

**Rosalind Franklin University of
Medicine and Science
College of Pharmacy**



**ROSALIND FRANKLIN
UNIVERSITY**
of MEDICINE AND SCIENCE

**Office of Experiential Education
Policy and Procedure Manual**

2020-2021

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Introduction to the Experiential Program

Purpose of the Experiential Manual

This manual has been prepared to provide general information regarding the Office of Experiential Education's (OEE's) policies and procedures, and to provide details about both the Introductory and Advanced Pharmacy Practice Experiences (IPPEs and APPEs). This manual is intended to supplement information presented in the syllabus, preceptor and student experiential orientation sessions, the College of Pharmacy Student Handbook, and the Rosalind Franklin University of Medicine and Science (RFUMS) Student Handbook. Students and preceptors should use these documents to help guide them through the experiential program.

To access the OEE website, visit: <https://rosalindfranklin.edu/academics/college-of-pharmacy/preceptors/>


For access to this manual and course syllabi and schedules, visit:


<https://rosalindfranklin.edu/academics/college-of-pharmacy/doctor-of-pharmacy-pharmd/experiential-education/>

Experiential Education Structure Summary

The experiential program spans all four years of the curriculum (Figure 1). Years one and two place emphasis on introductory community pharmacy and health-system pharmacy practice, respectively. The third year is dedicated to preparing students for fourth year APPEs and includes introductory elective experiences, service learning and an IPPE to APPE Transition Workshop. Students are required to complete six advanced experiences during the fourth year. Simulations are included throughout the four years of the curriculum but not counted toward the experiential hour's total.

Figure 1. Experiential Education Structure

 ROSALIND FRANKLIN UNIVERSITY OF MEDICINE AND SCIENCES COLLEGE OF PHARMACY EXPERIENTIAL EDUCATION CURRICULUM AT A GLANCE Class of 2021-2023			
IPPE Year		APPE Year	
P1	P2	P3	P4
Community YPHP 515 IPPE I (Onsite 104 hours) 1 hour reflection Thirteen 8-hour visits Fall through Spring Simulation (10 hours) Co-Curricular C3 Activities* 115 hours	Health-System YPHP 615 IPPE II (Onsite 104 hours) 1 hour reflection Thirteen 8-hour visits Fall through Spring Simulation (10 hours) Co-Curricular C3 Activities* 115 hours	Elective YPHP 715 IPPE III (Onsite 80 hours) Two 1-week experiences Ten 8-hour visits Breaks: Summer, Fall/Winter, Spring Service Learning (7 hours) IPPE-APPE Transition Workshop* Simulation* Co-Curricular C3 Activities* 87 hours	Required & Elective YPHP 801-806 APPE (Onsite 240 hours each) Six 6-Week Rotations Summer, Fall, Winter, Spring <i>Acute Care² (YPHP 801)</i> <i>Ambulatory Care² (YPHP 802)</i> <i>Community (YPHP 803)</i> <i>Health-System² (YPHP 804)</i> <i>Elective I² (YPHP 805/6)</i> <i>Elective II (YPHP 805/6)</i> Return to Campus* (YPHP 800) Simulation* Co-Curricular C3 Activities* Total APPE Hours = 1,440 hours
<small>IPPE = Introductory Pharmacy Practice, APPE= Advanced Pharmacy Practice Experience *Hours dedicated to these items are not counted in experiential hour total †Included within longitudinal experience updated 9/1/2017 (format update 1/29/21)</small>			

 ROSALIND FRANKLIN UNIVERSITY OF MEDICINE AND SCIENCES COLLEGE OF PHARMACY EXPERIENTIAL EDUCATION CURRICULUM AT A GLANCE Class of 2024			
IPPE Year		APPE Year	
P1	P2	P3	P4
Community YPHP 515 IPPE I (Onsite 120 hours) 1 hour reflection Fifteen 8-hour visits Fall through Spring Simulation* Co-Curricular C3 Activities* 121 hours	Health-System YPHP 615 IPPE II (Onsite 104 hours) 1 hour reflection Thirteen 8-hour visits Fall through Spring Simulation* Co-Curricular C3 Activities* 105 hours	Elective YPHP 715 IPPE III (Onsite 80 hours) Two 1-week experiences Ten 8-hour visits Breaks: Summer, Fall/Winter, Spring Service Learning* IPPE-APPE Transition Workshop* Simulation* Co-Curricular C3 Activities* 80 hours	Required & Elective YPHP 801-806 APPE (Onsite 240 hours each) Six 6-Week Rotations Summer, Fall, Winter, Spring <i>Acute Care² (YPHP 801)</i> <i>Ambulatory Care² (YPHP 802)</i> <i>Community (YPHP 803)</i> <i>Health-System² (YPHP 804)</i> <i>Elective I² (YPHP 805/6)</i> <i>Elective II (YPHP 805/6)</i> Return to Campus* YPHP 800 Simulation* Co-Curricular C3 Activities* Total APPE Hours = 1,440 hours
<small>IPPE = Introductory Pharmacy Practice, APPE= Advanced Pharmacy Practice Experience *Hours dedicated to these items are not counted in experiential hour total †Included within longitudinal experience updated 9/1/2017 (format update 1/29/21)</small>			

Please note the following updates->

Class of 2024 P1 Updates

- P1 IPPE onsite hours increase fifteen 8-hour visits
- Simulation no longer counts toward IPPE P1 hours

Class of 2023 P2 Updates

- Simulation hours no longer count toward IPPE P2 hours

Class of 2022 P3 Updates

- Service learning no longer counts toward IPPE P3 hours

Class of 2021 P4 Updates

- No change

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Introductory Pharmacy Practice Experience (IPPE)

Overview

The IPPEs are designed to introduce students to the practice of pharmacy by exposing them to actual practice experiences with patients and health care professionals. With appropriate structure and supervision, students will participate in direct patient care responsibilities while developing clinical skills, critical thinking skills, and practical skills. Activities incorporated within the IPPE are integrated with the didactic curriculum in order to provide a continuum of learning. The IPPEs will not only introduce the students to the practice of pharmacy, but will prepare the students for the APPEs during their P4 year. Students will be required to perform a total of 306 IPPE hours during the first three professional years.

IPPE Schedule

The IPPEs begin in the fall quarter of the curriculum and occur in each quarter until the spring of the 3rd professional year. In general, first-year IPPEs will be focused on developing skills in the community pharmacy setting. Second year IPPEs will focus mainly on health-systems experiences. The third and last year of IPPE will consist of elective opportunities and service learning experiences. Throughout the three years of IPPE, students will participate in simulated experiences.

P1 IPPE (Community Pharmacy)

Students are required to complete 15 eight-hour visits in a community pharmacy over the fall, winter, and spring quarters for a total of 120 Community IPPE onsite practice hours in the P1 year. An additional hour is allocated in the P1 year to student quarterly reflection accounting for a total of 120 hours in P1 year. Students will remain at the same site for the duration of their P1 year. Hours are to be documented in the E*Value online learning management system. Any variation in hours allocated each week must be approved by the OEE.

P2 IPPE (Health-System Pharmacy)

Students are required to complete 13 eight-hour visits to a health-system pharmacy over the fall, winter, and spring quarters for a total of 104 Health-System IPPE onsite practice hours in the P2 year. An additional hour is allocated in the P2 year to student quarterly reflection accounting for a total of 105 hours P2 year. Students will remain at the same site for the duration of their P2 year. Hours are to be documented in the E*Value online learning management system. Any variation in hours allocated each week must be approved by the OEE.

P3 IPPE Electives

Students are required to complete elective experience hours during the third year of the program. The P3 IPPE elective will satisfy 80 hours of the total hours allocated to IPPEs. Students will complete these hours over the course of two weeks. Any variation in hours allocated each week must be approved by the OEE.

IPPE Course Director(s)

The course director responsibilities for the P1, P2 and P3 IPPEs will be shared between the Director and Associate Director of Experiential Education.

IPPE Site Selection

Students will be given the opportunity to preference IPPE sites in P1, P2 and P3. The OEE uses E*Value's mathematical optimization program to assign the highest possible preferences. Assignment of students to their preferred sites cannot be guaranteed. Students will be informed of their site assignments by the OEE.

C3 Activities

C3 activities are based on key element 12.3 as described in the Accreditation Council for Pharmacy Education (ACPE) Standards 2016 document. Completion of all elements of the approved activity, including the reflection, are required to pass all experiential courses.

Simulation

Students will participate in a variety of simulated activities in accordance with Accreditation Council for Pharmacy Education (ACPE) standards for simulation which include Teaching Objective Structured Clinical Exams (TOSCEs) and Objective Structured Clinical Exams (OSCEs) interprofessional cases and high-fidelity mannequins. Simulations take place on campus or remotely and occur periodically throughout the academic year.

Beginning with the class of 2024, the hours associated with all simulated experiences are not counted toward experiential education hour totals. Students should refer to the simulation section in their respective course syllabus, and communication for specific information regarding their IPPE simulations.

Service Learning

According to the ACPE, “service learning is a structured learning experience with clearly defined objectives that combines performing service in the community with preparation, reflection, and discussion.” Service learning experiences include the activities outlined by ACPE for IPPEs. Students will complete a service learning project prior to the end of the P3 year. Students will be able to sign up for service learning projects on a first come, first serve basis, primarily during their P3 year with some opportunity offered during the P2 year. Beginning with the class of 2024, the hours associated with service learning are not counted toward experiential education hour totals.

IPPE-APPE Transition Workshop

During the spring quarter of the P3 year, students will participate in an eight-hour workshop that will serve to transition students from introductory to advanced pharmacy practice experiences. Topics of this workshop will focus specifically on the preparing students for required APPE rotations (i.e., community, health-system, acute care, and ambulatory care), as well as overall professionalism and performance expectations.

