

Introductory Pharmacy Practice Experience Program Manual

A Guide for Students



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A Word from our Dean



Dear Pharmacy Students,

The Introductory Pharmacy Practice Experiences (IPPE's) component of our curriculum is where you will have the opportunity to see pharmacy practice in action, test out your beliefs about practice in a variety of settings, and bring these experiences back to the classroom. While your goal is to learn as much as possible while you are at your site, please remember that they will be learning from you as well.

Your first set of experiences will be more observatory in nature, but they will become much more participatory as you progress through the program. Take advantage of these opportunities to fine tune your career goals as you discover the avenues pharmacists can take within the profession.

Also, remember that you are representing the Husson University School of Pharmacy. What you do and say reflects on the entire school, and the profession as a whole. Do your best to excel in every situation and strive to be an asset to each practice site. If you do, the rewards will be far greater than just a satisfactory grade.

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.

I. Introduction

This manual represents a guide for the Introductory Pharmacy Practice Experience (IPPE) at Husson University School of Pharmacy. It is intended to be used as a planning tool, guide, and reference for you. Through the collaborative efforts of preceptors, students, the Office of Experiential Education, administrative team, and faculty, an academically sound practice experience can be provided that facilitates achievement of the introductory and advanced competencies expected in pharmacy practice. These introductory experiences, beginning in the first professional year, will culminate in the final professional year which consists of six 6-week advanced pharmacy practice experiences.

The Pharmacy Practice Experiential Education program is designed to provide experiential education opportunities through supervised participation in pharmacy practice. The rotations 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 the “Standards 2007” set forth by the Accreditation Council for Pharmacy Education (ACPE). Students will receive both academic credit and Internship hours toward the 1,500 hours required for licensure by the Maine State Board of Pharmacy.

One of the primary purposes of the IPPE 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 acquire the knowledge, skills, attitudes, and values that are important to the pharmacy profession. This transition is not a passive process but rather requires active participation and communication. You should recognize that the preceptor’s responsibility is to guide your thought process through real life situations and to pass on to you critical thinking techniques used in making a sound therapeutic decision.

Pharmacy students taking part in the IPPE courses will work under the direct supervision of selected preceptors, who are either full-time, adjunct, 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 ultimate 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.

It should also be recognized that the optimum learning experience requires mutual respect and courtesy between both preceptor and student. You must accept the responsibility for learning and seek to be engaged in situations that would facilitate learning. You are encouraged to communicate with all persons involved in your training including pharmacists, physicians, technicians, other health care professionals, and patients.

Comments and suggestions are always welcome. Please feel free to contact the Office of Experiential Education with any ideas, questions, or concerns.

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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:

Professionalism is defined as the active demonstration of the traits of a professional. These traits include: knowledge and skills of the profession, commitment to self-improvement of skills and knowledge, service orientation, pride in the profession, covenantal relationship with client, creativity and innovation, conscience and trustworthiness, accountability for his or her work, ethically sound decision making and leadership.

Ten Traits that Distinguish a Professional - As defined in the 1999 APhA-ASP/AACP White Paper on Student Professionalism, pharmacists and pharmacy students act professionally when they display the following behaviors as categorized into 10 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, teamwork 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.

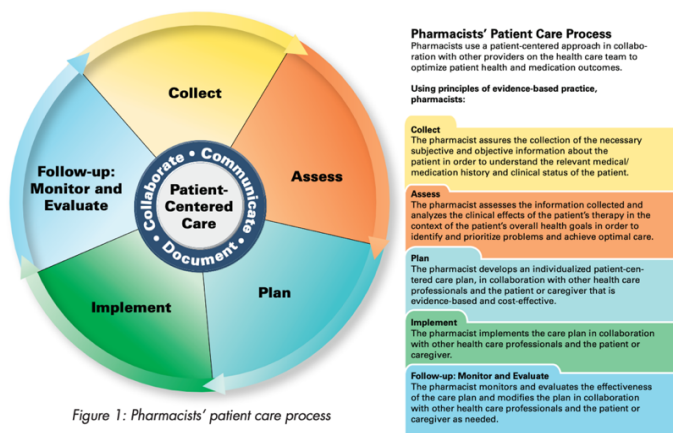
Please contact the Office of Experiential Education with any questions or concerns, including any deviations from the expectations as listed above.

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C. Pharmacists' Patient Care Process³

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.



D. Cultural Competence:

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 patient's set of core value and beliefs are necessary tools for achieving optimal patient safety and treatment success.

