful in manner and tone. Please allow instructors to return emails within 24 hours during business days.

17. **Communication:** You should take the initiative in communicating with healthcare providers and patients in a manner consistent with professional courtesy while under the supervision and guidance of the preceptor until competence and confidence are established.

The student pharmacist should not seek free medical advice or treatment for self or family members through medical staff or other personnel at assigned sites; nor should the student pharmacist ask for a discount to purchase prescription or nonprescription medications or services. It is, however, acceptable to utilize discounts if provided by the site and are not requested/solicited by the student pharmacist.

18. **Pharmacy Robberies:** If the student is a victim of a pharmacy robbery, contact the Office of Experiential Education as soon as possible. It is important to know that Husson University has Counseling Services available for students. Students will be allowed to have an excused absence for that day of the incident and the following day, if needed. The hours of the Counseling Center is Monday-Friday, 8am to 5pm. Students are encouraged to make an appointment by calling (207)941-7981 (note that an after-hours emergency number is provided).

If you feel that you cannot continue the course obligation after the incident at your site, contact the Office of Experiential Education immediately.

19. **Students with Disability:** Husson University reasonably accommodates those who request accommodations and provide evidence of a disability. Such efforts are in accordance with the Americans with Disabilities Act of 1990 as amended by the ADA Amendments Act of 2008. In order to request

disability-related services at Husson, students must self-identify to the Disability Services office within the University's Center for Student Success, and they must provide appropriate and up-to-date documentation to verify their disability or special needs. Notice to other departments, faculty or staff, does not constitute self-identification to the Center for Student Success.

After the accommodations have been approved, the student must notify the instructor by providing the accommodation plan. Depending upon the nature of the request, the instructor may then coordinate with the Center for Student Success to fulfill the plan. If you have any questions regarding reasonable accommodations or need to request disability-related services, please contact Dean Holsapple in the Center for Student Success Office, located in Peabody Hall room 208, or call (207) 992-1934, or e-mail holsapple@husson.edu.

20. **Substance Abuse:** It is a violation of law, professional practice standards, and University policy for any student enrolled in the School of Pharmacy or any program under the jurisdiction of the School of Pharmacy to engage in the synthesis, manufacture, distribution, use or sale of a controlled substance for unlawful purposes. Any student pharmacist found to have violated this policy may be dismissed from the School of Pharmacy and any program administered by its departments.

Alcoholism and drug abuse are recognized as treatable illnesses and such treatment is encouraged by the University. Any student pharmacist requiring assistance with an alcohol or other chemical dependency problem is encouraged to contact the Medical Professional Health Program (MPHP) by calling 207-623-9266. MPHP is a confidential, proactive program that advocates for colleagues whose health problems may compromise their professional and personal lives and the lives of their patients. This program is in compliance with all applicable state laws. All requests for information and/or assistance are held in strict confidence. An individual's chemical dependency problem is not reported to the board unless the impairment may result in patient harm.

21. **Maintain compliance** with all Board of Pharmacy regulations, statutes and laws of the state in which you are practicing as an intern. Any questions should be discussed privately with the preceptor.

22. **Instructors Discretion to Modify the Syllabus:** The instructor has the authority to modify the syllabus based on (her/his) determination that such changes would better meet the learning objectives of the course. It is the responsibility of the student to maintain awareness of those modifications and note them as necessary. The instructor also has full discretion to determine the extent to which (if at all) technology will be used and/or available within the classroom. Such determination could be based on technology as a learning tool or simply to minimize distractions among students. *Students must still meet the Minimum Course Activities set forth by the course-specific syllabi.*

23. **Appeal Process:** If you believe that you received an improper grade for an APPE, you may submit an appeal, with supportive evidence and rationale, to the Office of Experiential Education within one week of the completion of the APPE. If the student wishes to further appeal the decision of the Office of Experiential Education, they may appeal to the Assistant Dean. If the matter is not resolved to your satisfaction within two weeks of receipt of the materials, you may appeal the matter to the Dean of the College of Health and Education. The Assistant Dean, and Dean will consider only issues of procedure and fair treatment and will not review the academic judgment used in determining a grade. The Dean's decision on matters pertaining to grade appeals is final.