Grading of IPPEs

Students will receive a pass or fail grade for each IPPE. IPPE grades will be based on IPPE evaluations, workbook assignments, reflections, and simulation and C3 completion. All requirements must be met to pass an IPPE course. For additional information regarding course failures, refer to the Grading section of this manual, the COP’s Guidelines and Procedures for Student Progression, Evaluation, Assessment, and Recognition, and respective course syllabi for the grading policies and requirements for each experience.

IPPE Course Failures

If a student fails an experiential rotation, the following will occur:

The student will be notified of their failure by the course director. A copy of the student’s final evaluation detailing the student’s deficiencies will be forwarded to the Chair of Pharmacy Practice and the Chair of the Student and Chair of the Student Promotions, Evaluation and Awards Committee (SPEAC).

Appeals

Appeals of failing grades will be handled as outlined in the COP Guidelines and Procedures for Student Progression, Evaluation, Assessment, and Recognition.

Documentation on Transcript

A student who fails an IPPE will be required to repeat the block. The grade achieved in the subsequent APPE block will be entered in the students’ transcript; however, the original ‘F’ will remain on the transcript.

Repeat Failures

A student with a repeat failure of the same IPPE, or who fails two IPPEs, will be considered for dismissal.

A student who fails two IPPEs will have an altered schedule and will be required to pass a competency assessment prior to returning to the APPE program.

Advanced Pharmacy Practice Experience (APPE)

APPEs take place during the fourth academic year and after all introductory pharmacy practice experience requirements are completed. APPEs are designed to integrate, apply, reinforce, and advance the knowledge, skills, attitudes, and values developed through the other components of the curriculum. APPEs fulfill 1440 hours of the curriculum.

All students are required to complete six APPEs, each lasting six weeks. There are eight time blocks in which to complete these APPEs. Students are assigned to six of the eight blocks. Four APPEs are required, and two are elective. The required APPEs consist of community pharmacy, health-system pharmacy, ambulatory care, and acute care. A variety of elective APPEs will be available. Some will involve direct patient care and others will take place in practice settings that do not directly impact the care provided to patients. Both required and elective experiences are full-time commitments that provide continuity of care, and are conducted under preceptor supervision and monitoring.

APPE Course Director(s)

The course director responsibilities for the P4 APPEs will be shared between the Director and Associate Director of Experiential Education.

Longitudinal APPEs

The College of Pharmacy requires that all students complete four rotations as part of a longitudinal health-system experience. A longitudinal APPE allows a student to complete multiple (consecutive) APPEs within one health system. These occur in large health-system settings which offer a variety of experiences. Students must complete the health-system, ambulatory care, and acute care experiences and one elective as part of the longitudinal APPE. The remaining two experiences will consist of community pharmacy and one elective, which will take place in different practice settings. All longitudinal rotations will be scheduled consecutively in either blocks 1–4 or 5–8. There may be instances when such consecutive scheduling is not feasible based on rotation availability at the site or under special circumstances when a student is granted a specific block off.

Figure 2. RFUMS COP Student Rotation Blocks and Longitudinal APPE Schedule

Longitudinal APPE 1				Longitudinal APPE 2			
Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7	Block 8
Summer Quarter Q4	Summer Quarter Q4	Fall Quarter Q1	Fall Quarter Q1	Winter Quarter Q2	Winter Quarter Q2	Spring Quarter Q3	Spring Quarter Q3

Selection of Longitudinal Site

Descriptions of each site, along with potential rotation opportunities, will be provided to students. Students will submit their ranking of health-system site preferences to the OEE. Assignment of students to their preferred longitudinal sites cannot be guaranteed. Students will be informed of their site assignments by the OEE. Students' preferences, work history, and professionalism points will be considered during site allocation. For additional information, refer to the Professionalism Section of this manual.

Selection of Longitudinal Rotation Schedule

Students will work with the OEE for individual rotation assignment and the schedule at the site. For health-systems with multiple sites, students will be assigned to a primary site and may rotate through alternate hospital sites within the same health-system.

Selection of Community and the 2nd Elective APPEs

Once the longitudinal site assignments and blocks are confirmed, students will rank their preferred community and the 2nd elective rotations, along with the blocks they prefer to have off. The OEE uses E*Value's mathematical optimization program to assign the highest possible preferences for the community, elective, and off blocks. Assignment of students to their preferred community elective APPE and OFF blocks cannot be guaranteed. Students will not preference two consecutive OFF blocks. The scheduling of consecutive OFF blocks is only available to students who have discussed their specific needs with a member of the OEE. Students will be informed of their site assignments by the OEE.

Government and National Association APPEs and Fellowships

The majority of national pharmacy associations and government agencies (e.g., APhA, ASHP, NACDS, FDA, CDC, NIH, IHS) require applications and are competitive. These APPEs would constitute an elective experience. Information regarding the application process is available through the OEE and each organization's website.

Out-of-Network Rotations

An out-of-network rotation is one that is not already included in the COP's affiliated site listing. Students who have identified sites not already included in the COP's existing site listing must submit the New Rotation Site and Preceptor Request form to the OEE by a specified deadline of their P3 year.

Students must meet with the Director or Associate Director of Experiential Education prior to submission of the request for an out-of-network rotation. These preceptors and sites will be evaluated by the OEE to determine if they are approved sites for both legal and quality considerations that must be made for each site.

APPE Rotation Preference & Assignment

Students will be given the opportunity to submit preferences. However, assignment of students to their preferred sites cannot be guaranteed. Students will be informed of their site assignments by the OEE.

APPE Rotation Changes

Any change to the schedule must be preceptor-driven. The student should email OEE regarding any schedule changes prompted by the preceptor. The OEE will email student and preceptor permission for any schedule change.

Once an APPE is assigned, changes can only be made for the following reasons:

- Medical or family emergencies
- The preceptor is no longer available
- The site is no longer available
- Student performance has impacted his or her ability to remain at the site
- Conflicts of interest have been identified
- The student is not safe at the site
- The site or preceptor has violated pharmacy practice, employment, or other laws
- Affiliation agreements have been breached
- The student does not meet the site's requirements for placement
- It is not in the best interest of the student to remain at the site
- When other substantial justification is made for the change, as determined by the course director

Additional APPE Rotations

Students may complete more than the six required APPE rotations under certain circumstances at no additional tuition cost. The additional rotation will take place during one of the scheduled blocks off. Availability of additional rotation sites will be determined once all students have been assigned to their six required rotations.

Additional APPE Requirements

Students will be required to complete a pharmacy practice Interprofessional simulation during the P4 year. This simulation activity takes place on campus. Students should refer to the communication for additional details regarding their specific simulation requirements.

YPHP 800 Practical Approaches to Professional Development Dates

YPHP 800 is a core course for all fourth-year students. Students will be required to attend all sessions on the last day of each APPE block regardless if they are scheduled in an OFF block. Students are still required to meet the minimum 240 hour onsite-hour requirement for APPEs.

Experiential Education Manual

Grading of APPEs

Upon completion of each APPE, students will receive a letter grade: A, B, C, F. In order to successfully complete the APPE professional year, students must receive a "C" or better in each of the six-week experiences.

For APPE's, the final grade will be based on the preceptor's evaluation, completion of any graded assignments during the rotation.

The course director in the OEE assigns final grades.

Grading Rubric

Refer to the respective course syllabi for specific learning objectives and assignments required of each experience.

The rating scale used on the evaluation form consists of:

- No opportunity for activity – not factored into point calculation
- Exceeds competency – 4 points
- Meets competency – 3 points
- Does Not Meet – 2 point

4 Exceeds Competency	3 Meets Competency	2 Does Not Meet Competency	N/A (Not Applicable)
Student performs above the minimum competency for a typical P4 student at this point in time; requires minimal guidance or coaching	Student performs at a level that would be expected for a minimally competent P4 student at this point in time; requires some guidance and coaching	Student is unable to perform independently; requires constant guidance and coaching	Activity did not occur or there was no opportunity to assess the activity

The rotation evaluation includes 5 sections, which are weighted.

Refer to the respective syllabi for the specific weighting scheme as they differ.

- Section I. Professionalism and Communication Expectations*
- Section II. Knowledge
- Section III. Patient Care
- Section IV. Collaboration and Leadership
- Section V. Projects and Activities

*A rating of "Does Not Meet" in Professionalism & Communications Section will result in a failing grade for the rotation.

Allocation of a letter grade will be based on the weighted averages and calculations for each section according to the following (weighted averages may vary by rotation):

Preceptor-Assigned Final Rotation Grade			
Section I average =	X [weight for rotation**]=20%	X 100 =	Section total
Section II average =	X [weight for rotation**]=20%	X 100 =	Section total
Section III average =	X [weight for rotation**]=20%	X 100 =	Section total
Section IV average =	X [weight for rotation**]=20%	X 100 =	Section total
Section V average =	X [weight for rotation**]=20%	X 100 =	Section total
Section Totals Added Up			Evaluation Point Total out of Total Possible Points
A 90-100%*	B 80-89.9%*	C 70-79.9%*	F 0-69.9%*
*The total points possible are adjusted automatically for sections rated as N/A.			
**Weights may vary slightly depending on rotation. See specific APPE course syllabus			

APPE Course Failures

If a student fails an experiential rotation, the following will occur:

The student will be notified of their failure by the course director. A copy of the student's final evaluation detailing the student's deficiencies will be forwarded to the Chair of Pharmacy Practice and the Chair of the Student and Chair of the Student Promotions, Evaluation and Awards Committee (SPEAC).

Appeals

Appeals of failing grades will be handled as outlined in the COP Guidelines and Procedures for Student Progression, Evaluation, Assessment, and Recognition.

Documentation on Transcript

A student who fails an APPE will be required to repeat the block. The grade achieved in the subsequent APPE block will be entered in the students' transcript; however, the original 'F' will remain on the transcript.

Repeat Failures

A student with a repeat failure of the same APPE, or who fails two APPEs, will be considered for dismissal.

