



**College of Pharmacy and Pharmaceutical Sciences
A Manual of Experiential Learning for Preceptors and Student Pharmacists**

**ADVANCED PHARMACY PRACTICE EXPERIENCE
(APPE)**

2019 - 2021

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SECTION 1: GENERAL INFORMATION

Florida Agricultural and Mechanical University

College of Pharmacy and Pharmaceutical Sciences

COLLEGE ADMINISTRATION AND CONTACT INFORMATION

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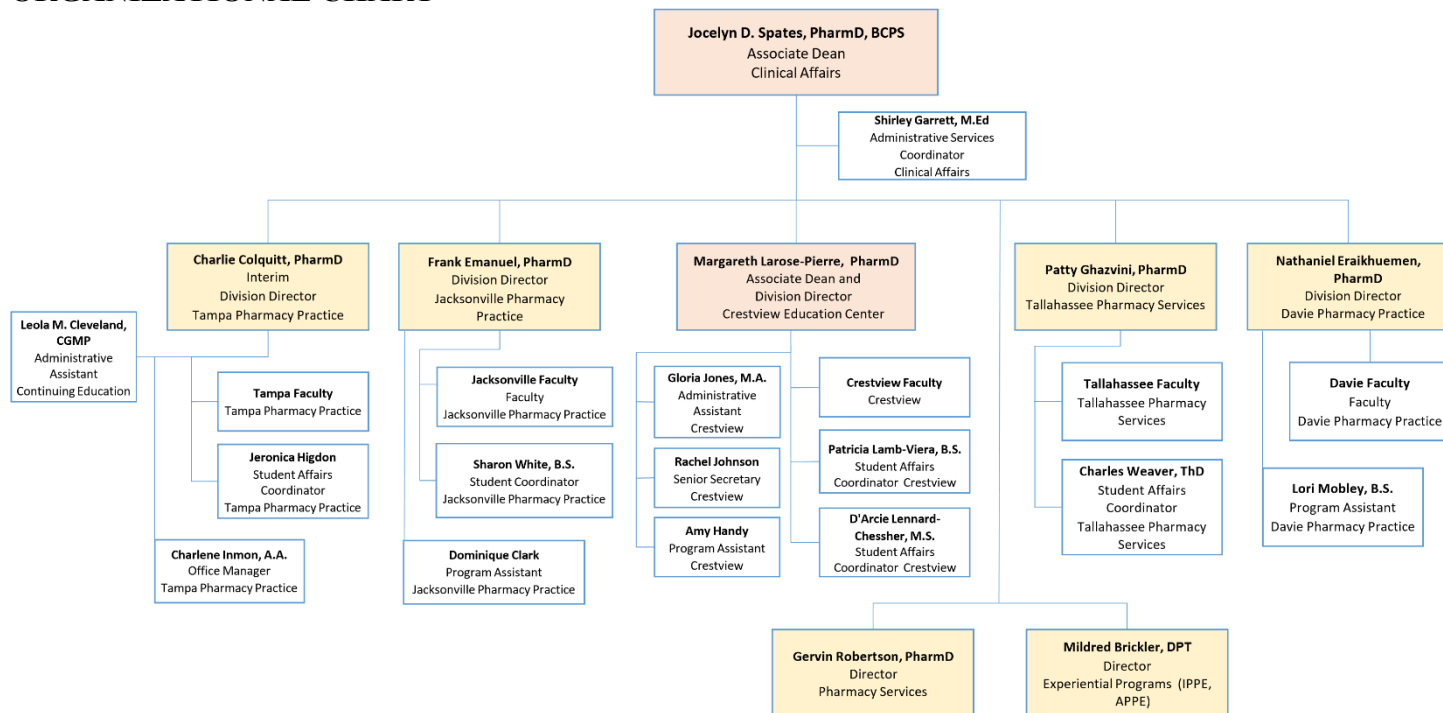
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SECTION 2:

GENERAL PROGRAM DESCRIPTION

PRE-ADVANCED PHARMACY PRACTICE EXPERIENCE (PRE-APPE) CURRICULUM

The Pre-APPE curriculum provides a rigorous foundation in the biomedical, pharmaceutical, social/administrative/behavioral, and clinical sciences, incorporates Introductory Pharmacy Practice Experience (IPPE), and inculcates habits of self-directed lifelong learning to prepare students for Advanced Pharmacy Practice Experience (APPE). As part of the Pre-APPE didactic curriculum, all students are required to enroll in the Pre-APPE Performance Skills and Lab course during the Spring of their Professional Year 3 (P3). This course has been designed to ensure that the student has achieved competency in educational concepts integrated throughout the curriculum and assess their readiness to enter APPE. In essence, the course will guide the student through active learning activities to build confidence and achieve the competencies needed to enter advanced pharmacy practice experiences. The focus is to assure readiness to integrate into inter-professional collaborative health care settings and serve diverse patient populations. Knowledge, skills, attitudes, and professional values are assessed and developed by utilizing a mixture of benchmark assessment tools, small case discussions of complex patient cases, peer-to-peer discussions, integration of the Pharmacists' Patient Care Process (PPCP), and objective structured clinical examinations (OSCEs) that evaluate clinical competence and stimulates student responsibilities during an APPE. Formative and summative feedback delivered through faculty, peer, and self-evaluation help guide student preparation for advanced experiences and life-long learning.

THE ADVANCED PHARMACY PRACTICE EXPERIENCE (APPE)

Accreditation guidelines mandate that the APPE curriculum is comprised of a variety of required and elective experiences which are of the scope, intensity and duration to support the accomplishment of the Educational Outcomes that are created to prepare practice-ready graduates. These APPEs should allow for the integration, application, reinforcement and the advancement of the knowledge skills, attitudes, abilities and behaviors that should be developed by the student pharmacist in the Pre-APPE curriculum in conjunction with the co-curricular activities.

More specifically, the majority of APPEs should include direct patient interaction with diverse populations in a variety of practice settings. They should include opportunities to collaborate with other health care professionals to promote interprofessional growth and development.

The ultimate end result of the didactic and the experiential components of the curriculum is to produce a graduate who is equipped to provide patient-centered care as the medication expert who is knowledgeable in the essentials for practice and care in the areas of:

- Patient-centered care
- Medication use systems management
- Health and wellness
- Population-based care

Curricular Requirements:

APPEs are in their 4th professional year (i.e. semesters 11 and 12). The course listings in the University catalog are as follows:

PHA 5694	General Medicine	6 credit hours
PHA 5692	Ambulatory Care	6 credit hours
PHA 5626	Advanced Hospital/Health System Pharmacy	6 credit hours
PHA 5627	Advanced Community Pharmacy	6 credit hours
PHA 5651	Elective I	6 credit hours
PHA 5652	Elective II	6 credit hours
PHA 5653	Elective III	6 credit hours
Total Hours		42 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 320 hours of IPPE experience.

