

WELCOME

This manual is a guide for Preceptors regarding the requirements and expectations of them at Husson University in the School of Pharmacy. It is intended to be used as a planning tool, guide, form repository, 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.

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 2016” 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 experiential curricular components is to facilitate student transition from a didactic learner to a competent, caring professional, who provides patient-centered care and assures optimal patient outcomes. During this transition, students will be expected to acquire the knowledge, skills, attitudes, and values that are important to the pharmacy profession.

Pharmacy students taking part in the experiential 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.

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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I. Introduction

A. Husson University School of Pharmacy – Background

Our four-year Doctor of Pharmacy (PharmD) program is dedicated to providing each student with personal attention, high-quality clinical experiences, access to state-of-the-art learning environments and interprofessional learning opportunities to ensure students are ready to meet the demands of their chosen career path.

B. Husson University School of Pharmacy – Goals

1. The Husson University School of Pharmacy provides a well-resourced, student-focused programs.
2. Faculty and administration are dedicated to fostering a supportive environment that meets the learning needs of all students.
3. Faculty have the qualifications, experience, and commitment to educate and mentor our students to become ethical, competent, and confident pharmacists.
4. Faculty and administration actively collaborate with university, community, and regional colleagues to influence and advance the work of the profession through teaching, scholarship, and service.

C. Office of Experiential Education – Background

The Office of Experiential Education manages coordinates the various aspects of experiential education for the School of Pharmacy. Students gain and expand upon their pharmacy practice skills during their experiential education which consists of a set of experiences that build upon each other. The Introductory Pharmacy Practice Experiences (IPPEs) serve as an introduction to the practice of pharmacy across three areas of practice: community, hospital, and ambulatory care pharmacy. The Advanced Pharmacy Practice Experiences (APPEs) are completed during the P4/4th professional year of the Husson University School of Pharmacy (PharmD) program. These six-week experiences provide deeper immersion and experience in “real world” areas of pharmacy across varied practice sites.

D. Accreditation

Husson University School of Pharmacy is accredited by the Accreditation Council for Pharmacy Education (ACPE), 135 South LaSalle Street, Suite 4100, Chicago, IL 60503; Telephone: (312) 664-3575; Fax: (312) 664-4652; website: www.acpe-accredit.org.

E. HUSOP Mission Statement

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

II. HUSOP Experiential Education Program

The overall goal of the Office of Experiential Education is to match students with the practice sites that help them achieve both their academic and long-term career goals over the course of their IPPE and APPEs.

A. IPPE Curriculum

- Students will complete a total of three (3) IPPEs over the course of their first, second, and third professional years.

| P1 Year | | |
|----------------|--|-------------------------------|
| <i>Winter</i> | Rx350 Community IPPE | 160 hours (20 days x 8 hours) |
| <i>Summer</i> | | |
| P2 Year | | |
| <i>Winter</i> | Rx450 Hospital IPPE | 120 hours (15 days x 8 hours) |
| <i>Summer</i> | | |
| P3 Year | | |
| <i>Fall</i> | Rx511/512 Ambulatory Care and Management I & II IPPE | 30 hours |
| <i>Spring</i> | | 30 hours |
| TOTAL | | 340 hours |

Rx350 Community IPPE

The IPPE Community rotation course is designed to expose P1 students to the everyday practice of pharmacy in the different types of community settings (Chain store, Grocery store, Independent...etc.). The students should be introduced to all aspects of professional interactions with patients and coworkers, medication dispensing, and pharmacy management. The Community IPPE is a 4-week rotation course held in the Summer Term (May to August).

Rx450 Hospital IPPE

The IPPE institutional course is to expose P2 pharmacy students to the everyday practice of pharmacy in the institutional setting. The student should be introduced to all aspects of professional interactions with patients and coworkers, medication distribution and/or dispensing, and pharmacy management. The course will be completed at an assigned institutional site over a three-week period of time (120 hours total). There will be blocks offered during the J-Term (December to January) and during the Summer Term (May to August).

Rx511/512 Ambulatory Care and Management I&II

This third year Introductory Pharmacy Experiential Education course introduces students to role of the pharmacist in ambulatory care, hospital, and community roles that pharmacists participate in during practice without regard to the practice setting. The students will observe the confidence, knowledge, skill, and professionalism required for pharmacists to function competently. The students will gain experience in observing pharmacists and participating actively in communicating with patients, other healthcare providers, and staff involved in the practice of pharmacy. The course will incorporate inter-professional education and inter-professional collaboration as appropriate. The students will be able to apply their didactic and basic pharmaceutical sciences learned in the classroom and support their readiness for APPE coursework.

