A Manual of Experiential Learning
for
Preceptors and Student Pharmacists

ADVANCED PHARMACY PRACTICE EXPERIENCE (APPE)

2016 - 2017

Office of Experiential Programs
1415 S Martin Luther King Jr Blvd
Tallahassee, FL 32307
Phone: (850) 561-2588
Fax: (850) 599-3347
www.pharmacy.famu.edu
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College of Pharmacy and Pharmaceutical Sciences

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Asst. Dean of Clinical and Administrative Sciences
Division Director, Davie
Division Director, Jacksonville
Division Director, Tallahassee
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FLORIDA A&M UNIVERSITY
COLLEGE OF PHARMACY AND PHARMACEUTICAL SCIENCES

ADVANCED PHARMACY PRACTICE EXPERIENCE (APPE) SCHEDULE DATES
MAY 2016 – APRIL 2017

<table>
<thead>
<tr>
<th>MONTHS</th>
<th>START DATE</th>
<th>END DATE</th>
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<tr>
<td>MAY 2016</td>
<td>5/2/16</td>
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<td>JUNE 2016</td>
<td>5/30/16</td>
<td>6/24/16</td>
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<td>JULY 2016</td>
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<td>7/22/16</td>
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<td>AUGUST 2016</td>
<td>7/25/16</td>
<td>8/26/16</td>
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<td>1 WEEK OFF</td>
<td>8/29/16-9/2/16</td>
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<td>SEPTEMBER 2016</td>
<td>9/5/16</td>
<td>9/23/16</td>
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<td>OCTOBER 2016</td>
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<td>10/21/16</td>
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<tr>
<td>NOVEMBER 2016</td>
<td>10/24/16</td>
<td>11/25/16</td>
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<tr>
<td>DECEMBER 2016</td>
<td>11/28/16</td>
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<td>HOLIDAY BREAK</td>
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<td>JANUARY 2017</td>
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<td>APRIL 2017</td>
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<tr>
<td>GRADUATION</td>
<td>4/29/17</td>
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MANDATORY DATES TO RETURN TO TALLAHASSEE CAMPUS:

Annual Career Fair                                       October 13, 2017
Graduation Week                                           April 24-28, 2017

Graduation: A p r i l  2 9 ,  2 0 1 7

Place: Alfred Lawson Multipurpose Center
Time: TBA

Please make hotel reservations for graduation weekend as soon as possible.
SECTION 2
GENERAL DESCRIPTION OF THE
ADVANCED PHARMACY PRACTICE EXPERIENCE
Objective

The primary objective of the Advanced Pharmacy Practice Experience is to prepare pharmacy graduates with knowledge, skills, behaviors and values that are exhibited by well-trained general practice pharmacists. Summarily, these attributes are the educational outcomes of the Doctor of Pharmacy Curriculum. Learning experiences in the Advanced Pharmacy Practice Experience (APPE) will allow the student pharmacist to work with patients and other health care providers to screen for, prevent, and resolve medication-related problems as well as provide health promotion, disease prevention and management services.

The Advanced Pharmacy Practice Experience consists of nine (9) pharmacy practice experiences, (3) months of research, 3 Clinical Seminar and Research Methods courses.

THE 9 APPE EXPERIENCES: (1440 Hours)

GENERAL MEDICINE I

GENERAL MEDICINE II

ADVANCED HOSPITAL EXPERIENCE

ADVANCED COMMUNITY EXPERIENCE

AMBULATORY CARE I

ELECTIVES I, II AND III

AMBULATORY CARE II

Courses
PHA 5917L CLINICAL SEMINAR AND RESEARCH METHODS I

PHA 5918L CLINICAL SEMINAR AND RESEARCH METHODS II

PHA 5919L CLINICAL SEMINAR AND RESEARCH METHODS III

Research Experience:

Each student pharmacist is required to complete a research project with emphasis on patient care. Student pharmacists are assigned an individual faculty member or preceptor to work with as his/her research advisor.

All experiences have stated as their basis the course objectives as well as the educational outcomes included in the Doctor of Pharmacy curriculum. In order to facilitate these objectives and outcomes, the responsibilities for the student pharmacist, preceptor, and the College of Pharmacy are given as follows:
THE STUDENT PHARMACIST
It is the responsibility of the student pharmacist to have successfully completed all of the required coursework for the curriculum prior to enrolling in the Advanced Pharmacy Practice Experience. It is the responsibility of the student pharmacist to conduct him/herself in a professional manner and to abide by all rules and regulations promulgated by institutions affiliated with this Program, the Board of Pharmacy and the College of Pharmacy and Pharmaceutical Sciences at the Florida A&M University. Furthermore, the student pharmacist is required to exemplify the maturity and the responsibility expected of a professional. It is also expected of the student pharmacist to successfully achieve the designated outcomes of this phase of the curriculum prior to graduation (including a successful passing score on the required comprehensive examination).

THE PRECEPTOR
The preceptor should willingly accept the responsibility for professional guidance and training and instruction of the APPE student. He/she should be able to devote time to attend preceptor training sessions offered by the FAMU/COPPS. He/she must agree to assist the College of Pharmacy and Pharmaceutical Sciences in the achievement of the educational objectives set forth and to provide a professional pharmacy practice experiences that are essential and appropriate for the APPE student pharmacist. (See the section on Preceptor Information in this manual for additional responsibilities of the preceptor).

THE UNIVERSITY
The Experiential Program, consisting of the Introductory and Advanced Pharmacy Practice Experiences, is administered through the Division of Clinical and Administrative Sciences in the College of Pharmacy and Pharmaceutical Sciences, Florida A&M University. The organizational structure and relationships are summarized as follows.
THE PHARMACY PRACTICE DIVISION

Dean
Dr. Michael Thompson

Associate Dean of Academic Affairs (Crestview)
Dr. Margareth Larose-Pierre

Assistant Dean for Clinical and Administrative Sciences
Dr. Jocelyn Jones

Instructional Site Directors

Introductory Pharmacy Practice Experience Coordinators
Dr. Cynthia Hall
Dr. Patty Ghazvini

Director of Experiential Programs
Dr. Cynthia Hall
Student Affairs Coordinator
Dr. Charles Weaver

Tallahassee
Dr. Gervin Robertson

Jacksonville
Dr. Frank Emanuel

Tampa
Dr. Tayanna Richardson

Davie
Dr. Nathaniel Eraikhuemen

All inquiries regarding our Programs should be directed to either the Division Director located in the respective geographic location or to the Director of Experiential Programs at (850) 561-2588.

The Office of Experiential Programs will process all inquiries related to this Program. The Student Affairs Coordinator will determine how issues should be routed. The major responsibility of the Coordinator will be to establish and maintain a constant line of communication with the Assistant Dean for Clinical and Administrative Sciences, the Division Directors, preceptors and student pharmacists as the Office of Experiential Programs is the clearinghouse for written and oral information from all of these individuals.
ASSESSMENT PROCEDURES

The assessment of the Advanced Pharmacy Practice Experience is critical in order to maintain a quality curriculum and assure that future clinicians possess appropriate knowledge, attitudes and skills. This process begins with setting clear expectations at the beginning of an experience. This is followed by continual observation and feedback regarding the student’s performance in the form of formative assessment. This form of assessment involves providing students with daily feedback that is specific and speaks to their strengths and weaknesses. Summative assessment occurs at specific points within the experience. The College of Pharmacy uses PharmAcademic (www.pharmacademic.com) as a platform for documenting summative assessments. Summative assessment involves collecting feedback from both the student and the preceptor and includes the following:

The preceptor is required to complete the following forms online:

- **Midpoint Evaluation**: This evaluation provides an opportunity for the preceptor to reinforce strengths and identify weaknesses and challenges. Additionally, it is an opportunity for setting new goals and strategies for improvement. This evaluation should occur at the midpoint of the specific experience and should be reviewed with the student at that time.

