



## EXPERIENTIAL MANUAL

**WESTERN NEW ENGLAND** | **WNE**  
UNIVERSITY  
COLLEGE of **PHARMACY and HEALTH SCIENCES**

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**Office of Experiential Affairs**

**Contact Information:**

Kim Tanzer, PharmD  
Assistant Dean of Experiential Affairs and  
Associate Professor of Pharmacy Practice  
Director of Continuing Education  
413-796-2032  
kim.tanzer@wne.edu



Karen Smith, BSBA  
Assistant Director of Experiential Affairs  
413-796-2076  
karen.smith@wne.edu



Joanne Moore, BBA  
Operations Coordinator  
413-796-2046  
joanne.moore@wne.edu



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## I. Introduction

### College of Pharmacy Mission

The Western New England University College of Pharmacy will prepare entry-level practitioners to provide pharmacy care to an increasingly diverse patient population in a variety of practice environments. The comprehensive learner-centered, educational program will foster critical thinking skills, embrace professionalism, and instill a commitment to lifelong learning, community service, and leadership. The College will enhance the knowledge base of the pharmacy profession through teaching, service, research, and scholarly activity.

### College Vision and Values

The Western New England University College of Pharmacy will be prominently known for excellence in the preparation of pharmacy practitioners as educators of patients and other healthcare professionals and leaders for the betterment of patient care and the community. The College upholds the following set of core values:

- *Personal and professional development through lifelong learning.* Our program creates an environment for faculty, learners, and pharmacy practitioners to learn, maintain, and expand their knowledge, skills, and attitudes in order to provide pharmacy services and meet the healthcare needs of the patients they serve.
- *A learner-centered approach to education.* Our educational program is focused on our learners who are primarily responsible for attaining their own educational outcomes; faculty and staff help guide and facilitate the learning process in partnership with learners.
- *Teamwork and collaboration.* Achievement and success result from the contributions from all team members (learners, faculty, staff, patients, pharmacy practitioners, and other healthcare professionals). Teamwork and collaboration are essential in creating optimal patient care outcomes.
- *Professionalism.* We believe professionalism is defined by the principles of excellence, humanism, accountability, and altruism.
- *The belief that the provision of pharmacy care is a privilege which requires engendering the trust of patients and other healthcare professionals.*
- *An open learning environment*—defined as informed discussions for the betterment of the College of Pharmacy for our community of learners (faculty, staff, students, and practitioners).
- *The pursuit of new knowledge.* We are committed to the research and scholarship of our community of learners.
- *Innovation and forward thinking.* Our commitment is to prepare learners for pharmacy practice, using practice models of today and innovative models destined to be those of the future.
- *Service, advocacy, and leadership.* Our commitment is to serve the community (local and global) both as citizens and healthcare professionals.

### WNEU College of Pharmacy Program Prerequisites

Upon acceptance to the College of Pharmacy, learners are expected to participate in and maintain current certification in First Aid, cardiopulmonary resuscitation (CPR), blood borne pathogens, and The Health Insurance Portability and Accountability Act (HIPAA). Certification workshops for these skills will be provided by the College of Pharmacy during orientation. Learners are required to maintain

certification for all of these skills while enrolled in the College of Pharmacy; each certification must be renewed prior to its expiration date, and a copy of the certification must be provided to the Office of Student Affairs. If recertification is not provided by the College of Pharmacy, it is the learner's responsibility to schedule it and cover any required costs.

Acceptance and successful matriculation in the professional program in pharmacy requires a significant commitment of time, energy, and cognitive resources by the learner towards the curricular, co-curricular, and extra-curricular expectations of the pharmacy program. Learners must be in good academic standing in order to participate in the experiential component of this program. Further, in order to safeguard the learner and patients, and to comply with the demands of institutions and other healthcare practice sites where the learner may participate in experiential activities, it is necessary for learners to meet a variety of requirements including but not limited to:

- Immunizations
- CPR and First Aid Certification
- HIPAA Compliance Training
- Insurance Requirements
- Physical Examination
- Tuberculosis Testing
- Blood Borne Pathogens (OSHA Requirements)

Learners must provide official documentation that they meet these requirements prior to the beginning of the semester in which they begin their first experiential rotation. If learners do not provide official documentation, then their registration in experiential components of the curriculum will be cancelled (i.e., they will be withdrawn from any courses with an experiential requirement). Failure to comply may delay and/or prevent a learner's planned graduation date. In addition, students will be required to complete all site-required pre-requisites before starting any rotations. Failure to complete these pre-requisites by the deadline assigned by the site will result in the inability to complete the rotation at this site. In this case, the Office of Experiential Affairs cannot guarantee immediate placement at an alternate site.

## Professional Program Curriculum

Total hours = 145

### First Professional Year

Fall	SCH	Spring	SCH
PHAR 510 Introduction to Pharmacy	1	PHAR 520 Health Care Communications	3
PHAR 511 Informatics and Evidence-Based Practice I	3	PHAR 521 Informatics and Evidence-Based Practice II	3
PHAR 512 Immunology	3	PHAR 522 Pathophysiology	3
PHAR 513 Biochemistry	3	PHAR 523 Basic Principles of Genetics and Genomics	2
PHAR 514 Pharmaceutics I	2	PHAR 524 Pharmaceutics II	3
PHAR 515 Pharmaceutics I Lab	1	PHAR 525 Pharmaceutics II Lab	1
PHAR 516 Pharmacy Ethics	3	PHAR 526 Pharmacy Outcomes	2
PHAR 517 Health Care Policy & Delivery	2	PHAR 540/541 IPPE Community or Health System	2
PHAR 580 Professional Development I	0	PHAR 580 Professional Development I	0
<b>Semester total</b>	<b>18</b>	<b>Semester total</b>	<b>19</b>

### Second Professional Year

Fall	SCH	Spring	SCH
PHAR 610 Principles of Pharmacokinetics	3	PHAR 620 Self Care Therapeutics	3
PHAR 611 Principles of Pharmacology	3	PHAR 621 IPC&PM Renal	2
PHAR 612 Principles of Medicinal Chemistry	3	PHAR 622 IPC&PM Respiratory	2
PHAR 614 Patient Assessment Skills Lab	1	PHAR 623 IPC&PM CVS 1	2
PHAR 615 Professional Pharmacy Practice Lab	1	PHAR 624 IPC&PM CVS 2	2
PHAR 616 Practice Management I	3	PHAR 625 Applied Pharmacy Care I	1
PHAR 642/643 IPPE Community or Health System	2	PHAR 626 Practice Management II	2
PHAR 65# Elective	3	PHAR 627 Sterile Products Lab	1
PHAR 680 Professional Development II	0	PHAR 65# Elective	3
		PHAR 680 Professional Development II	0
<b>Semester total</b>	<b>19</b>	<b>Semester total</b>	<b>18</b>

### Third Professional Year

Fall	SCH	Spring	SCH
PHAR 710 IPC&PM GI/Nutrition/Hepatic/Pancreatic	3	PHAR 720 IPC&PM Derm/ Musculoskel	2
PHAR 711 IPC&PM Endocrine/Repro/GU	3	PHAR 721 IPC&PM Neuro/CNS	2
PHAR 712 IPC&PM Infectious Disease 1	2	PHAR 722 IPC&PM Psych	3
PHAR 713 IPC&PM Infectious Disease 2	2	PHAR 723 IPC&PM Heme/Onc	3
PHAR 715 Applied Pharmacy Care II	1	PHAR 724 IPC&PM Special Populations	2
PHAR 744/745 IPPE Community or Health System	2	PHAR 725 Applied Pharmacy Care III	1
PHAR 75# Elective	3	PHAR 726 Pharmacy Law	3
PHAR 780 Professional Development III	0	PHAR 727 Patient Care Management	3
<b>Semester total</b>	<b>16</b>	PHAR 780 Professional Development III	0
		<b>Semester total</b>	<b>19</b>

### Fourth Professional Year

Summer	SCH	Fall	SCH	Spring	SCH
PHAR 800 Ambulatory Care APPE	6	PHAR 802 Community Care APPE	6	PHAR 804/805 APPE elective	6
PHAR 801 Acute Care APPE PHAR	6	PHAR 803 Institutional APPE	6	(Patient Care)	
880 Profess Devel IV	0	PHAR 880 Profess Devel IV	0	PHAR 807 APPE Elective (Non-	6
				patient Care)	
<b>Semester total</b>	<b>12</b>	<b>Semester total</b>	<b>12</b>	PHAR 880 Profess Devel IV	0
				<b>Semester total</b>	<b>12</b>

**TOTAL HOURS: 146**



## **Office of Experiential Affairs**

The Office of Experiential Affairs identifies clinical learning objectives specific to the program, course, and learning needs of the learners. The office facilitates learner achievements of these objectives through identification of appropriate clinical facilities and preceptors, and establishment of close working relationships with preceptors. The Office of Experiential Affairs will:

- Assure establishment of affiliation agreements prior to initiation of clinical experience.
- Provide the preceptor with an orientation to the program and the specific objectives of the clinical experience.
- Visit practice sites as scheduled and as needed.
- Maintain open communication with the preceptor/facility and all persons involved to provide continuous support for the learner, the preceptor, and the site.

