



# **COLLEGE OF PHARMACY**

**Advanced Pharmacy Practice Experience (APPE)**



**Xavier University of Louisiana**

**PROFESSIONAL EXPERIENCE PROGRAM  
2011-2012 STUDENT/PRECEPTOR MANUAL**

# **Professional Experience Program (PEP) Office**

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*From the Director's Pen.....*

Greetings PharmD Candidates and Preceptors:

I am elated to have an opportunity to share the importance of this Fourth Professional Year.

Education through ***Experiential Training*** provides a venue to reinforce and emphasize skills learned through the College of Pharmacy (COP) Curriculum. All have a responsibility in learning and as well as teaching. Through experiential education combined with excellence in attitude, attendance and attire, this final FOURTH Year is a year of vast OPPORTUNITY.

Students – become familiar with the goals and objectives of each rotation description to ensure you get the most out of the rotation. The intensity of the knowledge and skills gained is based on the effort.

Preceptors – you have taken on the responsibility to share your professional wisdom, knowledge, and expertise that is unique to you. Students have been introduced to basic pharmacy practice in community, institutional and clinical settings via Introductory Pharmacy Practice Experience (IPPE) courses. Now, as 4<sup>th</sup> Year Advanced Pharmacy Practice Experience (APPE) students, incorporating them into the “real world” workforce is a very important duty set to culminate all they have been exposed to as professional pharmacy students. This is an ideal opportunity to have a part in molding the future. The impression left on a student can last a lifetime.

Keeping in line with the Mission of the College:

“ To prepare pharmacists to impact medically underserved communities, particularly African Americans, in an effort to eliminate health disparities through patient-centered care, community service and scholarly work”, it is also complementary to the university’s mission of “promoting a more just and humane society.”

Therefore, it is the nature of the pharmacy profession to SERVE all those in our community. Building competent and confident pharmacist, who will serve as healthcare practitioners is the core result of all we do as students, preceptors, administrators and professional staff.

When we are challenged to deliver our best remember this famous quote by St Francis of Assisi –

***Start by doing what's necessary, then what's possible and suddenly you are doing the impossible!***

Be Blessed!

Sincerely,

***Donna Shelly Robinson***

Donna Shelly Robinson, RPh  
Director, Professional Experience Program

## PEP Office Policy & Procedures

When visiting the PEP Office please sign in and wait for assistance.

It is the responsibility of the student to make copies of all documents before submitting them to the PEP Office. Documents are to then be date stamped and placed in the secure mailbox.

General questions will be addressed via the [xupep@xula.edu](mailto:xupep@xula.edu) mailbox

*The guidelines of this manual are subject to change at any time; without notice, based on the Policies and Procedures of Xavier University and the College of Pharmacy.  
Addendums will be provided when necessary.*

APPE students are bound by the policies and procedures of this manual, the College of Pharmacy and Xavier University. Any student found in violation is subject to disciplinary action at the discretion of PEP Staff.

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# **APPE - ADVANCED PHARMACY PRACTICE EXPERIENCE**

The Advanced Pharmacy Practice Experience Program (APPE) is a structured experiential course during the fourth professional year designed to educate students to think and act independently as pharmacy practitioners.

The program consists of 42 weeks of APPE rotations. Each rotation is 6-weeks in duration beginning in late June and continuing through May of the following year. Each student is required to complete the following:

- 1- Community Pharmacy Practice Rotation
- 1-Institutional Pharmacy Practice Rotation
- 1-Ambulatory Care Pharmacy Practice Rotation
- 1-Acute Care Pharmacy Practice Rotation
- 3- Elective Specialty Pharmacy Practice Rotations

The College of Pharmacy currently has over 500 preceptors and facility sites combined in clinical pharmacy, community pharmacy, institutional pharmacy and specialty pharmacy practice to facilitate the APPE experiences.

## **OBJECTIVE**

The objective of the APPE program is to provide the student with an opportunity to acquire the practice skills that are needed to enter into the profession of pharmacy. The underlying principle for the APPE program is that pharmacy practitioners are responsible for the outcomes of drug therapy in patients. Under the appropriate supervision the students will take responsibility for outcomes of drug therapy in various practice settings. Emphasis will be placed on ensuring the safe, effective, and economical use of medications in the prevention and treatment of human diseases.

## **PROGRAM GOALS**

The APPE program consists of seven (7) six (6) week pharmacy practice rotations which include community, institutional, internal medicine, ambulatory care and three (3) electives. The competencies for each rotation have been adapted from the American Association of Colleges of Pharmacy (AACP) Center for the Advancement of Pharmaceutical Education (CAPE) Educational Outcomes. The following are the basic goals for each experience:

1. **Community Pharmacy Practice Rotation** - The goal of this rotation is to ensure that the student gains the technical skills and familiarity with professional decision-making that are prerequisites to beginning the traditional practice of pharmacy in a community-based environment. The rotation is also designed to provide experience in the delivery of patient-centered care in a community practice setting.

Under the direct supervision of a licensed pharmacist, the student will be exposed to the ethical, legal, professional and managerial functions required of a competent pharmacist in a community-based practice site. Specific activities include receiving, dispensing and compounding prescriptions; and advising patients on the proper use of prescription and non-prescription medications and devices.

2. **Institutional Pharmacy Practice Rotation** - The goal of this rotation is to combine the student's academic knowledge with the practice of pharmacy in the hospital or institutional setting. The rotation is also structured to provide experience in the delivery of patient-centered care in an institutional pharmacy setting.