All seven 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:

- Will successfully complete all of the required coursework for the curriculum prior to enrolling in the Advanced Pharmacy Practice Experience P4 year
- Will conduct his/herself in a professional manner and to abide by all rules and regulations promulgated by institutions affiliated with the Board of Pharmacy and the Florida A&M University College of Pharmacy and Pharmaceutical Sciences
- Will exemplify the maturity and the responsibility expected of a professional
- Will 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:

- Will accept the responsibility for professional guidance, training and instruction of the APPE student
- Will participate in preceptor orientation provided by the College and devote time to attend subsequent preceptor training sessions that are offered by the College
- Does 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 Programs, consisting of the Introductory and the Advanced Pharmacy Practice Experiences, are administered through the Division of Clinical Affairs in the College of Pharmacy and Pharmaceutical Sciences, Florida A&M University.

All inquiries regarding our Programs should be directed either to the pharmacy practice center director located in the respective geographic location or to Mildred Petty Brickler, DPT, Director of Experiential Programs at (850) 599-3586.

The Office of Experiential Programs will process all inquiries related to the Programs. The Director will determine how issues should be routed. The major responsibility of the Director will be to establish and maintain a constant line of communication with the Associate Dean for Clinical Affairs, the Pharmacy Practice Center Directors, preceptors and student pharmacists. The Office of Experiential Programs is the clearinghouse for written and oral information from all of these individuals.

ADVANCED PHARMACY PRACTICE EXPERIENCE (APPE) SCHEDULE DATES

MAY 2019 – MAY 2020		
BLOCK	START DATE	END DATE
Block 1	5/13/2019	6/21/2019
Block 2	6/24/2019	8/2/2019
Block 3	8/5/2019	9/13/2019
Block 4	9/16/2019	10/25/2019
Block 5	10/28/2019	12/6/2019
HOLIDAY BREAK	12/9/2019	1/3/2020
Block 6	1/6/2020	2/14/2020
Block 7	2/17/2020	3/27/2020
March, April, May 2020 GRADUATION	3/30/2020	5/2/2020
MAY 2020-MAY 2021		
Block 1	5/11/2020	6/19/2020
Block 2	6/22/2020	7/31/2020
Block 3	8/3/2020	9/11/2020
Block 4	9/14/2020	10/23/2020
Block 5	10/26/2020	12/4/2020
HOLIDAY BREAK	12/7/2020	1/1/2021
Block 6	1/4/2021	2/12/2021
Block 7	2/15/2021	3/26/2021
March, April, May 2021 GRADUATION	3/29/2021	5/7/2021

MANDATORY DATES TO RETURN TO TALLAHASSEE CAMPUS

Annual Career Fair
Graduation Week

Graduation May 2, 2020

Place: Alfred Lawson Multipurpose Center

Time: 2:00 pm

Please make hotel reservations for graduation weekend as soon as possible.

SECTION 3

GENERAL PROGRAM GUIDELINES AND POLICIES

PROGRAM RESPONSIBILITY

- The administrative responsibility for the execution of the Experiential Programs is assigned to Directors located at the Main Campus, Peaden Education Center, and Central, South, Northeast Florida Pharmacy Practice Centers and the Director of Experiential Programs under the supervision of the Associate Dean of Clinical Affairs. The entire Pharmacy Practice faculty will serve in an advisory capacity.

FINANCIAL RESPONSIBILITY

- The ultimate responsibility for all financial obligations associated with the student pharmacist's pharmacy education lies with the student pharmacist. Since this responsibility includes the Advanced Pharmacy Practice Experience (APPE) P4 year, ALL expenses which are required for the completion of this year are the sole responsibility of the student pharmacist. Costs may include lodging, transportation, food and any other incidental costs that might be required by the student pharmacist's individual assigned sites.

PHARMACY INTERN REGISTRATION

- All student pharmacists must obtain a Pharmacy intern license from the Florida State Board of Pharmacy upon admission to the College.
- A copy of this license must be uploaded in the CORE (PA) platform.
- In performing all required tasks involved in experiential education, all student pharmacists must comply with Florida State Board of Pharmacy rules and regulations applicable to pharmacy interns. Florida pharmacy interns are governed by **465.0075, Florida Statutes, and 64B16-26.400 and 64B16-26.2032, Florida Administrative Code**. Copies are available from the board website at www.doh.state.fl.us/mqa/pharmacy.
- Failure to upload proof of the intern license in the PA platform will result in a delay in the start date for the APPE due to non-compliance. This could result in a delay in graduation because the College is not obligated to find a replacement site due to non-compliance.
- Failure to comply with an intern license request at a given site can be grounds for dismissal from a site.
- Failure to adhere to this requirement will negatively impact his/her ability to be licensed as a pharmacist because this intern license is a prerequisite to your pharmacist license.
- Out of state pharmacy intern licensure is required if a student pharmacist participates in any IPPE or APPE experiences which are not in the state of Florida. Proof of such licensure should be uploaded in PA as a part of the student pharmacist requirements.

REGISTRATION AND PRE-REGISTRATION

- All student pharmacists are expected to pre-register and/or register using the online process. Student pharmacists must clear all financial and registration holds as required to complete this registration process before the semester begins. All financial responsibilities and other academic requirements must be satisfied before a student is allowed to commence APPE.

GRADUATION REQUIREMENTS

- It is the student pharmacist's responsibility to complete all the requirements for graduation (i.e. graduation forms, etc.) at least one (1) semester before graduation is expected. In order to avoid delay in applying for graduation, the student pharmacist 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 online student financial account site. Academic deficiencies can be verified in consultation with the College's Office of Student Services and the University Registrar's Office.

PROFESSIONAL LIABILITY INSURANCE

- All student pharmacists enrolled in the College are covered by blanket professional liability policy provided by the University. It is strongly encouraged however that additional malpractice insurance be obtained through a student membership in one of the professional pharmacy organizations.