“Cultural competence refers to a set of academic and interpersonal skills that allow individuals to Increase their understanding and appreciation of cultural differences and similarities within, among, and between groups. This requires a willingness and ability to draw on community-based values, traditions, and customs and to work with knowledgeable persons of and from the community in developing targeted interventions, communications, and other supports.” (pg. 2)

“Culture has been defined as "the shared values, traditions, norms, customs, arts, history, folklore, and institutions of a group of people." Culture shapes how people see their world and structure their community and family life. A person's cultural affiliation often determines the person's values and attitudes about health issues, responses to messages, and even the use of alcohol, tobacco, and other drugs.” (pg. 1)

“Race and ethnicity are often thought to be dominant elements of culture. The definition of culture is actually broader than this. People often belong to one or more subgroups that affect the way they think and how they behave. Factors such as geographic location, lifestyle, and age are also important in shaping what people value and hold dear.” (pg. 2)

(Technical Assistance Bulletin: Following Specific Guidelines Will Help You Assess Cultural Competence in Program Design, Application, and Management. *September 1994*. Retrieved 11/25/13

http://www.orau.gov/cdcynergy/soc2web/Content/activeinformation/resources/SOC_Cultural_Competence.pdf)

IV. Student Pharmacist Expectations

You are expected to abide by the policies established in this manual, your handbook, the University Catalog along with the policies established specific to the School of Pharmacy students. It is the mutual responsibility of both you and the preceptor to familiarize you with the policies and procedures of the site where the preceptor practices pharmacy.

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

A- Professional Appearance:

You will be recognized by professionals and patients as representatives of Husson University School of Pharmacy and the profession of pharmacy at the practice site. Therefore, each student MUST conform to the following dress code in addition to any dress codes required by the practice site:

- (i) All students must maintain good hygiene; wear a bright white, clean and freshly ironed laboratory jacket, and a Husson University School of Pharmacy student nametag. Nametags from places of employment are unacceptable. If the rotation site requires its own student nametag, you will be expected to wear both nametags unless otherwise directed by the Office of Experiential Education or designee. Preceptors may require an alternate dress code in portions of the site in compliance with special areas of practice (e.g. Psychiatry).
- (ii) White coats and name tags will be worn for all rotation activities and seminars. Students will not be allowed to participate if not dressed in appropriate attire. Rotation time missed due to inappropriate attire must be made up.
- (iii) Female students may wear skirts, dresses, or dress slacks with appropriate hosiery and/or socks and shoes. Leggings are not permissible.
- (iv) Male students must wear dress slacks, collared shirts, ties, socks and appropriate shoes.
- (v) Jeans, shorts, mini-skirts, thongs, T-shirts, jogging suits, hats, caps, etc., are considered inappropriate dress and are not allowed.
- (vi) Open toed shoes are inappropriate and not permitted.
- (vii) Tattoos, any body piercing other than the ears, and other forms of body art, are to be covered while at experiential sites.

B- Registration as a Pharmacy Student/Intern:

Prior to participating in an IPPE (or APPE) rotation, you are required to license with the Maine Board of Pharmacy and the Board of Pharmacy in the state where the rotation will take place. You must comply with the State Board of Pharmacy Rules and Regulations.

C- Site consideration request:

If you identify a site that is not an affiliate with HUSOP, you may submit a request for consideration to the Office of Experiential Education. OEE will then take the necessary steps to ensure that you will get a quality experience at the requested site and, if approved, establish an affiliation with the site and preceptor.

D- Compensation:

You shall not, under any circumstances, receive financial compensation from the experiential site while participating in an IPPE. Failure to adhere to this policy may result in suspension and removal from the rotation and receipt of a failing grade (F) in the course.

E- Transportation and Other Financial Obligations:

All financial obligations associated with IPPEs are your responsibility. These responsibilities include transportation, parking, food, lodging, and any other incidental costs related to off-site assignments.

F- Assistance for Students with Disability:

If you have a disability, you are entitled to reasonable accommodations that will allow you access to the University's programs, services and activities. You are encouraged to contact the office of the Dean of Student Success, Matthew Holsapple at the start of your academic career at HUSOP or within reasonable time from onset of a disability during your program of studies for accommodations prior to the start of rotations.