B. APPE Curriculum

APPE course syllabi serve as a **GUIDE** for students and preceptors. The syllabi detail the goals, objectives, outcomes and required ***minimum*** activities that meet basic 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.

- Students will complete their APPE rotations during the fourth professional year
- The fourth professional year consists of six rotations consisting of six weeks each:
 - 4 are required **core rotations**:
 - Rx601 Inpatient/Acute Care
 - Rx602 Hospital/Health Systems
 - Rx603 Ambulatory Care
 - Rx604 Community Pharmacy
 - Two **elective** rotations are also required

| | | |
|-------------------------------|----------------------------|-------------------|
| Rx601 Inpatient/Acute Care | 6 Weeks (5 days x 8 hours) | 240 |
| Rx602 Hospital/Health Systems | 6 Weeks (5 days x 8 hours) | 240 |
| Rx603 Ambulatory Care | 6 Weeks (5 days x 8 hours) | 240 |
| Rx604 Community Pharmacy | 6 Weeks (5 days x 8 hours) | 240 |
| Rx6__ APPE Selective I | 6 Weeks (5 days x 8 hours) | 240 |
| Rx6__ APPE Selective 2 | 6 Weeks (5 days x 8 hours) | 240 |
| TOTAL | | 1440 hours |

Rx601 Inpatient/Acute Care

Inpatient/Acute Care APPEs are designed to enhance the knowledge base and skills students need in order to fulfill the competencies required for the professional pharmacy degree. Successful completion of this experience will give students the confidence to provide effective and appropriate patient-centered pharmaceutical care in the institutional setting. During this APPE the student pharmacist functions as an integral member of the healthcare team and is actively involved in the care of acutely ill patients. Students are expected to demonstrate a professional manner and exceptional work habits. The overall goal of this APPE is to help student pharmacists understand and obtain practical experience to evaluate, implement, and monitor drug therapy to optimize the delivery of evidence based pharmaceutical care and improve the therapeutic outcomes in patients with a variety of disease states in the inpatient/acute care setting. The students will be expected to be prepared and participate in 'Topic and Disease State Discussions' as assigned by the preceptor. The student will be expected to understand and reflect upon inter-professional collaboration, medication reconciliation, and any appropriate areas of patient safety.

Rx602 Hospital/Health Systems

Hospital APPEs will enhance the knowledge base and skills students need in order to fulfill the competencies required for the professional pharmacy degree. Successful completion of this experience will give students confidence to provide effective and appropriate patient-centered pharmaceutical care in the institutional setting. During this APPE the student pharmacist functions as an integral member of the pharmacy department and is actively involved in the care of medically ill patients. Students will demonstrate a professional manner and exceptional work habits. The overall goal of this APPE is to help student pharmacists understand and obtain practical experience to evaluate, implement, and monitor drug therapy to optimize the delivery of pharmaceutical care and improve the therapeutic outcomes in patients with a variety of disease states in the hospital setting. The students will be expected to be prepared and participate in 'Topic and Disease State Discussions' as assigned by the preceptor. The student will reflect on the process of sterile compounding, aseptic technique, hazardous material handling (e.g., chemotherapy preparation) where appropriate.

Rx603 Ambulatory Care

The Ambulatory Care APPE offers student pharmacists full time opportunities to apply the knowledge and synthesize the didactic information and skills required for direct patient care in the ambulatory environment. This direct patient care APPE allows students to function as an integral member of healthcare team and to be actively involved in the care of patients. Students are expected to demonstrate professional communication, maturity and judgment skills with exceptional work habits. The overall goal of this APPE course is for students to understand and obtain practical experience in evaluation, implementation, and monitoring of drug therapy and to optimize the delivery of pharmaceutical care and improve the therapeutic outcomes in patients with a variety of disease states. Successful completion of this experience will give students the opportunity to develop confidence to provide effective and appropriate patient centered pharmaceutical care in the pharmacy practice environment. The students will be expected to be prepared and participate in 'Topic and Disease State Discussions' as assigned by the preceptor. The student will be expected to understand and reflect upon inter-professional collaboration, medication reconciliation, and any appropriate areas of patient safety.