### **Office of Experiential Affairs Mission**

To collaboratively advance learners through their knowledge and application of didactic course work along with the integration of direct pharmacy/patient care experiences involving the various aspects of pharmacy/patient care.

### **Office of Experiential Affairs Goals**

- To develop a challenging and innovative experiential curriculum which is in compliance with ACPE Standards and will engage the learner in pharmacy/patient care within elective, community, institutional, ambulatory, and acute care settings.
- To ensure that learners work as a member of the inter-professional healthcare team to prepare them to provide entry-level, patient-centered care in a variety of practice settings as a contributing member of an inter-professional team.
- To ensure that learners experience includes a diverse patient population.
- To transform a learner from the dependent/directed learner to an independent/self-directed practitioner.
- To recruit and maintain excellent practice sites.
- To enlist excellent preceptor faculty as mentors and sustained partners in education with the College of Pharmacy.
- To foster preceptor development for continuous quality improvement.

### **Accreditation Standards for Experiential Education**

The Accreditation Council for Pharmacy Education (ACPE) requires that introductory and advanced pharmacy practice experiences comprise not less than 5% and 25% (or approximately 300 and 1440 hours), respectively, of the entire PharmD curriculum. Learners will spend nearly one third of their educational program at pharmacy practice sites. WNE COP will introduce learners to real-world practice sites beginning in their first professional year of pharmacy school. The WNE curriculum includes 320 hours of Introductory Pharmacy Practice Experience and 1440 hours of Advanced Pharmacy Practice Experience.

The Accreditation Council for Pharmacy Education (ACPE; <http://www.acpe-accredit.org/>) accredits Doctor of Pharmacy programs offered by Colleges and Colleges of Pharmacy in the United States and Puerto Rico. All College of Pharmacy learners receive a general overview of the Accreditation Standards and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree during the orientation for first year pharmacy learners. Additionally, learners will be periodically encouraged to visit ACPE's website and maintain familiarity with the accreditation standards and guidelines while matriculating in the professional program. The most up-to-date information regarding the accreditation status of the Western New England University College of Pharmacy is available on the College of Pharmacy website.

The mechanism for officially expressing concerns associated with the College's compliance with the Accreditation Standards and Guidelines are available on the College of Pharmacy website.

## **II. Learner Responsibilities**

### **Communication of Program Information**

Communication of college and program information during experiential rotations is a shared responsibility between the college and the learner. Learners are responsible for obtaining all distributed printed or electronic information, including program policies and experiential workbooks. The majority of communication from the Office of Experiential Affairs will take place via the college email system. The College of Pharmacy uses electronic means to disseminate information to learners and it is required that all pharmacy learners check their email regularly. You are encouraged to check your email frequently, as you will be held responsible for information which could be time-sensitive. Email will be sent to WNE COP email addresses only.

It is your responsibility to make sure the Office of Experiential Affairs has your current contact information, including proper name and common name, address, phone number, e-mail address, and date of birth. The Office of Experiential Affairs is not responsible for any information missed by the learner due to outdated and/or missing contact information.

### **Pharmacy Intern License**

All pharmacy learners must have a current pharmacy intern license for the state they will be doing their experiential rotations in, prior to participating in the rotation. In the fall semester of the PY1 year learners are required to obtain intern licenses for both Massachusetts and Connecticut by the date specified by the OEA. A copy of each intern license must be on file with the Office of Experiential Affairs before the learner can begin the first experiential rotation. The learner is solely responsible for attaining the required intern licenses and all associated costs.

In order to obtain the intern license, learners must have completed two years of the pre-professional program and entering PY1 of the professional year, and be in good legal and moral standing. Different states will have varying regulations regarding license requirements, expirations of licenses, etc., and learners should check the state regulations in which they are licensed for full disclosure and cooperation.

**Certifications & Immunizations Policy**

Experiential sites may require additional recertification in one or more of the skills listed above prior to or at the beginning of an experiential rotation. It is the learner's responsibility to cover any required costs for these re-certifications.

Additional immunizations or screening tests may be required in order to place learners on experiential rotations. It is the learner's responsibility to cover any required costs for these requirements. Information regarding updates and/or requirements and their deadlines will be disseminated to learners in a timely fashion.

**Transportation/ Housing Policy**

Learners enrolled in the College of Pharmacy will have a variety of curricular and extra-curricular obligations off-campus, including introductory and advanced experiential educational placements, community service, advocacy, and/or activism activities. For this reason, learners are responsible for securing access to personal transportation. Further, learners may be placed at sites for APPE rotations that are not within commuting distance to their homes. In this case, the learner is responsible for arranging housing and for the associated costs.

**Health Insurance Policy**

Under Massachusetts state law, a student is required to participate in a "qualifying learner health insurance program" or in a health insurance program with comparable coverage meeting the minimum standards established by the state. Learners enrolled in the College of Pharmacy are required to have and demonstrate proof of health insurance.

Experiential sites may require proof of health insurance at the beginning of an experiential rotation, and may refuse the entry of learners who cannot provide proof of health insurance.

**Criminal Background Check Policy**

The College of Pharmacy requires three criminal background checks on its learners. The first follows admission to the College of Pharmacy, as a condition of matriculation, and the second occurs during the November following matriculation. The third background check takes place during the spring semester of PY-3, as a condition of participating in any advanced experiential learning experiences.

Criminal and other activities that call into question the character and judgment of the learner, that may restrict the learner's ability to access experiential sites, or may potentially affect the learner's eligibility for achieving or maintaining licensure as a pharmacy intern or pharmacist (by reason of state statutes or regulations) may result in the inability to progress through the College of Pharmacy curriculum.

The results of criminal background checks may be shared with experiential sites; refusal by a selected site to admit a learner based on background check information may delay graduation. All learners are responsible for the costs of the criminal background check and are required to follow the established procedures for requesting a criminal background check. Please see the Student Handbook for complete policy.

**Drug Testing Policy**

Some experiential sites may require learners to submit to a drug screen prior to placement at the site at the learner's expense. Learners are required to comply with the drug testing policies of experiential sites; learners cannot refuse to go to a particular experiential site because they do not wish to submit to

a drug test required by the site. The College of Pharmacy may also conduct random drug screenings on its learners.

### **Integrity of Scholarship**

Honesty in all academic work is expected of every learner. This means giving one's own answers in all class work, quizzes, and examinations without help from any sources not approved by the instructor. Written material is to be the learner's original composition. Appropriate credit must be given for outside sources from which ideas, language, or quotations are derived.

### **Professional Liability Insurance Policy**

Learners enrolled in the College of Pharmacy have professional liability coverage provided by the University for those activities that are a direct result of learner-related activities, such as participating in experiential learning. Please note that this coverage does not extend to outside employment, summer internships, or internships independent of College of Pharmacy course work. **Unless purchased by the learner, learners do not have professional liability coverage for work related (non-College coordinated) activities.** The College of Pharmacy strongly encourages learners to purchase professional liability insurance. Learners may obtain their own professional liability insurance at a nominal cost from providers such as Pharmacists Mutual Insurance ([www.phmic.com](http://www.phmic.com)) or Healthcare Providers Service Organization (<http://www.hpso.com/>). For additional information, contact the American Pharmacists Association (APhA) at [www.pharmacist.com](http://www.pharmacist.com) or the American Society of Health-System Pharmacists (ASHP) at [www.ashp.org](http://www.ashp.org).

### **Communication with the OEA Regarding Issues at the Site**

It is the responsibility of the learner to contact the OEA regarding any issues or concerns they have with the site and/or their rotation experience. Do not wait until the end of the rotation to voice concerns you may have. If our office is engaged early enough, we can help the student and the preceptor work through potential issues. Additionally, report an illegal or unethical behavior observed at the site immediately to the OEA.

### **Evaluation of the Site and Preceptor**

This evaluation is required to be completed after each rotation in order to receive a grade for the course. Failure to do so will result in a grade of Incomplete, until the evaluation is completed. This tool allows the OEA to evaluate the rotation opportunities, and provides feedback to the preceptor. The information collected from the Evaluation of the Site and Preceptor is crucial for maintain quality of our experiential programming. The OEA appreciates your honest, constructive feedback. Preceptors will have access to the completed forms in a de-identified manner. Each tool contains a section titled "confidential comments". Information entered into this section will NOT be shared with the preceptor.