A student who fails two APPEs will have an altered schedule and will be required to pass a competency assessment prior to returning to the APPE program.

For additional information regarding course failures, refer to the IPPE and APPE Grading sections in this manual and the COP's Guidelines and Procedures for Student Progression, Evaluation, Assessment, and Recognition.

Learning Management and Evaluation System—E*Value

Pharmacy practice experiences are scheduled, tracked, and evaluated through the E*Value information management system. This online resource will allow students, preceptors, and the OEE to communicate information about sites and associated coursework effectively and efficiently. Students will track their experiential hours and activities in E*Value. Preceptors will use the program to complete performance evaluations. E*Value will provide students with an overview of their assigned practice sites, including but not limited to directions to the site, any site-specific dress code policies, immunizations and/or drug testing required by sites, and site-specific required documents.

E*Value is accessible via the Internet at www.e-value.net and applications are available for smart-phone users. All students and preceptors will be provided with an E*Value login and password, along with a training session. The E*Value system will be pivotal to the success of student organization and progress in experiential courses, therefore, students are encouraged to become comfortable with its functionality. It is expected that students will access their E*Value accounts regularly.

Evaluations and Reflections

Preceptor Evaluations of Students

Midpoint

Preceptors will provide formal evaluations to each student using the evaluation tools provided in the E*Value system at the midpoint and end of the P1 and P2 IPPE. It is expected that the preceptor and the student will meet to discuss the evaluation and address areas for improvement. There are no midpoint evaluations for P3 IPPEs.

Final

Final evaluations are required for all experiential courses. It is expected that the preceptor and student will meet to discuss these evaluations and address areas for improvement. Preceptor feedback will be factored into the students' grades per the grading policy noted in each course syllabus. All final evaluation forms are located in E*Value. Once the preceptor completes the evaluation of the student, the student may access the completed form in E*Value. Final evaluations must be completed by preceptors prior to the last day of the rotation. Failure to complete evaluations prior to the end of rotation may result in an incomplete, professionalism deduction, or may impact the students' grade.

Student Evaluations of Self, Preceptor, Site, and Course

Midpoint

Students are required to submit both an experience and self-evaluation in the E*Value system at the midpoint of the P1 and P2 IPPE. A midpoint evaluation is provided in the APPE course syllabus and expected to be completed on paper and discussed to address areas for improvement.

Final

Final evaluations are required for all experiential courses. Students are required to submit their self-evaluations and formal evaluations of their preceptors, sites, and course via the E*Value system at the end of the P1, P2, and P3 IPPE and P4 APPE courses. Sample evaluation forms of the preceptor, course director and site can be found in Appendices A and B, and C respectively. Additionally, the evaluation forms are located in E*Value and in the respective course syllabi. The student must complete their self-evaluation in order to view the preceptor evaluation of their performance. Final evaluations must be completed by preceptors prior to the last day of the rotation. Failure to complete evaluations prior to the end of rotation may result in an incomplete, professionalism deduction, or may impact the students' grade.

Formative Feedback

The OEE has an open-door policy with its preceptors and students. At any time during an experience, a preceptor may contact the OEE with feedback about a student. Preceptors are encouraged to provide timely and frequent constructive feedback to the students regarding their performance. Likewise, students are encouraged to solicit preceptor feedback as needed. It is the duty of the OEE to ensure that students have a safe and productive experience during their rotations. Nevertheless, should a student have any concerns about an experience including curricular, logistical or personal, the student should report directly to the OEE, Associate Dean for Student Affairs, or the student's faculty advisor (refer to the College of Pharmacy Student Handbook for information).

regarding the Student Advising Program). It is the responsibility of the OEE, the preceptors, and the students to maintain the integrity of the experiential program.

Student Reflections

Students will be given opportunities to reflect on their experiences, both individually and in groups, throughout each year. Individual reflections will be captured in E*Value. Individual quarterly reflections documented by P1 and P2 students are shared with Faculty Advisors.

Requirements to Participate in Pharmacy Practice Experiences

In order to participate in the pharmacy practice experiences, students must fulfill all requirements in this section.

Transportation

Students must have access to a car to participate in experiential and service learning activities.

Although public transportation may be available to some experiential sites, any incurred expenses are the responsibility of the student.

Prerequisites-Screening, Training, Licensure, Student Record Documentation

CastleBranch

The University has contracted with a third party vendor, CastleBranch, which is used for maintaining records of all student training and documentation including:

- a. Licensure
- b. Criminal Background Check
- c. Drug Screen
- d. Health Record-Immunizations (including annual TB and Influenza)
- e. Health Insurance Portability and Accountability Act (HIPAA) Training
- f. OSHA Bloodborne Pathogens Training
- g. Basic Life Support (BLS) and Cardiopulmonary Resuscitation (CPR) Certification
- h. APhA Immunization Certification (Certificate of Completion)
- i. Student Professional Liability Insurance
- j. COVID-19 Training, Reporting, Travel & Site-Specific Requirements
- k. Other site-specific administrative requirements

For questions pertaining to information maintained by CastleBranch contact:

www.castlebranch.com

888.723.4263 x7196

Email: cpservicedesk@certifiedprofile.com

- a. Licensure

Licensure in Illinois

Each student must be registered as a Pharmacy Technician Student Pharmacist in Illinois and maintain active licensure throughout the introductory and advanced experiences. The fees for annual student licensure are a part of the university student tuition and fees. A student pharmacist is not required to become a Certified Pharmacy Technician as long as the student is in good standing at RFUMS College of Pharmacy.

Proof of licensure must be uploaded into CastleBranch annually. The Associate Dean for Student Affairs in conjunction with OEE will prompt student documentation for P1 students during the fall quarter and for P2 and P3 years during the spring quarter in preparation for the next academic year. Students who fail to upload current licensure to CastleBranch will not be permitted to participate in the Introductory or Advanced Pharmacy Practice Experiences.

Licensure in Other States

Students completing practice experiences in other states must comply with the state and/or site-specific requirements. Students are required to obtain a valid student license for any other state which requires licensure to complete pharmacy practice experiences. Each state has different requirements, therefore students should research the rules for any state where they will be located and allow enough time for a license to be received prior to the start of the applicable experience. OEE requires that students provide proof of licensure at least 30 days prior to the start of the experience. Students may also be required to present a copy of their license to their practice sites.

- b. Criminal Background Check

Prior to Matriculation (Matriculation-Prior to P1 year)

A criminal background check is required at the time of admission prior to matriculation. Certiphi Screening, Inc. is used to conduct the criminal background check for all incoming P1 students as part of the application process. For questions pertaining to information maintained by Certiphi, contact:

www.certiphi.com
(800) 803-9582
Email: studentedition@certiphi.com

Annual Background Check

Post-matriculation P1 through P4

As a part of their matriculation, students will be given a CastleBranch account. Students must upload the Criminal Background Check document from Certiphi into the CastleBranch system. This must be completed prior to beginning rotations. This annual background check is built into student tuition and fees.

A criminal background check is required prior to the start of every additional professional year. The background check for the P2 and P3 years will take place during the spring quarter in preparation for the next academic year. The Division of Strategic Enrollment Management will inform the class when it is time to facilitate their background check.

CastleBranch is used to conduct the annual criminal background check for P2 through P4 students by RFUMS. For questions pertaining to information maintained by CastleBranch, contact:

www.castlebranch.com
888.723.4263 x7196
Email: cpservicedesk@certifiedprofile.com

Site-Specific Background Check

Some sites may require an additional background check as a prerequisite or at any point during rotation. Additional cost of site-specific background checks is the responsibility of the student. Students are strongly recommended to upload the results of the background check into My Documents in CastleBranch so that they can be retained and released to the sites at any time.

Releasing Background Check Results

Some sites may require students to release the results of their annual background check or a site-specific background check to the site at any time prior to or during an experience. Students may release their background check directly to the sites through CastleBranch. CastleBranch releases results by sending a secure email directly to the individual identified at the site requesting the result.

Students who fail complete background checks prior to beginning their rotations will not be permitted to participate in the Introductory or Advanced Pharmacy Practice Experiences.

c. Drug Screen

Prior to Matriculation (Matriculation-Prior to P1 year)

A drug screen must be completed at the time of admission prior to matriculation. Certiphi Screening, Inc. is used to conduct the drug screen for all incoming P1 students as part of the application process. For questions pertaining to information maintained by Certiphi, contact:

www.certiphi.com
(800) 803-9582
Email: https://www.castlebranch.com/contact-us/stufacstaff_contactservicedesk

Annual Drug Screen

Post-matriculation P1 through P4

As a part of their matriculation, students will be given a CastleBranch account. Students must upload the drug screen document from Certiphi into the CastleBranch system. This must be completed prior to beginning rotations.

P2, P3 and P4 drug screening will be completed in spring quarter prior to beginning of their experience. This annual drug screen is built into student tuition and fees. COP Student Affairs will inform the class when it is time to facilitate their drug screen.

CastleBranch, Inc. is used to conduct the drug screening for all students for P1-P4. For questions pertaining to information maintained by CastleBranch, contact:

www.castlebranch.com

888.723.4263 x7196

Email: cpservicedesk@certifiedprofile.com

Site-Specific Drug Screen

Some sites may require an additional drug screen as a prerequisite or at any point during rotation. Additional cost of site-specific drug screens is the responsibility of the student. Students are strongly recommended to upload the results of the site-specific drug screen into My Documents in CastleBranch so that they can be retained and released to the sites at any time.

Releasing Drug Screen Results

Some sites may require students to release the results of their annual drug screen or a site-specific drug screen to the site at any time prior to or during an experience. Students may release their drug screen directly to the sites through CastleBranch. CastleBranch releases results by sending a secure email directly to the individual identified at the site requesting the result.

Students who fail to upload the required annual drug screen prior to beginning their experiences will not be permitted to participate in the Introductory or Advanced Pharmacy Practice Experiences.