- **Final Evaluation**: This evaluation is completed at the end of the experience. The evaluation should be completed prior to meeting with the student. It is important to include examples to support your evaluation and that speak directly to the students specific positive attributes as well as areas for improvement.

The student pharmacist is required to complete the following forms:

- **Student Self-Assessment** These evaluations are completed in coordination with the preceptor’s midpoint and final evaluations. The aim of this assessment is to have students reflect on their performance and to allow for discussion with the preceptor and the midpoint and end of the experience. This assessment form can be accessed at www.pharmacademic.com.

- **Student Evaluation of APPE Site**: This assessment form is available at www.pharmacademic.com.

- **Student Evaluation of Preceptor**: This assessment form is available at www.pharmacademic.com.

- **Prescriptive Plan -- depending on the quality of the student pharmacist’s performance during the APPE, the student pharmacist may have to complete a prescriptive plan**: This assessment form is available at www.pharmacademic.com.

- **All four of these evaluation forms** should be completed online.

It is the responsibility of the student pharmacist to encourage the preceptor to complete the appropriate on-line evaluations. Failure of the preceptor to complete the evaluations should be reported to the respective Division Director/instructional site personnel within five (5) days following the completion of the APPE.
Completion of these forms is a requirement for the Advanced Pharmacy Practice Experience student pharmacist. The information contained in them will provide the COPPS with the necessary information to facilitate effective monitoring of the student pharmacists, preceptors and the sites.
SECTION 3

PROGRAM GUIDELINES AND POLICIES
GUIDELINES AND PROGRAM POLICIES

Curricular Requirements:

Student Pharmacists participate in the Advanced Pharmacy Practice Experience in their 4th professional year (i.e. semesters 11 and 12). The course listings in the University catalog are as follows:

<table>
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<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credit Hours</th>
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<tr>
<td>PHA 5694</td>
<td>Inpatient General Medicine Patient Care I</td>
<td>4</td>
</tr>
<tr>
<td>PHA 5695</td>
<td>Inpatient General Medicine Patient Care II</td>
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<tr>
<td>PHA 5692</td>
<td>Ambulatory Patient Care I</td>
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<tr>
<td>PHA 5676</td>
<td>Ambulatory Patient Care II</td>
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<tr>
<td>PHA 5626</td>
<td>Hospital/Health System Pharmacy</td>
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</tr>
<tr>
<td>PHA 5627</td>
<td>Community Pharmacy</td>
<td>4</td>
</tr>
<tr>
<td>PHA 5651</td>
<td>Elective I</td>
<td>4</td>
</tr>
<tr>
<td>PHA 5652</td>
<td>Elective II</td>
<td>4</td>
</tr>
<tr>
<td>PHA 5653</td>
<td>Elective III</td>
<td>4</td>
</tr>
<tr>
<td>PHA 5617L</td>
<td>Clinical Seminar and Research Methods I</td>
<td>1</td>
</tr>
<tr>
<td>PHA 5618L</td>
<td>Clinical Seminar and Research Methods II</td>
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<tr>
<td>PHA 5919L</td>
<td>Clinical Seminar and Research Methods III</td>
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**Total Hours** 39 hours

The prerequisite for the Advanced Pharmacy Practice Experience is the successful completion of all coursework offered in the previous 10 semesters of the Doctor of Pharmacy curriculum and 460 hours of IPPE experience.
PRECEPTOR-SITE APPROVAL
All Advanced Pharmacy Practice Experience sites are acquired either by the Division Directors in their respective geographical area or by the Coordinator of Experiential Programs. Approval will be based on the guidelines set forth under Preceptor-Site Selection in this manual and the interview with the Division Director.

FINANCIAL RESPONSIBILITY
The ultimate responsibility for all financial obligations associated with the student’s pharmacy education lies with the student. This responsibility also applies to the Advanced Pharmacy Practice Experience and the expenses, which may arise from the lodging, transportation, food and any other incidental costs.

BACKGROUND AND DRUG TESTING
All student pharmacists have to undergo a criminal history background check in the P-1 and P-3 years and further background screening may be required depending on the student’s assigned APPE facilities. The student should be prepared to incur the cost of additional screenings with notification if it is required that additional background checks, drug screens and fingerprinting are required by a specific APPE site.

PROGRAM RESPONSIBILITY
The administrative responsibility is assigned to Coordinator of Experiential Programs in conjunction with the Division Directors in Tampa, Davie, Jacksonville, Crestview and Tallahassee. The entire Pharmacy Practice faculty will serve in an advisory capacity.

PROFESSIONAL LIABILITY INSURANCE
All students enrolled in the Advanced Pharmacy Practice Experience are covered by professional liability insurance. The College of Pharmacy provides a blanket policy of coverage. Students are strongly encouraged to obtain additional malpractice insurance through their membership in professional pharmacy organizations.

CONCURRENT EMPLOYMENT
Concurrent employment during the Advanced Pharmacy Practice Experience is not encouraged. The APPE experiences are 40 hours/week; students are not permitted to work during the required 40 hours/week.

HEALTHCARE AND ILLNESS
The student pharmacist’s right to health care by the University’s Student Health Center remains in effect while the student pharmacist is participating in the Advanced Pharmacy Practice Experience. Healthcare outside of the FAMU Student Health Center is at the student’s expense unless covered by other medical care plans. It is recommended that the student pharmacist obtain personal medical insurance coverage.

CHANGING APPE SITES
The student pharmacist is not allowed to change training sites. The division director makes all changes. This includes changing geographical location as well as changing practice experiences/sites.

ABSENCE FROM SITE
Students are expected to be present at their practice site each assigned day. The preceptor will give each student attendance requirements and consequences regarding absences. In addition, guidelines established by The COPPS (see student handbook) and the University will be observed regarding attendance.

REGISTRATION AND PRE-REGISTRATION
Students will be expected to pre-register and/or register using the on-line process. Schedules should be obtained from Division Director/Student Affairs Coordinator. Student pharmacists must clear all financial and registration holds.
GRADUATION REQUIREMENTS

It is the student’s responsibility to complete all the requirements for graduation (i.e. photographs, graduation forms, etc.) at least one (1) semester before graduation is expected. In order to avoid problems in applying for graduation, students should make sure that any and all financial indebtedness and academic deficiencies to the University are cleared. Financial indebtedness can be verified by checking with the on-line student financial account site. Academic deficiencies can be verified in consultation with the COPPS’ Office of Student Services and the University Registrar’s Office.
SECTION 4
PRECEPTOR INFORMATION
GUIDELINES FOR PRECEPTORS

1. The Preceptor should indoctrinate the student pharmacist with the principles of professional ethics by deeds as well as words.