### **Rotation Checklist**

#### **Prior to the start of a rotation:**

**Check RxPreceptor for site pre-requisites:** The Office of Experiential Affairs will keep RxPreceptor updated with the pre-requisite requirements for each site. Please contact the Office of Experiential Affairs with any questions regarding site requirements.

#### **Contact your preceptor at least six weeks prior to the start date of rotation**

Obtain information or special instructions needed prior to arriving at the site such as: where and when to report on first day, parking, additional badges, etc. Inform the preceptor if you have any particular allergies or sensitivities to medications or products such as latex, are pregnant, or are immunocompromised. The College or the Office of Experiential Affairs will not be held liable or responsible for any health-related incidents incurred by the learner due to failure to report this information to the preceptor/site.

**\*Please note that the immunization requirements at some sites may be more stringent than those at the University or at other hospitals. Many now require more frequent testing as well as titers. Be sure to submit your immunization requirements as early as possible in order to leave time to acquire additional immunizations/ documentation as may be necessary.**

**Send the preceptor your CV/electronic portfolio.** (Note: Beginning with the Class of 2019, preceptors will have access to the MyCred portfolio once a learner is placed).

**Update the Office of Experiential Affairs with the following**

Additional intern licenses

Updated contact information

**Clean and press your COP white coat and attach your nametag**

**Upon arrival to the rotation site:**

- Arrive on time and in appropriate attire
- Have a positive, professional attitude and take responsibility for your actions.
- Be prepared to absorb a lot of information- jot down brief notes. Be an active, engaged learner.
- Exhibit courtesy and respect toward yourself, your preceptor, patients, staff, and other learners
- Turn off your cell phone and other electronic devices
- Don't chew gum or chewing tobacco
- Take the initiative to learn something new
- Don't be afraid to ask questions

During the time you spend at the rotation site, we encourage you to explore. Find something that interests you about the rotation, even if you don't think that particular rotation is a career choice for you. Engage in conversations with pharmacists, pharmacy technicians, and other health professionals. Ask questions. Don't wait for your preceptor to tell or show you everything. Take the initiative to research something which you don't know. Ask your preceptor to allow you to participate in patient discussions whenever appropriate. Actively participate in the rotation and have the maturity, motivation, and self-direction to take ownership of what and how you learn.

### **III. Introductory Pharmacy Practice Experience: Program Description and Information**

#### **The Learner Experience**

The Introductory Pharmacy Practice Experience (IPPE) is a 2 credit pass/fail courses. This experience allows the learner to be engaged in a variety of pharmacy practice settings, and provide opportunities for transitional experiential activities, active learning, and initial and progressive development of practice skills. IPPE rotations must be conducted in actual practice settings where learners can immerse themselves in real-world pharmacy practice experiences. Learners will have the opportunity to interact directly with patients, as permitted by laws and regulations. The complexity and decision-making requirements of the activities will be appropriately tailored to the level of the learner by the preceptor.

The objectives of the community IPPE rotation are defined in the Community IPPE [syllabus](#).

The objectives of the health system IPPE rotation are defined in the Health Systems IPPE [syllabus](#).

The addition of activities, experiences, and/or reading assignments which may be beneficial to the learners is appropriate and at the discretion of the preceptor.

#### **Program Description**

There are three required IPPE courses/rotations:

Professional year 1 (PY1): spring semester

Professional year 2 (PY2): fall semester

Professional year 3 (PY3): fall semester

Each learner is required to complete one community and one health systems rotation. The third rotation may include an additional community or health systems rotation.

The PY1 spring IPPE will include three mandatory quizzes based on the Top 300 Prescription Medications. The quizzes will be multiple choice, matching, and fill-in-the-blank and will test the learner on brand and generic name recognition. The learner is required to accomplish a 70% or higher on each of the three quizzes to pass the course. Learners who have not achieved a passing course grade due to quizzes will be given one cumulative retake exam at the end of the semester. A grade of 70% or higher is required to pass the course. Failure to achieve a passing grade may result in a delay in graduation.

Learners will attend their rotations for the semester with the exception of required on-campus activities, which may occur 1-2 times during a semester. The Office of Experiential Affairs will formally notify the preceptor and the learners regarding the date(s) of on-campus activities.

Each IPPE course consists of one eight-hour day per week for the length of the academic semester. The specific dates for each rotation can be found on the homepage in RxPreceptor as they will vary by semester.

The learner is directed to contact their preceptor 6 weeks prior to the start date of the rotation to obtain information or special instructions needed prior to arriving at the site such as: when and where to report on first day, parking, dress code, or additional badges. At that time, the preceptor and learner will agree upon a schedule to be followed for the rotation. Lunch and break schedules may vary by site

and should be agreed upon at the start of the rotation. Please contact the Office of Experiential Affairs with any questions regarding scheduling.

Note: Experiential hours missed must be made up at the convenience of the preceptor.

### **Introductory Pharmacy Practice Experience: Community**

The Community Pharmacy Practice Experience introduces learners to the practice of pharmacy in community settings such as chain store pharmacies, grocery store pharmacies, or independent pharmacies. The primary emphasis will be on drug dispensing, obtaining a history (drug and medical), and communicating drug and health prevention information to patients. The community pharmacy practice experience will also introduce the learner to insurance-related issues.

### **Introductory Pharmacy Practice Experience: Health Systems**

The Health Systems Practice Experience is designed to introduce the learner to pharmacy practice in a health systems or institutional setting. Practice settings may also include long-term care, home infusion, or health center-based rotations. These rotations will provide experience in drug dispensing, distribution, and administration within the health systems setting, as well as experience in communication with patients and members of the healthcare team. These experiences also provide exposure to specialty areas and the opportunity to meet and network with pharmacy and other health care providers within those areas.

### **Grading and Feedback**

It is imperative that the learner is given timely and constructive feedback by their preceptor on a regular basis. Preceptors are encouraged to provide informal feedback on a frequent basis to motivate the learner and provide direction during the rotation. Formal evaluations by the preceptor must include the mid-rotation and final rotation assessments, completed using the evaluation tool found in RxPreceptor. The mid-rotation evaluation is especially important in that it gives the preceptor the opportunity to provide the learner with feedback on ways to improve their performance and, for the learner who is doing well, provides the opportunity to offer motivation to continue to progress.

As part of the evaluation tool which documents progression towards accomplishment of the learning objectives, the Professionalism and Communication Skills Evaluation Tool is required to be used to assess the learner as part of the mid- rotation and final rotation assessment. The preceptor will receive an email from the Office of Experiential Affairs prompting the evaluation of the learner at the mid-rotation and final assessment.

The grade for the IPPE rotation is based upon the following required components:

- Outcomes of the evaluation tool as completed by the preceptor
- Completion and timely submission of the workbook
- Attendance to on-Campus IPPE Activities
- IPPE Quizzes (PY1 Spring IPPE only): minimum of 70% on each

### **Evaluation Tool (Community and Health Systems)**

Evaluation tools for the community and health systems IPPE rotations directly reflect the objectives defined in the syllabi. Learners will be assessed by the preceptor at the mid- and endpoint of the rotation using the appropriate IPPE evaluation tool in the pharmacy management system with a three-point grading scale consisting of the following:

2.0 and above = PASS

1.99 and below= FAIL

Note: Attendance is mandatory and any missed hours must be made up at the discretion of the preceptor. Failure to meet attendance requirements will result in a failing grade.

### **Professionalism and Communication Skills Evaluation Tool**

This evaluation is used by the preceptor in addition to the general rotation evaluation form. This evaluation tool is to be completed by the preceptor at the midpoint and final evaluation of the IPPE rotation. These criteria are not factored into the general evaluation tool.

**The learner must earn “Meet Expectations” for ALL of the 4 professionalism criteria in order to pass the rotation.**

More information regarding professional conduct may be found in the Student Handbook.

### **Evaluation of Site/ Preceptor**

Please note that learners are required to complete the Evaluation of Site/Preceptor via RxPreceptor at the end of each rotation. Failure to complete these evaluations will result in a grade of “Incomplete” and/or grade withholding.

### **Workbook**

The purpose of the IPPE workbook is to give the learner and the preceptor a tool with which to guide the direction of the rotation as well as help to initiate topic-based conversation at the site. Additionally, it serves as a tool to decrease the variability of the introductory practice experiences amongst the learners. The learner is required to complete one IPPE workbook per rotation. The learner will complete the appropriate workbook based on the practice setting in which they are placed. There are 3 workbooks: community, health systems, medication safety.

- First community rotation: the learner will complete the Community Workbook.
- First health systems rotation: the learner will complete the Health Systems Workbook.
- For the additional community/ health systems rotation, the learner will complete the Medication Safety Workbook.

Workbooks are required to be handed in to the Office of Experiential Affairs by the end of each rotation. The due date for the workbook will be communicated to the learner by the Office of Experiential Affairs. Compliance with this due date is required in order to pass the IPPE rotation.