CONCURRENT EMPLOYMENT

- Concurrent employment during the APPE's typical 8 am – 5 pm day is prohibited. The APPE experiences are 40 hours/week, therefore student pharmacists are not permitted to work during the required 40 hours/week. Under no circumstance should a student pharmacist request of a preceptor that his/her APPE schedule be modified to accommodate a work schedule. All student pharmacists are required to complete an outside employment form whether employed or not. It should be submitted to the Student Affairs coordinator at the assigned pharmacy practice center. Furthermore, if this employment is at an assigned APPE site, the student pharmacist is expected to adhere to information provided in the "guidance" given for the ACPE Standard 10.16, which states the following:
- "Students may be placed in an IPPE or APPE in a pharmacy where they are employed as long as their experiential education and employee roles are clearly differentiated and do not overlap. For example, a student may be employed in one area of the facility and be assigned to an IPPE or APPE in a clearly distinct capacity area of the health system."
- Compensation for an assigned APPE is prohibited.
- Misrepresenting your employment status on the "outside employment form" will result in a referral to the Professional Learner Conduct Committee. Recommendations from the Committee may include a number of scenarios inclusive of a delay in graduation for a breach in professionalism to possible dismissal from the College.

HEALTHCARE AND ILLNESS

- The student pharmacist's right to healthcare by the University remains in effect during the APPE P4 year.
- **Health care outside the Student Health Center however is at the student pharmacist's expense unless covered by other medical care plans.**
- Student pharmacists who are located at pharmacy practice centers may seek medical care at student health centers of the University of West Florida, University of North Florida, University of South Florida, University of Central Florida and Florida Atlantic University. Therefore, as required by the University, this coverage must remain in force during the P4year.

HEALTH INSURANCE

- As required by the University, all student pharmacists must be enrolled in a health insurance plan.
- Proof of coverage should be uploaded in the PA platform by the student pharmacist.
- Failure to comply with this requirement may affect the submission of attestation forms on behalf of the student pharmacist as required by certain sites. This may result in cancellation of the slot which could result in a delay in graduation because the College is not obligated to find a replacement site due to non-compliance.

PRECEPTOR-SITE APPROVAL

- All APPE sites are acquired either by the Pharmacy Practice Center Directors in their respective geographical area or by the Director of Experiential Programs. Approval of the sites is based on the guidelines set forth under Preceptor-Site Selection in this manual and the interview with the instructional site director.

CHANGING APPE SITES

- The student pharmacist is not allowed to change experiential sites. This includes making contact with a site to accommodate him/her AND later requesting this change by the College.

- The pharmacy practice center director makes any schedule changes as necessary to include site cancellation or cancellation of the affiliation agreement on behalf of the University.
- Any other schedule change requests to include travel/transportation, financial or family hardships will not be acknowledged as a basis for changing sites. This includes changing geographical location as well as changing practice experiences/sites.

OUT OF STATE APPEs

Out of state experiences must not interfere with the student pharmacist's curricular requirements that all student pharmacists are accountable for.

- Prior approval must be given directly by the pharmacy practice center director.
- The student pharmacist must provide proof of out of state licensure.
- The student must also sign a written statement to confirm that s/he has been informed of h/her expected participation in any and all on-site curricular requirements to include but not limited to Seminar, comprehensive exam sessions, career fair and any others that may be required of the entire class cohort.
- It is the student pharmacist's responsibility to provide written proof to the pharmacy practice center director that s/he has also informed h/her preceptor of this specific requirement of this out of state experience.

INTERNATIONAL APPEs

- According to accreditation guidelines, all required APPEs must be completed in the United States or its territories and possessions.
- Elective rotations conducted outside of the above mentioned locales must be approved to address the development of the competencies expected of the graduate. Both the preceptor and site must be vetted by the College to the quality of the experience.

NON-PATIENT CARE APPEs – Industrial, Governmental, Private

- Per accreditation guidelines elective rotations, without a patient care focus, are limited to a maximum of two experiences out of the 3 required electives.

GRADE ISSUES

- A grade must be received for each of the seven (7) six-week APPEs. Successful completion of each experience is required in order to fulfill the requirements for graduation. The grade is calculated based on the APPE performance evaluation that each preceptor completes on behalf of the student pharmacist at the end of the APPE.

REMEDICATION

- There will be **no remediation** for an APPE; if the student pharmacist's performance generates a failing grade (D or F), then that APPE must be repeated at a different site with a different preceptor.
- If the student pharmacist fails the same course twice or two APPEs, a one year suspension from the program is given unless their matriculation warrants a dismissal from the program.
- The APPE year's schedule cannot accommodate time for any make-up APPEs. Each APPE is a course in itself, therefore if there is a failure of an APPE the student pharmacist's graduation date will be delayed. Per the College's Student Handbook, if the failure of the APPE is the student pharmacist's 4th failure during the time of matriculation, dismissal from the College will be justified.

ADVERSE WEATHER

- In the event of adverse weather conditions, the student pharmacist must follow the instructions of the preceptor and/or local pharmacy practice center. It is the responsibility of the student pharmacist to notify the preceptor and follow the instructions s/he is given. If there is legitimate safety concern over the instructions given by the preceptor, the student should contact the local pharmacy practice center and follow the advisement given per the official University guidance.

SECTION 4

PRECEPTOR AND STUDENT PHARMACIST INFORMATION

ASSESSMENTS

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 CORE (<https://corehighered.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 student's 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 at the midpoint and end of the experience. This assessment form can be accessed at <https://corehighered.com/>
- *Student Evaluation of APPE Site.* This assessment form is available at <https://corehighered.com/>
- *Student Evaluation of Preceptor.* This assessment form is available at <https://corehighered.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 <https://corehighered.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.

Patient Care Provider Domain:

Collect information to identify a patient's medication-related problems and health-related needs.

Example Supporting Tasks:

- Collect a medical history from a patient or caregiver.
- Collect a medication history from a patient or caregiver.
- Discuss a patient's experience with medication.
- Determine a patient's medication adherence.
- Use health records to determine a patient's health-related needs relevant to setting of care and the purpose of the encounter.

Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.

- Assess a patient's signs and symptoms to determine whether the patient can be treated within the scope of practice or requires a referral.
- Measure an adult patient's vital signs and interpret the results (e.g., body temperature, pulse rate, respiration rate, and blood pressure).
- Interpret laboratory test results.
- Identify drug interactions.
- Perform a comprehensive medication review (CMR) for a patient.
- Assess a patient's health literacy using a validated screening tool.
- Compile a prioritized health-related problem list for a patient.
- Evaluate an existing drug therapy regimen.

Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.

- Follow an evidence-based disease management protocol.
- Develop a treatment plan with a patient.
- Manage drug interactions.
- Select monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan.
- Determine the appropriate time interval(s) to collect monitoring data.
- Create a patient-specific education plan.

Implement a care plan in collaboration with the patient, caregivers, and other health professionals.

- Write a note that documents the findings, recommendations, and plan from a patient encounter.
- Educate a patient regarding the appropriate use of a new medication, device to administer a medication, or self-monitoring test.
- Educate a patient on the use of medication adherence aids.
- Assist a patient with behavior change (e.g., use shared decision making and motivational strategies).