2. The Preceptor should always explain, in detail, what is expected of a student pharmacist, with respect to appearance, attitude and method of practice and make certain that both he/she and his/her associates adhere to the same standards.

3. The Preceptor must insist on communication with the student pharmacist at all times and be willing to discuss any aspect of professional practice that does not violate his/her responsibility to his/her employer or employees.

4. The Preceptor’s role is that of both a teacher and a co-worker.

5. The Preceptor should afford the student pharmacist the mutual respect and patience needed to insure an optimal learning experience.

6. The Preceptor should never assume a student pharmacist’s competency but determine it by reviewing his work profile and by discussion and experience.

7. Criticism should be made constructively and empathetically and be conveyed to the student pharmacist privately, whenever possible.

8. The Preceptor should stimulate a positive attitude in all aspects of professional practice.

9. The Preceptor should promote, at all times, a constructive and positive attitude toward fellow practitioners and other members of the health professions.

10. The Preceptor should not discuss personal matters with the student pharmacist unless they relate to his/her professional practice.

11. The Preceptor must keep in mind that fair and constructive evaluation of the student pharmacist’s ability to perform designated activities is a serious responsibility, which affects the student pharmacist’s progress and performance as a future practitioner.
CULTURAL COMPETENCY

It is the goal of the Pharmacy Practice Experiences to provide student pharmacists with the recognition that there is notable diversity in the cultures in which they will practice their profession. It is essential for the student pharmacist to know that everyone does not think, speak or act alike. Therefore, they should develop sensitivity and tolerance within multicultural interactions and settings. This diversity needs to be addressed from the standpoint that the effectiveness of the pharmacist’s ability to practice his/her profession depends on the ability to incorporate multicultural concerns into a standard mode of practice. These concerns that the pharmacist may be confronted with include, but are not limited to, those of verbal and non-verbal communication, religious beliefs, as well as socioeconomic beliefs and values. If you plan to be an effective health care provider, you should know the culture of the individuals you will provide services to:

AS A PRECEPTOR, in order to facilitate the education of a culturally competent pharmacist, one should:

1. Be very aware of the culture in which the APPE is taking place. Look at the potential relationships between you and the student pharmacist, you and the population, and the student pharmacist and the serviced population. Discuss the pertinent cultural components of the populations with the student.

2. Be aware of the cultural differences between you and the student; acknowledge such differences and identify parameters that will possibly affect your student/preceptor relationship.

3. Provide as many opportunities for the student pharmacist to deal with multicultural issues as possible, so that the student pharmacist can have opportunities to demonstrate sensitivity and tolerance within multicultural interactions and settings.

4. Discuss, on a regular basis, actual situations and the potential for others which may not have arisen on a given occasion.

5. Help the APPE student pharmacist acquire skills and values that can be translated into many different cultures - thus mentoring a culturally competent pharmacist.
PRECEPTOR SITE SELECTION

In order to insure that the proper teaching environment may exist for quality pharmacy practice experiences, the following general criteria will be utilized in the selection of pharmacists as preceptors for the advanced pharmacy practice experience.

1. The pharmacist must willingly accept the responsibility for the professional guidance and training of the intern and be able to devote time to periodic preceptor training sessions and to the instruction of the student. (At least 2-3-discussion hours/week in addition to supervised practice).

2. The pharmacist must have a syllabus for the experience that comports with the goals and objectives of the FAMU COPPS. The Division Director at the negotiating site must approve this syllabus.

3. The pharmacist must be licensed in the state in which he practices (according to Florida Board of Pharmacy).

4. The pharmacist must be free of violations of State Board of Pharmacy regulation for which penalties were imposed.

5. The pharmacist must provide evidence of a hunger to continue to broaden of his/her professional education by presenting evidence of participation in continuing professional education programs to an extent in the excess of minimum requirements for licensure or re-licensure.

6. The pharmacist must agree to assist the College of Pharmacy in the achievement of the educational objectives set forth and to provide a professional environment for the training of the student pharmacist.

7. The pharmacist must demonstrate interest in promoting intra-and inter-professional relationships by regular participation in local, state, and national professional organizations; and by collaboration with other health professionals (in institutional settings) in providing for rational drug therapy and improved professional experiences for pharmacy and other health professions’ students.

8. The pharmacist must agree to assist the College of Pharmacy in the achievement of the educational objectives set forth for the training of the student pharmacist.

9. The Pharmacist must be practicing in a pharmacy which:
   a. Is open for practice at least 40 hours per week.
   b. Is free from State Board of Pharmacy, Drug Enforcement Administration and FDA violations involving penalty for at least five (5) years (except in the case of a pharmacy under new management in which case prior penalties will be disregarded) and does not employ any pharmacist who has been charged and found guilty of violation of any State Board of Pharmacy regulations or those of the Drug Enforcement Administration.
   c. Dispenses an adequate number of prescriptions annually in accordance with the nature of the community it serves.
d. Possess a standard professional reference library meeting minimum standards set by the Board of Pharmacy and including both reference texts and the major pharmaceutical journals. All areas of the pharmacy must appear clean, organized and reflect a professional image.

Prior to their selection, all preceptors will provide the requested data by completing the necessary documentation on the COPPS’ website and will be personally interviewed by the Division Director. Where the pharmacy is not owned by the preceptor applicant, the owner or owner’s representative will also be interviewed to determine whether the preceptor will be provided the latitude for effecting a quality pharmacy practice experience for the student pharmacist in that facility.
FLORIDA A&M UNIVERSITY
College of Pharmacy and Pharmaceutical Sciences
Tallahassee, Florida 32307

PRECEPTOR PROFILE

Name of Preceptor ____________________________ Preceptor’s Position ____________________________

Street Address ____________________________ City ____________ State ____________ Zip ____________

Telephone # ________________________________

E-Mail Address: _____________________________________________________________

Date of Birth: ______________________________________________________________

Military Service: List duties, branch, and rank at discharge: ____________________________

Education: _________________________________________________________________

Pre-Pharmacy: School ____________________________ Dates Attended ____________

College of Pharmacy: School ____________________________ Dates Attended ____________

Post-Grad: School ____________________________ Dates Attended ____________

Highest professional or graduate degree: B.S., Pharm., Pharm.D., M.S., Ph.D., M.D. ________

License Number _______________________________________________________________

Date of licensure as a Florida pharmacist _________________________________

Has your licensure to practice ever been suspended or revoked? Yes ______ No _____

Have you ever appeared before a state board of pharmacy for the purpose of receiving an administrative reprimand? Yes _____ No ______
List other states in which you are registered as a pharmacist:


List publications and other major professional innovations.


Professional Practice: Beginning with your most recent employment, list the name and address of the pharmacies where you practiced, excluding relief work.

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List other types of practical experience (pharmaceutical sales, teaching, etc.):


Professional Organizations:

- APhA
- NARD
- Other
- ASHP
- FPA
- ACA
- FSHP

Past services to a college of pharmacy:

- Guest Lecturer
- Advisory Committee
- Clinical Instructor
- Recruited Students
- Alumni Association Activities
How many Advanced Pharmacy Practice Experience students have you supervised as a preceptor?