24. **Husson University Student Handbook:** Please refer to the Student Handbook for policies regarding:

- Academic Honesty
- Pharmacy Practice Policies
- Sexual Assault/Misconduct
- Non-discrimination
- Religious Observance Policy
- Consent to use Data for Research

25. *As required by ACPE Standards, student pharmacists are not permitted to receive any form of payment, financial or otherwise, from the assigned preceptor during any APPE.*

26. Letters of guidance will be issued to students upon a complaint from a preceptor regarding the students' lack of compliance with the above guidelines. Copies of the letters will be sent to the student, Dean's office, preceptor, Office of Students Services, student progression committee, and experiential education file.

27. All student pharmacists are required to review the internet access requirements detailed in the Student Handbook and follow these procedures when at the site of any APPE.

28. **The student pharmacist is responsible for all material in this manual.**

References:

1. Accreditation Standards and Key Elements for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree ("Standards 2016"). Accreditation Council for Pharmacy Education, Chicago, IL 2015.
2. <http://wilderdom.com/experiential/>
3. <http://www.aec.org/about/whatIsEE>
4. Misconduct Policy, Husson University School of Pharmacy
5. Husson Student Handbook

VI. Site Criteria:

1. All practice sites must meet standards set by State regulatory and accrediting entities (where appropriate) in addition to Husson University criteria.

2. Each practice site must have a signed affiliation agreement with Husson University School of Pharmacy. The pharmacist or healthcare provider who serves as the primary preceptor must meet the Preceptor Guidelines and have signed a preceptor-specific agreement.

VII. Guidelines for Direct Patient Care

The criteria listed below outline the characteristics of a direct patient care APPE. Student pharmacists must complete a majority of APPEs in direct patient care. Because APPEs take place in a variety of patient care environments and involve many different pharmacy activities, the following characteristics shall predominate in a direct patient care APPE. Direct patient care APPE shall have the following characteristics:

1. Interventions on the patient's behalf will be directed to either the physician, providers, care giver, or other healthcare professional.
2. Interventions, such as patient education, compliance monitoring, adverse effect monitoring, etc. will be directed to the patient or the patient's care giver.
3. Data gathering activities in a direct patient care APPE will be a result of active patient monitoring through chart review and interactions with other health care professionals.
4. Proactive communication, in a direct patient care APPE, ensures that the student pharmacist communicate their concerns, ideas and recommendations in a timely manner.

VIII. APPENDICES

APPE Calendar 2020-2021

Academic Calendar 2020-2021							
Block	APPE	Rx601- Acute Care	Rx602- Hospital	Rx603- Amb. Care	Rx604- Comm.	Selective 1 & 2	OFF
1	May 18 - June 26						
2	June 29 - Aug 7						
3	Aug 10 - Sep 18						
4	Sep 21 – Oct 30						
5	Nov 2 - Dec 11						
	Dec 12 - Jan 1	WINTER BREAK- NO APPE					
6	Jan 4 – Feb 12 2021						
7	Feb 15 – March 26						
	April (dates TBD)	RX650-NAPLEX REVIEW					

“It is our attitude at the beginning of a difficult undertaking which, more than anything else, will determine its successful outcome.” –William James