RFUMS Student Alcohol and Controlled Substance Policy

The University Student Alcohol and Drug Policy is designed to reduce and prevent the occurrence of alcohol and other controlled substance issues within the student body and supports the efforts of students to receive assistance and, where necessary, treatment for these problems. Please refer to the RFUMS Student Handbook for more information.

d. Health Records - Immunizations

Immunization compliance is required at the time of matriculation into the pharmacy program. Please refer to the RFUMS Student Handbook for details about University immunization requirements.

Additional exams and/or immunizations may be required depending on experiential site placement. Sites may require that the student submit proof of having certain immunizations. The University has contracted with a third-party vendor to electronically catalogue immunization history.

Rosalind Franklin University Health-System (RFUHS)

The Rosalind Franklin University Health-System (RFUHS) maintains student health records on the student's personal health record (portal). All students may acquire online access to their personal health records through RFUHS by setting up a portal.

Students are responsible to upload their personal health record to CastleBranch. CastleBranch is used to verify and maintain students' immunization records. Students must also keep paper copies of all health records. The RFUHS does not upload student health records into CastleBranch.

Site-Specific Requirements

Students may contact the OEE with questions about site-specific immunization requirements.

The costs of immunizations are the responsibility of the student. Students who fail meet the site-specific required immunizations prior to beginning their rotations will not be permitted to participate in the Introductory or Advanced Pharmacy Practice Experiences. For additional information, refer to the Rosalind Franklin University Student Immunizations Requirements Health System Policy and Procedure.

For questions pertaining to the personal health record, students should contact

Rosalind Franklin University Student Health Center (RFUHS):

3471 Green Bay Road, North Chicago, IL 60064

(847) 473-4357

Student Health studenthealth@rfuhs.com

Annual Tuberculosis Purified Protein Derivative (PPD) Skin Testing

Each student must undergo two-step Tuberculosis Skin Purified Protein Derivative (PPD) Testing within twelve months prior to matriculation. RFUHS will coordinate annual TB testing for students in the spring quarter in the P1 - P3 years. Students must upload results to CastleBranch. Students who fail upload required PPD to CastleBranch prior to beginning their rotations will not be permitted to participate in the Introductory or Advanced Pharmacy Practice Experiences. For additional information, refer to the Rosalind Franklin University Student Immunizations Requirements Health System Policy and Procedure.

Annual Influenza Immunization

Rosalind Franklin University requires all students to receive annual influenza vaccination. For additional information, refer to the Rosalind Franklin University Student Immunizations Requirements Health System Policy and Procedure.

e. Health Insurance Portability and Accountability Act (HIPAA) Training

To assure students understand patient confidentiality and privacy issues, as well as the legal mandates pertaining to privacy and protected health information, students must complete HIPAA training and pass an assessment each year before beginning their practice experiences. Failure to adhere to HIPAA requirements onsite may result in a failing grade.

Students will maintain a copy of the HIPAA submissions page indicating successful completion of HIPAA training and a passing quiz score of 100%. All students will upload a copy of HIPAA training to CastleBranch. Experiential sites may require student to complete additional site-specific HIPAA training. Records of additional site-specific training may be maintained in CastleBranch in the My Documents folder. Students who fail upload required HIPAA training to CastleBranch prior to beginning their rotations will not be permitted to participate in the Introductory or Advanced Pharmacy Practice Experiences.

Students should contact the OEE with questions about College and site-specific HIPAA policies.

For questions pertaining to information maintained in CastleBranch, contact:

www.castlebranch.com

888.723.4263 x7196

Email: cpservicedesk@certifiedprofile.com

f. Bloodborne Pathogens Occupational Safety Health and Health Administration Training (OSHA)

To assure students understand bloodborne pathogens, students are required to receive annual training on the Occupational Safety and Health Administration (OSHA) Bloodborne Pathogens (BBP) Standard. This training must be completed prior to beginning the practice experience and each year. OSHA BBP training will be provided by the College.

This training will be documented through the College of Pharmacy's online learning management system, Desire2Learn (D2L). All students are enrolled by the Division of Strategic Management the course titled REQ801—Clinical Requirements. The module in this course is the Bloodborne Pathogens OSHA training. Students are required to review the video annually.

The Associate Dean for Student Affairs in conjunction with OEE will prompt student documentation for P1 students during the fall quarter, and for P2 and P3 years during the spring quarter in preparation for the next academic year.

Students should maintain a copy of the submissions page indicating successful completion of the BBP training and a passing quiz score of 100%. Experiential sites may require student to complete additional site-specific training. Records of additional site-specific training will be uploaded to CastleBranch. Students who fail upload required Bloodborne Pathogens OSHA training to CastleBranch prior to beginning their rotations will not be permitted to participate in the Introductory or Advanced Pharmacy Practice Experiences.

Students should contact the OEE with questions about College and site-specific BBP (OSHA) policies.

For questions pertaining to information maintained in CastleBranch, contact:

www.castlebranch.com

888.723.4263 x7196

Email: cpservicedesk@certifiedprofile.com

g. Basic Life Support (BLS) and Cardiopulmonary Resuscitation (CPR) Certification

All Doctor of Pharmacy students are required to obtain and maintain Basic Life Support (BLS) for Healthcare Providers certification from the American Heart Association upon matriculation and every two years thereafter.

The biannual BLS certification is built into student tuition and fees.

Upon matriculation, all students will be required to complete BLS certification in fall quarter of the P1 and recertify in the fall quarter of the P3 year.

Proof of BLS certification must be uploaded by students into CastleBranch. Students will be required to maintain the original BLS certification card and have it in their possession while on pharmacy practice experiences. The Associate Dean for Student Affairs will prompt student documentation upload to CastleBranch. Students who fail upload required BLS certification to CastleBranch prior to beginning their rotations will not be permitted to participate in the Introductory or Advanced Pharmacy Practice Experiences.

Students should contact the OEE with questions about College and site-specific BLS policies.

For questions pertaining to information maintained in CastleBranch, contact:

www.castlebranch.com

888.723.4263 x7196

Email: cpservicedesk@certifiedprofile.com

h. APhA Immunization Certification (Certificate of Completion)

All Doctor of Pharmacy students are required to obtain the APhA Immunization Certification in the fall of the P1 year.

Proof of APhA Immunization Certification must be retained by students. Students will be required to maintain the original APhA Certificate of Completion and have it in their possession while on pharmacy practice experiences. The APhA Immunization Certification is built into student tuition and fees.

Students should contact the OEE with questions about College and site-specific immunization certification policies.

For questions pertaining to information maintained in CastleBranch, contact:

www.castlebranch.com

888.723.4263 x7196

Email: cpservicedesk@certifiedprofile.com

i. Student Professional Liability Insurance

Professional liability insurance covers students during all approved student IPPEs and APPEs while in the program. The policy also requires appropriate student supervision while in the experiential setting. Students are required to carry student professional liability insurance through the group University policy. This insurance premium is included in tuition and is renewed on an annual basis; it requires no logistical administration by the student. Students must not take on responsibility which is above their capacity and scope in any student experience. Students should contact the OEE with questions about site-specific policies related to student professional liability.

j. COVID-19 Training, Reporting, Travel & Site-Specific Requirements

Rosalind Franklin University COVID Training Requirements

All students are expected to complete the following modules in the D2L REQ 801 Course specifically relating to COVID-19 training on an annual basis.

- Personal Protective Equipment Microsimulation: (External training) _
- Module 6: Training for Potential Clinical Roles (External Training) _
- Acknowledgement Form Return to Clinical Sites_COVID_(SIGN Form)_

k. COVID-19 Reporting Requirements

All students are asked to immediately report any symptoms of COVID 19, exposure to known cases of COVID 19, or positive test results personally for COVID 19. Student [COVID-19 Illness Report Form](#).

Rosalind Franklin University COVID-19 Travel Reporting Requirements

Rosalind Franklin University requires all domestic travel of a personal nature must be registered in advance through the travel registry: <https://insite.rosalindfranklin.edu/AcadPrgmsStuSuprt/SAI/Pages/SAI%20Forms/TravelRegistry.asp>

This allows the university to know if students are traveling to hot spots and what additional precautionary measures should be considered, if any.

Students are expected to discuss any planned travel with their preceptor in advance to determine any site requirements for testing or quarantine. Students must email the preceptor and the experiential education team (Dr. Cannon, Michener, and Mrs. Knox-Harris) the plan so the OEE is aware of the plan for make-up to reconcile student hours tracking documentation.

COVID-19 Site-Specific Requirements

Students must comply with all site-specific COVID-19 reporting requirements including symptoms, positive test results and travel. Students must abide by site requirements for the use of personnel protective equipment.

l. Other Administrative Requirements

Individual sites may have additional requirements that students must complete to be eligible to participate in the experience at that site. The course director and/or the preceptor will inform the students of any additional requirements required by their assigned sites.

Students are expected to comply with any other administrative processes required by the experiential site including site-specific paperwork, additional drug screenings, and criminal background checks. Students are expected to comply with the site requirements at their own cost.

Students are strongly recommended to maintain all site-specific paperwork in the My Documents folder in CastleBranch.

For questions pertaining to information maintained in CastleBranch, contact:

www.castlebranch.com

888.723.4263 x7196

Email: cpservicedesk@certifiedprofile.com

Students should contact the OEE with questions about site-specific administrative requirements.

Experiential Attendance Policy

Classroom attendance and attendance at the experiential site and all experiential activities is mandatory to receive credit for IPPE and APPE courses.

Documentation of Hours

All site visits are to be completed as scheduled and hours must be documented in E*Value. Experiential hours for P1-P4 are validated by preceptors as part of the preceptor evaluation of the student. There may be sites and preceptors that have to operate on slightly revised schedules than what has been determined by the OEE. However, the hours accrued each week should be consistent with what is required.