Under the direct supervision of a licensed pharmacist, students will actively participate in drug distribution, intravenous admixture services and institutional practice management. Students will also learn how these activities are interrelated and coordinated with other healthcare providers throughout the institution.

3. **Clinical Pharmacy Practice Rotations** - The overall goal of clinical rotations is to expose the student to an actual patient care environment so that the student may integrate academic knowledge with applied therapeutics. Through Internal Medicine and Ambulatory Care Clinical Pharmacy Practice Rotations, students are an integral part of direct patient care by monitoring patient's medications for appropriateness of therapy. Additional clinical activities include patient medication counseling and dissemination of drug information to patients and healthcare team participants in order to improve the patient's therapeutic outcome.
4. **Elective Pharmacy Practice Rotations** – The goal of elective rotations is to offer a variety of specialty pharmacy settings that complement the required experiences while allowing students to explore areas of personal interest. Examples of elective rotations include, but are not limited to infectious disease, diabetes education, health systems management, compounding, critical care, professional teaching, nuclear medicine and oncology.

### **PEP Meeting Course Requirements:**

All P4 students are required to register and successfully complete The Professional Experience Program (PEP) Meeting Course by receiving a passing grade in order to graduate.

Course requirements also include:

- 1) Adherence to all of the policies and procedures in the APPE Manual
- 2) Pass seven (7) – six (6) week rotations
- 3) Pass quizzes and/or tests based on information from the Top 200 Drugs and APPE Manual. A score of 75% on each quiz/test is required to earn a passing grade.

**\*\* Quizzes and/or Tests may be administered orally, written and on-line\*\***

**\*\*Make-up tests and/or assignments may be provided for remediation\*\***

**\*\*Assignments may be assigned to students who violate any of the policy and/or procedure of the APPE Manual\*\***

## **GRADING AND CREDITS**

The APPE program rotations are identified in the curriculum as 5000-level PCLN courses. Six-semester hour credits will be issued after the student has secured a minimum **Pass** grade for each rotation.

Should a student fail, withdraw, or require reassignment from any rotation, he/she will receive an “**F**” or a “**W**”, respectively. Based upon preceptor availability and the discretion of the PEP Office, the student will be rescheduled to complete the same type of rotation.

University Graduation Policy:

Completion at Xavier: The student will receive his or her diploma after the end of the session in which the requirements are completed. The graduation/diploma date will be the date this session ends.

## **COURSE PRE-REQUISITES**

The following requirements must be met before any student enrolls in the APPE program:

- A. GPA of 2.0 or better
- B. Successful completion of all required first, second, and third year courses including Introductory Pharmacy Practice Experience I, II, and III

## **Licensing Requirements: (responsibility of the student)**

### **A. Louisiana Board of Pharmacy Requirements** (Refer to LABP.com Chapter 7: Section 705:C)

To qualify for pharmacist licensure, an intern shall supply evidence of the acquisition of at Least 1,500 hours of practical experience.

1. The board shall award 1,000 hours credit to an intern for his successful completion of a professional experience curriculum at a board-approved college of pharmacy. The dean of the board-approved college of pharmacy shall certify the completion of this requirement in the manner prescribed by the board office.
2. The intern shall earn at least 500 hours of practical experience in a permitted pharmacy site under the supervision of a pharmacist with no less than two years of experience as a licensed pharmacist. Further, neither the pharmacist’s license nor the pharmacy’s permit may be on probation with the board at the time the practical experience is earned.

### **B. Random Drug Screen - Refer to Appendix C**

Confidential Random Drug Screens will be coordinated by the PEP Office. If any substances are detected, documentation of a legitimate prescription order/prescription from a physician will be required. For positive tests with or without out a legitimate prescription, the Louisiana Board of Pharmacy will act accordingly, and may take disciplinary action including revocation of the student’s intern registration. If the Board revokes or suspends the student’s intern

registration, the College of Pharmacy may interrupt enrollment of APPE courses until the matter is resolved. Students will be allowed to re-enroll in the College of Pharmacy or other professional activities after they are reinstated as pharmacy interns by the Board of Pharmacy.

**As per LABP Chapter 7; Section 703 Registration; Item 5 – the pharmacy intern shall be non-impaired.**

- a. The pharmacy intern is subject to confidential random drug screen testing and/or evaluations.
- b. A positive drug screen may be self evident as proof of improper drug use. For the purposes of this chapter, a missed screen, a screen submitted beyond the mandated period, and/or any screen submitted indicating the sample provided is diluted, substituted, or in any way adulterated is considered to be a positive drug screen.

### **C. XUCOP PEP Degree Requirements**

All required pharmacy courses must be successfully completed prior to the start of the Fourth Professional Year. In addition, all students must receive clearance of the following health and administrative requirements prior to participating in any APPE Course.