Follow-up and monitor a care plan.

- Collect monitoring data at the appropriate time interval(s).
- Evaluate the selected monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan.
- Recommend modifications or adjustments to an existing medication therapy regimen based on patient response.
- Present a patient case to a colleague during a handoff or transition of care.

Interprofessional Team Member Domain:

Collaborate as a member of an interprofessional team.

Example Supporting Tasks:

- Contribute medication-related expertise to the team's work.
- Explain to a patient, caregiver, or professional colleague each team member's role and responsibilities.
- Communicate a patient's medication-related problem(s) to another health professional.
- Use setting appropriate communication skills when interacting with others.
- Use consensus building strategies to develop a shared plan of action.

Population Health Promoter Domain:

Identify patients at risk for prevalent diseases in a population.

Minimize adverse drug events and medication errors.

Maximize the appropriate use of medications in a population.

Ensure that patients have been immunized against vaccine-preventable diseases.

Example Supporting Tasks:

- Perform a screening assessment to identify patients at risk for prevalent diseases in a population (e.g., hypertension, diabetes, depression).
- Assist in the identification of underlying system-associated causes of errors.
- Report adverse drug events and medication errors to stakeholders.
- Perform a medication use evaluation.
- Apply cost-benefit, formulary, and/or epidemiology principles to medication-related decisions.
- Determine whether a patient is eligible for and has received CDC-recommended immunizations.
- Administer and document CDC-recommended immunizations to an adult patient.
- Perform basic life support.

Information Master Domain:

Educate patients and professional colleagues regarding the appropriate use of medications.

Use evidence-based information to advance patient care.

Example Supporting Tasks:

- Lead a discussion regarding a recently published research manuscript and its application to patient care.
- Develop and deliver a brief (less than 1 hour) educational program regarding medication therapy to health professional(s) or lay audience.
- Retrieve and analyze scientific literature to make a patient-specific recommendation.
- Retrieve and analyze scientific literature to answer a drug information question.

Practice Manager Domain:

Oversee the pharmacy operations for an assigned work shift.

Fulfill a medication order.

Example Supporting Tasks:

- Implement pharmacy policies and procedures.
- Supervise and coordinate the activities of pharmacy technicians and other support staff.
- Assist in training pharmacy technicians and other support staff.
- Assist in the evaluation of pharmacy technicians and other support staff.
- Identify pharmacy service problems and/or medication safety issues.
- Maintain the pharmacy inventory.
- Assist in the management of a pharmacy budget.
- Interpret pharmacy quality and productivity indicators using continuous improvement quality techniques.
- Assist in the preparation for regulatory visits and inspections.
- Enter patient-specific information into an electronic health or pharmacy record system.
- Prepare commonly prescribed medications that require basic sterile compounding or basic non-sterile compounding prior to patient use.
- Determine if a medication is contraindicated for a patient.
- Identify and manage drug interactions.
- Determine the patient co-pay or price for a prescription.
- Ensure that formulary preferred medications are used when clinically appropriate.
- Obtain authorization for a non-preferred medication when clinically appropriate.
- Assist a patient to acquire medication(s) through support programs.

Self-Developer Domain:

Create a written plan for continuous professional development.

Example Supporting Tasks:

- Create and update a curriculum vitae, resume, and/or professional portfolio.
- Perform a self-evaluation to identify professional strengths and weaknesses.

^a in compliance with federal, state and local laws and regulations

^b all words or phrases in **bold** are defined in the glossary

PHARMACIST PATIENT CARE PROCESS

Pharmacists use a patient-centered approach in collaboration with other providers on the health care team to optimize patient health and medication outcomes. An essential first step is the establishment of a patient–pharmacist relationship that supports engagement and effective communication with patients, families, and caregivers throughout the process. In addition, at the core of the process, pharmacists continually collaborate, document, and communicate with physicians, other pharmacists, and other health care professionals in the provision of safe, effective, and coordinated care. This process is enhanced through the use of interoperable information technology systems that facilitate efficient and effective communication among all individuals involved in patient care.

Pharmacists' Patient Care Process



Pharmacists' Patient Care Process

Pharmacists use a patient-centered approach in collaboration with other providers on the health care team to optimize patient health and medication outcomes.

Using principles of evidence-based practice, pharmacists:

Collect

The pharmacist assures the collection of the necessary subjective and objective information about the patient in order to understand the relevant medical/medication history and clinical status of the patient.

Assess

The pharmacist assesses the information collected and analyzes the clinical effects of the patient's therapy in the context of the patient's overall health goals in order to identify and prioritize problems and achieve optimal care.

Plan

The pharmacist develops an individualized patient-centered care plan, in collaboration with other health care professionals and the patient or caregiver that is evidence-based and cost-effective.

Implement

The pharmacist implements the care plan in collaboration with other health care professionals and the patient or caregiver.

Follow-up: Monitor and Evaluate

The pharmacist monitors and evaluates the effectiveness of the care plan and modifies the plan in collaboration with other health care professionals and the patient or caregiver as needed.

APPE 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 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.

FPA/APhA 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.

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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.

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 adhere 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.
10. Prominently post the Pharmacy Patient's Bill of Rights.

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 responsibly.

SECTION 5

PRECEPTOR EXPECTATIONS AND REQUIREMENTS

GUIDELINES FOR PRECEPTORS

1. The Preceptor's role is multidimensional – a role model, teacher, mentor and co-worker.
2. The Preceptor should promote cooperation between student pharmacists and other members of the health care team (i.e. physicians, nurses, social workers, lab technicians, etc.)
3. The Preceptor should indoctrinate the student pharmacist with the principles of professional ethics by deeds as well as words.
4. 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.
5. 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.
6. The Preceptor should afford the student pharmacist the mutual respect and patience needed to insure an optimal learning experience.
7. The Preceptor should never assume a student pharmacist's competency but determine it by reviewing his/her work profile and by discussion and experience.
8. The preceptor should provide criticism that is constructive and empathetic; it should be conveyed to the student pharmacist privately, whenever possible.
9. The Preceptor should stimulate (simulate) a positive attitude in all aspects of professional practice.
10. The Preceptor should promote, at all times, a constructive and positive attitude toward fellow practitioners and other members of the health professions.
11. The Preceptor should not discuss personal matters with the student pharmacist unless they relate to his/her professional practice.
12. 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.

ADDITIONAL GUIDELINES FOR PRECEPTORS

1. Is approachable and establishes a good learning environment.
2. Is available to the student for interaction and discussion.
3. Treats the student with trust and respect in their interactions.
4. Explains the decision-making process to the student and asks questions that promote learning.
5. Stimulates the student to learn independently and allows autonomy that is appropriate to the student's level of experience and competence.
6. Regularly provides meaningful feedback to the student, both positive and negative, in a timely manner.
7. Is a good role model for the student and inspires student confidence in preceptor's technical skills
8. Is aware of the clerkship goals and objectives and seeks to meet them.