G- Attendance and Hours:

Attendance is a grading criterion as well as a requirement for certification of experiential hours to the Maine State Board of Pharmacy. Experiential hours are to be granted only for time spent at the experiential site or for assignments/projects scheduled by the preceptor and are **not** awarded for travel to and from the site, study time, or class time.

Students are required to contact their preceptor **at least two weeks** prior to the start of the rotation to determine the time and place to report. Students are expected to be punctual and adhere to the rotation schedule agreed upon with the preceptor and must check-in and check-out with their preceptor, or an identified designee, every experiential day. At the end of each week during the rotation, the preceptor is required to validate hours completed on RxPreceptor.

H- Excused Absence:

This is an absence from the assigned site where the preceptor **and** the Office of Experiential Education, or designees, were notified in advance and approved. The time missed may be made up at a time agreeable to both the preceptor and the Office of Experiential Education. In the event that a student requires multiple excused absences, the student should contact the Office of Experiential Education to make an appointment.

I- Unexcused Absence:

Unexcused absence is defined as an absence from the assigned site without advanced notification to the preceptor **and** Office of Experiential Education. You will be required to make an appointment with the Office of Experiential Education to discuss the situation and to determine the need for corrective action.

Students may lose one letter grade for the first unexcused, unjustified, absence. After the second unexcused absence, you may be dropped from the course and/or assigned a failing grade.

J- Tardiness:

Attendance is mandatory and punctuality is expected. Any student who is tardy, delayed beyond the expected or proper time, on any **two** occasions will be considered as earning an unexcused absence and must make an appointment with the Office of Experiential Education.

Four (4) such absences will be considered excessive tardiness and will equate to two unexcused absences which may result in you being dropped from the course and/or assigned a failing grade.

K- Inclement Weather:

Since you are 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.

L- Dismissal from a Site:

You are expected to conduct yourself in a courteous and professional manner. If, for any reason, a preceptor asks that you be removed from the site, you will be required to make an appointment with the Director of Experiential Education **and** the Assistant Dean of Student Academic Affairs for further evaluation of the situation. Following a complete review of the circumstances leading to your dismissal from a site, a decision will be made with regards to the grade and credit hours pertaining to the rotation.

M- Communication:

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

Familiarize yourself with the laws and regulations that govern pharmacy practice in the state where the rotation site is based. If clarification of any issue is needed, then you must actively seek clarification and better understanding of the laws/rules regarding the issue.

You should not seek free medical advice or treatment for yourself or family members through medical staff or other personnel at assigned sites; nor should you 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 you.

N- Information confidentiality: HIPAA

Out of respect for patients and in compliance with the Health Information Portability and Accountability Act (HIPAA), you will respect confidences revealed during your assignment including patient medical records, pharmacy records, fee systems, etc. Patient names, medical record numbers, social security numbers, dates of birth, and other patient identifiers will not be used in any and all forms of communication or discussion of cases outside the private setting of the practice site.

In addition, you will not discuss patient care or patient cases with anyone, including other healthcare providers, who are not participating in the patient's care, except for permissible communication on behalf of the patient's continuity of care or for permissible educational purposes. You must be careful to discuss permissible case information in private areas only.

Proprietary information of the site, including fees and special formulations, must also be kept confidential. Students must pass a HIPAA Compliance learning module in their first year and may be required to complete site specific HIPPA Compliance module.

O- Insurance:

All students taking part in IPPEs 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 signing a waiver form that provides proof of alternate coverage. A brochure describing the insurance and premium rate is available at the Office of Student Affairs upon request.

You will also be required to obtain general and professional liability insurance which covers you and HUSOP faculty while at an experiential site. This is included in the Fall semester fees. A copy of the liability insurance certificate is available on RxPreceptor in the document library.

P- Background Checks and Drug Screening:

All students are required to undergo a criminal background check and drug screen 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, student, or as an instructor 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, or drug screening may impact continued enrollment in the professional curriculum.

Q- 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 or sale of a controlled substance for unlawful purposes. Any student 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 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 complies 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.

R- Vaccine Requirements:

You are responsible for complying with each site's policies, the guidelines set forth by the School of Pharmacy and state law concerning infection control. You should have a copy of your immunization records uploaded to both **CastleBranch** and **RxPreceptor** and be able to provide this information upon the request of proof of immunization status by your site, clinical coordinator, or preceptor.