Reporting Absences

A student who is absent from any scheduled experiences should report the absence to the preceptor and to the course director immediately. The Course Director is the Director or Associate Director of Experiential Education and must be included on any communication. If, for any reason, the student is to be unexpectedly absent, the preceptor must be contacted prior to the start of the visit via the preceptor's preferred means of communication (e.g., phone, email, text message) and the course director must be emailed.

In the event that the preceptor cannot be reached directly, it is imperative to leave a message on the preceptor's voicemail and to email the course director. The preceptor in coordination with the course director will determine if the absence is to be an excused absence or an unexcused absence.

All hours missed MUST be made up regardless of the type of absence.

- a. *Excused Absence:* An excused absence is one that is due to an occurrence that is beyond the control of the student (e.g., illness, car accident, death in the family, etc.). Verification or documentation may be required.
- b. *Jury Duty:* A student called for jury duty who wishes to reschedule this commitment, should request an Enrollment Verification Letter via WebAdvisor according to the instructions found on our InSite page here:
<https://rfums.wufoo.com/forms/z1pcs7er15dbsh0/>

The court will decide whether this is sufficient documentation for rescheduling the date.

- c. *Unexcused Absences:* Unexcused absences will negatively impact the student's professionalism component of the grade. Students wishing to appeal the determination of an unexcused absence may appeal that decision to the Associate Dean for Academic Affairs. If a student is asked to leave a site due to unprofessional behavior, this will be considered an unexcused absence. Any unexcused absence may result in a failing grade and referral to the Student Promotions Evaluations and Awards Committee (SPEAC).
- d. *Absences due to Professional Activities:* Participation in professional meetings or events and interviews for jobs and residencies may be considered excused absences. Absences due to these reasons require prior approval from the preceptor and course director. Documentation of meeting or interview attendance may be requested. For students attending professional meetings, attendance at specific meeting sessions, followed by debriefing with the preceptor, may be required. For students attending interviews, additional reflection activities may be required.
- e. *University Holidays:* The following holidays are observed by the University: Memorial Day, Independence Day, Labor Day, Columbus Day, Thanksgiving Day and the day after Thanksgiving, one-half day prior to Christmas Day, Christmas Day, one-half day prior to New Year's Day, New Year's Day, Martin Luther King, Jr. Day, and President's Day. Academic events are not permitted to be scheduled at the main campus during University-recognized holidays. IPPE schedules should not include University-recognized holidays. However, students participating at their APPE sites should follow the schedules determined by their preceptors. If time is missed due to holiday leave, a student may be required to make up that time to meet minimum rotation hours.
- f. *Absences due to Religious or Secular Holidays:* In accordance with the RFUMS Student Handbook, a student may be excused for religious or secular holidays when at least two weeks' advanced notice has been filed with the OEE and preceptor and course director.
- g. *Extended Absences* Students missing five consecutive days or more during any experience (IPPE or APPE) or missing 10 days or more during any experiential year will be assessed by the OEE for their ability to complete the required hours of experience, including the need for completion of an additional rotation or an extension of hours.

- h. *Inclement Weather and Catastrophic Events:* In the case of inclement weather or catastrophic events, students should contact their preceptors to determine if attendance at the site is required. Students should not follow the University's inclement weather or closure policies, but rather the policies at their respective practice sites.
- i. *Punctuality:* Students are required to report to their scheduled sites on time. If, for any reason, the student is to arrive late, the preceptor must be contacted prior to arriving. In the event that the preceptor cannot be reached directly, it is imperative to leave a message on the preceptor's voicemail and to email the course director. Promptness is an essential component of professionalism and will be evaluated by the preceptor. Tardiness is considered unacceptable unless due to extreme unforeseen circumstances (e.g., inclement weather, medical/family emergency, or motor vehicle accident). In these circumstances, the preceptor must be contacted as soon as possible. The student should notify the course director about any missed hours. Hours missed due to tardiness are expected to be made up according to a schedule determined by the preceptor and student.
- j. *Leaving Early:* If the student needs to leave the site earlier than planned, permission must be granted by the preceptor and the missed hours must be rescheduled.

Schedule Changes

Deviations from the established schedule should be rare and generally prompted by the preceptor and *not* the *student's request*. Schedule changes are generally prohibited. In the rare event a student has a specific request to modify a schedule; the student must email the course director and preceptor directly.

During the P1-P3 IPPE years, students are not authorized to modify their schedule without the expressed emailed joint consent from the course director and preceptor. Should a change be authorized, any excused days will be made up during either of the intercession breaks, or during the summer.

Communicating Schedule Changes

The template for the email communication is included in Appendices and also on the E*value home page. Failure to email both the course directors may result in professionalism deduction and may impact the student's grade and ability to advance in the program.

Rescheduling of Absences

Rescheduling of experiential hours due to absences should be arranged between the student and preceptor immediately following the absence. Experiential hours must be rescheduled and reported in E*value and to the course director. Any make up days/hours must be completed during the rotation in which they are missed, ideally within the month of the occurrence for the student to stay current with the experiential education activities schedule. The preceptor will in conjunction with the course director determine the nature and duration of any make-up hours.

Requests for extensions to make up any hours immediately following the rotation in which time was missed should be emailed to the course director(s) and preceptor and will only be granted under extenuating circumstances and if the preceptor is available.

Course Deficiencies and Failures

The admission requirements and policies of the College have been designed so that only applicants who are deemed capable of excelling in the program will be accepted. However, inability to keep up with the challenging curriculum due to personal circumstances or academic struggles may result in course deficiencies and/or failures. Refer to the COP Guidelines and Procedures for Student Progression, Evaluation, Assessment, and Recognition for the process by which the College will handle IPPE and APPE course deficiencies and failures.

Performance Improvement Plan

Students who are in jeopardy of failing the course may be given the opportunity to improve their performance. Such an opportunity would be granted on a case-by-case basis and will be at the discretion of the course director in coordination with the preceptor. If a student is given the opportunity to remediate an assignment or activity, a Performance Improvement Plan (Appendix E) will be issued and will include input from the student's preceptor and the student. The Performance Improvement Plan will be reviewed with the student to determine if sufficient improvement is made during the rotation.

APPE Course Failures

If a student fails an experiential rotation, the following will occur:

The student will be notified of their failure by the course director. A copy of the student's final evaluation detailing the student's deficiencies will be forwarded to the Chair of Pharmacy Practice and the Chair of the Student Promotions, Evaluation and Awards Committee (SPEAC). Delayed graduation due to APPE failure(s) may have financial aid implications, including additional tuition.

Appeals

Appeals of failing grades will be handled as outlined in the COP Guidelines and Procedures for Student Progression, Evaluation, Assessment, and Recognition.

Documentation on Transcript

A student who fails an APPE will be required to repeat the block. The grade achieved in the subsequent APPE block will be entered in the students' transcript; however, the original 'F' will remain on the transcript.

Repeat Failures

A student with a repeat failure of the same APPE, or who fails two APPE's, will be considered for dismissal.

A student who fails two APPEs will have an altered schedule and will be required to pass a competency assessment prior to returning to the APPE program.

For additional information regarding course failures, refer to the IPPE and APPE Grading sections in this manual and the COP's Guidelines and Procedures for Student Progression, Evaluation, Assessment, and Recognition.

Student Employment/ Site Scheduling and Conflicts of Interest

Students are not recommended to complete experiential hours at prior or current places of employment. However, a student may complete a pharmacy practice experience at a different site that is affiliated with the student employee's institution/company, upon approval of the OEE provided the rotation responsibilities and scope of practice are significantly different and ample learning opportunities are afforded to the student. Concerns about site conflicts should be directed to the OEE course directors.

Access to Materials and Information

Materials and information related to IPPEs and APPEs will be distributed using the University email system, website, and E*Value and D2L. These systems are mandatory communication modalities among faculty, preceptors, and students involved with the course.

Professional Appearance and Conduct

Students are expected to adhere to all existing University policies regarding professional conduct and standards.

Professionalism is defined at the College of Pharmacy as the quality of having a genuine interest in and respect for all individuals, whether co-workers, students, patients, or members of the community and aiding them to the best of one's ability in a consistently courteous, sincere, and honest manner, maintaining confidentiality in necessary circumstances.

All members of the College community are expected to conduct themselves in a professional manner at all times, including onsite and offsite and in verbal and written communications, displaying the requisite characteristics not only in action, but also in attitude. Such professional conduct enhances an atmosphere of learning and efficiency of operation that helps fulfill the mission of the institution.

Because harmonious relationships of any group can be maintained only if the rights and obligations of all its members are recognized and protected, the following policies are established as an aid to clarify the observances of acceptable conduct and the consequences associated with violations. Public expectation of the student as a future pharmacist, and as a representative of the profession of pharmacy is significant. Although the student is not yet a pharmacist, he/she will nonetheless be expected to perform in a manner expected of a licensed pharmacist. This extends to personal grooming and the clothing worn. It is important to dress in a manner that is respectful to preceptors, classmates, faculty, staff and the patients with whom students come into contact. The dress code is intended to contribute to the student's overall professional development, to make the student aware that there is a standard of professional dress that should be adhered to in order to have a more effective transition into the professional workplace.

Appropriate attire, cleanliness, and neatness are expected at all times. It is expected that students display an appropriate level of judgment with regard to personal hygiene, grooming, and dress. The dress code will be in place on a daily basis while participating in pharmacy practice experiences and during simulations. Students are expected to dress professionally and to wear their white coats and University name tag when interacting with real and standardized patients.

As a general requirement, all students must dress professionally. Professional dress includes wearing a shirt with a tie, dress slacks, dress socks, and close-toed dress shoes or wearing a dress blouse or sweater; skirt, dress, or dress slacks; and close-toed dress shoes. Rosalind Franklin University ID badges must be worn at all times with the name and photo clearly visible at lapel level. A lab coat with a name on it will not replace the ID badge.