Taken from:

Accreditation Council for Pharmacy Education. Accreditation standards and guidelines for the professional program in pharmacy leading to the Doctor of Pharmacy degree: Guidelines Version 2.0. Chicago, IL: Accreditation Council for Pharmacy Education: 2011.

<https://www.acpe-accredit.org/pdf/Finals2007Guidelines2.0.pdf>. Accessed July 7, 2012. 1. Is approachable and establishes a good learning environment.

PRECEPTOR ROLE MODEL BEHAVIORS, QUALITIES, AND VALUES

1. Practice ethically and with compassion for patients
2. Accept personal responsibility for patient outcomes
3. Have professional training, experience, and competence commensurate with their position
4. Utilize clinical and scientific publications in clinical care decision making and evidence-based practice
5. Have a desire to educate others (patients, caregivers, other health care professionals, student pharmacists, pharmacy residents)
6. Have an aptitude to facilitate learning
7. Be able to document and assess student pharmacist performance
8. Have a systematic, self-directed approach to their own continuing professional development
9. Collaborate with other health care professionals as a member of a team
10. Be committed to their organization, professional societies, and the community

Taken from:

*American Association of Colleges of Pharmacy Academic Practice Partnership Initiative.
<http://www.aacp.org/resources/education/APPI/Pages/default.aspx>. Accessed July 7, 2012.*

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.

The pharmacist/health care provider/preceptor:

1. Must be licensed and in good standing in the state in which he practices (according to Florida Board of Pharmacy (or other health care provider regulatory board)
2. Shall be ineligible to serve as a preceptor during any period in which the professional license to practice is revoked, suspended, on probation, or subject of ongoing disciplinary proceeding
3. Must willingly accept the responsibility for the professional guidance and teaching of the student pharmacist.
4. Must participate in the FAMU COPPS orientation and be able to devote time to periodic preceptor training sessions as well as to the instruction of the student pharmacist. (At least 2-3-discussion hours/week in addition to supervised learning experiences).
5. Must have a syllabus for the experience that comports with the goals and objectives of the FAMU COPPS. Once approved by the instructional site director this syllabus must be uploaded to the preceptor's Pharm Academic account.
6. 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 must agree to assist the College of Pharmacy in the achievement of the educational objectives set forth in this manual and to provide a professional environment 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.
 - 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 violations 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, which meets 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 one's selection, all preceptors will provide the requested data by completing the necessary documentation on the COPPS' website and in CORE. There will also be a personal interview conducted by the Instructional Site 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.



**College of Pharmacy and Pharmaceutical Sciences
Tallahassee, Florida 32307**

PRECEPTOR PROFILE

First _____ **Middle** _____ **Last Name** _____

Title at your workplace _____

Home Address _____ **City** _____ **State** _____ **Zip** _____

Telephone # _____ **E-Mail Address:** _____ **Date of Birth** _____

EDUCATION:

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

Please name institutions of higher education attended, degrees earned, major field of study, and dates degrees were awarded. List highest degree first.

Name of Institution	Dates of Attendance		Major	Degree	Date Degree Awarded	
	TO	FROM			MONTH	YEAR

Professional 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 (and/or your specific professional regulation board) 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 your pharmacy practice work sites, excluding relief work:

Name of Pharmacy	Address	Dates
Name of Pharmacy	Address	Dates
Name of Pharmacy	Address	Dates
Name of Pharmacy	Address	Dates
Name of Pharmacy	Address	Dates

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? _____

Introductory Pharmacy Practice Experience students? _____

Military Service: List branch and rank at discharge:

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 (APPE) student, in addition to supervising his/her practice? (N/A for Introductory Pharmacy Practice Experience (IPPE) students) Yes _____ No _____ If "No", explain:

Are you willing to critically evaluate and complete an evaluation on any APPE/IPPE 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 APPE or IPPE 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

Instructional Site Director

Date

Date

SECTION 6

STUDENT PHARMACIST EXPECTATIONS AND REQUIREMENTS

PROFESSIONALISM

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 who are served. For a student pharmacist, this adherence to the ethical standards does not begin with graduation, but rather it begins with his/her membership in this professional community. Therefore, each student pharmacist should strive to uphold these standards of professionalism as s/he advances towards full membership in the profession of pharmacy. (Modified from the “Pledge of Professionalism”)

The primary attributes of a professional include exhibiting behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

As a professional, the student pharmacist should:

- Demonstrate altruism, integrity, trustworthiness, flexibility, and respect in all interactions
- Display preparation, initiative, and accountability consistent with a commitment to excellence
- Deliver patient-centered care in a manner that is legal, ethical, and compassionate
- Recognize that one’s professionalism is constantly evaluated by others
- Engage in the profession of pharmacy by demonstrating a commitment to its continual improvement

CONSEQUENCES OF BREACHES IN PROFESSIONALISM

All student pharmacists are expected to demonstrate professionalism. Consequences for breaches in professionalism are as follows:

- Incidents involving inappropriate professional (communication, attitudes, behaviors or actions) interactions may result in dismissal from the experience
- Non-compliance regarding timely completion of College’s and site requirements may result in cancellation of the experience
- Professional, academic or personal acts involving HIPPA violation, dishonesty and integrity may result in dismissal from the experience
- Any breach in professionalism (no matter how big or small) may be forwarded to the College’s Professional Conduct Committee for review and consideration of the matter
- ANY of these occurrences may result in a delay in graduation or warrant suspension/dismissal from the College depending on the severity of the breach

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

EXPECTATIONS AND SPECIFIC REQUIREMENTS FOR THE APPE STUDENT PHARMACIST

Responsibilities of the Student Pharmacist

The Florida A&M University COPPS' expectation of student pharmacists is that each one is responsible for ensuring successful completion of the required seven Advanced Pharmacy Practice Experiences by emphasizing the following.