Medical exemptions: Submit a dated, signed statement from your doctor requesting a medical exemption. Other reasons for exemption must be written in a formal request and attached to this form. **It must be understood that all students who are exempt for any reason will be required to leave the university/site if there is an outbreak of any disease for which an exemption has been given.**

Required immunizations or immunity documentation for each student:

Tetanus/Diphtheria/Pertussis

One dose of vaccine within the past 10 years (valid through projected graduation date)

Measles, Mumps, Rubella (M-M-R)

First dose at 12 through 15 months of age, with the second dose at 4 through 6 years of age.

Varicella

One dose for students, who received this vaccine prior to 13 years of age; OR two doses for students who were not vaccinated before their thirteenth birthday; OR proof of exposure or a positive titer

Hepatitis B

A completed series of 3 doses of vaccine (the third dose of the vaccine must be completed by January 1 of the P1 year; serological confirmation of immunity or serological evidence of infection is acceptable in lieu of vaccination)

PPD

Results of annual, two-step tuberculosis (TB) skin test are required by the first day of classes for the P1, P2, and P3 years. This test must be received and read no later than June 1st or the first day of class. Students progressing to the P4 year must receive their TB test during the month of May of the P3 year

Polio

Proof of completed vaccine series (4 doses) is required

* 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.

S- Evaluations:

Within 2 working days following the last day of each rotation, each student must submit the following documents:

- Evaluation of the preceptor
- Evaluation of the site
- Evaluation of the rotation
- Self-assessments and other requested information.

T- Plagiarism:

As defined in your Handbook, Plagiarism is using, stating, offering, or reporting as one's own, an idea, expression, or product of another without the proper credit to its source. As defined by Webster, plagiarism is "an act or instance of stealing or passing off the ideas or words of another as one's own, using a created production without crediting the source, or presenting as new and original an idea or product derived from an existing source." (*Webster's Collegiate Dictionary*). A direct quote should be cited and placed in quotation marks. However, the student should also know that if the ideas of others are used, these must be referenced, or the student is guilty of an act of plagiarism.

U- Appeal Process:

If you believe that you received an improper grade for a rotation, you may submit an appeal containing supportive evidence and rationale to the Office of Experiential Education within one week of the completion of the rotation. The Director of Experiential Education will then discuss the appeal with 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 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.

V - Pharmacy Robbery:

In the unfortunate event that the pharmacy site that you work at becomes a victim of a robbery, it is important to know that Husson University has Counseling Services available. You will be allowed to have an excused absence for that day and the following day if needed. The hours of the Counseling Center is Monday-Friday 8am-5pm, students are welcome to stop by or make an appointment by calling 941-7981.

If you feel that either you cannot continue your obligations for that IPPE after the incident, please call the Office of Experiential Education as soon as possible.

W – Submission of Assignments:

Assignments that are completed from the workbook must be submitted to the course coordinator via ExamSoft. Please note that your preceptor reserves the right to give you additional projects to work on during your rotation. Those will also be included and considered as part of your final grade and must be uploaded to ExamSoft.

***All work must be submitted through ExamSoft**

References:

- 1- <http://wilderdom.com/experiential/>
- 2- <http://www.aee.org/about/whatIsEE>
- 3- <https://www.pharmacist.com/sites/default/files/files/PatientCareProcess.pdf>

RxPreceptor

What is RxPreceptor?

RxPreceptor is a web-based evaluation system designed to help manage one's medical education program. Being completely web-based, important information about evaluations, procedures, and the schedule is available to authorized users 24 hours a day from any computer with Internet access. RxPreceptor was developed to help manage, collate, and analyze the overwhelming volume of information associated with a medical education program. Most users will be able to submit this information conveniently from their place of work or from home. It is hoped that RxPreceptor will be easy for all to use, allow for a better rate of compliance, provide useful information to the program and its participants, and save everyone time in the process.

Managing Quality: RxPreceptor allows you to submit required program evaluations electronically. Electronic submission can reduce paperwork as well as send evaluation information directly to the appropriate person in a more efficient fashion. The evaluation information submitted through RxPreceptor is placed into a database from which valuable reports are produced and informative analyses are synthesized.

By providing feedback about the pharmacy education program and its participants, you play an important part in shaping and improving the quality of the pharmacy education program. One of the most important goals of the program is to provide you with a valuable learning experience. Your feedback plays a vital role in being able to meet this goal.

Logging into RxPreceptor:

To enter RxPreceptor, you must first connect to the Internet with a browser.

Once the browser has opened, navigate to <http://www.rxpreceptor.com> via the link or entering the address into the address locator space near the top of the browser screen and press Enter or Go.