Note: It is ultimately the student's responsibility for ensuring that they have met all requirements. Students are responsible for all expenses related to the requirements:

#### **I. Health Requirements**

- a. Hepatitis B – Full series of three (3) immunizations or Titer
- b. Tetanus Diphtheria – valid 1 year beyond anticipated graduation date
- c. Tb Skin Test – to be updated between March 15<sup>th</sup> and April 1<sup>st</sup> each year
- d. Varicella Vaccine – two (2) immunizations or Titer
- e. MMR – Measles, Mumps, Rubella
- f. Physical Exam – to be updated between March 15<sup>th</sup> and April 1<sup>st</sup> each year

#### **II. Administrative Requirements**

- a. Student Profile Form
- b. Signed Confidentiality Statement
- c. Copy of Xavier ID Card
- d. Copy of Health Insurance Card
- e. Copy of Louisiana Pharmacy Intern License & copy of state license for approved out of network rotations
- f. Background Check/ Employment Verification
- g. CPR Certification – valid throughout matriculation through the COP
- h. Acknowledgement Form
- i. Xavier Medical Release Form
- j. PEP Clearance Checklist Form
- k. Health Clearance Physical Form
- l. Update contact information in E-Value (ERMS) which includes current and emergency contact information, and a secondary e-mail address.

All documents required by the PEP Office are by direct request of our affiliates who have agreed to precept students and provide the Advance Pharmacy Practice Experience required by the Louisiana Board Pharmacy and the University in order to meet licensing and degree requirements.

*All students are required to carry a copy of their Louisiana Board of Pharmacy Intern License and out of state intern license (if applicable), proof of health insurance, and your Xavier ID card at all times while on rotation, PEP Meetings and P4 student events.*

#### **D. Background Checks - Refer to Appendix C**

Online background checks are required of every student participating in PEP courses. If the background check reveals prior criminal convictions, the designated contact person at the affiliate site (may be the preceptor, clinical coordinator, or director of pharmacy depending on the arrangement between the College and the affiliate site) will be notified and enlist support of the Human Resource Department of the affiliate site where the student is potentially assigned to determine the individual's eligibility to participate in the experiential training at the site. In addition (or prior to contacting the affiliate site), the convictions will be compared to a list of offenses (provided by the affiliate site) that may disqualify a student from completing experiential rotations at a certain (or any) affiliate site.

#### **ASSIGNMENT TO SITES**

Although every effort is made to schedule students at a site of their choice, this may not always be possible. To ensure that each student has rotations scheduled that will fulfill graduation/degree requirements, rotation assignments may be made by the PEP Office if student choices are not available after the "spin". The APPE schedule and affiliate assignment process is very dynamic; a student's schedule can change at any point throughout the academic year, based on preceptor and/or site availability issues or other administrative reasons that may arise unexpectedly. Rotation assignments or re-assignments to sites in the New Orleans Metropolitan area include but not limited to New Orleans, Westbank, Avondale, Metairie, Kenner, Luling, LaPlace, Slidell, Covington, Independence, and Mandeville. *Students are not allowed to participate in a rotation where they are employed.* All students are required to submit a Student Profile Form indicating place of employment. Any changes in employment must be reported to the PEP Office.

The PEP Staff will assign students to approved sites and preceptors prior to the beginning of the semester. The PEP Staff will be solely responsible for the final assignment of students. All rotation changes will be made at the discretion of the PEP Staff. **Students are not allowed to change rotation sites without the consent of the PEP Office. Any student switching rotation sites without the permission of the PEP Office will receive a grade of "F" for that rotation.**

#### **OUT OF NETWORK**

Any unprofessional conduct or concern regarding academic performance as observed by the OON site preceptor may result in immediate return to campus and re-assignment to rotations in the New Orleans Metro Area at the students' expense.

Students will be required to return to campus for mandatory review sessions, University and/or College of Pharmacy events at the students' expense.

Students assigned to out of network sites (90 miles outside of the Greater New Orleans area) are responsible for their own housing, meals, and transportation.

### **Rotation Changes**

- A. Requested by Preceptor:** Rotation changes, resulting from unforeseen circumstances related to preceptor availability may arise at any point throughout the academic year. Preceptors should contact the PEP Office immediately and submit in writing such requests so that students may be reassigned to other preceptors. The PEP Office will work with the affected student to assign a new rotation preceptor as soon as possible.
- B. Requested by Student:** Every attempt will be made to create a student schedule from the list of preceptor preferences submitted and will provide sound educational experiences consistent with the student's individual interests. Once rotations are assigned, requests for changes must be submitted in writing. Changes will be reviewed but are not guaranteed since all assignments are based on preceptor and site availability. Students will be required to submit documentation that supports the need for a change and/or release to resume rotations.
- C. Required by PEP Office:** The PEP Office may require a change to rotation assignments based on a variety of reasons, including but not limited to, student performance or change in preceptor availability.

### **EVALUATIONS**

#### **A. *Preceptor Evaluation of Student:***

The performance evaluation form can be used throughout the rotation as a checklist of the student's experiences. The student should be rated according to the key for each competency as it is performed. This procedure avoids the preceptor finding at the end of the rotation that either a competency was not performed, or it was not observed sufficiently to make an accurate rating. (See Appendix J for preceptor resources)

In order for students to receive a grade for the rotation, ***the preceptor must submit the final evaluation online via the ERMS web site (www.e-value.net). Preceptors are required to complete mid and final evaluations of all students assigned.***

#### **B. *Evaluation of Preceptor by Student:***

All P4 students are required to complete evaluations of preceptors after each rotation, even if the preceptor has not completed the student evaluation. The evaluation is to be completed by the student online via the ERMS web site @ [www.e-value.net](http://www.e-value.net)

## ATTENDANCE POLICY

1. Attendance at all Rotation Sites, PEP Meetings, Career Fairs, Convocation, and Review Sessions is **MANDATORY**.
2. Students must contact their preceptors **no less than two weeks prior to the start date of each rotation** unless directed to do otherwise by the PEP Office.
3. Students are required to spend a minimum of eight (8) hours per day, 40 hrs per week at their rotation sites participating in activities related to the assigned rotation. The student's lunch break is not included in the eight hour work day. Paid intern employee work hours and other activities are to be scheduled after rotations and/or on weekends.
4. Students are expected to establish a schedule with the preceptor on the first day of the rotation. Once established, students are expected to adhere to that schedule.
5. Students are also required to attend all rotation meetings and all other meetings and or events announced during the semester including review sessions scheduled in preparation for the State Board of Pharmacy's licensure examination.
6. All students are required to attend PEP meetings except those assigned to rotation sites 90 miles outside of the New Orleans Metropolitan area.
7. Time off from rotations, meetings, or events require absentee forms to be submitted two (2) weeks prior to requested absence and must be approved by the PEP Office.