Students must also consider the following:

Hair: Hair, beards, and mustaches must be clean and neatly kept. Students and staff involved in direct patient care who wear long hair, including loose multiple braids should be styled off the shoulders, pulled back and secured. Extreme hair colors, styles and ornaments should not be worn in a professional health care setting.

Cosmetics: Cosmetics should be used in moderation.

Fragrances/Perfumes: Perfumes, aftershave, heavy fragrances should not be worn as many people are sensitive to these and may become nauseated, or experience respiratory distress when exposed to chemical scents or odors.

Jewelry: Jewelry should be conservative in style and kept to a minimum to prevent loss or injury. Dangling earrings, dangling bracelets/bangles should not be worn by students or staff involved in direct patient care. Wristwatches may be worn.

Fingernails: Fingernails must be clean, short and neatly trimmed. If nail polish is applied, clear or light colored nail polish is preferred.

Student White Coats: Student short white coats are to be clean and neatly pressed, with no holes, stains or missing buttons. Students are responsible for maintenance of their short white coats.

Personal Protective Equipment

Students must abide by the site's requirement for donning personal protective equipment.

Unacceptable Appearance and Conduct

The following will be considered unprofessional and inappropriate:

Unprofessional Appearance

- Wrinkled, dirty, stained, clothing; clothing with holes or cuts; any unsafe attire. Headwear (hats, caps, sweatbands, bandannas, etc.) are inappropriate when worn inside. Wearing headgear for medical or religious reasons is acceptable, but may require documentation.

- Cropped or bare midriff tops, spaghetti strap blouses, and halter tops; skirts more than 4" above the knee; shorts of any style. Revealing clothes of any style are inappropriate.
- Clothing with inappropriate pictures or slogans.
- Thong style shoes, flip-flops, or any shoe without an enclosed toe; this is a safety issue.

Misconduct

- Spending any time on the Internet or phone for non-professional activities while in class or in a clinical setting. These activities include, but are not limited to, Internet browsing/shopping, social network activity, and texting.
- Any behavior that is disruptive to the working environment is deemed unprofessional and, therefore, prohibited.

*Note: Individual experiential sites may have a more rigorous dress code requirement than what was described above. Students are expected to follow any site/preceptor dress code requirements communicated during the pharmacy practice experience or specified in E*Value. If there is no dress code specified in E*Value, the aforementioned code applies.*

Professionalism Policy

Professional behavior and attitudes are expected of all students enrolled in the Doctor of Pharmacy program. Students are expected to participate in all course activities with purpose and a positive attitude. When representing the College of Pharmacy, they will demonstrate respect for everyone with whom they come into contact, specifically the course directors, other faculty and staff, preceptors, their peers, patients, and themselves.

To uphold professional standards of practice, there will be consequences for students who fail to comply with professionalism expectations. Students will be assigned a designated number of professionalism points to start with and will either *decrease* or *increase* in point allotment depending on their ability to adhere to professionalism expectations. Professionalism points will be used during the rotation selection process. The order of rotation selection will be based on the number of points. Students in each class will be ranked according to their allotment of points at the time of rotation selection. Students with the most professionalism points will be given the first opportunity to select rotations. Additionally, beginning in the second-professional year, loss of any professionalism points will result in the inability of the student to select or maintain placement in any out-of-network rotation(s).

Students will begin with 100 professionalism points. Each professionalism infraction will result in the loss of either 5 or 10 points, depending on the infraction. A student's professionalism points will be tracked throughout all four years of the program. A student wishing to earn back points may work with the course director(s) to identify opportunities to do so. Such requests will be considered on a case-by-case basis and the final decision for point allotment will be made by the course director(s).

Professionalism Infractions

- Does not complete assignment on time (5-point deduction)
- Does not complete assignment (10-point deduction)
- Reflection lacks insight and perspective (5-point deduction)
- Does not respond to email or verbal request/inquiry in a timely fashion (5-point deduction)
- Is not compliant with requirements for licensure, immunizations, and certifications (5-point deduction)
- Arrives late to scheduled activity and fails to notify course director (5-point deduction)
- Arrives late to practice site and fails to notify preceptor (5-point deduction)
- Does not show up for class and fails to notify course director (10-point deduction)
- Does not show up to scheduled rotation and fails to notify preceptor (10-point deduction)
- Reschedules site visits for personal or unexcused reasons (5-point deduction)
- Uses computer, phones, or handheld devices for purposes not related to the course/experience during class or visit time (5-point deduction)
- Dresses inappropriately for the activity or arrives at site without nametag and lab coat (5-point deduction)
- Handles site materials and equipment in an irresponsible fashion (5-point deduction)
- Does not comply with HIPAA privacy and security regulations (5-point deduction)
- Demonstrates disrespect for others (5-point deduction)
- Fails to comply with professionalism expectations outlined in the course syllabus (5-point deduction)

Additional Policies

Please refer to the RFUMS University Handbook “EDUCATIONAL OPPORTUNITY POLICIES AND PROCEDURES” section for details on the following policies

- I. Non Discrimination Policy
- II. Sanction Policy
- III. Reporting Policy
- IV. Investigation and Resolution Policy
- V. Education and Training Policy
- VI. Confidentiality Policy
- VII. Coordination Efforts
- VIII. Definitions
- IX. Point of Contact

Guidelines for Preceptors

Preceptor Recruitment

Preceptors are College affiliates who provide onsite supervision of practice experiences and are responsible for evaluating students and providing feedback to Office of Experiential Education (OEE). Rosalind Franklin College of Pharmacy greatly values the time and dedication of the preceptors and their critical role in the education of Doctor of Pharmacy students. Preceptors are instrumental to the experiential learning process and it is expected that preceptors remain actively involved with the College of Pharmacy. Preceptors will be given the option to have a volunteer faculty appointment. Preceptors with a faculty appointment are those interested in participating in College of Pharmacy activities, such as providing lectures, participating on committees, volunteering to assist with community outreach events, or collaborating on research with full-time RFUMS College of Pharmacy faculty. Clinical educators will be granted access to the RFUMS electronic library system and resources and will be issued an RFUMS email account.

All preceptors must have professional credentials, including PharmD or BS in pharmacy or equivalent credentials (e.g., RN, MD, APN, PhD, PA, JD, etc.) They must have at least one year of practice experience. Pharmacists and other preceptors with professional licensure must be in good standing. An active affiliation agreement is required between the preceptor’s site of practice and RFUMS College of Pharmacy.

Preceptor Orientation

All preceptors must complete the application process and orientation activities, which are determined by the OEE. To ensure a quality and comprehensive learning experience for each experiential setting, the College of Pharmacy will evaluate potential experiential sites using the Benchmarks of Excellence for Exemplary Pharmacy Practice Sites as outlined by AACP.¹ Preceptors will be evaluated based on these AACP benchmarks as well as ACPE’s Accreditation Standards and Guidelines.²

The criteria for sites as adapted from AACP’s Benchmarks of Excellence for Exemplary Pharmacy Practice Sites are as follows:

The site/practice must:

1. Have the ability to provide experiences that meet educational outcomes for the College of Pharmacy’s experiential programs
2. Have a professional image
3. Meet or exceed all state and federal laws related to the practice of pharmacy
4. Receive support from the site ownership or administration for providing student pharmacist learning experiences
5. Have site ownership or administration that encourages quality improvement programs

Where direct patient care is provided, the site/practice is recommended to:

1. Be patient-centered and have pharmacists’ provision of patient care services as the focus of the practice

¹ American Association of Colleges of Pharmacy. Development of a profile system to display exemplary pharmacy practice experiential sites. September 2005. Available at: www.aacp.org/resources/education/appi/documents/exemplaryppes.pdf

² Accreditation Counsel for Pharmacy Education. Accreditation Standards and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree. February 2, 2015. Available at: <https://www.acpe-accredit.org/pdf/Standards2016FINAL.pdf>

2. Be adequately staffed to provide quality care to patients
3. Have an adequate number and sufficient variety of patients
4. Provide opportunities for students to learn:
 - Specific disease-therapy management
 - Provider-patient communication skills
 - Ethical behavior related to the provision of patient care
5. Demonstrate a caring attitude towards patients
6. Have the pharmacist as a part of a multidisciplinary team of healthcare providers
7. Utilize technology (informatics) sufficiently to support the patient care mission of pharmacy
8. Have library and learning resources sufficient to support optimum patient care
9. Ensure patient privacy and confidentiality issues are protected via structural design of pharmacy and is in compliance with all HIPAA requirements.

In accordance with the ACPE *Guidance for Standards 2016 document (Standard 20.1)* RFUMS seeks preceptors who “demonstrate a desire and aptitude for teaching that includes the important roles necessary for teaching clinical problem solving including instructing, modeling, coaching/mentoring and facilitating.