Rx604 Community Pharmacy

In this APPE course, students will participate in a 6 week, 40 hours a week, full-time off-campus experience, under the direction of a preceptor, in a community pharmacy to provide effective and appropriate patient-centered pharmaceutical care in the community setting. The student will become a member of an interdisciplinary team in order to provide superior patient-centered care. This course offers student pharmacists the opportunity to apply the knowledge and synthesize the didactic information and skills required for direct patient care in the community pharmacy practice environment. This direct patient care APPE offers students the experience to function as an integral member of the healthcare team and to be actively be involved in the care of patients. Students will demonstrate professional communication, maturity and judgment skills with exceptional work habits. Students will understand and obtain practical experience, to evaluate, implement, and monitor drug therapy, to optimize the delivery of pharmaceutical care, and to improve the therapeutic outcomes in patients with a variety of disease states. Successful completion of this experience will give students the opportunity to develop confidence to provide effective and appropriate patient-centered pharmaceutical care in the pharmacy practice environment. The students will be expected to be prepared and participate in 'Topic and Disease State Discussions' as assigned by the preceptor. Students will understand and reflect upon inter-professional collaboration, medication reconciliation, and any appropriate areas of patient safety.

APPE Selectives

Current APPE selectives include:

| | | |
|--------------------------------------|-----------------------|----------------------------|
| Emergency Care | Geriatrics | Oncology |
| Pediatrics | Infectious Disease | Psychiatry |
| Indian Health Services | Pharmacy Academia | Association Administration |
| FDA Selective | Pharmacy Research | Drug Therapy Management |
| Administrative Selective | Nuclear Selective | Cardiology Selective |
| ICU Critical Care | OTC Self Care | AACP Professional Pharmacy |
| Collaborative Transitional Amb. Care | Informatics Selective | Advanced Ambulatory Care |
| Specialty Care | Compounding Selective | Poison Control |

III. HUSOP Preceptor & Site Expectations

A. Preceptor Expectations

- Requirements and Responsibilities
 - Syllabi & minimum requirements
- Maintain licensure and provide OEE with relevant copies
- Provide site availability for precepting students
- Maintain and update information on RxPreceptor
- Provide OEE with pertinent onboarding information and maintain documentation

B. Site Expectations

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

C. Affiliation Agreements

An affiliation agreement will be completed between each experiential site/facility and the School of Pharmacy/Office of Experiential Education. The agreement defines responsibilities, commitments, and expectations for all parties involved regarding the experience and education of students. These agreements will also include student disclosures, immunization policies, expectations regarding professional conduct, criminal background checks, and other provisions.

D. Preceptor Education

New Preceptors will receive relevant information and resources prior to assuming the responsibility of precepting students. This includes:

- Preceptor resources list
- Information on how to access online resources
- Preceptor training videos with assessment
- FERPA information

E. Feedback & Evaluations

Preceptors must conduct, at a minimum, a midpoint and endpoint evaluation of the student using RxPreceptor.

F. Confidentiality of Student Information

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and

- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

IV. Preceptor Preparations

A. Preparing For the Rotation:

- Read the syllabus relevant to your site via RxPreceptor
- Familiarize self with RxPreceptor and important functions (evaluations, hours tracking)
- Formulate a tentative "6 Week Plan" utilizing a calendar and align it with your/the student's goals – this plan can and should be *flexible*
- Students should reach out to preceptors **2 weeks** prior to the start date of their rotation ; this provides a good opportunity to provide necessary information, e.g.:
 - Contact information
 - 2nd point of contact information
 - Site dress code
 - Professional conduct expectations (e.g. electronic device policy)
 - Call out policy
- If applicable, communicate with other health care professionals that may interact with your student(s) and seek to provide opportunities for interprofessional collaboration

B. First Day/Week:

1. Orientation with Student – provide information relating to:

- Hours per day
- Weekly schedule
- Attire
- Projects
- Parking
- Meetings
- Site-specific policies
- "6 week plan"

2. Review schedule (daily, weekly, meetings, 6 week calendar, etc.)

3. Tour of facility (if possible)

V. Preceptor Checklist

This checklist contains a number of important considerations for your precepting duties. The list is not all-inclusive and other items may be necessary for your site.