List civic, fraternal, service, political or religious activities, offices held, and honors received.

MISCELLANEOUS INFORMATION
Will you be able to spend 2-3 hours per week teaching the Advanced Pharmacy Practice Experience student, in addition to supervising his/her practice? Yes _____ No _____
If “No”, explain: ________________________________

Are you willing to critically evaluate and submit a written evaluation on any Advanced Pharmacy Practice Experience student pharmacist for whom you serve as a preceptor? Yes _____ No _____
If “No”, explain: ________________________________

Are you willing to be evaluated as a preceptor by an Advanced Pharmacy Practice Experience student pharmacist? Yes _____ No _____
If “No”, explain: ________________________________

Are you willing to attend one or more continuing education programs sponsored by the College of Pharmacy to discuss topics related to the Experiential Programs of the curriculum? Yes _____ No _____

I, the undersigned, agree to participate and actively support the Florida A&M University College of Pharmacy and Pharmaceutical Sciences in the administration, coordination, and effective implementation of the College’s pharmacy practice experiences. I agree to perform and assume the responsibilities of the preceptor as set forth in the “Guidelines” for Preceptors.

Preceptor ___________________________ Date ___________________________

Division Director ___________________________ Date ___________________________
APPLICATION DATE

Employee: ____________________________________________________________

Last    First    MI    Title (Mr., Dr., etc)

By: ___________________________ ___________________________ ___________________________

Department    Division    School/College

Appointment Basis: ________________ months    Social Security # ______________________

Period of Appointment: From ______________________    To ______________________

Contract Date    Professional Rank    Position Title    Class Code

Type of Appointment    Salary Info    Class Code

C&G%    _______    C&G#    _______    Total FTE    _______    E&G%    _______

E&G#    _______

Tenured    _______    Tenure Earning    _______    Non-Tenure Earning    _______    Permanent Status    _______

Earning Permanent Status    ___________________________

% of time will be devoted to grant #

% of time will be devoted to grant # ___________________________

Special Conditions: ___________________________

$ _______________________ Administrative Supplement    $ _______________________ Athletic Supplement

Highest Degree    Home Address    City, State Zip Code    Birth date

Race    Sex    Campus Extension    Home Phone Number

Location on Campus: ___________________________

Campus Box Number: ___________________________

Year 1st Employed: FAMU    _______    FLA:    _______    Bargaining Unit Member? Yes___ No___

PERSONNEL/PAYROLL USE ONLY

Number Withholding Exp.    Marital Status    Retirement Code

Social Security:    Yes______    No_____    State Health Insurance:    Yes    No    Pay Grade
SECTION 5
STUDENT PHARMACIST INFORMATION
GUIDELINES FOR THE
ADVANCED PHARMACY PRACTICE STUDENT PHARMACIST

1. The APPE student is expected to contact the preceptor at a minimum of 30 days prior to the beginning of the rotation by telephone or email to determine what the student will need to know for the first day of the rotation, confirm the pre-rotation requirements, and provide their CV and portfolio.

2. The Advanced Pharmacy Practice Experience student pharmacist (APPE student) must exhibit a professional appearance both in manner and dress. He/She must adhere at all times to the standards of dress and behavior specified by the preceptor to which he is assigned. These standards should be identical to those required of all pharmacists in the pharmacy. Minimum dress requirement is a white professional jacket.

2. The APPE student pharmacist must wear his name badge at all times.

3. The APPE student pharmacist is obligated to respect any and all confidences revealed during his/her assigned pharmacy practice experience including pharmacy records, pricing systems, professional policies, etc. Violation of these confidences will result in suspension from the program.

4. The APPE student pharmacist must remember, at all times, that the primary objectives of his/her professional experience is learning, and that learning is not a passive process, but it requires a deep commitment on his/her part along with active participation.

5. The APPE student pharmacist should recognize that the optimum professional learning experiences require mutual respect and courtesy between the preceptor and him/herself.

6. An APPE student pharmacist should encourage communication with all persons involved in his/her training, including the pharmacists, physicians, other health professionals and patients.

7. An APPE student pharmacist should never question the advice or directions of his preceptor in public, but he/she discusses any disagreements in private. All criticism should be viewed as a means of learning and not a form of embarrassment.

8. The APPE student pharmacist should never be hesitant to admit that he does not know something but seek help whenever it is needed.

9. The APPE student pharmacist will not comply with the University calendar in regards to vacation periods and holidays, but he/she will adhere to the schedule devised by the preceptor.

10. The APPE student pharmacist will return to the University at the end of the spring semester and at other times when mandated by the Division of Pharmacy Practice. These sessions will be counted as academic credit.
11. The APPE student pharmacist must make up all time missed at the APPE site where the time is lacking for completion of said University requirements.

12. The APPE student pharmacist should be punctual in meeting the schedule. He / She is obligated to notify the preceptor as soon as possible if the will be absent or late. Attendance is mandatory if academic and licensure credit is to be received.

13. The APPE student pharmacist will not be allowed to change a site assignment once he/she is assigned.

**Student Dress Code Policy**
The dress code is intended to contribute to the overall professional development of the pharmacy student. The following dress code will be in place on a daily basis:

- All students must wear neat, clean, white laboratory coats unless otherwise directed by the preceptors.
- Students should wear the College of Pharmacy ID badge as well as any nametag or badge issued by the rotation site.
- Male: A tie with appropriate shirt. Socks and belt are required. Jeans and tennis shoes are not acceptable.
- Female: A dress, skirt (fingertip rule applies); blouse or dress pants.
- At no time will the following items of clothing be allowed:
  - Hats, flip flops, sweat suits, shorts, tank tops or halter tops, holes/cuts in clothing, suggestive or inappropriate slogans on clothing, or sandals.
- Students may be asked to leave a rotation site if the dress code policy is violated. This absence will be unexcused.
CULTURAL COMPETENCY

It is the goal of the pharmacy practice experiences to provide student pharmacist with the recognition that there is notable diversity in the cultures which they will practice their profession. They need to know everyone does not think, speak or act the same. Therefore, they should develop sensitivity and tolerance within multicultural interactions and settings. This diversity needs to be addressed from the standpoint that the effectiveness of the pharmacist’s ability to render services depends on the ability to incorporate multicultural concerns into a standard mode of practice. These concerns that the pharmacist may be confronted with include, but are not limited to, those of verbal and non-verbal communication, religious beliefs, as socioeconomic beliefs and values. If you plan to work effectively, you should know the culture of the individuals you will provide services to.

AS A STUDENT, In order to become a culturally competent pharmacist, you must:

1. Be extremely aware of the culture in which you work in order to be able to demonstrate sensitivity and tolerance for multicultural interactions and settings.

2. Identify issues that are sensitive to some individuals and develop a tolerance for them.

3. Appreciate the religious and socio-economic value systems of some cultures that affect need and compliance.

4. Acknowledge the potential for communication barriers and make the necessary accommodations to effectively communicate concerns and directions.