Additional desired attributes include (as applicable to their area of practice):

1. Practicing ethically and with compassion for patients
2. Accepting personal responsibility for patient outcomes
3. Having professional education, experience, and competence commensurate with their position
4. Utilizing clinical and scientific publications in clinical care decision-making and evidence-based practice
5. Desiring to educate others (patients, care givers, other health care professionals, students, pharmacy residents)
6. Demonstrating the willingness and ability to advocate for patients and the profession
7. Demonstrating creative thinking that fosters an innovative, entrepreneurial approach to problem solving
8. Having an aptitude to facilitate learning
9. Being competent in the documentation and assessment of student performance
10. Having a systematic, self-directed approach to their own continuing professional development
11. Collaborating with other health care professionals as a visible and contributing member of a team
12. Being committed to their practice organization, professional societies, and the community

The criteria for preceptors involved with direct patient care as adapted from AACP’s Benchmarks of Excellence for Exemplary Pharmacy Practice Sites are as follows. The preceptor must:

1. Be a role-model practitioner in:
 - Providing patient-centered pharmaceutical care
 - Ethical decision making
 - Patient care problem solving
 - Providing medication, disease, and health education to patients
 - Professional and patient care behavior
2. Be an effective, organized, and enthusiastic teacher by:
 - Teaching by example
 - Demonstrating patient assessment skills
 - Demonstrating and discussing his/her own clinical reasoning process
 - Demonstrating ethical behavior and high personal character
 - Having a strong command of drug therapy knowledge
 - Demonstrating a caring attitude towards students and patients
 - Teaching patient-provider communication skills including empathic listening skills
3. Encourage self-directed learning of the student with constructive feedback by:
 - Identifying and responding to each student’s specific learning needs
 - Challenging the learning process in each student pharmacist
 - Coaching student pharmacist behavior through effective constructive and timely feedback
 - Making student pharmacist teaching an important focus of practice site
 - Treating students as colleagues-in-training
4. Have well developed interpersonal/communication skills

5. Possess leadership/management skills by:
 - Demonstrating effective managerial and leadership relationships with pharmacist colleagues and staff.
 - Demonstrating aspects of humility related to his/her own limitations
 - Monitoring quality of professional practice and teaching activities
 - Demonstrating nondiscriminatory behavior and practice
 - Being active in local, national, and state professional organizations (e.g., ACA, AMCP, ACCP, APhA, ASCP, ASHP, ICHP, NCPA)
6. Embody his/her practice philosophy by:
 - Demonstrating personal motivation and inspiring pharmacists to develop pharmaceutical care practice
 - Having a mission or vision statement of pharmacy
 - Patterning his/her practice after standard guidelines or other model practices
 - Beginning services and progressing time table to advance present state of practice
 - Insisting that ownership or administration supports pharmaceutical care services

Preceptor Development

College of Pharmacy preceptors will be offered opportunities throughout the year for ongoing professional development. The College of Pharmacy will routinely offer live and online educational programming. Live sessions will include both opportunities for preceptor development and a forum for preceptors to share their experiences and recommend ways to improve student learning and assessment. All preceptors will have access to the Rosalind Franklin University Preceptor Enhancement Program online where they will be able to access a variety of resources for preceptor development.

Preceptor Performance Review/Promotion & Retention

The Pharmacy Practice Chair in direct collaboration with the OEE conducts an annual review of promotion and retention of faculty appointed preceptors. The OEE reviews student evaluations of the preceptors and sites (see Evaluation of Preceptor, Site and Course Director Appendices A-C) as individual student reflections on an ongoing basis throughout the year to inform performance review of preceptors. In addition, the OEE conducts site visits directly with preceptors to close the loop in ensuring continuous quality performance review of preceptors. (See Site Evaluation form Appendix D)

Appendix A: Student Evaluation of Preceptor (Documented in E*Value)

(Question 1 of 3 - Mandatory)

Preceptor Evaluation	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
My preceptor gave clear expectations for the experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My preceptor gave me feedback on a regular basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My preceptor's feedback helped me improve my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My preceptor was available if I needed help or had questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My preceptor was able to provide appropriate answers to my questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My preceptor ensured that I had learning opportunities that met the course objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My preceptor displayed enthusiasm for teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My preceptor asked questions that caused me to independently analyze issues and think critically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My preceptor displayed interest in me as a student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My preceptor's assessment of my performance was fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My preceptor exemplified professionalism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My preceptor was a pharmacy practice role model.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What did the preceptor do well? (Question 2 of 3)

What could the preceptor have done better? (Question 3 of 3)

Appendix B: Student Evaluation of Course Director (Documented in E*Value)

(Question 1 of 2 - Mandatory)

Course Director Evaluation	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
The course director interacted with me in a way that enhanced my learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course director was readily accessible personally or by email.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class-wide issues that arose were effectively addressed by the course director.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course director had a positive attitude toward assisting students with understanding course expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course director gave timely feedback regarding course performance and grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(Question 2 of 2 - Mandatory)

Please comment on the course director's effectiveness in managing this course.	<div style="border: 1px solid black; height: 80px; width: 100%;"></div>
--	---

Appendix C: Student Evaluation of Site (Documented in E*Value)

Question 1 of 2 - Mandatory)

Site Evaluation	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
I had the opportunity to interact with other health care providers from other professions during this rotation experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources I needed were available to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had adequate computer access necessary to complete the rotation requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This experience provided me opportunities to provide patient-centered care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The number of patients with whom I encountered was appropriate for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was exposed to a culturally diverse patient population.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parking at this site was convenient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Orientation to the site and expectations was informative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interaction with the staff at this site was positive and professional.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt safe working at this practice site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The environment was conducive to learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this site to other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on your experience at this practice site: (Question 2 of 2 - Mandatory)

Appendix D. Experiential Site Visit Form (Page 1)



Rosalind Franklin University College of Pharmacy Experiential Site Visit Form

COP/Experiential Representative		Date	
Site Name			
Address			
Phone			
Preceptor & Title			
Rotation Type	<input type="checkbox"/> P1 IPPE <input type="checkbox"/> P2 IPPE <input type="checkbox"/> P3 IPPE <input type="checkbox"/> P4 APPE		

What is the purpose of this visit?

- ☐ Initial visit ☐ Annual visit ☐ Preceptor meeting ☐ Student meeting
☐ Drop-in ☐ Other: _____

From which other schools does this site precept students (note year(s) and number of students)?

--

Observational Findings	Yes	No	N/A
Is there adequate space for students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the site project a professional appearance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the site provide a positive learning environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Site Information	Yes	No	N/A
Do pharmacists at this site interact directly with patients?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is formal site training or orientation provided to students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the site provide its own syllabus or manual?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there opportunities to interact with other health care providers during this rotation experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do pharmacy residents interact with the student?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are students <i>required</i> to document their interactions with patients (e.g., using SOAP notes or care plans)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there adequate resources for students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Updated 6/1/16

What resources are available to students?

- | | |
|--|--|
| <input type="checkbox"/> Computer use
<input type="checkbox"/> Internet access
<input type="checkbox"/> Intranet access
<input type="checkbox"/> Wireless internet access via personal laptop | <input type="checkbox"/> Facts & Comparisons
<input type="checkbox"/> Lexi-Comp
<input type="checkbox"/> Micromedex
<input type="checkbox"/> Clinical Pharmacology
<input type="checkbox"/> Natural Medicines Comprehensive Database |
|--|--|

Other:

Which students are granted access to protected health information?

- ☐ IPPE ☐ APPE ☐ None

What services or activities are offered at this site? ☐ Not applicable

- | | |
|--|---|
| <input type="checkbox"/> Immunizations
<input type="checkbox"/> Medication Therapy Management (MTM)
<input type="checkbox"/> Diabetes management
<input type="checkbox"/> Hypertension management
<input type="checkbox"/> Cholesterol management
<input type="checkbox"/> Asthma management
<input type="checkbox"/> Health fairs
<input type="checkbox"/> Medication synchronization
<input type="checkbox"/> Unit-dose packaging
<input type="checkbox"/> Nonsterile Compounding
<input type="checkbox"/> Parenteral (IV) Compounding | <input type="checkbox"/> Antimicrobial stewardship
<input type="checkbox"/> Cardiac/airway arrest response
<input type="checkbox"/> Trauma response
<input type="checkbox"/> Medication reconciliation
<input type="checkbox"/> Discharge counseling
<input type="checkbox"/> Admission histories
<input type="checkbox"/> Interdisciplinary medical rounds
<input type="checkbox"/> Decentralized pharmacy services
<input type="checkbox"/> Chart reviews
<input type="checkbox"/> Documentation of patient care
<input type="checkbox"/> Drug therapy monitoring/collaborative practice
<input type="checkbox"/> Drug information queries |
|--|---|

Other:

For the following activities, note to which students they apply:

	P1	P2	P3	P4	N/A
Patient counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Immunization administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receiving verbal prescription orders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparing IV admixtures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compounding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Point-of-care testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking vital signs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Documenting in patient charts or medical records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix D. Experiential Site Visit Form (Page 2)

List the types of projects students are asked to complete:

- ☐ Journal club ☐ Drug monographs ☐ Topic discussions
☐ Inservices for staff ☐ P&T presentations ☐ DI responses
☐ Case presentations ☐ MUE/DUE ☐ Newsletters ☐ Quality audits
☐ Other:

Questions for Preceptors

Do students act in a professional manner? ☐ Yes ☐ No (provide examples)

How have students met your expectations during the rotation?

In what ways could students be better prepared for your rotation?

What support can the College provide to assist you in precepting our students?

Programmatic Reminders:

- ☐ Preceptor training incomplete ☐ Required documents needed ☐ Evaluations outstanding ☐ Upcoming College events
Notes:

Questions for Students (if students are present)

Rotation block: _____ Week: _____

Do you feel you were prepared for this rotation? ☐ Yes ☐ No (why not?)

Are you on track to complete the goals and objectives for this rotation?

☐ Yes ☐ No (why not?)

What feedback do you have for this rotation or preceptor?

OEE Office Use Only:

Follow-up: ☐ One month ☐ Three months ☐ Six months ☐ One year
☐ Other:

Method of follow-up? ☐ Phone ☐ Email ☐ Site visit

Issues to address at follow-up:

Appendix E. STUDENT EMAIL TEMPLATE UPCOMING ROTATION EMAIL: P4 APPE

To: "[Preceptor Email]"
CC: bradley.cannon@rosalindfranklin.edu, lisa.michener@rosalindfranklin.edu
From: "[Student Name- RFUMS EMAIL ONLY]"
Re: **Rosalind Franklin University COP Upcoming APPE Rotation**
"[Rotation Name & BLOCK # e.g. APPE Block 1]"

Dr. "[Preceptor Name]",

My name is "[Student Name]" and I am a P4 pharmacy student scheduled with you on "[Rotation Name & BLOCK # e.g. APPE Block 1]" from "[DD/MM/YY-be specific]" to "[DD/MM/YY-be specific]".