### *Summary of Absence Policy (per Rotation)*

		<b>Rotation Grade</b>
1 Unexcused Absence		Fail
3 Tardies = 1 Unexcused Absence		Fail
4 (or more) Excused Absences	If time is made up	Pass
4 (or more) Excused Absences	If time is not made up	Incomplete
<b>Any Absence</b> - (Excused or Unexcused) If it is not documented on the appropriate form and/or not received by the PEP Office <i>will result in failure of the rotation.</i> Refer to Appendix A		Fail

## **ROTATION DISMISSAL POLICY**

The following may result in dismissal of a student from an APPE rotation:

- a. Failure to adhere to rotation site's policy and procedures
- b. Failure to adhere to the PEP's policy and procedures
- c. Persistent unacceptable performance, conduct and/or behavior
- d. Any action which is repetitive or deliberate and is detrimental to the care of a patient or to the clinical service provided by the site and/or preceptor
- e. Unauthorized removal of any books, charts, references, journals or equipment from a patient area or practice site
- f. Violation of State and/or Federal laws

## **PROFESSIONAL TIME, STATUTORY HOLIDAYS AND PERSONAL TIME**

A minimum of 40 hours per week is required in each APPE rotation (usually 5 days per week at 8 hours per day). Extra hours worked are considered a part of the professional responsibility of a clinician and no compensatory time off is permitted. Time off from rotations falls into three categories: professional, statutory holiday, and personal. Documentation is required by the PEP Office.

### **Professional Time**

Students are permitted to attend professional organization meetings (e.g. ASHP, APhA, LSHP, LPA, etc.) without academic penalty. Students are permitted to attend meetings organized by the College of Pharmacy without academic penalty.

### **Statutory Holidays**

Statutory holidays occasionally cause confusion to students and preceptors because the holidays recognized by the College of Pharmacy do not always correspond with the holidays recognized by the preceptor and APPE site. Students and preceptors should discuss and agree to statutory holidays. The PEP committee is in general agreement with the principle that the student should be working if the preceptor is working.

### **Personal Time**

Attendance for APPE training is mandatory, however, the faculty realizes that events can occur which may prevent attendance. The following statements address these circumstances and the procedures for making-up lost time.

**Excused Absence:** excused absences fall into six categories: A) medical necessity B) death of a family member C) jury duty D) pre-approved professional activities E) residency or job interviews F) extenuating circumstances unforeseen by this policy.

**Medical necessity:** refers to unpredictable or serious illness of the student or an immediate family member. Routine physician and other health care practitioner visits within the student's control does not fall under this policy and should be scheduled at other times.

**Death of a family member:** includes death of a spouse, child or significant other in the immediate family; as well as parents, grandparents and siblings of the student.

**Jury Duty:** students summoned for jury duty must contact the Director or Assistant Director of Experiential Programs for advice.

**Pre-approved professional activities:** are permitted when the student and/or student organization has followed the appropriate notification procedures outlined in the PEP manual. Students must inform the preceptor and Director of Experiential Programs of his/her planned absence one week prior to the event and the appropriate documentation must be provided.

**Residency/Job interviews:** although the College of Pharmacy encourages its students to continue their education in residency programs and other post-graduate activities, students should be cognizant of the following statements:

- a. A student planning to attend a residency or job interview should ask their preceptor for personal time-off and understand that the procedures for notification and make-up apply (see below). Preceptors are not obliged to grant personal time-off.
- b. If travel is required for the interview, students are encouraged to schedule the interview towards the end of the week.
- c. The student should make every effort not to schedule multiple interviews or professional meetings within the same rotation period.
- d. Any student who misses 4 or more days during a rotation will receive an *Incomplete* for that rotation. Based upon preceptor availability the student will be rescheduled to complete the same type of rotation. (exceptions: special circumstances)

**Extenuating circumstances unforeseen by this policy** – students with extenuating circumstances not addressed by these policies should contact the PEP Office. After a review of each case, a decision will be made on an individual basis.

**Unexcused Absence** - absences that do not fall into any of the above categories are unexcused and are not permitted. **ONE UNEXCUSED ABSENCE WILL RESULT IN FAILURE OF THE ROTATION.**

**Procedures for Notification and Make-up** - students who require an excused absence must complete the student absentee form (see Appendix A). The student will also be responsible for providing documentation signed by the appropriate authority to verify the requirement for an excused absence. The absentee form must be submitted to the PEP office at least two weeks PRIOR to the absence (except in an emergency situation). For an emergency situation, the form must be submitted within 48 hrs. of the absence.