School of Pharmacy

Certification of APPE Hours

Student Name: _____

License Number: _____

Ambulatory Care Site:	Week 1 hours	Week 2 hours	Week 3 hours	Week 4 hours	Week 5 hours	Week 6 hours	I Certify Correctness of these Hours: Preceptor's Signature	License Number
Dates:								
Community Pharmacy Site:	Week 1 hours	Week 2 hours	Week 3 hours	Week 4 hours	Week 5 hours	Week 6 hours	I Certify Correctness of these Hours: Preceptor's Signature	License Number
Dates:								
Inpatient/Acute Care Site:	Week 1 hours	Week 2 hours	Week 3 hours	Week 4 hours	Week 5 hours	Week 6 hours	I Certify Correctness of these Hours: Preceptor's Signature	License Number
Dates:								
Hospital Site:	Week 1 hours	Week 2 hours	Week 3 hours	Week 4 hours	Week 5 hours	Week 6 hours	I Certify Correctness of these Hours: Preceptor's Signature	License Number
Dates:								
Selective 1 Site:	Week 1 hours	Week 2 hours	Week 3 hours	Week 4 hours	Week 5 hours	Week 6 hours	I Certify Correctness of these Hours: Preceptor's Signature	License Number
Dates:								
Selective 2 Site:	Week 1 hours	Week 2 hours	Week 3 hours	Week 4 hours	Week 5 hours	Week 6 hours	I Certify Correctness of these Hours: Preceptor's Signature	License Number
Dates:								

I certify that the total hours as listed for each experience are correct and were completed under the supervision and/or authorization of the preceptor signing for each experience.

Student Signature: _____

The student is responsible for accurately completing this form and retaining this document which may be required by Boards of Pharmacy for verification of experiential hours.

Midpoint & Endpoint Reflection Form:

Student Name:

APPE Block ____ Rx ____ Course compliance monitor

Top Priorities – email this document with completed reflections to your preceptor by midnight each Sunday.
Upload this document to RxPreceptor> Field Encounters> RX 6XX > Mid Point or Final Reflection

- _____
- _____
- _____
- _____

APPE Activities:

Subject	Assignment	Due Date
(Example)	Journal Club topic and presentation date (Wednesday's at Husson)	##/##/##

Week ____ accomplishments

Plans for week ____

Weekly Reflection Task: For the reflections, you will be evaluated on your ability to demonstrate descriptive and analytical reflective thinking as part of the lifelong learning process. Your reflection must include the following: self-projection into experiences and application of learning in context of personal and professional life. Address how this information could impact future experiences or others. Be prepared! Include information in a well-organized and grammatically correct written format. If applicable, include interprofessional observations. (See Rubric)

Midpoint and Endpoint Reflection Rubric Form:

Reflection Task: For the reflections, you will be evaluated on your ability to demonstrate descriptive and analytical reflective thinking as part of the lifelong learning process. Your reflection must include the following: self-projection into experiences and application of learning in context of personal and professional life. Address how this information could impact future experiences or others. Be prepared! Include information in a well-organized and grammatically correct written format. *If these requirements are not met, the presentation will not be deemed scorable.*

Performance Indicator	Exemplary (95)	Proficient (85)	Developing (75)	Emerging (50)
Students will examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.	I can construct goals based on my reflection in order to enhance my professional growth.	I can analyze how my personal strengths and limitations affect my professional growth.	I can compile details as evidence to support my thinking about my own learning and professional growth.	I can identify areas in my professional growth for reflection.
	Examples of expected criteria: <ul style="list-style-type: none"> • Examples presented are connected to experiences. • Self-assessment is present. • Discussion analyzes interprofessional interaction (e.g., doctors, nurses, and other healthcare professionals). • Explanation analyzes knowledge gained and discusses impact on future experiences. • Reflection contains discussion of elements of professionalism. 		Examples of expected criteria: <ul style="list-style-type: none"> • Examples list chronology of experience(s). • Areas for growth are listed. • Knowledge gained is listed. 	

Final Grade:

Comments:

Student IPPE/APPE Grade Appeal Form

The IPPE and APPE Grade Appeal Form is located on RxPreceptor in the Document Library.

All completed forms must be submitted with supportive evidence and rationale to the Office of Experiential Education within one week after the grade has been posted to CAMS.