I am looking forward to coming to your site and have attached my CV along with the goals I have identified for your rotation on the last page.

Please let me know if there is anything you need from me to prepare before coming and if there are any details I need to be aware of before arriving.

- What time do I report on my first day?
- Confirm the location where you should arrive (e.g., address, office / department)
- Are there any special instructions on where to report to on the first day I need to know about?
- Do I need instructions for parking and, if so, where you should attempt to park
- Are there any traffic concerns (confirm directions to location, any constriction, tolls, or detours)
- Are there any special dress requirements and if lab coat and nametag are appropriate
- Will you be scheduled to work on my first day and if not can you tell me the names of others I may need to introduce myself to?
- Is there any information you want me to review prior to beginning the experience (e.g. therapeutic guidelines)
- Are there any requirements including documents that must to be completed prior to starting the experience that I haven't already done?
- I'll have my ORIGINAL HARDCOPY of your IL Pharmacy Student Technician License is there anything else you need me to bring?
- Can I please have your contact information?
- Here is my contact information so you can reach me: "[Student Contact Information e.g. Email & Cell]"

Please let me know if there's anything else.

I look forward to your rotation.

Sincerely,

"[Student Name]"

P4 PharmD Candidate Class of "[Graduation Year]"

Appendix F. STUDENT EMAIL TEMPLATE UPCOMING ROTATION: P3 IPPE

To: "[Preceptor Email]"

CC: bradley.cannon@rosalindfranklin.edu, lisa.michener@rosalindfranklin.edu

From: "[Student Name- RFUMS EMAIL ONLY]"

Email Title: **Rosalind Franklin University: COP Upcoming P3 IPPE Rotation**

Dr. "[Preceptor Name]",

My name is "[Student Name]" and I am a P3 pharmacy student scheduled with you for my IPPE rotation. My first day on site will be "[Insert First Date on Site MM/DD/YYYY]" .

I am looking forward to coming to your site. Please let me know if there is anything you need from me before arriving.

- What time do I report on my first day?
- Where should I go when I arrive on site? (e.g., address, office / department)
- Where should I attempt to park?
- Are there any traffic concerns (confirm directions to location, any construction, tolls, or detours)
- I will have my nametag and lab coat. Are there any additional dress requirements?
- Will you be scheduled to work on my first day and if not, can you tell me the name(s) of others I may need to introduce myself to?
- Are there any requirements including documents that must be completed prior to starting the experience that I haven't already done?
- I'll have my Illinois Pharmacy Student Technician License with me; is there anything else I should bring?
- Here is my contact information so you can reach me: "[Student Contact Information e.g. Email & Cell]"

Please let me know if there's anything else.

I look forward to your rotation.

Sincerely,

"[Student Name]"

P3 RFUMS College of Pharmacy Class of "[Enter YEAR of Graduation]"

Appendix G. STUDENT EMAIL TEMPLATE UPCOMING ROTATION: P2 IPPE

To: "[Preceptor Email]"

CC: bradley.cannon@rosalindfranklin.edu, lisa.michener@rosalindfranklin.edu

From: "[Student Name- RFUMS EMAIL ONLY]"

Email Title: **Rosalind Franklin University: COP Upcoming P2 IPPE Rotation**

Dr. "[Preceptor Name]",

My name is "[Student Name]" and I am a P2 pharmacy student scheduled with you for my IPPE rotation. I am in **GROUP #**"Enter 1 or 2". My first day on site will be "Insert First Date on Site MM/DD/YYYY".

I am looking forward to coming to your site. Please let me know if there is anything you need from me before arriving.

- What time do I report on my first day?
- Where should I go when I arrive on site? (e.g., address, office / department)
- Where should I attempt to park?
- Are there any traffic concerns (confirm directions to location, any construction, tolls, or detours)
- I will have my nametag and lab coat. Are there any additional dress requirements?
- Will you be scheduled to work on my first day and if not, can you tell me the name(s) of others I may need to introduce myself to?
- Are there any requirements including documents that must be completed prior to starting the experience that I haven't already done?
- I'll have my Illinois Pharmacy Student Technician License with me; is there anything else I should bring?
- Here is my contact information so you can reach me: "[Student Contact Information e.g. Email & Cell]"

Please let me know if there's anything else.

I look forward to your rotation.

Sincerely,

"[Student Name]"

P2 RFUMS College of Pharmacy Class of "Enter YEAR of Graduation"

Appendix H. STUDENT EMAIL TEMPLATE UPCOMING ROTATION: P1 IPPE

To: "[Preceptor Email]"
CC: bradley.cannon@rosalindfranklin.edu, lisa.michener@rosalindfranklin.edu
From: "[Student Name- RFUMS EMAIL ONLY]"
Email Title: **Rosalind Franklin University: COP Upcoming P1 IPPE Rotation**

Dr. "[Preceptor Name]",

My name is "[Student Name]" and I am a P1 pharmacy student scheduled with you for my IPPE rotation. My first day on site will be "[Insert First Date on Site MM/DD/YYYY]" .

I am looking forward to coming to your site. Please let me know if there is anything you need from me before arriving.

- What time do I report on my first day?
- Where should I go when I arrive on site? (e.g., address, office / department)
- Where should I attempt to park?
- Are there any traffic concerns (confirm directions to location, any construction, tolls, or detours)
- I will have my nametag and lab coat. Are there any additional dress requirements?
- Will you be scheduled to work on my first day and if not, can you tell me the name(s) of others I may need to introduce myself to?
- Are there any requirements including documents that must be completed prior to starting the experience that I haven't already done?
- I'll have my Illinois Pharmacy Student Technician License with me; is there anything else I should bring?
- Here is my contact information so you can reach me: "[Student Contact Information e.g. Email & Cell]"

Please let me know if there's anything else.

I look forward to your rotation.

Sincerely,

"[Student Name]"

P1 RFUMS College of Pharmacy Class of "[Enter YEAR of Graduation]"

Appendix I. P4 APPE STUDENT EMAIL TEMPLATE SCHEDULE CHANGE REQUEST

P1, P2, and P3 students are not permitted to request changes to schedules.
They must email Dr. Cannon & Michener directly.

To: "[Preceptor Name]"
CC: bradley.cannon@rosalindfranklin.edu, lisa.michener@rosalindfranklin.edu
vanessa.knoxwilliams@rosalindfranklin.edu
From: "[Student Name- RFUMS EMAIL ONLY]"
Re: **Rosalind Franklin University COP Scheduling Change Request**
"[Rotation Name & BLOCK # e.g. APPE Block 1]"

Dr. "[Preceptor Name]"

My name is "[Student Name]" and I am a "[Click here and type P1, P2, P3, P4]" pharmacy student scheduled with you on "[Rotation Name & BLOCK # e.g. APPE Block 1]" from "[DD/MM/YY-be specific]" to "[DD/MM/YY-be specific]" .

I am writing this email to request your permission to change my schedule in advance of my rotation due to a "[SELECT ONE- personal conflict or professional meeting]" which falls on the following dates in my rotation with you "[DD/MM/YY-be specific]" to "[DD/MM/YY-be specific]" .

"Reason (e.g. I'm having surgery OR I have a professional meeting to attend on DD/MM/YY)"

The College of Pharmacy Office of Experiential Education Policy is that the decision to make schedule changes is at the preceptor's discretion and have agreed to allow this change with your approval in email. If allowed, then I am willing to come up with an agreement to adjust my schedule and activities to comply with the expectations and requirements of rotation.

I am available for any questions you have if you'd like to discuss directly in further detail

"[Student Contact Information e.g Email & Cell phone Number]"

I have included the Office of Experiential education as well on this email so they are all aware of this request.

Can you please "reply to all on this email of your decision at your earliest convenience?"

Thank you for considering my request.

Sincerely,

"[Student Name]"

"[Year- P1, P2, P3, P4]"

Rosalind Franklin COP PharmD Candidate Class of "[Graduation Year]"

Experiential Education Manual

Appendix J: Performance Improvement Plan (Documentation completed, maintained in E*value)

PERFORMANCE IMPROVEMENT PLAN			
STUDENT :		Rotation:	
PRECEPTOR:		Date: DD/MM/YYYY	
Course Director: Lisa Michener/Brad Cannon		DEPARTMENT: Pharmacy Practice	
PERFORMANCE ISSUE (Should reflect expectations and responsibilities as outlined in the student's syllabus)	GOAL AND OBJECTIVES/ACTION PLAN FOR IMPROVEMENT* (Should include actions to be taken by the student as well as any support actions to be provided)	FOLLOW-UP DATE	FOLLOW-UP (It is advisable that the Preceptor and student meet on a on a regular basis to review the contents of this improvement plan.)
Describe the issue here: specifically what you are observing is the issue provide examples: Professionalism:	Objectives from syllabus Please write plan below in detail (use additional pages if needed).		
Student Comments and Plan: (STUDENT MUST FILL IN WRITTEN COMMENTS HERE)			
*This performance improvement plan outlines areas of student responsibilities that need significant improvement and immediate attention. <ul style="list-style-type: none"> The objective of this formal improvement plan is to provide the student with the opportunity to correct the following problems. This plan is designed to help achieve results that are on-going. The student has the full support of his/her preceptor and Experiential Director in achieving positive results and is expected to contact the Experiential Director if questions arise and/or feedback is required. As such, once a student has met his/her objectives, he/she is expected to continue the level of performance indicated beyond the p. Failure to meet the above expectations and/or sustain continued improved performance may result in, student failure of the designated rotation and will be forwarded to the Associate Dean for Academic and Student Affairs. 			
Student's Printed Name			Date:
Student's Signature:			
Preceptor's Printed Name			Date:
Preceptor's Signature			
Experiential Director's Printed Name			Date:
Experiential Director's Signature:			