### **On-Campus IPPE Activities**

The learner is required to attend, participate in, and/or receive a passing grade for activities during the mandatory on-campus IPPE session(s) as scheduled.

### **IPPE Quizzes (PY1 Spring IPPE only)**

The PY1 spring IPPE will include three mandatory quizzes based on the Top 300 Prescription Medications. The quizzes will be multiple choice, matching, and fill-in-the-blank and will test the learner on brand and generic names. The learner is required to accomplish a 70% or higher on each



of the three quizzes to pass the course. Learners who have not achieved a passing course grade due to quizzes will be given one cumulative retake exam at the end of the semester. A grade of 70% or higher on the final quiz is required to pass the course. Failure to achieve a passing grade will result in failure of the IPPE course.

## **IV. Advanced Pharmacy Practice Experience - Program Description and Information**

### **The Learner Experience**

The goal of the Advanced Pharmacy Practice Experience (APPE) rotation is to provide the opportunity for the learner to build upon information acquired in his/her didactic and introductory pharmacy practice experiences and apply the knowledge and skills in direct patient care activities in a variety of pharmacy settings to acquire the practice skills that are needed to enter into the profession of pharmacy. These experiences are essential for the learner to evolve from a dependent student pharmacist to an independent lifelong learner and pharmacist. The APPE rotations also offer an opportunity for learners to practice the principles of professionalism. Professional socialization begins when the learner enters the PharmD program, and will continue to be practiced throughout the APPE rotations as the learner continues to develop the attitudes and values of a professional.

### **Program Description**

The APPE program comprises the fourth professional year of the PharmD program. Learners are required to complete each of the following required rotation types: (click on rotation type for the respective syllabus)

[Community Advanced Pharmacy Practice Experience](#)

[Institutional Advanced Pharmacy Practice Experience](#)

[Acute Care Advanced Pharmacy Practice Experience](#)

[Ambulatory Care Advanced Pharmacy Practice Experience](#)

Additionally, learners are required to complete 2 Elective Advanced Pharmacy Practice Experiences which may include an additional required rotation type or an alternative patient-care or non-patient-care elective. Preceptors may utilize the General Elective Evaluation Tool (below) or may work with the OEA to create a customized Elective Evaluation Tool. Examples of customized Evaluation Tools can be found in the Document Library in Rxpreceptor under "Guidance for APPE Elective Rotation Learning Objectives"

[Elective Rotation Advanced Pharmacy Practice Experience](#)

All required APPE rotations must be precepted by a pharmacist. Of the two elective rotations, one must be conducted in the United States or its territories and possessions.

Learners will be engaged in APPE related activities full time, (8 hours per day x 5 days a week), each for 6 weeks, allowing learners to fully immerse themselves in real-life practice experiences. There are eight potential six-week blocks, the first block beginning in May, at the end of the third professional year.

Learner placement is accomplished through the use of a learner preference ranking process, with placement accomplished through the use of RxPreceptor lottery function. Block placement is done by the software system and is not negotiable. Learners are responsible for making their own relocation, living, and transportation arrangements and for covering any associated costs for each rotation.

The preceptor and learner will agree upon a schedule to be followed for the rotation. The Office of Experiential Affairs will work with both parties as necessary. Lunch and break schedules may vary by site and should be agreed upon at the start of the rotation. Please contact the Office of Experiential Affairs with any questions regarding scheduling.

Note: The required amount of experiential activity hours must be completed for the block regardless of any absences in order to proceed in the curriculum. Experiential hours missed must be made up at the convenience of the preceptor.

### **APPE Assessment Requirements**

Each required rotation has an evaluation tool which directly reflects the objectives posted in the syllabus for that rotation type. This tool is used by the preceptor to assess and document learner performance. The APPE evaluation tool consists of three stand-alone sections. The learner must achieve a passing grade **in each of these sections**, as defined by the requirements, in order to receive a passing grade for the course. The APPE rotation is pass/fail.

#### **Section one: Learning Objectives**

The learner will be assessed using the grading scale defined below:

5 = exceeds expectations with little or no intervention required

4 = meets expectations with minimal intervention required

3 = needs improvement, requires frequent intervention

2 = does not meet expectations

n/a = not applicable

A minimum of "3" is required, for section one, to achieve a passing grade for this section.

Less than 3 = failure of the rotation.

The use of n/a will not negatively affect the grade.

#### **Section two: Assignments**

The learner is required to complete and receive a passing grade on 3 oral assignments and 2 written assignments per rotation. The assignments accomplish the following goals:

- To provide the learner with feedback from the preceptor regarding their oral and written communication skills during each APPE rotation, allowing the learner to continue to improve on these skills throughout the APPE year.
- To create an atmosphere of accountability throughout the rotations.
- To allow the learner to complete oral and written assignments that will be of value to the site and the patients.
- To create consistency across all APPE rotations, especially those of the same rotation type.
- To provide guidance for organization of the rotation schedule.
- To provide a tool for the preceptors to use to support the accomplishment of the objectives of the rotation.

The type of assignment is left to the discretion of the preceptor. Suggested assignments are found on the evaluation tool in RxPreceptor, however, the preceptor may create additional opportunities. The Office of Experiential Affairs may be used as a resource for additional suggestions. As the APPE year is still one of learning, it is appropriate for the preceptor to offer formative feedback on assignments before entering a final grade for the assignment. The learner must receive a grade of 4 (meets expectations) on **each** of the required assignments in order to receive a passing grade for the course.

### **Section three: Professionalism and Communication Skills Evaluation Tool**

The learner must earn “Meet Expectations” on the final evaluation for ALL of the 4 professionalism/ communication criteria in order to pass the rotation. These include Appropriate Communication Skills with Patients and Healthcare Providers, Appearance/ Dress Code, Timeliness, Initiative.

#### **Field Encounters**

**The learner must complete the Field Encounter requirements in order to successfully complete the required APPE rotations.**

**Requirement 1:** For each required APPE rotation (Acute Care, Ambulatory Care, Community, and Institutional), the learner is required to document ten (10) Clinical Interventions. The Clinical Intervention will be documented in RxPreceptor under the tab titled Field Encounters. Each Clinical Intervention will include documentation of the type of clinical intervention, preceptor/ site, date, age of patient, gender of patient, ethnicity of patient, disease state and a description of the intervention. The collection of this information will help the program to assure that the learners are working with a diverse patient population throughout their APPE year. The Office of Experiential Affairs will track compliance to this requirement.

**Requirement 2:** For each required APPE rotation (Acute Care, Ambulatory Care, Community, and Institutional), the learner is required to document six (6) interactions with members of a healthcare team other than a pharmacist. The following will be documented for each encounter: member of the healthcare team, preceptor/ site, date, competency(s) selected from dropdown list, and the description of the interaction. The learners are instructed to select as many of the below competencies that describe their inter-professional experience:

<b>Communication</b>
1. Promote effective communication with members of an inter-professional team
2. Actively listen to inter-professional team members' ideas and concerns
3. Express my ideas and concerns without being judgmental
4. Provide constructive feedback to inter-professional team members
5. Express my ideas and concerns in a clear, concise manner
<b>Collaboration</b>
6. Seek out inter-professional team members to address issues
7. Work effectively with inter-professional team members to enhance care
8. Learn with, from and about inter-professional team members to enhance care
<b>Roles and Responsibilities</b>
9. Identify and describe my abilities and contributions to the inter-professional team
10. Be accountable for my contributions to the inter-professional team
11. Understand the abilities and contributions of the inter-professional team members
12. Recognize how others' skills and knowledge complement and overlap my own
<b>Collaborative Patient/Family-Centered Approach</b>
13. Use an inter-professional team approach with the patient to assess the health situation
14. Use an inter-professional team approach with the patient to provide whole person care
15. Include the patient/family in decision making
<b>Conflict Management/Resolution</b>
16. Actively listen to the perspectives of inter-professional team members
17. Take into account the ideas of inter-professional team members
18. Address team conflict in a respectful manner
<b>Team Functioning</b>
19. Develop an effective care plan with inter-professional team members
20. Negotiate responsibilities within overlapping scopes of practice

The collection of this information will help the program to assure that APPE learners are working toward competencies associated with working as a member of the interdisciplinary care team. The Office of Experiential Affairs will track compliance to this requirement.

Please note that learners are required to complete the Evaluation of Site/Preceptor via RxPreceptor at the end of each rotation. Failure to complete these evaluations will result in a grade of "Incomplete" and/or grade withholding.