Students who miss 1 or 2 days of a rotation for an excused absence shall be required to make up that time at the discretion of the preceptor and the PEP Office. Students who miss more than two days of a rotation for an excused absence shall be required to make up that time at the discretion of the preceptor and the PEP Office. Failure to complete make-up work within a time frame specified by the PEP Office and/or preceptor will result in failure of the rotation.

Regardless of time-off for any reason, students are required to complete all the objectives of the rotation. *A student shall normally be deemed not to have completed all the objectives of a rotation if they have missed 4 or more days of a rotation. The student will receive an Incomplete and be rescheduled to complete the same type of rotation based upon preceptor availability.*

## **ABSENCES**

Students are expected to manage their time, obligations and absences so that they may complete all of the rotation objectives by the end of each rotation period. **An unexcused absence at the rotation site, at required rotation meetings or any other meeting announced by the PEP Office during the semester on campus will result in failure of the rotation and the student will not be eligible for graduation in May.**

**All non-school related absences, for whatever reason (illness, personal obligation, etc.), must be approved by the preceptor, documented on the Student Absentee Form (Appendix A), and returned to the PEP Office no later than 48 hours prior to the proposed date of absence. The PEP Office must approve excused absences in advance.**

- **Illness** - If a student will be absent due to illness for 1 day, the preceptor and the PEP Office is to be notified. If a student is absent due to illness for 2 or more consecutive days, the student must submit the absentee form and a written excuse from a physician before the student will be allowed to return to the site.

Certain contagious diseases may compromise a patient's health such as pink eye/conjunctivitis, influenza, pneumonia, viral diarrhea, and the common cold. *If a student does become ill, the preceptor must be notified immediately to determine whether he/she needs to perform limited activity or should leave the rotation site for patient safety.*

- **Natural Disasters-** In the event of a natural disaster (i.e. hurricane, flood), the student is to follow the procedure of the preceptor/site and not the schedule of Xavier University. It is at the discretion of the preceptor whether or not a student is required to work before or following a major natural occurrence.

Students are required to handle emergency situations in a professional manner. If the issues of road hazards, power outages, or flooding should occur, preventing the student from reporting to his/her site, the student is required to contact the preceptor and the PEP Office that morning.

## **TARDINESS**

Students are required to notify their preceptors if they are going to be tardy. **A limit of three (3) tardies has been instituted for each rotation. Exceeding this number will result in failure of the rotation.**

## **ACADEMIC ROTATION AND EVENTS CALENDAR**

The Academic Rotation and Events Calendar serves as a reminder to the preceptor and the student of scheduled meetings and other events. The preceptor and the student will be contacted in a timely manner regarding additional functions that may be scheduled during the rotation. (see Appendix G)

## **PATIENT CONFIDENTIALITY AND PRIVACY ISSUES**

Final privacy regulations were issued by the United States Department of Health and Human Services for the **HIPAA (Health Insurance Portability and Accountability Act of 1996)** in August of 2002. After April 14, 2003, violations of patient privacy and confidentiality became noncompliant with the law.

HIPAA defines that client file information belongs solely to the client, not the hospital or medical practice, and must be protected. Patient information (including patient charts, prescriptions, medication orders, medical history, insurance information, etc.) cannot be removed from the practice site. None of the above-mentioned information may be written on or photocopied. No patient-specific information may be identifiable for that patient by another person if the information were to leave the practice site.

Any student caught removing patient information from the practice site, or caught photocopying patient information, will automatically receive a failing grade for the rotation and will be dealt with as the practice site and the College of Pharmacy sees fit. As a precaution, students must refrain from discussing a patient's diagnosis, medical history, or medications in hallways, elevators, stairways, cafeterias, restrooms, or other public areas.

**Proprietary information** includes, but is not limited to the following:

Site-specific policies and procedures, forms, correspondence, medication costs handouts, and other materials, committee minutes, special projects or assignments, etc. It is imperative that students do not release this information to others not affiliated with the rotation. The privacy of this information must be maintained at all costs. Proprietary information cannot be removed from the practice site. Proprietary information may not be written on or photocopied. No site-specific information may be identifiable for that institution or community practice site by another person if the information were to leave the practice site.

### **STUDENT'S RELATIONSHIP WITH THE ROTATION SITE**

The student is **NOT** to function as an agent for the assigned rotation site at any time. The student must identify himself/herself as a pharmacy student from Xavier University College of Pharmacy, and not as an employee of the practice site. Students should always act in a manner consistent with the employees of the particular site; as, while they are there, they are considered extensions of the facility's employees and, therefore, subject to the same standards. Questions concerning the policies of the institution, company, organization, etc. should be directed to the rotation preceptor.

### **STUDENT CIVIL RIGHTS**

Xavier University does not discriminate nor knowingly associate with facilities that discriminate on the basis of race, color, national origin, sex, disability, or age (American Disabilities Act of 1990; Title II). Any student, preceptor, or site employee behaving in a manner noncompliant with the ADA should be reported to the program Director.

### **REMUNERATION FOR WORKING**

There will be **NO** financial remuneration (i.e. payment) for the student's participation in the program. However, there are no repercussions for an employer to offer the student a position following graduation.