The FAMU student pharmacist should:

- Be knowledgeable of and fully compliant with the material in this manual as well as the FAMU COPPS' Student Handbook
- Hold an active Pharmacist Intern License uploaded to <https://corehighered.com/>
- Be knowledgeable of the scope of practice when licensed as a pharmacy intern
- Follow all confidentiality laws and requirements
- Follow all laws and regulations that govern the pharmacy profession
- Abide by the laws and regulations that govern pharmacy practice and seek clarification from the preceptor when necessary
- Fulfill all prerequisites specific to the APPE including immunizations, background checks, fingerprinting, drug screening, HIPPA/OSHA training, and anything additional as requested by a site (uploaded to <https://corehighered.com/>)
- Be responsible for contacting the preceptor at least 4 weeks (some sites require 4-8 weeks) prior to the start of each APPE to introduce him/herself and to obtain necessary information before the start of the APPE
- Fully engage in the experience provided by the preceptor and the APPE site
- Submit all assignments and evaluations in a timely fashion
- Positively accept feedback and constructive criticism and recognize its intended purpose (to help promote professional growth and development)
- Demonstrate consistent and punctual attendance
- Express willingness and enthusiasm for learning
- Always have courteous, respectful and non-judgmental communication with preceptors, patients, students, and staff
- Understand that all expenses, fees and/or fares incurred during the individual APPE are the sole responsibility of the student
- Be present at the practice site a minimum of 40 hours per week
- Behave professionally and respectfully at all times
- Be proactive during the APPE; this necessitates active participation, communication, and independent learning opportunities at each site
- Never be hesitant to admit a lack of knowledge and to seek help when necessary
- Never publicly question the advice or directions of the preceptor; an appropriate time and location should be requested/identified to discuss issues that should be addressed in private
- Discuss differences or conflicts with the preceptor, FAMU division director or the Director of Experiential Programs, (Mildred Petty Brickler, DPT).

GUIDELINES FOR THE APPE 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 s/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.
3. The APPE student pharmacist must wear his/her name badge at all times.
4. 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.
5. 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.
6. The APPE student pharmacist should recognize that the optimum professional learning experiences require mutual respect and courtesy between the preceptor and him/herself.
7. The APPE student pharmacist should encourage communication with all persons involved in his/her training, including the pharmacists, physicians, other health professionals and patients.
8. The APPE student pharmacist should never question the advice or directions of his/her 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.
9. The APPE student pharmacist should never be hesitant to admit that s/he does not know something but seek help whenever it is needed.
10. The APPE student pharmacist will not comply with the University calendar in regard to vacation periods and holidays, but he/she will adhere to the schedule devised by the preceptor.
11. 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.
12. 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.
13. The APPE student pharmacist should be punctual in meeting the schedule. He / She is obligated to notify the preceptor as soon as possible if s/he will be absent or late. Attendance is mandatory if academic and licensure credit is to be received.
14. The APPE student pharmacist will not be allowed to change a site assignment once he/she is assigned.

PROFESSIONAL ATTIRE: DRESS CODE AND APPEARANCE

A student pharmacist at his/her practice site can be recognized by patients and other professionals as representatives of both the College and the profession of pharmacy. Therefore, each student pharmacist **must adhere** to the following dress code, in addition to any mandated dress codes required by the practice site.

All student pharmacists must wear their official College identification (ID) badge when participating in APPEs. Unless otherwise directed, if the site requires its own ID badge the student is expected to wear both badges. Furthermore, regarding:

A. General Appearance

- Hair (including facial hair) is to be neatly trimmed and styled; length may be individualized but extreme looks are not permissible.
- Fingernails are to be neat, clean, and well maintained. False eyelashes may be worn -- if trimmed, neat and natural in appearance.
- All visible tattoos need to be covered.
- All visible body piercing/adornments (other than in the ears) are not permitted to be worn during rotation hours, including nail, tongue, eyebrow, nose, lip or other facial piercing/adornments. Visible ear adornments are limited to three per ear. Jewelry and other accessories need to be conservative/moderate style and not excessive. Headgear and other accessories worn for bona fide religious or medical purposes are permissible.
- All student pharmacists must maintain good hygiene and avoid overly strong colognes/perfumes; offensive body odor is neither appropriate nor acceptable. Makeup should be worn only in moderation.

B. Clothing and Shoes

At all times clothing should be neat and clean, conservative in style and color. It should also fit appropriately -- be loose (not baggy) enough to allow performance of experiential activities. The minimum expectations for appropriate attire are stated below. Requirements may change depending on the experiential site.

- White coats must be worn for all rotation activities; white coats must be clean and freshly ironed.
- Female student pharmacists must wear skirts, dresses, or dress slacks with appropriate hosiery and shoes unless the site's dress code states otherwise. Skirt lengths must be of a conservative nature.
- Male student pharmacists must wear dress slacks, collared shirts, ties, socks, and appropriate shoes unless the site's dress code states otherwise.
- Scrubs may be required at certain experiential sites. If scrubs are the required dress, the student pharmacist must comply with institutional standards.

C. Unacceptable attire includes, but is not limited to the following:

- Shorts, carpenter pants, mini-skirts, capris, leggings, stirrup pants, t-shirts, sweats or jogging suits, hats/caps, head-scarfs
- Jeans or any pants made to be or to resemble jeans, regardless of color or fabric
- Denim material shirts, skirts, or dresses
- Halter tops, tank tops/camisoles (unless worn under a jacket), midriff tops, thermal or flannel shirts
- Lycra, Spandex, work-out clothes or other tight-fitting attire
- Any clothing where cleavage, bras, or briefs/underwear are consistently visible
- Flip-flops, tennis shoes, sandals, and open-toed shoes
- Suggestive or inappropriate slogans on clothing, and paraphernalia.

Failure to adhere to these guidelines could impact the student pharmacist's ability to participate in the APPE. If this is the case, the student pharmacist WILL be required to make up any APPE hours missed due to inappropriate attire – if permitted and/or required to do so by the preceptor. Repeated violations of the dress code that result in dismissal from the site will not justify an immediate reassignment of the student pharmacist to another site. Therefore, the student pharmacist's graduation could be delayed depending on a review of this professional breach by the Professional Conduct Committee, and ultimately the College's administration. They will decide if and

when the student has the knowledge and the judgement to execute the required professional values to be successful if and when s/he is reassigned. *Not all possibilities can be included in any set of rules, but inappropriate dress, in the opinion of the preceptor, will result in dismissal from the rotation and poor professionalism rating for the rotation.*

ATTENDANCE

Attendance is mandatory; Punctuality is expected, and Tardiness will not be tolerated.

A Student Pharmacist is expected to:

- Be present at the practice site each day of the APPE in accordance with the attendance requirements provided by the preceptor
- Be punctual, adhere to the rotation schedule, and check in and out with the preceptor (or an identified designee) every experiential day
- Contact both the preceptor and the assigned instructional site if there is an unplanned absence from the experience; if the preceptor cannot be reached directly, it is important to leave a message for the preceptor **and** follow-up with notification to the instructional site

General Guidelines for Requesting Excused and Unexcused Absences

Responsible behavior is expected of the student pharmacist at all levels; consequently, an excused absence may be issued in order to prevent negative academic repercussions from a legitimate life event. It is not designed to accommodate the student pharmacist who has not acted responsibly. The following guidelines will be used in determining the appropriateness of an excuse being issued.