Once RxPreceptor's web-site appears, take a moment to bookmark this site. Type in your RxPreceptor ID and Password, and then click the Login button.

Forget Your RxPreceptor ID or Password?

If you have forgotten your login/password click on the Forgot Your Password? Link under the Sign In button

This email will contain a link that includes your encrypted login and password. When you click on this link you will be logged in and directed to the Password Change screen so that you can create a new login and/or password.

You may also contact Liana Fellis, Office of Experiential Education, Operations Manager at fellisl@husson.edu or 207-992-1974 and she can reset your password and send you the information requested.

Changing Your Password

One of the security measures of RxPreceptor is password protection. Only users who have an authorized login name and password are allowed into RxPreceptor. Changing your password frequently helps deter anyone from guessing your password. It is strongly recommended that you change your password the first time you enter RxPreceptor and frequently thereafter.

To change your password and/or login name, click on the "Account Information" menu button on the left side of your screen. On this screen you can change your login, your password or both.

Type in your new password twice being careful to type it exactly the same way both times.

Passwords should be at least 6 digits in length and no more than 20 and must contain both numbers and letters. Passwords are not case sensitive.

You may also change your login name using the same procedure. RxPreceptor will notify you if someone else is already using your desired login and will ask you to choose another one.

Hours Tracking

A program may want to track their trainee duty hours in order to avoid any ACGME violations. This tool allows you to indicate the time that you clocked in, the time you clocked out, the task that you were doing during that time and the rotation or activity that you were on. The administrator can view and/or edit this information, if necessary.

If you are required to track duty hours and are delinquent in doing so you may receive an email reminder.

1. Select “Hours Tracking” from the menu on the left – your hours tracked/timesheet will appear.
2. In the upper right-hand corner, select “Record New Hours”



Hours Tracking / Timesheet

Record New Hours Confirmed Hours View Report

Filter by Rotation Type Date Start: - End: Go Clear

3. From the drop down: select your Preceptor/Site where the hours were completed
4. Enter “Start Date” & “End Date” – you may be required to log hours daily
5. Enter “Time In” & “Time Out”
6. You can submit additional comments if necessary
7. You can attach a file if you are required to submit an assignment alongside your hours

ACCOUNT

SCHEDULE

CALENDAR

LOGOUT

Home

Scheduling

Site Prospector

Hours Tracking

Requirements

Field Encounters

Absences

Incidents

Evaluations

Assessment Library

Electronic Forms

Surveys

Message Center

Document Library

Help Center

External Resources

Add Hours

Site / Date / Time Information

Preceptor / Site:
Required

Select Preceptor / Site

Start Date:
Required

(Format: MM-DD-YYYY)

End Date:
Required

(Format: MM-DD-YYYY)

Time IN:

00

Set Current Time

Time OUT:

00

Set Current Time

Total Hours:
Required

Hours Description

Comments:

File Attachment / Document URL

Attach New File:

Choose File

No file chosen

Upload file requirements

Max File Size allowed: 20MB

Extensions allowed: doc, docx, txt, pdf, rtf, gif, jpg, jpeg, png, ppt, pptx, swf, tif, tiff, xls, xlsx, mp3, mpeg, mp4

OR Add Document URL:

(Entering a URL will override an uploaded file)