A. Preparing For The Rotation:

- Read and familiarize yourself with the course syllabus (RxPreceptor)
 - Review the minimum requirements established by the syllabus
 - Additional assignments may be created
 - Identify rotation objectives
 - You may assign additional assignments/work provided the minimum requirements are met
- Formulate “6 week plan” calendar for the student with activities that help the students meet the minimum requirements – remember this can and should be *flexible* in nature. Student-identified goals and other experiential opportunities may come up during the rotation that may necessitate a change in activity schedule.
- Identify and document student expectations, e.g.:
 - Hours per day
 - Weekly schedule
 - Attire
 - Projects
 - Parking
 - Meetings
 - Site-specific policies
- Communicate with other health care professionals to identify opportunities for interprofessional collaboration (IPPE rotations can utilize job shadowing for interprofessional experience where APPE rotations should focus on hands-on experience)
- Establish contact with student
 - HUSOP standards require students to reach out (2) weeks prior to the starting date of their rotation
 - Discuss meeting time, parking, attire, and other site-specific needs and requirement

B. First Day/Week:

- Orientation
 - Review the syllabus
 - Review rotation requirements and expectations
 - Communication/correspondence
 - Evaluation & review schedule
 - Personal possessions
 - Electronic device policy
 - Tour of facility/site
- Discuss the “6 Week Plan” and identify any changes that need to be made due to scheduling, student goals, etc.
- Evaluations – explain the evaluation timeline and describe what is to be expected and how it will be measured

C. During Rotation:

- Meet with/make contact with student daily and agree upon communications for the day
- Midpoint and Endpoint evaluations
- Provide meaningful feedback for the student throughout the rotation
- Contact the Office of Experiential Education as soon as possible with any concerns relating to student performance
- Perform continuous review of the “6 week plan” and tailor activities to the changing needs of the site and student

D. Post-Rotation:

- Verify submission of both midpoint and endpoint evaluations
- Verify hours tracked by the student
- Review documents the student has submitted to “Field Encounters”
- Housekeeping Duties:**
 - Update RxPreceptor with availability
 - Provide licensure after renewal
 - Review HUSOP Preceptor Training videos each academic cycle
 - Notify OEE with any changes to onboarding procedures or other site/preceptor-specific information

Some housekeeping duties will need to be completed immediately following the rotation while others will need to be completed later on, and throughout, the year.

VI. Active Precepting

A. Direct Instruction

- Foundational in nature and fills in necessary information before skills can be performed/applied, e.g.:
 - Assigned readings (practice guidelines, medical literature, pharmacy-related articles, etc.)
 - Topic Discussions
 - Case-based instruction
- Largely focused on in the didactic setting – if foundational knowledge is strong, progress to modeling

B. To-Do

i) **Student Hours:** Preceptors are required to log into RxPreceptor and confirm student hours. We ask preceptors to login and access the Hours Tracking module. Preceptors have the option to Confirm or Deny the hours submitted.

ii) **Field Encounters** For each rotation, there are minimum requirements that each must complete. The assignment attached to the requirement is called a Field Encounter and are uploaded in RxPreceptor, with the exception of weekly reflections.

VII. Post-Precepting

A. Housekeeping

i) Updating RxPreceptor

Preceptors are asked to update RxPreceptor if there are changes to any of the following information:

- Name
- Work location
- Contact information (phone number, email, address, etc)
- Current Pharmacist License
- Other licenses or certifications
- Onboarding documents
- Inability to continue precepting

VIII. Preceptor Resources

HUSOP Preceptor Training Videos

Located in CoreReadiness through CoreELMS

Library Access – [Pharmacy Resources](#)

Databases, e.g.: Clinical Pharmacology, DynaMed, Facts & Comparisons, Lexicomp Online, Micromedex Online, Natural Medicines

American Association of Colleges of Pharmacy, American Journal of Pharmacy Education.

Available at <http://www.ajpe.org/>

This website provides free access to AJPE. The journal features original articles, editorials, reports on the state of pharmaceutical education, descriptions of teach innovations and book reviews.

The Patient Care Process Wheel

<https://www.pharmacist.com/sites/default/files/files/PatientCareProcess.pdf>

AACP Core Entrustable Professional Activities for New Pharmacy Graduate

<https://www.aacp.org/sites/default/files/2017-10/Appendix1CoreEntrustableProfessionalActivities%20%281%29.pdf>

RxPreceptor Login

<https://www.corehighered.com/login-elms>

CoreReadiness

<https://corereadiness.com/login>

Sample Six Week Plan

| | Sun | Mon | Tues | Wed | Thu | Fri | Sat |
|---------------|-----|--|------|----------------------------|-----|----------------------------|-----|
| Week 1 | | Student Orientation "6 week plan" review, syllabus, tour of site, expectations | | | | | |
| Week 2 | | Review expectations & 6 week plan Feedback | | Topic Discussion #1 | | | |
| Week 3 | | | | Topic Discussion #2 | | Midpoint Evaluation | |
| Week 4 | | | | Topic Discussion #3 | | | |
| Week 5 | | | | Topic Discussion #4 | | Flu clinic | |
| Week 6 | | | | | | Final Evaluation | |