



## EXPERIENTIAL MANUAL



Revised 09/20/2017





IV. Advanced Pharmacy Practice Experience - Program Description and Information .....	17
The Learner Experience .....	17
Program Description .....	17
APPE Assessment Requirements .....	18
Section one: Learning Objectives.....	18
Section two: Assignments .....	18
Section three: Professionalism and Communication Skills Evaluation Tool .....	19
Field Encounters.....	19
V. Policies and Procedures .....	21
Professionalism Standards.....	21
Code of Conduct .....	21
Civility Clause .....	22

Employment .....	31
Student Disability Services .....	31
Grievances.....	31
Safety Policy .....	32
VI. Library Services .....	32
VII. Assignments.....	32
VIII. Preceptors.....	33
Preceptors & Western New England University College of Pharmacy .....	33
Preceptor Criteria.....	33
Preceptor Responsibilities .....	33
Balancing Roles .....	33
Role Modeling.....	33
Get to Know Your Student .....	33
Provide a Learner Orientation .....	34
General Orientations.....	34
Site-Specific Orientations.....	34
Provide Feedback.....	34
Grading.....	35



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

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

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

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

Total hours = 145

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

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

PHAR 710 IPC&PM



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

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

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

To develop a challenging and innovative experiential curriculum which is in compliance with ACPE Standards and will engage the learner in pharmacy/patient care within elective, community, institutional, ambulatory, and acute care settings.

To ensure that learners work as a member of the inter-professional healthcare team to prepare them to provide entry-level, patient-centered care in a variety of practice settings as a contributing member of an inter-professional team.

To ensure that learners experience includes a diverse patient population.

To transform a learner from the dependent/directed learner to an independent/self-directed practitioner.

To recruit and maintain excellent practice sites.

To enlist excellent preceptor faculty as mentors and sustained partners in education with the College of Pharmacy.

To foster preceptor development for continuous quality

The Accreditation Council for Pharmacy Education (ACPE; <http://www.acpe-accredit.org/>) accredits

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

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

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

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

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

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

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

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

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



Obtain information or special instructions needed prior to arriving at the site such as: where and when to report on first day, parking,

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

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

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

There are three required IPPE courses/rotations:

Professional year 1 (PY1): spring semester

Professional year 2 (PY2): fall semester

Professional year 3 (PY3): fall semester

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

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

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

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

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

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

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

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

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



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

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

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

[01 50Bent pharmacist to an](#)

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

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

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

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

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

5 = exceeds expectations with little or no intervention required

4 = meets expectations with minimal intervention required

3 = needs improvement, requires frequent intervention

2 = does not meet expectations

n/a = not applicable

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

Less than 3 = failure of the rotation.

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

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

To provide the learner with feedback from the preceptor regarding their oral and written communication skills during each APPE rotation, allowing the learner to continue to improve on these skills throughout the APPE year.

To create an atmosphere of accountability throughout the rotations.

To allow the learner to complete oral and written assignments that will be of value to the site and the patients.

To create consistency across all APPE rotations, especially those of the same rotation type.

To provide guidance for organization of the rotation schedule.

To provide a tool for the preceptors to use to support the accomplishment of the objectives of the rotation.

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

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

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

: For each required APPE rotation (Acute Care, Ambulatory Care, Community, and Institutional), the learner is required to document six (6) interactions with members of a healthcare





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

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

Any pharmacy learner who engages in any act of unacceptable behavior (including but not limited to the

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

Many of the College of Pharmacy's IPPE and APPE experiential sites require learners to pass drug screening tests prior to the rotation, and may perform random or at-cause screenings during the rotation. Learners who are prevented from starting a rotation due to a failed drug screening will be withdrawn from the rotation and are subject to disciplinary oversight by the College of Pharmacy. Learners removed from an experiential site during a rotation due to a failed random or at-cause drug screening will receive a failing grade for the rotation, and are also subject to disciplinary oversight by the College of Pharmacy.

- The College of Pharmacy also retains the right to conduct random screenings on learners [Student Handbook].

Both the Board of Registration in Pharmacy in Massachusetts and the Connecticut Board of Pharmacy have an expectation that the College of Pharmacy will report all learners violations of local, state, and federal laws pertaining to controlled substances to the Board. Individuals





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

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

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

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

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

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

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- Hats
  - Flip flops/sandals/sneakers
  - Sweat Suits

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

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

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

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

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

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

Planned absences must be cleared well in advance by the Office of Experiential Affairs. Please contact the preceptor and the Office of Experiential Affairs a minimum of 7 days prior to the

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

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

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

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

Approval of absences for residency interviews is at the discretion of the preceptor. The overall consideration is that the student must accomplish the objectives of the rotation.

Please communicate with your preceptor regarding your plans for these absences before the rotation begins, or as soon as possible, so that the preceptor can plan the rotation appropriately. In the case where absence may be extensive, the OEA will work with the preceptor for alternative scheduling.

The preceptor will collect specific information regarding the travel and meeting time to ensure that the learner is taking the minimum amount of time away from the APPE rotation.

Time missed from the site must be made up where possible. In some cases, the preceptor and the OEA may determine that additional assignments/ projects may be done to ensure the accomplishment of the objectives.

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

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

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

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

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

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

Documentation gathered throughout the rotation and by meeting with the current preceptor to identify areas in which the learner needs further development. This meeting is to include the learner.

The learner is required to meet with the Assistant/Associate Dean of Experiential Affairs and/or the Assistant Director to participate in a discussion regarding the rotation. Required components of the discussion are as follows:

- Review of the midpoint and final evaluation of the failed APPE rotation.
- Identification/ clarification of the areas that need improvement
- Identification of tools/ resources to support successful completion for remediation of the rotation.
- Learner involvement in the development of an individualized remediation plan (action plan).

From this discussion, the Office of Experiential Affairs will document, in writing, a remediation plan to share with the preceptor performing the remediation of the course. The Advanced Pharmacy Practice Experience Remediation Checklist will be signed off on by the W\*11.r 4(d)3( fin 0 1 361.99 130

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

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

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

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

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

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

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

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



There is no monetary compensation (including bonuses or cash gratuities, etc.) to learners for participation in the experiential program, with the exception of site-specific housing and food allowances, discounts, if applicable. Learners are responsible for all transportation, parking, housing,

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

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

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

D'Amour Library offers a full-complement of services to all Western New England University students, including extensive print and digital collections that support all curricula, multiple places for collaborative and individual study, free color printing, and interlibrary loan. The Library is open 97 hours per week during the academic semesters, with the librarians being available for 62 hours for in-person or virtual research consultation. Hours for holidays, summer, and exception days are posted in the



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

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

The clinical teaching environment is a complex teaching environment. The teacher is always trying to balance the needs of pharmacy operations and patient care with the needs of the learners.

Preceptors are expected to have 7-12 years of professional experience (4/16/12)



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

Feedback Method	Description
Minute Meeting	Engage the learner where he/she summarizes the situations. Ask for evidence, teach general rules. Talk about what they did right, what they did not do right and how to improve the next time

Constructive Feedback