Submit Hours

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Evaluations

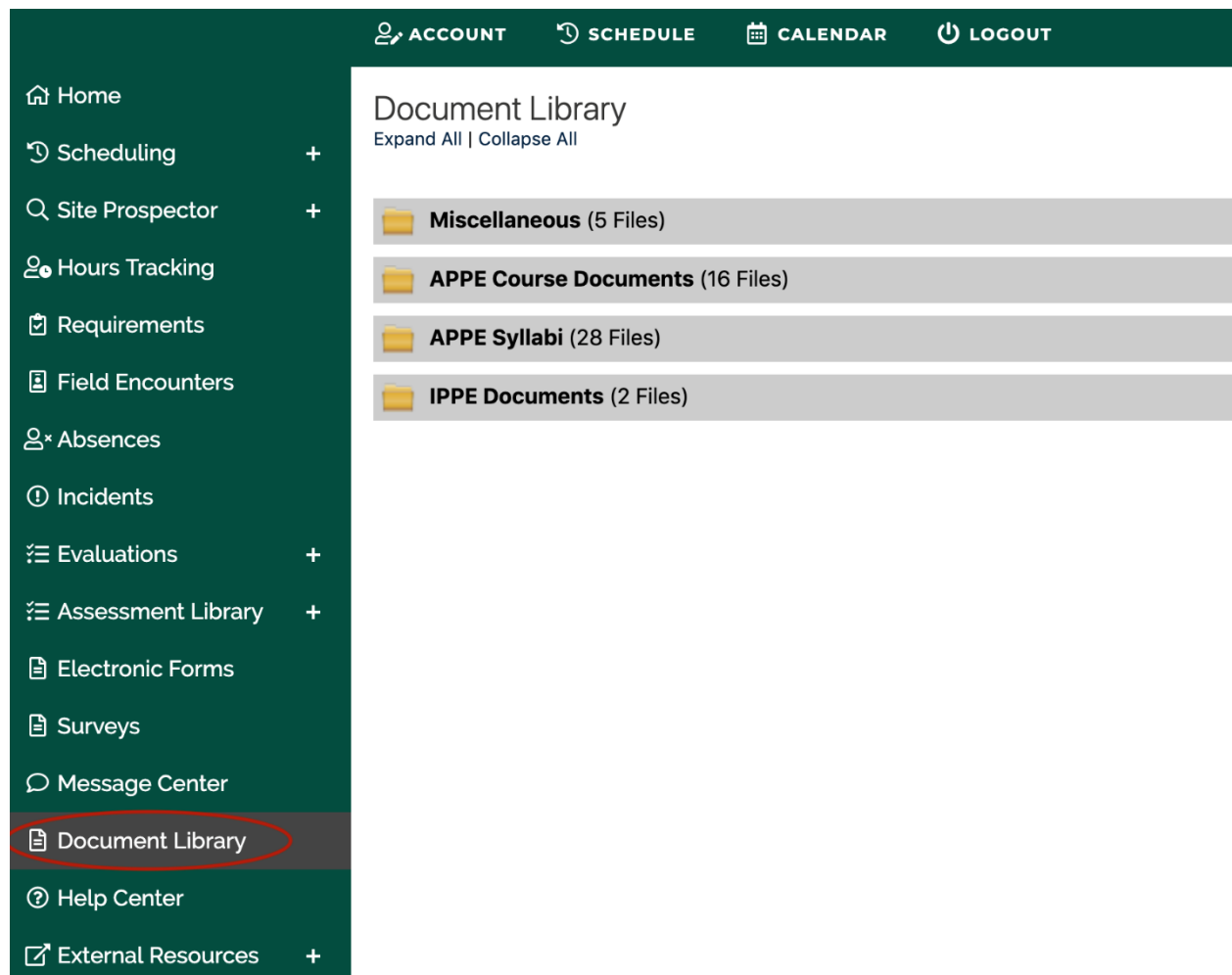
Completing an Evaluation

The screenshot shows the Husson University website interface. At the top, there is a dark green header with navigation links: ACCOUNT, SCHEDULE, CALENDAR, and LOGOUT. On the left, a dark green sidebar contains a list of menu items: Home, Scheduling, Site Prospector, Hours Tracking, Requirements, Field Encounters, Absences, Incidents, Evaluations (highlighted with a red underline and a close icon), Assessment Library, Electronic Forms, Surveys, Message Center, Document Library, Help Center, and External Resources. The main content area features the Husson University logo and two document sections: 'Miscellaneous' containing the 'Husson Sexual Misconduct & Gender Based Violence Policy' and 'APPE Course Documents' containing the '2019-2020 APPE Manual'. Below the sidebar, three red arrows point to the sub-options under the 'Evaluations' menu: 'Evaluation of Student', 'Evaluation of Preceptor/Site', and 'Self Evaluations'.

- Once your preceptor has completed your evaluation and your school has opened it up for you to view, you will be able to view it under “Evaluation of Student”
- Evaluations of your Preceptors/Sites are located under “Evaluation of Preceptors”
- Self Evaluations are accessed through the third option in the drop down, “Self Evaluations”
- Note: All evaluations may be saved in “draft mode” to be completed at a later time by clicking “Save as Draft.” Once you click “Submit Final Grade” you will no longer be able to edit the evaluation.

Documents

Any documents that have been uploaded into RxPreceptor can be found by clicking on the Documents button. You can access multiple documents including those relevant to your IPPEs.



MyCred

To create a MyCred account you will need to log into RxPreceptor account and click the “MyCred” button in the upper right-hand corner. This automatically creates and links your account to your RxPreceptor account.