5. Identify the on-going need to be aware of a changing society that has diversity at the very essence of its change.

6. Make it a professional goal to be aware of those changes, which will affect your ability to practice as an effective member of this profession of pharmacy.
ADVANCED PHARMACY PRACTICE STUDENT
Code of Ethics

This Code of Ethics embodies prescribed standards of behavior for the APPE STUDENT PHARMACIST in his/her professional relationships with patients, fellow practitioners, other health professionals and the public. In abiding by the Code, the APPE student pharmacist views his/her obligations in as wide a context as the situation requires, takes all of the principles into consideration, and chooses a course of action consistent with the Code’s spirit and intent.

1. I regard my primary obligation the welfare, health and safety of patients regardless of race, color, religion, age, sex or national ancestry; will render to each patient the full measure of my ability as an essential health practitioner.

2. I hold myself responsible for the quality and extent of the service I perform.

3. I will contribute my knowledge, skills and support to programs improving the health care of the public.

4. I will maintain a proper patient-practitioner relationship at all times.

5. I support the principle that professional practice requires professional education.

6. I will give precedence to professional responsibility over personal interests.

7. I will use in a responsible manner information gained in professional relationships.

8. I will treat with respect the findings, views, and actions of colleagues and use appropriate channels to express judgment on these matters.

9. I will support and observe the law; uphold the dignity and honor of the profession, and accept its ethical principles.

10. I will not engage in any activity that will bring discredit to the profession or cause to raise question of my professional ability.

11. I will not agree to practice under terms on conditions which tend to interfere with or impair the proper exercise of professional judgments and skill, which tend to deteriorate quality of service or require consent to unethical conduct.

12. I will strive to maintain personal good health and proper conduct at all times in order to prevent continuance in the University as being detrimental to my health, the health of others and/or displaying of conduct that is not satisfactory to the authorities of the University.
CODE OF ETHICS
Florida Pharmacy Association and American Pharmaceutical Association

Preamble
These principles of professional conduct are established to guide pharmacists in relationships with patients, fellow practitioners, other health professionals, and the public.

A Pharmacist should hold the health and safety of patients to be of first consideration and should render to each patient the full measure of professional ability as an essential health practitioner.

A Pharmacist should never knowingly condone the dispensing, promoting, or distributing of drugs or medical devices, or assist therein, that are not of good quality, that do not meet standards required by law, or that lack therapeutic value for the patient.

A Pharmacist should always strive to perfect and enlarge professional knowledge. A pharmacist should utilize and make available this knowledge as may be required in accordance with the best professional judgment.

A Pharmacist has the duty to observe the law; to uphold the dignity and honor of the profession, and to accept its ethical principles. A pharmacist should not engage in any activity that will bring discredit to the profession and should expose, without fear or favor, illegal or unethical conduct in the profession.

A Pharmacist should seek at all times only fair and reasonable remuneration for professional services. A pharmacist should never agree to, or participate in, transaction with practitioners of other health professions or any other person under which fees are divided or that may cause financial or other exploitation in connection with the rendering of professional services.

A Pharmacist should respect the confidential and personal nature of professional records; except where the best interest of the patient requires or the law demands, a pharmacist should not disclose such information to anyone without proper patient authorization.

A Pharmacist should not agree to practice under the terms or conditions that interfere with or impair the proper exercise of professional judgment and skill, that cause a deterioration of the quality of professional services, or that require consent to unethical conduct.

A Pharmacist should strive to provide information to patients regarding professional services truthfully, accurately, and fully and should avoid misleading patients regarding the nature, costs, or value of these professional services.

A Pharmacist should associate with organizations having for their objective the betterment of the profession of pharmacy and should contribute time and funds to carry on the work of these organizations.
PLEDGE OF PROFESSIONALISM

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

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

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

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

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

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

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

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

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

PREAMBLE

IN ACKNOWLEDGMENT OF an increasingly informed and cost-conscious public, and with specific reference to the proliferation and complexity of drug therapy, Pharmacists have recognized the need for a 'Pharmacy Patient's Bill of Rights.' To reinforce their commitment to protect the health and well-being of their patients, Pharmacists need a common reference to describe their covenantal relationship with the public. In recognition of the public's right to freedom of choice and the Pharmacists' professional relationship with their patients, this document delineates: 1) the patient's rights and responsibilities with respect to appropriate drug therapy, and 2) the patient's responsibilities and Pharmacist's rights with respect to the quality of services provided. Such a charter is set forthwith and shall be known as the 'Pharmacy Patient's Bill of Rights.'

Patient Rights / Pharmacist's Responsibilities
Patients have the right to expect their pharmacist to:

1. Be professionally competent and adhered to accepted standards of pharmacy practice.

2. Treat them with dignity, consistent with professional standards for all patients, regardless of manner of payment, race, sex, age, nationality, religion, disability, or other discriminatory factors.

3. Act in their best interest when making pharmaceutical care decisions.

4. Serve as their advocate for appropriate drug therapy and to make reasonable efforts to recommend alternative choices in coordination with the patients' other health care providers.

5. Maintain their medical records, keeping them confidential, using them routinely to maximize their care, and making them available to the patient for review upon request.

6. Provide counseling, using the methods appropriate to the patient's physical, psychosocial, and intellectual status.

7. Have their prescriptions dispensed and pharmacy services provided at a pharmacy of their choice in an atmosphere, which allows for confidential communication and in an environment, which is private, properly lighted, well ventilated, and clean.

8. Monitor drug therapy within their medical regimen for safety and efficacy and make reasonable efforts to detect and prevent drug allergies, adverse reactions, contraindications, or inappropriate dosage.

9. Monitor their compliance and proper drug use and institute remedial interventions when necessary.

Patient Responsibilities / Pharmacist's Rights

In order for pharmacists to meet their responsibilities to patients as set forth in this "Pharmacy Patient's Bill of Rights," patients are responsible for:

1. Providing the personal demographics, medical history, and payment mechanism, including third-party payor information, necessary for Pharmacists to individualize care, the method of its provision, and its reimbursement.

2. Implementing the drug therapy regimen conscientiously and reporting their clinical response to their pharmacist, especially untoward reactions and any changes in their health status and medical care.

3. Cooperating with the pharmacist and authorizing their physician or other health care practitioner to release the medical information necessary for the pharmacist to practice responsibly.
SECTION 6
ADVANCED PHARMACY PRACTICE EXPERIENCE
ADVANCED PHARMACY PRACTICE EXPERIENCE
(APPE)

GENERAL STATEMENT

The role of the pharmacist in the 21\textsuperscript{st} century is no longer the traditional one of dispensing and distributing drugs. The pharmacist of today is an integral part of the health care team. He/she collaborates with physicians, other health care professionals, patients, and/or their caregivers to formulate a pharmaceutical care plan. It is through the delivery of pharmaceutical care, that the pharmacist can effectively manage the medication related issues pertaining to the patient’s overall disease state. Consequently, the pharmacist is better able to resolve or prevent medication related problems.

The pharmacist of the 21\textsuperscript{st} century also delivers pharmaceutical information and health education to health professionals and to the general public at large. This same pharmacist is also actively involved in helping people stay healthy by promoting public awareness of health and disease.

This is done through wellness, immunization, and early detection programs. It is, therefore, essential within the context of the Doctor of Pharmacy curriculum that the student pharmacist is well educated in the knowledge of drugs, disease states and the relationships between these two, as well as health and wellness issues. In addition to this knowledge base, he/she must be capable of sharing this information with the patient, caregivers, as well as other health care professionals, and the general public at large, when appropriate. It is by practicing in the clinical setting that such expertise will be developed and mastered.