For an excused absence, the student pharmacist:

- Must notify the preceptor and the assigned instructional site of any event that may cause their absence from any rotation. This notice should occur as soon as the student is aware of the event. Notice should be given in person or by phone if necessary.
- Must make the request for an excused absence within **48 hours** after s/he is physically able to return to school. Requests after this time period may or may not be considered. Submission of this request is done according to guidelines provided at the instructional site.
- Must submit an original statement from a licensed healthcare provider on their official letterhead in order to receive consideration for an excused absence(s) for illness. The statement must be clearly dated and signed. If the illness does not warrant a trip to the clinic and/or doctor, the student pharmacist must notify the preceptor and the instructional site if s/he is ill and is unable to attend the APPE. For all scheduled exams, an original doctor's statement from a doctor or clinic official on their official letterhead is required and **must** be submitted to the instructional site within 48 hours after the student is physically able to return to school.
- Must notify the preceptor and the instructional site if there is any illness or death of one's family member as soon as the student pharmacist becomes aware; a formal announcement of any kind is required. This announcement is subject to an authentication check.
- Must submit all requests for excused absences directly to the instructional site. Approval is granted by the Division Director. The official excuse will be placed in the student pharmacist's file.

For pregnancy/prolonged illness, the student pharmacist:

- Must contact the instructional site and/or Student Services as soon as possible once pregnancy or prolonged illness is known.
- Must provide medical documentation of the pregnancy or prolonged illness from a healthcare provider to the above mentioned. The documentation must state the anticipated duration of absence, including the date the student will be able to return to rotation.
- Must provide a signed statement from the healthcare provider that gives clearance to return to experiential duties after the pregnancy or prolonged illness has resolved.

For Prolonged or Excessive Absences, the student pharmacist:

- Prolonged or excessive absence is defined as greater than 5 business days per rotation. Students absent for this length of will be considered unable to meet the learning outcomes of the APPE.
- Students with a prolonged or excessive absence will be required to meet with the instructional site director and the Office of Student Services to discuss matriculation, progression, and grades.
- Students that meet the requirements for “excused” absence may receive an incomplete (I) grade for their rotation and may be granted an opportunity to make up the total hours of the APPE.
- Students with greater than 5 unexcused absences will fail the rotation, unless the site has a more stringent policy.
- Students absent for more than 5 business days (i.e., 6 days) for medical reason may request a leave of absence and, if approved, will receive an “I” grade in lieu of an “F” grade. The entire rotation will have to be made up at the beginning of next program cycle. So that would mean that they would be delayed in graduating with their class. After completing the rotation, the I grade will be changed.

For Tardiness:

- Tardiness will not be tolerated; complaints of 3 tardies as reported by the preceptor will result in an unexcused absence.
- Three tardies will result in a reduction of one letter grade.
- These guidelines may be more restrictive for specific APPEs, and they will supersede the above stated ones.

For Unexcused Absences:

- An absence that is not acknowledged with the appropriate notification to both the preceptor and the College is an unexcused absence.
- A written explanation to the preceptor (with any supporting documentation) with a copy to the instructional site is required within 48 hours of an absence without the appropriate notification.
- Make-up time as directed by the preceptor must be performed.
- The first unexcused absence will result in a grade reduction of one letter grade.
- 2 unexcused absences can result in a dismissal from the site and a failure for the experience.
- The dismissal from the site and subsequent failure of the rotation will result in a delay in graduation. The College is not obligated to reassign a student pharmacist for breaches in professionalism that result in dismissal from a site.

BACKGROUND AND DRUG SCREENING

- All student pharmacists are required to undergo a state and national criminal history background check and a 10-panel drug screen upon admission to the College.
- Additional annual checks will be completed in March of the P-3 year. Additional background screening and drug screening may be required by certain assigned APPE sites.
- The student pharmacist should be prepared to incur the costs of all required background checks and drug screenings and any additional ones with notification that are required by a specific APPE site.
- Specific site requirements will be found in the CORE platform. Therefore, it is the student pharmacist’s responsibility to check and verify any requirements which have to be fulfilled in preparation for a particular APPE.
- Failure to upload proof of the background check and drug screening in the CORE platform may result in a delay of the completion of required attestation forms for some sites. This could ultimately result in a cancellation of the slot. This cancellation could result in a delay in graduation because the College is not obligated to find a replacement site due to non-compliance. (See Student Handbook for follow-up consequences for positive criminal background checks and drug screens)
- Throughout the student pharmacist’s matriculation, it is his/her duty to report to the Office of Student Services and to the Director of Experiential Programs any change in his/her background status that may

result from an arrest/conviction for a crime. Failure to report such an event might result in an appearance before the Professional Conduct Committee and possibly result in a delay of graduation or dismissal from the College.

- A positive result for a drug screen requires that the drug screen be repeated immediately as instructed by the Director of Experiential Programs. Failure to do so will result in the student pharmacist being reported to the Professional Conduct Committee. A second positive result on a drug screen will result in the student pharmacist being reported to the Professional Conduct Committee, and the IPPE or APPE will be cancelled until the student receives a negative result on the test. This scenario of course could result in a delay in progression of the student pharmacist which could ultimately delay graduation.
- In summary, a student cannot commence an APPE or IPPE until there is a negative drug screen on file.

PHYSICALS

- All student pharmacists are required to have a physical upon admission to the College for the P-1 year and again in January of the P-3 year; all associated costs are to be paid by the student.
- Examples of the type of physical required include one similar to the type taken by student athletes before participating in sports, or a pre-employment type exam.
- Any tests/examinations required during the APPE year are the responsibility of the student for cost and timely completion of the task.
- Positive findings from a physical that impact the student pharmacist's ability to physically and/or mentally perform the normal activities associated with the duties and responsibilities of a pharmacist will need to be reported to the Director of Experiential Programs.
- Determination of any accommodation(s) that must be provided by the College is based on recommendations made by FAMU CeDAR (Center for Disability Access and Resources). The student pharmacist must submit these recommendations to the College in order for any accommodations to be provided by the College.
- The APPE site is not required to provide accommodations at the request of the College; therefore the student pharmacist has to independently request them directly of the site. It is at the discretion of the site whether they must honor the accommodation request or not.
- Proof of the annual physical must be uploaded into the Pharm academic platform by the P-3 student pharmacists in adherence to the January 30th yearly deadline.
- Failure to upload the proof of the annual physical may result in a delay of the completion of required attestation forms for some sites. This could ultimately result in a cancellation of the slot. This cancellation could result in a delay in graduation because the College is not obligated to find a replacement site due to non-compliance.