### **DRESS CODE**

All students must wear a clean white pressed professional short jacket with long sleeves (not a lab coat, as is typically worn by physicians and other medical practitioners) with a Xavier University College of Pharmacy emblem sewn on the **left** shoulder of the jacket. In addition, the student must have a **name badge** and **institutional identification** (if necessary) **worn at all times during the**

**rotation. No other badges, insignia, etc. from other pharmacies or medical practice sites may be worn in conjunction with the above-mentioned attire.** Students are expected to dress appropriately to include their professional white jackets and name badges at all times during PEP hours, **PEP meetings, and when on campus ( i.e. Career Fairs ). Please see Appendix D for additional information regarding the PEP dress code.**

### **ELECTRONIC DEVICES**

The use of electronic devices (cell phones, laptops, etc.) is prohibited at rotation sites, PEP Meetings, and P4 student events. (exception: educational purposes)

### **XAVIER ID CARDS**

Students are required to carry Xavier ID Cards for the purposes of identification, scanning in and out at PEP Meetings, P4 student events and drug screening. If your XUID Card does not scan properly a new card must be purchased.

### **RISKS OF PROFESSIONAL EXPERIENCE COURSE**

1. **Pregnancy** – The safety of the mother and her fetus is the College of Pharmacy’s chief concern. Therefore, any student who is pregnant or becomes pregnant during the course of the APPE rotation cycle should pay close attention to the following statements and govern herself accordingly.

***The student must inform the PEP Office immediately upon confirmation of pregnancy.***

The student must then provide documentation from her physician stating that she is able to fully participate in the APPE program. This document must be on file in the PEP office and must be presented to each preceptor for the duration of the pregnancy.

The student may be allowed to continue the rotation at the discretion of the preceptor/site being aware of the possibility of health risks or withdraw and receive a grade of Incomplete.

Upon completion of pregnancy, the student must provide documentation from her physician certifying her ability to participate in the APPE Program

Any student who is pregnant or becomes pregnant during the course of the rotation should be aware of exposure to potentially harmful diseases to the fetus; most notably, Rubella.

There are certain rotations that exclude pregnant students such as nuclear and any rotation in which the handling of chemotherapy is involved. Also, some devices and equipment used during rotations can pose the potential for harm to the fetus.

Xavier University of Louisiana and the individual practice site will **NOT** assume any of the liability for the pregnant student who wishes to remain on rotation. **Please consult the preceptor regarding the site’s policy on pregnant employees. Also, being pregnant does not exclude the student from adhering to all policies regarding student absences.**

2. **Exposure to Blood-Borne Pathogens** - The student generally has minimal risk of exposure to the blood-borne pathogens, Hepatitis B Virus (HBV), and Human Immunodeficiency Virus (HIV) during the rotations. **However, if the student is exposed to a patient’s body fluids during the course of the rotation, the exposure should be IMMEDIATELY reported to**

**the rotation preceptor, so that the appropriate Infection Control measures may be followed. Students enrolled in PEP are required to receive the Hepatitis B series prior to the beginning of rotations.**

3. **Exposure to Respiratory Pathogens** - The student may be at risk of exposure to a variety of **airborne pathogens** such as tuberculosis and other viruses. The student should observe and adhere to all Infection Control placards, most notably “Respiratory Precautions” before entering the patient’s room and use his/her best judgment on whether it is necessary to enter. Students must wear and properly dispose of the appropriate mask when in contact with such patients. The student is required to have a baseline PPD and/or chest X-ray in order to determine the student’s tuberculosis status prior to beginning the rotation.

The student may be exposed to patients with **resistant bacterial infections**. The student should adhere to all Infection Control placards, most notably “Contact Precautions”. The student should wear and properly dispose of the appropriate gloves and gowns when entering the patient’s room.

Students must follow all procedures specific to each site/institution to prevent the spread of infection or illness. When in contact with infectious or immunocompromised patients, students are required to wear the proper disposable attire. **Upon entering and exiting patient rooms, students must wash their hands with the proper cleansers.**

4. **Armed Robbery and Terrorism** - With the ever-increasing rate of armed robbery of pharmacies and foreign and domestic acts of terrorism, students may be exposed to this potential hazard. In the event of such a hazard, the student will assume the liability and not Xavier University of Louisiana.
5. **Accidents/Illnesses** – All students are required to have health insurance. In the event of accident and/or illness the student will assume the liability and not Xavier University.

### **MALPRACTICE INSURANCE**

Malpractice insurance coverage is a requirement for enrolling in the Professional Experience Program. The College of Pharmacy has a policy that is purchased through the University that will cover students for all semesters.

### **WORK PERMITS**

Students are responsible for submitting a copy of their work permit to the PEP Office. It is also required that each student keep a copy of the wallet size permit on their person at all times.

### **PEP OFFICE/PRECEPTOR CORRESPONDENCE**

Each student is responsible for checking their **Xavier e-mail account twice daily** (preferably in the morning and evening) to stay abreast of new information from the PEP office and their rotation preceptors. It is the student’s responsibility to inform the PEP office of any changes in email address.

## **PRECEPTOR RESOURCES**

### **XUCOP Access to Online Library Resources**

<http://www.xula.edu/library/pharm/index.php>

User id: **copadjunct** (case sensitive)

Password: **COP2008** (case sensitive)

### **Pharmacist CE and Education**

<http://www.pharmacistsletter.com/?referer=xula.edu/ptrn.urls>

- Create a CE ID# under I Need a CE ID#
- Fill out the form with your information
- Verify information and confirm status as a Xavier University Preceptor

These resources serve as tools in providing students with a meaningful, quality learning experience. The tools listed below are used to advise, instruct and support the professional development of the student. Incorporating these tools into the rotation will assist in the achievement of the program, student's and preceptor's goals.