The Advanced Pharmacy Practice Experience should avail these and many other learning opportunities to the student.
The following outcomes are designated by the COPPS. They define the knowledge, skills and attitudes that a graduate of this College must demonstrate at the end of the curriculum for a Doctor of Pharmacy degree. They are designed by the faculty to provide a basis for the exchange of knowledge during the APPE.

**Educational Outcomes**

**Domain 1 – Foundational Knowledge**

1.1. **Learner (Learner)** - Develop, integrate, and apply knowledge from the foundational sciences (i.e., *pharmaceutical, social/behavioral/administrative, and clinical sciences*) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and *patient-centered care*.

**Examples of Learning Objectives***

1.1.1. Develop and demonstrate depth and breadth of knowledge in *pharmaceutical, social/behavioral/administrative, and clinical sciences*.

1.1.2. Articulate how knowledge in foundational sciences is integral to clinical reasoning; evaluation of future advances in medicine; supporting health and wellness initiatives; and delivery of contemporary pharmacy services.

1.1.3. Integrate knowledge from foundational sciences to explain how specific drugs or drug classes work and evaluate their potential value in individuals and populations.

1.1.4. Apply knowledge in foundational sciences to solve therapeutic problems and advance *patient-centered care*.

1.1.5. Critically analyze scientific literature related to drugs and disease to enhance clinical decision making.

1.1.6. Identify and critically analyze emerging theories, information, and technologies that may impact *patient-centered* and *population based care*.

**Domain 2 – Essentials for Practice and Care**

2.1. **Patient-centered care (Caregiver)** - Provide *patient-centered care* as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).

**Examples of Learning Objectives***

2.1.1. Collect subjective and objective evidence related to patient, medications, allergies/adverse reactions, and disease, by performing patient assessment (including physical assessment) from chart/electronic health records, pharmacist records and patient/family interviews.
2.1.2. Interpret evidence and patient data.

2.1.3. Prioritize patient needs.

2.1.4. Formulate evidence based care plans, assessments, and recommendations.

2.1.5. Implement patient care plans.

2.1.6. Monitor the patient and adjust care plan as needed.

2.1.7. Document patient care related activities.

2.2. Medication use systems management (Manager) - Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.

Examples of Learning Objectives*

2.2.1. Compare and contrast the components of typical medication use systems in different pharmacy practice settings.

2.2.2. Describe the role of the pharmacist in impacting the safety and efficacy of each component of a typical medication use system (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, and documentation).

2.2.3. Utilize technology to optimize the medication use system.

2.2.4. Identify and utilize human, financial, and physical resources to optimize the medication use system.

2.2.5. Manage healthcare needs of patients during transitions of care.

2.2.6. Apply standards, guidelines, best practices, and established processes related to safe and effective medication use.

2.2.7. Utilize continuous quality improvement techniques in the medication use process.

2.3. Health and wellness (Promoter) - Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.

Examples of Learning Objectives*

2.3.1. Describe systematic preventive care, using risk assessment, risk reduction, screening, education, and immunizations.

2.3.2. Provide prevention, intervention, and educational strategies for individuals and communities to improve health and wellness.

2.3.3. Participate with interprofessional healthcare team members in the management of, and health promotion for, all patients.

2.3.4. Evaluate personal, social, economic, and environmental conditions to maximize health and wellness.
2.4. Population-based care (Provider) - Describe how population-based care influences patient-centered care and influences the development of practice guidelines and evidence-based best practices.

Examples of Learning Objectives*

2.4.1. Assess the healthcare status and needs of a targeted patient population.

2.4.2. Develop and provide an evidence-based approach that considers the cost, care, access, and satisfaction needs of a targeted patient population.

2.4.3. Participate in population health management by evaluating and adjusting interventions to maximize health.

Domain 3 - Approach to Practice and Care

3.1. Problem Solving (Problem Solver) – Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.

Examples of Learning Objectives*

3.1.1. Identify and define the primary problem.

3.1.2. Define goals and alternative goals.

3.1.3. Explore multiple solutions by organizing, prioritizing, and defending each possible solution.

3.1.4. Anticipate positive and negative outcomes by reviewing assumptions, inconsistencies, and unintended consequences.

3.1.5. Implement the most viable solution, including monitoring parameters, to measure intended and unintended consequences.

3.1.6. Reflect on the solution implemented and its effects to improve future performance.

3.2. Educator (Educator) – Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.

Examples of Learning Objectives*

3.2.1. Conduct a learning needs assessment of constituents who would benefit from pharmacist-delivered education (e.g., patients/caregivers, technicians and interns, pharmacy students, fellow pharmacists, other healthcare providers, legislators).

3.2.2. Select the most effective techniques/strategies to achieve learning objectives.

3.2.3. Demonstrate the ability to coordinate educational efforts with other healthcare providers, when appropriate, to ensure a consistent, comprehensive, and team-based encounter.

3.2.4. Ensure instructional content contains the most current information relevant for the intended audience.

3.2.5. Adapt instruction and deliver to the intended audience.

3.2.6. Assess audience comprehension.
3.3. Patient Advocacy (Advocate) - Assure that patients’ best interests are represented.

Examples of Learning Objectives*

3.3.1. Empower patients to take responsibility for, and control of, their health.

3.3.2. Assist patients in navigating the complex healthcare system.

3.3.3. Ensure patients obtain the resources and care required in an efficient and cost-effective manner (e.g., triage to social and/or other healthcare services).

3.4. Interprofessional collaboration (Collaborator) – Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

Examples of Learning Objectives*

3.4.1. Establish a climate of shared values and mutual respect necessary to meet patient care needs.

3.4.2. Define clear roles and responsibilities for team members to optimize outcomes for specific patient care encounters.

3.4.3. Communicate in a manner that values team-based decision making and shows respect for contributions from other areas of expertise.

3.4.4. Foster accountability and leverage expertise to form a highly functioning team (one that includes the patient, family, and community) and promote shared patient-centered problem solving.

3.5. Cultural sensitivity (Includer) - Recognize social determinants of health to diminish disparities and inequities in access to quality care.

Examples of Learning Objectives*

3.5.1. Recognize the collective identity and norms of different cultures without overgeneralizing (i.e., recognize and avoid biases and stereotyping).

3.5.2. Demonstrate an attitude that is respectful of different cultures.

3.5.3. Assess a patient’s health literacy and modify communication strategies to meet the patient’s needs.

3.5.4. Safely and appropriately incorporate patients’ cultural beliefs and practices into health and wellness care plans.

3.6. Communication (Communicator) – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

Examples of Learning Objectives*

3.6.1. Interview patients using an organized structure, specific questioning techniques (e.g., motivational interviewing), and medical terminology adapted for the audience.

3.6.2. Actively listen and ask appropriate open and closed-ended questions to gather information.

3.6.3. Use available technology and other media to assist with communication as appropriate.
3.6.4. Use effective interpersonal skills to establish rapport and build trusting relationships.