## **V. Policies and Procedures**

### **Professionalism Standards**

The public expects professionals to maintain high standards of language, communication skills, hygiene, and professional attire. As a member of Western New England University College of Pharmacy, a learner's personal appearance and conduct are an extension of the College and will reflect on how customers, patients, and colleagues view the learner, the program, and the profession of pharmacy. A more detailed explanation of the code of conduct and the professional dress code can be found in the Student Handbook. Depending upon the rotation site, there may also be other specific requirements and/or exceptions.

Upon acceptance and entry into the Western New England University College of Pharmacy, learners begin a process of developing the knowledge, skills, and attitudes that create the fundamental core of the profession of pharmacy. The development of these competencies to a practitioner's level takes several years, but early initiation of these professional behaviors promotes the development of professionalism.

The perception of a well-groomed and properly attired individual creates a positive impression that can garner respect and confidence. Attention to proper grooming and attire may be viewed as an external sense of pride and commitment to the profession.

In today's health care system, the concept of pharmaceutical care has introduced pharmacists as providers of care. Pharmacists are assuming a greater responsibility and a more active role in maintaining the health of the population they serve. Image alone will not assure the desired excellence in pharmaceutical care; however, it often provides the basis for the public's perception of the profession and particularly guides first impressions.

Just as all obligations and responsibilities of the profession may require some effort and sacrifice, assumption of a professional image requires active individual resolution and may necessitate modification of lifestyle practice upon entering the professional program. By entering Western New England University College of Pharmacy, learners willingly accept the obligations of the profession and are expected to act accordingly.

### **Code of Conduct**

The College of Pharmacy at Western New England University is committed to supporting the intrinsic value of each human being and maintaining the professional value system of pharmacy. This requires the participation, engagement, and commitment of every member of the College of Pharmacy community. The College of Pharmacy is dedicated to the promotion of activities, behaviors, and actions consistent with the embodiment of personal and professional responsibility and accountability.

The College of Pharmacy Code of Conduct embodies the following:

- Respect and promotion of the dignity of all persons
- Integrity in professional and personal actions
- Respect for the policies of the College of Pharmacy and Western New England University
- Support of the personal, professional, and academic growth and development of the members of the College of Pharmacy community

For a full description and breakdown of the learner standards, requirements, and expectations, please refer to the Student Handbook.

### **Civility Clause**

A distinguishing characteristic of Western New England University is a commitment to civility in all interactions between and among the individuals and groups making up our academic community, as well as in dealings with visitors to the Campus and the larger community in which we reside. Any behavior or communication that contains elements of incivility will not be tolerated. When disagreements occur between individuals and/or groups, as they do in all communities, it is expected that the merits of opposing positions will be discussed without resort to insult, personal attack, or bias. Every member of the Western New England University community has the right to her/his beliefs so long as they are expressed in a manner that is respectful of the rights of others. The ideas of others and their right to hold and express those ideas in a civilized manner must likewise be met by civil response from those who may hold opposing positions. The cultural expectations of Western New England University require that each member of our community has the right to be treated with respect and dignity at all times. Persons witnessing an act of bias should provide all possible support to the victim of such activity but should refrain from any act that might lead to an escalation of the situation.

### **Learner Conduct Policy**

Any pharmacy learner who engages in any act of unacceptable behavior (including but not limited to the above and/or following) is subject to disciplinary action.

1. Any infraction to the College of Pharmacy or Western New England University Code of Conduct
2. Conduct on- or off-campus which reflects poorly on the College of Pharmacy or Western New England University
3. Intentionally and recklessly causing physical harm
4. The use or possession of a weapon
5. The use of illegal drugs misuse of controlled substances (as defined by law), underage use of alcohol, and alcohol abuse
6. Causing a disruption during class or laboratory sessions (talking, making noise, or otherwise disturbing the learning environment)
7. Failure to adhere to required safety standards in classrooms or laboratories that endanger the safety of instructors and fellow learners

### **Illegal Drugs – Marijuana Policy**

Marijuana remains an illegal substance at the federal level, with it being classified as a Schedule I controlled substance. Cultivation, distribution, and use of marijuana remain federal offenses. While the United States Department of Justice has not aggressively pursued violations of federal drug laws for marijuana in states that permit its possession and use (beginning with Colorado and Washington State in 2012) and is deferring its right to challenge state legalization laws at this time, it is unclear whether or not the Department of Justice under the Trump administration will continue this policy.

What does this mean for you as a pharmacy learner and a future pharmacist?

- Marijuana is, and will remain, a prohibited substance on the campus and within the residence halls of Western New England University. Further, as a recipient of federal funds, the University must comply with the Safe & Drug-Free Schools and Communities Act and the Drug-Free Workplace Act, which require that the University maintain a drug-free campus. Individuals found to be in possession of, or under the influence of, marijuana while on campus will be

subject to disciplinary oversight by the University; individuals found to be cultivating or distributing marijuana will be subject to expulsion. Possession of a prescription for medical marijuana does not provide exemption from this policy.

- Many of the College of Pharmacy's IPPE and APPE experiential sites require learners to pass drug screening tests prior to the rotation, and may perform random or at-cause screenings during the rotation. Learners who are prevented from starting a rotation due to a failed drug screening will be withdrawn from the rotation and are subject to disciplinary oversight by the College of Pharmacy. Learners removed from an experiential site during a rotation due to a failed random or at-cause drug screening will receive a failing grade for the rotation, and are also subject to disciplinary oversight by the College of Pharmacy.
  - The College of Pharmacy also retains the right to conduct random screenings on learners [Student Handbook].
- Both the Board of Registration in Pharmacy in Massachusetts and the Connecticut Board of Pharmacy have an expectation that the College of Pharmacy will report all learners violations of local, state, and federal laws pertaining to controlled substances to the Board. Individuals seeking a pharmacist license may encounter difficulties obtaining a license on a state-by-state basis. Additionally, felony convictions or no contest pleas on violations of the federal Controlled Substances Act will prevent you from being employed by a Drug Enforcement Administration-licensed agency...and every community pharmacy and hospital pharmacy in the country holds a DEA license.

### **Academic Integrity Policy**

Learners enrolled in the College of Pharmacy at Western New England University are expected to be academically honest in their dealings with College of Pharmacy faculty members and their peers, and extends to all assignments, presentations, written and oral examinations, and all other assessments. Knowledge or information that is presented to classmates or the instructor should contain original information and thought as well as accurately evaluate, interpret, and summarize previously researched and identified information. Any information that was not conceived by the learner must be appropriately referenced. **Failure to do so constitutes a breach of the Western New England University Code of Conduct and the College of Pharmacy Student Handbook, and is absolutely unbecoming and unacceptable of a learner desirous of becoming a licensed and practicing pharmacist.** Individual assignments that are found to have been completed in a group-like fashion (i.e. PLAGIARISM - copying classmates work or work from other documented sources [such as Internet, leaflets, textbooks, etc.] and submitting them as if the learner completed the assignment/activity completely on his/her own) are in **direct conflict with the basis of academic honesty.**

Any breach of academic honesty **will not** be tolerated. Learner(s) who engage in acts of academic or academic-related misconduct are subject to disciplinary procedures, sanctions, and actions by the College of Pharmacy. Academic or academic-related misconduct includes (but is not limited to):

1. Unapproved or unauthorized sharing/collaboration or use of external information during graded assessments (test, quizzes, etc.)
2. Plagiarism or representing another's ideas as one's own without giving credit and/or providing the source of the information.
3. Obtaining, possessing, or gaining access to items which provides an unfair advantage in a graded experience and/or requirement.
4. Assisting a fellow learner in committing an act of cheating or dishonesty

5. Inappropriately obtaining, distributing, receiving, or utilizing previously graded academic materials (eg. test, cases, laboratory results)
6. Misusing, defacing, or tampering with academic resources or materials
7. Falsifying or altering academic records
8. Falsifying or altering clinical reports and/or other patient related notations

A learner who witnesses a possible violation of the Academic Integrity Policy is obligated to immediately report that violation to the class instructor (and/or course coordinator) who is supervising the activity in question; failure to do so may result in disciplinary action.

Instances of academic dishonesty on a graded activity/assignment (test, quiz, case study, etc.) will result in a grade of zero for the activity/assignment. Additionally, the infraction will be forwarded to the Office of Student Affairs. Please see the College of Pharmacy Student manual for additional information.

### **Educational Privacy and the Family Educational Rights and Privacy Act (FERPA)**

During the advanced pharmacy practice experience rotations, the learner may participate in activities under the direction of a College of Pharmacy faculty preceptor which may include (but are not limited to) the following:

- Classroom or laboratory observation
- Didactic or laboratory instruction
- Assisting the faculty preceptor in the evaluation of learner work product (providing qualitative or quantitative feedback on assessments, assignments, or presentations)

It is the expectation of the Western New England University College of Pharmacy that learners participating in classroom or laboratory settings or assisting preceptors in the evaluation of learner performance will maintain strict confidentiality regarding their observations or evaluations. A learner's right to privacy in regards to their educational records is established through the Family Educational Rights and Privacy Act (FERPA), a federal law.