*Prior to the start of the rotation, the preceptor should become familiar with successful precepting techniques that will facilitate the learning process of the student. During the initial meeting between the preceptor and the student, identification of rotation site specifics and a review of the student's objectives from the student's profile will help ensure a successful experience for the student and the preceptor. Within the first three days of each rotation, the preceptor and the student should discuss scheduled work hours and the activities that are listed on the calendar. The preceptor is also encouraged to include additional activities, which may be of benefit to the student. (see Appendix J)*

### **Preceptor Training Professional Development Resource**

XUCOP has provided a FREE Preceptor Education Resource through the Pharmacist's Letter online CE Preceptor Training Network. Completion of at least ONE precepting CE is required for ALL NEW preceptors.

**Please see below to create your CE ID#:**

1. Click the link below to Pharmacist's Letter which will allow access into the Preceptor Training and Resource Network
2. <http://www.pharmacistsletter.com/?referer=xula.edu/ptrn.urls>
3. Click "Create CE ID #" under "I Need a CE ID#"
4. Fill out the form with your information
5. Verify your information and confirm your status as a preceptor for Xavier University of Louisiana

Your CE ID# will be automatically created. You will be able to use your ID# from any computer to access Preceptor Training and Resource Network

## CRITERIA FOR PHARMACIST PRECEPTORS

1. Must be a registered pharmacist for at least two years and in good standing with the State Board of Pharmacy.
2. Should possess and exhibit the qualities of an instructor, effectively combining teaching and supervision, and utilizing good communications skills in teaching and practice.
3. Must become familiar with the objectives of the program and make every effort to integrate the teaching of these objectives into everyday practice.
4. Should demonstrate a desire for professional growth and advancement of the profession as evidenced by but not limited to:
  - a. Participation in ***Preceptor Education*** initiatives sponsored by the college.
  - b. Active participation in the Local, State and/or National Pharmacy organizations.
  - c. Tangible evidence of interest in maintaining professional competence.
  - d. Providing feedback on the program to the College of Pharmacy.
5. Must be willing to meet periodically for lectures, seminars, and workshops.
6. Must be willing and able to provide information and instruction to patients concerning the safe and appropriate use of prescription and non-prescription medicines and devices.
7. Must be willing to allow students to make professional decisions with supervision.
8. Must be willing to allow the student to actively participate in the practice environment, rather than to merely observe and listen.
9. Must be willing to complete an online mid-term and final evaluation of the student's performance objectively, understanding that a fair and constructive evaluation of the student's ability to perform the designated activities is a serious responsibility which affects the student's progress and performance as a future practitioner.

## **CRITERIA FOR PHARMACY ROTATION SITES**

1. Must be acceptable to the State Board of Pharmacy.
2. Must meet the standards set by governmental organizations such as the FDA & DEA.
3. All areas of the Pharmacy must be clean and reflect a professional image.
4. Must have an adequate professional library.
5. Must provide adequate exposure to patients and other health professionals.
6. Should have a policy and procedure manual so that the student can learn the routine procedures as quickly as possible in order to devote maximal time to the facets of the practice which involve decision making.
7. Should utilize a patient medication record for patients.
8. Routinely provide health care information to patients and other health care professionals.
9. **Community Pharmacy Practice Rotation:**
  - a) Must stock a representative line of non-prescription items in close proximity to the pharmacy department.
  - b) Must stock a representative line of sick room and health care articles.
  - c) Should participate in several third-party payment programs.
  - d) Must have an adequate prescription volume to expose the student to a variety of therapeutic classes of medication.
10. **Institutional Pharmacy Practice Rotation:**
  - a) Must meet the standards of the Joint Commission on Accreditation of Healthcare Organizations.
  - b) Must receive a copy of the physician's order and keep patient profiles.
  - c) Must provide intravenous admixtures and operate a unit dose drug distribution system.
11. **Clinical Pharmacy Practice Rotation:**
  - a) Must provide pharmacy services in cooperation with patients, prescribers, and/or other members of inter-professional health care teams based upon sound therapeutic principles, evidence-based data, and research skills.
  - b) Must provide opportunity for student to interpret, and evaluate patient information to determine the presence of a disease, medical condition, or drug-related problem(s), assess the need for treatment and/or referral, and identify patient-specific factors that affect health, pharmacotherapy, and/or disease management.
  - c) Must provide opportunity for student to develop skills in drug regimen review by monitoring and assessing the patient and/or patient information, recommending drug changes that enhance patient outcomes, collaborating with other health care professionals, providing patient education and documenting patient information and intervention; Develop and implement population-specific, evidence-based disease management programs and protocols.
12. **Elective Specialty Pharmacy Rotations** must meet ACPE competencies which may include any combination of institutional, community, or clinical pharmacy rotation requirements.
13. The preceptor of record at the rotation site must understand that when students are assigned to the site **they are not to replace paid intern, technician or clerk positions.**

# COMMUNITY PHARMACY PRACTICE ROTATION

## COMMUNITY PHARMACY PRACTICE ROTATION

**SEMESTER CREDIT HOURS:** 6 credit hours per rotation

### **COMPETENCIES:**

#### **GENERAL ABILITY**

- A. Speak and write clearly, using logical patterns of organization.
- B. Demonstrate sensitivity and tolerance within a culturally diverse society.
- C. Demonstrate an appreciation of the obligation to participate in efforts to help individuals and to improve society and the health care system.
- D. Promote intellectual growth and continued professional competence through self-learning.