3.6.5. Communicate assertively, persuasively, confidently, and clearly.

3.6.6. Demonstrate empathy when interacting with others.

3.6.7. Deliver and obtain feedback to assess learning and promote goal setting and goal attainment.

3.6.8. Develop professional documents pertinent to organizational needs (e.g., monographs, policy documents).


**Domain 4 – Personal and Professional Development**

**4.1. Self-awareness (Self-aware) –** Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.

*Examples of Learning Objectives* *

4.1.1. Use **metacognition** to regulate one’s own thinking and learning.

4.1.2. Maintain motivation, attention, and interest (e.g., **habits of mind**) during learning and work-related activities.

4.1.3. Identify, create, implement, evaluate and modify plans for personal and professional development for the purpose of individual growth.

4.1.4. Approach tasks with a desire to learn.

4.1.5. Demonstrate persistence and flexibility in all situations; engaging in **help seeking** behavior when appropriate.

4.1.6. Strive for accuracy and precision by displaying a willingness to recognize, correct, and learn from errors.

4.1.7. Use **constructive coping strategies** to manage stress.

4.1.8. Seek personal, professional, or academic support to address personal limitations.

4.1.9. Display positive self-esteem and confidence when working with others.

**4.2. Leadership (Leader) -** Demonstrate responsibility for creating and achieving shared goals, regardless of position.

*Examples of Learning Objectives* *

4.2.1. Identify characteristics that reflect **leadership** versus **management**.

4.2.2. Identify the history (e.g., successes and challenges) of a team before implementing changes.
4.2.3. Develop relationships, value diverse opinions, and understand individual strengths and weaknesses to promote teamwork.

4.2.4. Persuasively communicate goals to the team to help build consensus.

4.2.5. Empower team members by actively listening, gathering input or feedback, and fostering collaboration.

**4.3. Innovation and Entrepreneurship (Innovator)** - Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.

**Examples of Learning Objectives**

4.3.1. Demonstrate initiative when confronted with challenges.

4.3.2. Develop new ideas and approaches to improve quality or overcome barriers to advance the profession.

4.3.3. Demonstrate creative decision making when confronted with novel problems or challenges.

4.3.4. Assess personal strengths and weaknesses in entrepreneurial skills

4.3.5. Apply entrepreneurial skills within a simulated entrepreneurial activity.

4.3.6. Conduct a risk-benefit analysis for implementation of an innovative idea or simulated entrepreneurial activity.

**4.4. Professionalism (Professional)** - Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

**Examples of Learning Objectives**

4.4.1. Demonstrate altruism, integrity, trustworthiness, flexibility, and respect in all interactions.

4.4.2. Display preparation, initiative, and accountability consistent with a commitment to excellence.

4.4.3. Deliver patient-centered care in a manner that is legal, ethical, and compassionate.

4.4.4. Recognize that one’s professionalism is constantly evaluated by others.

4.4.5. Engage in the profession of pharmacy by demonstrating a commitment to its continual improvement.
ACADEMIC LEARNING COMPACTS

1. Critical Thinking: Graduating seniors will demonstrate the ability to critically think, analyze, and solve problems to make judgment and pharmacy decisions.

2. Communication and Interpersonal Skills: Graduates will demonstrate the ability to communicate verbally and in writing with patients, caregivers, and other healthcare practitioners.

3. Content Knowledge: Graduates will demonstrate an understanding of knowledge, concepts and skills necessary to become a pharmacist.

4. Ethics: The graduate shall provide high quality pharmaceutical care utilizing ethical and moral standards.

5. NAPLEX Pass Rates: Graduates will be prepared to sit for the NAPLEX Exam.
STUDENT FORMS
STUDENT PHARMACIST EVALUATION OF THE
ADVANCED PHARMACY PRACTICE EXPERIENCE SITE

SITE ___________________________  PRECEPTOR ___________________________

__
PERIOD OF APPE __________________ to __________________

DATE ___________________________  DATE ___________________________

STUDENT PHARMACIST NAME(Please Print) ___________________________

I. Please read the statements below regarding the clerkship site then carefully rate each using the following rating scale:

5 = STRONGLY AGREE  2 = DISAGREE
4 = AGREE  1 = STRONGLY DISAGREE
3 = NEITHER AGREE OR DISAGREE  N/A = NOT APPLICABLE

At this clerkship site:

____ Pharmacy policy and procedures were clearly explained.

____ All of my questions were carefully and precisely answered.

____ Has a well-structured program which provides experience to meet all APPE objectives.

____ Site provides a good learning environment.

____ The staff is respective, supportive, and resourceful to me.

____ Reference materials were made available and time permitted for their use.

____ There was a wide variety of activities ongoing in this APPE.

____ I received regular and timely evaluations/feedback of my progress and overall achievement.

____ Allows interdisciplinary and /multidisciplinary communication and activities pertinent to improving the quality of care to patients
II. Using the scale below rate the following as to the value of the exposure received in each area.

**Instruction** refers to the teaching you received by your instructor. **Exposure** is the opportunity you had to function in an area.

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Exposure</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 = EXCELLENT</td>
<td>2 = BELOW AVERAGE</td>
</tr>
<tr>
<td>4 = GOOD</td>
<td>1 = UNACCEPTABLE</td>
</tr>
<tr>
<td>3 = FAIR</td>
<td>N/A = NOT APPLICABLE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Exposure</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>a. dispensing and compounding prescriptions (the actual process of completely preparing various medications for patient use)</td>
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<tr>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>b. communication with physicians (taking prescriptions over the phone, questioning prescriptions, etc)</td>
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<tr>
<td>_____</td>
<td>_____</td>
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<tr>
<td>c. communication with patients (concerning warnings, special directions, etc)</td>
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<tr>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>d. prescription drug information (identification, dosage, dosage forms, etc)</td>
<td></td>
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<tr>
<td>_____</td>
<td>_____</td>
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<tr>
<td>e. OTC product information (ingredients, recommendations of, etc)</td>
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<tr>
<td>_____</td>
<td>_____</td>
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<tr>
<td>f. third party payment procedure (discussing, preparing processing various forms)</td>
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<tr>
<td>_____</td>
<td>_____</td>
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<tr>
<td>g. laws and regulations (governing the practice of pharmacy)</td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>h. inventory (ordering methods, actual ordering, records required, etc)</td>
<td></td>
</tr>
</tbody>
</table>

III. Were there any specific experiences provided for you that you feel should be encouraged in other teaching facilities, so that other student pharmacists could benefit from them? Please explain.

IV. What activities did you like the most on this APPE?
   A. Pharmacy rounds.
   B. Rounds with the physician.
   C. Research aspects.
   D. Rap sessions with the preceptor.
   E. Journal Club.
   F. Other
V. What activities did you like the least on this APPE?
   A. Rounds with the physician. B. Pharmacy Rounds
   C. Research aspects.
   D. Rap sessions with the preceptor
   E. Journal Club.
   F. Other: (specify) ________________________________

VI. Did you feel useful as a participant in pharmacy activities? Please explain.

VII. As you now visualize the many facets of pharmacy practice, do you believe APPE objectives are appropriate to prepare you to become a pharmacist? Please explain.

VIII. This space is provided for problems, constructive criticisms, as well as accolades you would like to discuss concerning your APPE.