IMMUNIZATIONS

- Immunizations required by the College are those that are required by the University upon admission.
- The College will obtain the immunization summary from the University Student Health Center; this immunization summary will be given to the P-1 student pharmacist who must upload it into the CORE platform (in the P-1 year) in order to provide proof of the immunizations throughout the four professional years.
- Additional exams and/or immunizations and PPD testing may be required by an individual site. **These requirements are to be fulfilled at the student pharmacist's expense.**
- Failure to complete these requirements in the required time frame may result in cancellation of the APPE.
- Failure to comply with the request for additional immunizations, testing, or exams is non-compliance for the specific site's requirements. A resultant site cancellation could delay graduation. The College is not obligated to provide a replacement APPE due to a student pharmacist's non-compliance.

CARDIOPULMONARY RESUSCITATION (CPR) AND BASIC LIFE SUPPORT (BLS) CERTIFICATION

- All student pharmacists are required to obtain and maintain CPR/BLS certification prior to the beginning of the APPE year.
- Proof of this certification should be uploaded in the CORE platform by the student pharmacist.
- If the certification expires before the student completes the APPE year, recertification must be completed, and proof of this recertification must also be uploaded into the CORE platform for immediate retrieval if needed at a given site.
- Failure to comply with this requirement may affect the submission of attestation forms on behalf of the student pharmacist as required by certain sites. Failure to provide this proof of compliance to the rotation site on behalf of the student may result in cancellation of the APPE slot which could result in a delay in graduation because the College is not obligated to find a replacement site due to non-compliance
- Acceptable training is offered through Southeastern School of Health Sciences by the College in the Spring of each academic year: www.southeasternschool.org; info@southeasternschool.org.

HIPAA TRAINING

- All student pharmacists are required to obtain HIPAA training through HIPAA Omnibus Employee Training Program. This will be conducted in the Forum series.
- Proof of this training must be uploaded in the CORE platform by the student pharmacist.
- Failure to comply with this requirement may affect the submission of attestation forms on behalf of the student pharmacist as required by certain sites. This proof of compliance on behalf of the student may result in cancellation of the slot which could result in a delay in graduation because the College is not obligated to find a replacement site due to non-compliance

E-MAIL POLICY

- The FAMU e-mail account is the only authorized e-mail account to use as the official form of communication for the College. This e-mail address should be maintained in the student pharmacist's CORE account at all times.
- As employees of the College, faculty and staff are required to communicate with student pharmacists through this email account.
- Accountability is expected for any information relayed via this official FAMU email account. This includes APPE assignments, schedules, request for information are all examples of critical information that may be communicated through the FAMU email accounts.
- The student pharmacist is expected to check email daily during APPEs, and at least every 48-72 hours during any approved breaks.
- Failure to comply due to non-FAMU e-mail usage will result in outcomes that may delay graduation.
- If you experience technical difficulty with your FAMU e-mail account, contact (IT Help Desk at (850) 412-HELP or IT@FAMU.edu)

CONFLICT RESOLUTION

It is always better to address issues or concerns early in the APPE so that there is time for intervention and resolution. A delay in reporting an issue or concern until the end of the APPE when completing the preceptor and site evaluation may not provide an opportunity for intervention or resolution.

Therefore, in resolving a conflict with a preceptor, the student pharmacist should:

- Request individual conference time with the preceptor; be sure to express his/her concerns in a non-confrontational way
- Be explicit about how expectations are not being met, or about what changes could be made to help in understanding the rotation or possibly improve the experience

- Be specific in a grade dispute about which of the preceptor's comments and/or other indications of evaluation criteria that are not clear
- Make contact with your Division Director if resolution of any conflict is not obtained through these measures. The Division Director will need some information, so a series of questions might be asked before specific suggestions can be offered on further steps that might be taken in working with the preceptor, or in some circumstances, will work with both the student pharmacist and the preceptor until the conflict is resolved.

The student pharmacist should:

- **Step # 1** Determine if the situation requires action to be taken
- **Step # 2** Analyze possible courses of action and the potential effect
- **Step # 3** List a number of possible solutions for each cause.
- **Step # 4** Approach the preceptor in a calm, composed professional manner to discuss his/her concerns and/or issues.
- **Step # 5** If the situation is not resolved, an email should be sent to your Division Director stating the situation, background, your assessment, and recommendation as to how to resolve the issue. **SBAR (Situation-Background-Assessment-Recommendation)**
- **Step # 6** The Division Director will document and make a recommendation to help resolve the situation. If the situation is still not resolved, the Office of Student Services will be notified.

SEXUAL HARASSMENT

When at your assigned rotation site:

- If a student pharmacist feels s/he is a victim of sexual harassment from a preceptor or a site employee, contact should be made with the site's human resources office.
- Follow-up can also be made with the University's Office of Equal Opportunity Program which can provide assistance in the form of guidance for any such situation.
- If it is a situation involving a FAMU faculty, staff or another FAMU student, contact should be made directly with the University's Office of Equal Opportunity Program (850-599-3076).
- If a student pharmacist is accused of sexual harassment at a facility by an employee or another FAMU student, appropriate actions may be taken by the facility per their policies and procedures to include immediate dismissal from the site and failure for the rotation.
- If follow-up for the matter is made to the College, the University's Office of Equal Opportunity Program will be contacted for advisement. The College's Professional Conduct Committee may also be contacted.
- Findings may include a variety of measures to include dismissal from the College.

ADVERSE WEATHER

- In the event of adverse weather conditions, the student pharmacist must follow the instructions of the preceptor and/or local instructional site.
- It is the responsibility of the student pharmacist to notify the preceptor and follow the instructions s/he is given.
- If there is legitimate safety concern regarding the instructions given by the preceptor, the student should contact the local instructional site and follow the advisement given per the official University guidance.

EMERGENCY ALERT SYSTEM

Welcome to Florida A&M University's Emergency Alert Portal powered by Blackboard Connect. FAMU students are automatically registered with iRatter contact information. Please note that our Portal is open to anyone. **We encourage all faculty, staff, community members and campus guests to sign up so that you can be notified in case of an emergency.** Click on the "Sign Me Up" link to register today.

[SIGN ME UP](#)

SECTION 7

APPENDIX

Florida A&M University College of Pharmacy and Pharmaceutical Sciences

EDUCATIONAL OUTCOMES^{1, 2, 3, 4}

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.

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 (Included) - 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).

- 3.6.9. Document patient care activities clearly, concisely, and accurately using appropriate medical terminology.

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.
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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 Physicochemical 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