A learner who fails to maintain strict confidentiality regarding his/her observations in a classroom or laboratory setting or the evaluation of learner performance to individuals other than his/her faculty preceptor is subject to disciplinary action, including (a) receipt of a failing grade for the experiential rotation [which may be applied retroactively to the experiential rotation where the confidential information was obtained], and (b) referral to the Student-Faculty Ethics Committee.

### **Professionalism Policy**

Learners are expected to respect and comply with rotation site policies, rules, and regulations with a sense of maturity and personal integrity.

- Arrive to work on time, prepared, and ready to work
- Perform tasks when asked and within an appropriate time frame
- Maintain self-control
- Accept constructive criticism
- Assume responsibility for your actions
- Demonstrate tolerance of others and respect opinions, beliefs, and backgrounds different from your own
- Refrain from inappropriate language in the workplace, even if others engage in it
- Refrain from gossiping or engaging in inappropriate and/or overly personal conversation topics.



Our learners are expected to maintain high standards of language, communication skills, hygiene, and professional attire.

### **Professional Attire**

Professional attire is expected for all experiential education courses and in all professional settings. Professional settings may include: professional meetings, special functions of the University or the College of Pharmacy, community screening events, student interviews, College of Pharmacy committee meetings, and mentoring roundtable sessions. Additional requirements for individual experiential practice sites will supersede this policy.

**Males:** Dress shirt and tie, slacks (ex. dress slacks or khakis), socks, and shoes. Suits or sport coats are not required, but are recommended for formal events. Accessories, e.g., ties, pocket squares, jewelry and footwear must be tasteful and must project a professional image.

**Females:** Skirt and blouse, dress slacks (or khakis) and blouse, or a basic dress or suit, and shoes. Hosiery is not required, however for formal events hosiery is strongly recommended. All skirts and dresses shall be worn at an acceptable length. Accessories, e.g., jewelry, belts, earrings, etc. and footwear must be tasteful and project a professional image.

When participating in assigned experiential educational experience, learners are required to wear their lab coat and nametag as follows:

- White lab coat with the official College of Pharmacy insignia on the left arm
- The lab coat must be bright white, clean and freshly pressed/ironed)
- Learner nametag worn on the top left pocket on the front of the lab coat

### **At no time are the following items of clothing allowed in professional settings:**

- Hats
- Flip flops/sandals/sneakers
- Sweat Suits
- Shorts
- Tank tops or athletic t-shirts
- Holes/cuts in clothing
- Denim clothing
- Spandex, leggings, tight fitting stretch pants
- Any revealing clothing that exposes the chest or midriff areas
- Piercings (other than earrings) and tattoos should not be visible

Learners who attend experiential educational experiences in clothing that does not meet the requirements of the attire policy may be considered absent by the preceptor and sent home to fulfill attire policy requirements prior to returning to the practice site. Learners assigned to experiential experiences should refer to the course syllabus for specific requirements concerning professional attire.

### **Confidentiality**

Learners will have access to information regarding patients, staff, and business operations of the rotation sites where they are assigned. This information must remain at the site and be held in the strictest confidence. Learners should not communicate confidential information, including information related to clinical matters, to other learners, patients, lay persons, or other health professionals in public

areas or outside the site. Prior to beginning rotations, learners are required to sign a Statement of Confidentiality after completing the WNE COP HSC HIPPA training course. Additionally, they must follow the policies regarding confidentiality for each rotation site. Violation of the confidentiality policy may result in a loss of credit or a failing grade for the rotation and possible legal action against the learner as they are a licensed intern and could be held liable. Likewise, preceptors must maintain confidentiality regarding learner information. Information pertaining to learner progress is to be shared only with the college faculty as outlined in the assessment process.

## **Attendance Policy**

### **Length of Rotation**

IPPE: All learners will attend their rotations for the semester as defined by the syllabus. Learners are expected to be punctual and adhere to the schedule as mutually agreed upon with the preceptor. Each rotation day will be a full-day work schedule (8 hours per day). Repeated instances of tardiness will be considered unprofessional behavior as defined by the Professionalism Rubric. A “does not meet expectations” for timeliness at the final evaluation will result in failure of the rotation. Attendance will be verified by the preceptor as part of the midpoint and final evaluation process. Additionally, learners are required to attend on-campus IPPE activities as defined by the Office of Experiential Affairs and reflected in the syllabus.

APPE: Learners will be engaged in APPE related activities a minimum of 8 hours per day, five days per week, for 6 weeks (1440 hours).

### **Unplanned Absence**

A learner who will not be attending the rotation due to unplanned circumstances (sickness, emergencies, death in the immediate family) must inform the preceptor and the Office of Experiential Affairs by telephone or e-mail, by 8 am on the rotation day. Lack of communication by the learner regarding absences will result in an unexcused absence. In extraordinary circumstances, the OEA may be notified after the absence occurs.

In order to have the absence excused, the learner must adhere to the following process:

- The learner must provide documentation to the Office of Experiential Affairs, within 24 hours of return to campus, which attests to the validity of the reason for the absence.
- The learner will also be required to fill out the approved Office of Experiential Affairs [Absence Request Form](#).
- Without documentation, the absence is considered unexcused which may constitute the initiation of a disciplinary preliminary hearing at the discretion of the Office of Experiential Affairs and may result in failure of the rotation.

### **Planned Absence**

Planned absences must be cleared well in advance by the Office of Experiential Affairs. Please contact the preceptor and the Office of Experiential Affairs a minimum of 7 days prior to the absence. Examples of planned absences may include but are not limited to attendance to professional meetings, or court appearances.

In order to have the absence excused, the learner must adhere to the following process:

- The learner must provide documentation to the Office of Experiential Affairs that attests to the validity of the reason for the absence.
- The learner will also be required to fill out the approved Office of Experiential Affairs [Absence Request Form](#).

- Without documentation, the absence is considered and may result in failure of the rotation.

### **Sports-related Absences**

Absences due to sports (game, match, practice, meetings) are not considered excused absences from your rotation. You are required to complete your hours on the scheduled day and are not permitted to request time off from your rotation for sports related reasons. Missing hours for this reason may result in failure of the course.

All rotation hours missed due to excused, unexcused, and planned absences must be made up at the convenience of the preceptor.

### **Residency Interview-based Absence**

Residency interviews are an integral and important part of the APPE year experience. Unfortunately, residency interviews may result in absence from the APPE site, threatening the integrity of the course. For this reason, the OEA has put the following policy in place:

- Approval of absences for residency interviews is at the discretion of the preceptor. The overall consideration is that the student must accomplish the objectives of the rotation.
- Please communicate with your preceptor regarding your plans for these absences before the rotation begins, or as soon as possible, so that the preceptor can plan the rotation appropriately. In the case where absence may be extensive, the OEA will work with the preceptor for alternative scheduling.
- The preceptor will collect specific information regarding the travel and meeting time to ensure that the learner is taking the minimum amount of time away from the APPE rotation.
- Time missed from the site must be made up where possible. In some cases, the preceptor and the OEA may determine that additional assignments/ projects may be done to ensure the accomplishment of the objectives.

### **Additional APPE Assignments**

Occasionally learners may be assigned additional assignments by their preceptor that may require preparation time outside of the typical work hours. This preparation time may not qualify as experiential hours. Any questions regarding what will or will not qualify as IPPE/APPE hours should be addressed to the Office of Experiential Affairs and NOT to the preceptor.

### **Inclement Weather**

In the event of inclement weather conditions, it is the learner's responsibility to communicate with the preceptor regarding attendance at the site. Due to the variety of site locations, closure of the University **does not** guarantee an excused absence from the rotation. If the campus is closed, but conditions are safe in the learner/ site location, the learner is expected to report to the site. If the campus is open, but travel conditions are unsafe in the learner/ site location, the learner is expected to use their best judgment when making the decision as to whether to attend the rotation. The most important consideration is safety!

If the learner misses the day due to inclement weather, the learner is required to contact the preceptor and the OEA by 8am on the morning of the rotation and complete and submit the Absence Request form to the OEA. The learner must then work with the preceptor to develop a plan to make up the missed hours, and include this information on the Absence Request form.

All other reasons for not reporting to the rotation site as scheduled will be considered an unexcused absence unless prior approval is obtained. Learners must make-up any absences, excused or unexcused, in order to fulfill internship and curricular requirements. Please note that the required amount of experiential activity hours must be completed for the semester regardless of any absences in order to proceed in the curriculum.