IX. What would you suggest to improve this APPE?

STUDENT
PHARMACIST NAME ____________________________ Date __________________

SIGNATURE
FLORIDA A&M UNIVERSITY
COLLEGE OF PHARMACY AND PHARMACEUTICAL SCIENCES
STUDENT PHARMACIST
PRECEPTOR EVALUATION

PRECEPTOR: ________________________________

PHARMACY: ________________________________

Please read each statement carefully then select the most accurate number.

5 = I strongly agree  2 = I disagree
4 = I agree  1 = I strongly disagree
3 = Undecided

1. ____ The preceptor provided me with APPE goals and objectives at the beginning of this APPE.
2. ____ The preceptor assisted me in developing problem solving skills.
3. ____ The preceptor helped me to organize my clinical assessments.
4. ____ The preceptor emphasized the thinking process used in reaching a therapeutic plan.
5. ____ The preceptor demonstrated good professional knowledge.
6. ____ The preceptor regularly discussed recent developments in the field.
7. ____ The preceptor presented facts and concepts from related areas.
8. ____ The preceptor provided me with a mid-point evaluation.
9. ____ The preceptor corrected my errors in a positive manner.
10. ____ The preceptor advised me of corrective action that would improve my performance.
11. ____ The preceptor alerted me to potential problem areas.
12. ____ The preceptor complemented me when I performed well.
13. ____ The preceptor assisted me in attaining the goals and objectives of this APPE.
14. ____ The preceptor was open to discussion and critique of his/her own ideas.
15. ____ The preceptor practiced pharmacy in a patient-oriented manner.
16. ____ The preceptor acted in a manner that preserved or enhanced the patient’s confidence me.
17. ____ The preceptor projects a professional attitude and behaviors.
18. ____ The preceptor instructed with other members of the health care team.
19. ____ The preceptor was a good role model for pharmacy practice
20. ____ The preceptor helped me prepare for my future role in pharmacy practice through activities on the APPE.
21. ____ The preceptor gave me more responsibility and independence as my skills increased.
22. ____ The preceptor was accessible to me.
23. ____ The preceptor respected me as an individual.
24. ____ The preceptor is enthusiastic about teaching.
25. ____ The preceptor motivated me to learn.
26. ____ The preceptor encouraged questions and discussions.
27. ____ The preceptor demonstrated a genuine interest in student pharmacist learning.
28. ____ The preceptor uses and stresses the use and importance of literature resources.
29. ___ The preceptor provides needed information to doctors and other health professionals.
30. ___ The preceptor is knowledgeable of specialized areas of practice (Dietary, Geriatric, etc)
31. ___ The preceptor willingly discusses all aspects of pharmacy practice with me.
   (Pharmacology, Compounding, Law, 3rd Party Rx’s, OTC Meds, Accessory Products, Management, Records, etc)
32. ___ The projects and assignments enhanced the experience gained in this APPE.
33. ___ The preceptor helped me to apply classroom knowledge to daily practice
34. ___ I would recommend this APPE to other students.
35. What can the College of Pharmacy and/or this preceptor do in order to improve the quality of this APPE?

Student Pharmacist’s Name (Print): __________________________________________________________

Signature ______________________________________ Date________________

APPE Dates ___________________________To ___________________________
NAPLEX
COMPETENCY STATEMENTS
Revised Competency Statements (Effective November 15, 2015)

AREA 1 – Ensure Safe and Effective Pharmacotherapy and Health Outcomes (Approximately 67% of Test)

1.1.0 Obtain, Interpret, Assess, and/or Evaluate:

- 1.1.1 Information from patient interviews
- 1.1.2 Patient medical records
- 1.1.3 Results from instruments and screening strategies used to assess patients
- 1.1.4 Laboratory and diagnostic findings
- 1.1.5 Signs and symptoms associated with diseases and medical conditions
- 1.1.6 Patients’ need for medical referral
- 1.1.7 Risk factors relevant to the prevention of a disease or medical condition and the maintenance of wellness
- 1.1.8 Information from interdisciplinary health care providers

1.2.0 Develop and Implement Individualized Treatment Plans, Taking Into Consideration:

- 1.2.1 Specific uses and indications and dosing for drugs
- 1.2.2 Purported uses and indications for dietary supplements and complementary and alternative medicine
- 1.2.3 Lifestyle and self-care therapy
- 1.2.4 Pharmacologic classes and characteristics of drugs
- 1.2.5 Actions and mechanisms of actions of drugs
- 1.2.6 The presence of pharmacotherapeutic duplications and/or omissions
- 1.2.7 Drug interactions
- 1.2.8 Contraindications, warnings, and precautions
- 1.2.9 Allergies
- 1.2.10 Adverse effects and drug-induced illness
- 1.2.11 Pharmacodynamic, pharmacokinetic, and pharmacogenomic principles
- 1.2.12 Pharmacokinetic data to determine equivalence among drug products
- 1.2.13 Pharmacoeconomic factors
- 1.2.14 Routes and methods of administration, dosage forms, and delivery systems

1.3.0 Assess and Modify Individualized Treatment Plans, Considering:
- 1.3.1 Therapeutic goals and outcomes
- 1.3.2 Safety of therapy
- 1.3.3 Efficacy of therapy
- 1.3.4 Medication non-adherence or misuse

1.4.0 Techniques for Effective Communication/Documentation of the Development, Implementation, and Assessment of Individualized Treatment Plans to:
- 1.4.1 Patients and/or patients’ agents
- 1.4.2 Interdisciplinary health care providers

1.5.0 Advocate Individual and Population-Based Health and Safety, Considering:
- 1.5.1 Best practices, scientific literature evaluation, and health-related resources
- 1.5.2 Quality improvement strategies in medication-use systems
- 1.5.3 Processes, evaluation of, and responses regarding medication errors
- 1.5.4 Role of automated systems and technology in medication distribution processes
- 1.5.5 Emergency preparedness protocols

AREA 2 – Safe and Accurate Preparation, Compounding, Dispensing, and Administration of Medications and Provision of Health Care Products (Approximately 33% of Test)

2.1.0 Employ Various Techniques to Calculate:
- 2.1.1 Patients’ nutritional needs and the content of nutrient sources
- 2.1.2 Drug concentrations, ratio strengths, and/or extent of ionization
- 2.1.3 Quantities of medication to be compounded, dispensed, or administered
2.1.4 Quantities of ingredients needed to compound preparations

2.1.5 Rates of administration

2.2.0 Compound Sterile and Nonsterile Products, Considering:

2.2.1 Techniques, procedures, and equipment for drug preparation, compounding, and administration of sterile products

2.2.2 Techniques, procedures, and equipment for drug preparation, compounding, and administration of nonsterile products

2.2.3 Physicochemical properties of active and inactive ingredients

2.2.4 Identifying the presence of, and the cause of, product incompatibilities or degradation and methods for achieving stability

2.2.5 Physiochemical properties of drugs that affect solubility and stability

2.3.0 Review, Dispense, and Administer Drugs and Drug Products, Considering:

2.3.1 Packaging, labeling, storage, handling, and disposal of medications

2.3.2 Commercial availability, identification, and ingredients of prescription and non-prescription drugs

2.3.3 Physical attributes of drug products

2.3.4 Specific instructions and techniques for administration