### **Academic Progress: Experiential Courses**

Within the College of Pharmacy, remediation is defined as the resolution of academic standard deficiencies that occur within a course or courses or unsatisfied professional development requirements. The availability of remediation is at the discretion of the Academic Standards Committee. Learners should consider remediation an earned privilege and not a right. All policies and procedures regarding remediation found in the Student Handbook apply to experiential courses. Additionally, the following will be applied to experiential courses:

#### **Failure to Meet Standards: IPPE Rotation**

When a learner receives a failing grade for the course, the Office of Experiential Affairs (OEA) will notify the Office of Academic Affairs for review by the Academic Standards Committee. If the Committee grants the learner the opportunity to remediate the rotation, placement location will be at the discretion of the OEA and is dependent upon preceptor availability. Failure of the IPPE course may result in delay of graduation.

#### **Failure to Meet Standards: APPE Rotation**

When a learner receives a failing grade for the course, the Office of Experiential Affairs will notify the Office of Academic Affairs for review by the Academic Standards Committee. If the Committee grants the learner the opportunity to remediate the rotation, placement location will be at the discretion of the OEA and is dependent upon preceptor availability.

The Assistant/Associate Dean for Experiential Affairs and/or the Assistant Director will develop a remediation plan to include the following:

- Documentation gathered throughout the rotation and by meeting with the current preceptor to identify areas in which the learner needs further development. This meeting is to include the learner.
- The learner is required to meet with the Assistant/Associate Dean of Experiential Affairs and/or the Assistant Director to participate in a discussion regarding the rotation. Required components of the discussion are as follows:
  - Review of the midpoint and final evaluation of the failed APPE rotation.
  - Identification/ clarification of the areas that need improvement
  - Identification of tools/ resources to support successful completion for remediation of the rotation.
  - Learner involvement in the development of an individualized remediation plan (action plan).
- From this discussion, the Office of Experiential Affairs will document, in writing, a remediation plan to share with the preceptor performing the remediation of the course. The Advanced Pharmacy Practice Experience Remediation Checklist will be signed off on by the learner and the preceptor remediating the rotation.
- Prior to the remediation of the course, the learner will be required to meet with the preceptor who will be remediating the course and the Assistant/Associate Dean of Experiential Affairs

and/or Assistant Director to discuss areas of focus and the remediation plan for the upcoming rotation.

The learner will repeat that course (rotation type) with a preceptor selected by the OEA. The block in which the rotation will be remediated is at the discretion of the OEA and is based on availability of the preceptor. Placement within the current APPE year is not guaranteed, potentially resulting in delay in graduation.

Please see the College of Pharmacy Student Handbook for details on the appeals process.

### Advanced Pharmacy Practice Experience Remediation Checklist

Name of Learner: \_\_\_\_\_

Name of Preceptor/ Site	Rotation Block	Name of Remediating Preceptor/ Site	Rotation Block

- The learner has attended a meeting with the OEA and the current preceptor to identify areas in which the learner needs further development.
- Documentation gathered via email and logs was reviewed with the learner
- Midpoint evaluation reviewed with the learner
- Final evaluation reviewed with the learner
- Identification/ clarification of the areas that need improvement was reviewed with the learner.
- Identification of tools/ resources to support successful completion for remediation of the rotation was reviewed with the learner.
- Learner was involved in the development of an individualized remediation plan (action plan).
- The Office of Experiential Affairs has documented, in writing, a remediation plan to share with the preceptor performing the remediation of the course and the learner.
- The remediation plan will be signed off on by both the learner and by the preceptor precepting the remediated course.

Learner signature: \_\_\_\_\_

Preceptor remediating the course: \_\_\_\_\_

### **Holidays and Breaks**

Throughout all rotations, Western New England University recognizes several federal and state holidays. Professional practice experiences are designed to place learners in real-world situations. Please keep in mind that holidays are at the discretion of your preceptor. Most rotation sites will recognize the same holidays, but be aware that some employers recognize all holidays, while others do not. Check with your preceptor regarding time off for holidays if your rotation occurs during these times.

### **RxPreceptor**

RxPreceptor is a web-based health-care education management tool. All faculty, preceptors, and learners in the College of Pharmacy will utilize RxPreceptor to manage various aspects of their participation in the program. All learners and preceptors will receive log on credentials to utilize the RxPreceptor system. RxPreceptor can be accessed with your login name and password from any web-based computer.

### **Site Assignments**

All rotations will be completed at sites currently affiliated with Western New England University College of Pharmacy. The Office of Experiential Affairs may use the lottery function of RxPreceptor to assign rotation sites to our learners for both the IPPE and the APPE rotations. It is important for all learners to note that for IPPE rotations, learners will be placed randomly within an approximate 65 mile radius from campus. The Office of Experiential Affairs will NOT negotiate choices with learners for IPPE rotations and the learners must attend those sites assigned in order to proceed in the curriculum.

The process for APPE rotation placement allows for the learners to research sites and then rank their preferences in RxPreceptor. Please note that this ranking process does not guarantee placement of a learner into the preferred sites selected. Learners must attend the assigned sites in order to proceed in the curriculum. APPE placements will be within the New England area, with exceptions made for unique educational opportunities outside of the New England area. All exceptions are at the discretion of the Office for Experiential Affairs. All required APPE rotations must be completed in the United States or its territories or possessions. At least one of the elective APPE rotations must also be completed within this geographic restriction.

Learners are not allowed to participate in rotations where a relative is their preceptor as per the College of Pharmacy policy.

Pharmacy preceptors will use RxPreceptor to validate and evaluate learner performance at the site. As a pharmacy learner, it is vital that you maintain current contact information on RxPreceptor, including name and common name, address, phone numbers, and email.

### **Drug Information Resources**

Learners are encouraged to make use of all of the available resources provided by the college library system as well as other available resources. The College of Pharmacy also has a dedicated pharmacy librarian who can assist learners upon request.

Pharmacist's Letter: Compliments of WalMart, learners are offered a free subscription to Pharmacist's Letter for the duration of their degree program. Go to: [www.studentpharmacists.com](http://www.studentpharmacists.com) and fill out the required information and submit online.

## **Compensation**

There is no monetary compensation (including bonuses or cash gratuities, etc.) to learners for participation in the experiential program, with the exception of site-specific housing and food allowances, discounts, if applicable. Learners are responsible for all transportation, parking, housing, food, and any other personal expenses associated with their rotations. Vouchers (i.e. discounted meals, parking, etc.) offered by the institution may be accepted by the learners as long as they were not solicited and were offered voluntarily by the institution.

## **Employment**

Depending upon the state(s) which the learner wishes to get licensed in, and based on current accreditation standards, concurrent employment during the experiential training period is left at the sole discretion of the learner, unless there is an additional state requirement. If necessary, work schedules must be adjusted to accommodate rotation requirements and will not be considered a legitimate reason for excusing a learner from the rotation site. As per the College of Pharmacy policy, a learner may not do a rotation in the same site where he/she may be employed nor may a learner do a rotation under a relative or similar acquaintance. If a learner works for a chain store, then he/she may complete a rotation in the same chain as long as it is not his regular store of employment. Learners are expected to be up front and honest about the aforementioned. It is the sole responsibility of the learner to check with the state in which he/she wishes to be licensed in to make sure that he/she does not need additional, separate work hours that are not part of the IPPE or APPE requirements. The Office of Experiential Affairs can certainly advise learners but will NOT be responsible for any learners lacking those extra hours due their oversight.

## **Student Disability Services**

Learners with a disability who are requesting academic accommodations should contact the Student Disability Services for an appointment once they have been accepted to Western New England University College of Pharmacy. The application process for obtaining accommodations should begin immediately as the review and development of accommodations may take several weeks.

## **Grievances**

Complete and detailed information on grievance procedures are described in the Student Handbook of the College of Pharmacy. Learners should contact the Assistant/Associate Dean for Experiential Affairs in the event that violations of experiential education program policies have occurred at a practice site. Violations include alleged ethical and legal violations of the practice of pharmacy, alleged sexual harassment, verbal abuse, inappropriate and offensive physical contact and all forms of discrimination.

An incident is an unplanned occurrence that results, or could result, in injury to people; damage to property, equipment, or the environment. When an incident is reported promptly, injured persons receive timely medical care or other appropriate intervention, and/or unsafe conditions are quickly corrected. The Office of Experiential Affairs investigates rotation related incidents to identify incident trends and to prevent similar incidences from occurring. Incident report forms for the college are available on the website. Any incident involving injury, property damage, or serious conflict should be immediately reported to the Office of Experiential Affairs. An incident report form (found on the RxPreceptor Document Library Page) should be filled out and turned in to the Office of Experiential Affairs within 24 hours of the event. The learner should also comply with any site polices regarding incident reporting.

If necessary, the site will make emergency care available to the learners through the regular site procedure for handling emergencies. Cost of such emergency care shall be routinely the responsibility of the learner except in cases of gross negligence on the part of the site.

### **Safety Policy**

Professional experiences will be offered in a variety of urban, suburban, and rural areas. These environments require learners to be aware of and take responsibility for their safety. Being alert, proactive, and using common sense are ways in which to maintain safety and using good judgment is always recommended. Listed below are a few safety suggestions to keep in mind during professional practice experiences:

- Locate the security station at each rotation site and keep the phone number with you at all times
- Walk with others (when possible) while entering or leaving a rotation site
- When parked at or near rotation sites, keep all valuables located in your car out of sight
- Avoid isolated and dark areas
- Carry your cell phone and keep it accessible
- When available, use the institution's shuttle service to area parking lots, public transportation, etc.
- Immediately report any violations of safety to the site's security office and the Office of Experiential Affairs

## **VI. Library Services**

D'Amour Library offers a full-complement of services to all Western New England University students, including extensive print and digital collections that support all curricula, multiple places for collaborative and individual study, free color printing, and interlibrary loan. The Library is open 97 hours per week during the academic semesters, with the librarians being available for 62 hours for in-person or virtual research consultation. Hours for holidays, summer, and exception days are posted in the Library and on the Library's webpage. D'Amour Library subscribes to over 100 online databases which make the articles of thousands of journals, many in full-text, accessible to students on- and off-campus. Pharmacy learners are supported by 41 specialized databases and e-book collections, including *Science Direct*, *Medline with full-text*, *Micromedex*, *Lexicomp*, the *Cochrane Collection Plus*, *Embase*, *Dynamed Plus*, and *Access Pharmacy*. Learners may also download mobile versions of *Clinical Pharmacology* and *Micromedex* which make the entire resource available from their tablets or smartphones without an Internet connection. APPE learners are eligible for RUSH interlibrary loan service which attempts to get needed articles to learners within 24 hours of a request Monday – Friday. Please see the Pharmacy General Resources Research Guide at <http://wne.libguides.com/pharmacy> for links to specialized resources and databases as well as important information for APPE learners.

## **VII. Assignments**

Resources are provided in the Document Library in RxPreceptor found under "Assignment Guidance" for the preceptor to use to guide their discussions and evaluations of the learners' assignments. Preceptor are not required to use these grading tools, and may elect to use their own grading tools to grade assignments. Additionally, the learners may review the tools for guidance.



## VIII. Preceptors

### **Preceptors & Western New England University College of Pharmacy**

As a health care professional, you strive to maintain and improve your knowledge and skills in order to provide the highest quality of care possible. For many of you, this passion for excellence carries over into other areas of your lives, and an example of this is seen in the high quality of teaching provided by preceptors. Western New England University College of Pharmacy recognizes and appreciates your contribution to our learner's education. Our learners cannot succeed without you.

### **Preceptor Criteria**

- Completion of a pharmacy degree (B.S. Pharmacy or PharmD)
- Current pharmacy license and in good standing with the respective Board of Pharmacy, and in practice for at least one year
- Agree to be evaluated on a regular basis by the Office of Experiential Affairs
- Provide a professional practice setting conducive to learning and be proactive in the delivery of high-quality pharmacy care
- Accept the responsibility as a mentor/teacher/role model for learners consistent with the course objectives of the IPPE and/or APPE programs
- Agree to provide feedback to the learner both formally and informally, and submit evaluation forms to the Office of Experiential Affairs in a timely manner
- Maintain a positive attitude and be objective in learner evaluations. Feedback should be given to the learners on an ongoing basis and, as necessary, in a confidential manner

### **Preceptor Responsibilities**

#### **Balancing Roles**

The clinical teaching environment is a complex teaching environment. The teacher is always trying to balance the needs of pharmacy operations and patient care with the needs of the learners. Preceptors are expected to play several different roles. Knowing which role to emphasize at any given time requires an assessment of the situation; what the learners need to learn; how conducive the learning environment is to helping students learn; and what constraints are present.

#### **Role Modeling**

Role modeling requires that learners see preceptors practicing as professionals. Learners respect teachers who can perform what they expect learners to perform. Demonstrations of how to talk with physicians, how to deal with disgruntled patients, how to provide patient education, and many other responsibilities are all important for learners to observe.

#### **Get to Know Your Student**

Having information about the learner before the rotation begins can help facilitate a positive learning experience. Communicate with the student before the rotation begins to discuss directions, parking information, schedule, dress code, meeting place, contact information as well as details about the site (services offered, culture, populations you serve). Additionally, discuss the student's background, pharmacy experience and career goals and plans of both the student and the preceptor. Note: Learners are responsible for informing the preceptor about any personal circumstances (such as allergies/sensitivities to medications/products - ex: latex, pregnancy, or an immuno-compromised state) that need to be considered prior to arrival at the site. Note: The

College or the Office of Experiential Affairs will not be held responsible for any health-related incidents incurred by the learner due to failure of the learner to report this information to the preceptor/site.

### **Provide a Learner Orientation**

Learners should receive both general and site specific levels of orientation. Preceptors should develop an orientation program for learners who will participate in their rotation to assure that the rotation learning experiences are supporting the overall goals of the rotation. The topics listed below are examples of topics which could be included in an orientation program.

#### **General Orientations**

1. Course syllabus
  - a) Objectives and expectations
  - b) Description of learner's role in the specific rotations
  - c) Outline of teaching and learning activities to take place outside clinic hours, if applicable
  - d) Performance evaluation criteria and procedures
  - e) Recommended readings and resources
2. Schedule
3. Rotation requirements
4. Records which must be completed and submitted to the course director
5. Legal rules and regulations (OSHA, HIPAA, etc.)
6. Etiquette to be observed during the rotations

#### **Site-Specific Orientations**

1. Introduction of team members
2. Obtain name badge, clearance codes, computer access
3. Overview of site operations: hours of operation, dress, personal phone calls, how to address patients, etc.
4. Guidelines, legal rules, and regulations (OSHA, HIPAA, etc.) unique to site
5. Expectations for learner's role on team
6. Learning objectives unique to rotation
7. Site specific safety and emergency procedures and contacts (with phone numbers)
8. Description of the population served, including demographics and health status
9. Community resources available to assist in health care process
10. Information about the location (e.g. meals, internet access, etc.)

### **Provide Feedback**

We ask preceptors to give ongoing feedback in addition to a formal midterm and final assessments submitted via RxPreceptor. Providing ample feedback and fair and accurate assessment are critical components of this learning process. The preceptor needs to provide specific feedback to the learners about their individual strengths and weaknesses. This feedback enables the learners to gain a clear understanding of what they did well, and where they need to improve. This gives the learners the knowledge and opportunity to sustain positive performance, while improving substandard performance. Ongoing informal and formal feedback throughout the rotation helps learners understand their strengths and improve their weaknesses. A starting point for providing informal feedback could be to first ask learners what they thought they did well and where they think they could improve. Without feedback throughout the rotation, learners often assume that their performance meets expectations and can be surprised at the end if that is not the case. We

recommend preceptors document, in writing, the feedback given to the learners throughout the rotation to utilize when completing midpoint and final evaluations, and to share this documentation with the Office of Experiential Affairs. It is important not to let issues of personality or empathy affect the assessment; focus on assessing performance and achievement of the objectives. Preceptors and pharmacy schools have a responsibility to ensure that learners who graduate and enter pharmacy practice have the necessary knowledge and skills. Regardless of the ranking given to each learner at the end of the rotation, be certain that there is solid rationale that can be supported by observations made throughout the rotation as well as the work that they have completed.

Feedback Method	Description
Minute Meeting	Engage the learner where he/she summarizes the situations. Ask for evidence, teach general rules. Talk about what they did right, what they did not do right and how to improve the next time
Constructive Feedback	Should be done right away because it's fresh in both the preceptor and the student's minds. This way it's less intimidating than a formal meeting. Be specific, coach the learner and balance the positives and the negatives.
Sandwich Method	Sandwich" a "good"/"needs improvement"/"good". The Sandwich Method is about giving the learner positive feedback then letting them know a technique they can improve on followed by another positive feedback statement.

### Grading

RxPreceptor will send an email notification to the preceptor when midterm and final assessments are to be done. Please submit these in a timely fashion so that University deadlines can be met. Please refer to individual class syllabi for detailed information regarding grading (Document Library in RxPreceptor). The final PASS/FAIL grade for each rotation will be assigned by the Office of Experiential Affairs based upon syllabi-specific criteria. Failure of the learner to complete any portion of the required activities will result in a failing grade. Failure of the learner to comply with any experiential rotation policies, as determined by the Office of Experiential Affairs, may result in a failing grade for the rotation. While this manual serves as a guide, more complete and detailed information regarding learner expectations may be found in the College of Pharmacy Student Handbook.

Please note that learners are required to complete the Evaluation of Site/Preceptor via RxPreceptor at the end of each rotation. Failure to complete these evaluations will result in a grade of "Incomplete" and/or grade withholding.