#### **PROFESSIONAL PRACTICE**

- A. Provide Pharmaceutical Care
  - 1. Gather and organize information in order to identify ongoing or potential drug-related problems and the root cause of the problems.
  - 2. Interview the patient/caregiver to help determine the adequacy of patient therapeutic self-management.
  - 3. Communicate alternative dosage strategies to the prescriber to help resolve specific patient therapeutic problems.
  - 4. Monitor the safety and efficacy of therapeutic plans.
  - 5. Receive and correctly interpret oral and written prescription orders.
  - 6. Verify prescription order for legitimacy and apply local, state, and federal regulations properly when filling prescriptions.
  - 7. Collaborate with physicians, other health care professionals, patients, and/or their caregivers to formulate a pharmaceutical care plan.
  - 8. Integrate basic knowledge as needed to design, implement, and evaluate patient-specific pharmacotherapeutic regimens.
  - 9. Identify allergies and potential drug-drug, and drug-disease interactions when using the patient's drug profile.
  - 10. Integrate patient and drug information with drug dosing methods to calculate appropriate dosage adjustments.

11. Accurately prepare prescriptions.
12. Counsel patients/caregivers on Over-the-Counter (OTC) medications and devices.  
*The student is required to counsel two patients using the patient consultation form – see appendix.*
13. Counsel patients/caregivers on prescription medications.  
*The student is required to counsel two patients using the patient consultation form – see appendix*
14. Display the attitudes, habits, and values required to render pharmaceutical care.

**B. Manage the Practice**

1. Demonstrates understanding of purchasing, inventory management, and storage of controlled substances.
2. Demonstrates knowledge of purchasing, inventory management, and storage of prescription and non-prescription medications.
3. Demonstrates understanding of third-party payers and formulary procedures.
4. Comply with federal, state, and local laws and related regulations that affect the practice of pharmacy.

**C. Provide Drug Information and Education**

1. Identify and use appropriate drug information resources to respond to patient specific drug problems or inquiries from other health professionals.
2. Develop and present educational materials tailored to the needs and educational background of a given audience (e.g. staff presentations, journal clubs, etc.).

**D. Professionalism and Maturity**

1. Demonstrate judgment, initiative, responsibility, and maturity. Displays a cooperative attitude and is receptive to feedback.
2. Responds to assignments and responsibilities in a timely manner.
3. Reports to rotation site, patient care activities, group discussions, and meetings on time.
4. Exhibits neatness and professionalism in appearance and work.
5. Maintains confidentiality.
6. Demonstrates tact when dealing with staff, patients, and other health professionals.

## ROTATION EVALUATION:

The Community Pharmacy Practice Rotation is a Pass/Fail rotation. The student must receive an average score of “2” or greater in order to pass the rotation.

The student should be evaluated twice during the rotation; at mid-rotation and at the completion of the rotation, using the Student Performance Evaluation Form. The evaluation form should be completed by the preceptor and reviewed with the student.

During the mid-rotation evaluation, the preceptor will be responsible for providing constructive feedback regarding the student’s performance. However, the final grade for the rotation will be determined from the evaluation done at the completion of the rotation.

### Evaluation scale:

<b>1</b> <b>Below Average</b>	<b>2</b> <b>Average</b>	<b>3</b> <b>Above Average</b>	<b>4</b> <b>Excellent</b>
Student requires extensive intervention; tasks not completed; does not meet expectations	Student requires constant intervention; tasks completed after direct questioning; meets expectations with limitations	Student requires minimal intervention; tasks are completed; meets expectations without limitations	Student requires no intervention; tasks are completed independently; exceeds expectations

The evaluation scale should be used to evaluate the student’s performance. The student’s rating should be based upon the average score of their performance on the rotation objectives.

**XAVIER UNIVERSITY OF LOUISIANA  
COLLEGE OF PHARMACY  
Advanced Pharmacy Practice Experience Program**

**Community Pharmacy Practice Rotation**

**Student Performance Mid-Rotation/Final Evaluation Form**

Name of Student \_\_\_\_\_ Pharmacy \_\_\_\_\_

Preceptor \_\_\_\_\_ Rotation from \_\_\_\_\_ to \_\_\_\_\_

The Community Pharmacy Practice rotation is a Pass/Fail rotation. The student must receive an average score of “2” or greater in order to pass the rotation. Please circle the rating that corresponds with the average score (please round to the nearest whole number) of the student’s performance on the rotation objectives.

**OVERALL ASSESSMENT**

**Evaluation scale:**

<b>1 Below Average</b>	<b>2 Average</b>	<b>3 Above Average</b>	<b>4 Excellent</b>
Student requires extensive intervention; tasks not completed; does not meet expectations	Student requires constant intervention; tasks completed after direct questioning; meets expectations with limitations	Student requires minimal intervention; tasks are completed; meets expectations without limitations	Student requires no intervention; tasks are completed independently; exceeds expectations

The evaluation scale should be used to evaluate the student’s performance. The student’s rating should be based upon the average score of their performance on the rotation objectives.

**Additional Comments**

**STUDENT RESPONSE TO EVALUATION:**

The above evaluation has been reviewed with me. My comments are:

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Preceptor

\_\_\_\_\_  
Date

**GENERAL ABILITY-BASED OUTCOMES**

Place a checkmark to indicate your assessment for each domain.

<b>COMPETENCY</b>	Excellent	Above Average	Average	Below Average	N/A
	4	3	2	1	
Speak and write clearly, using logical patterns of organization.					
Demonstrate sensitivity and tolerance within a culturally diverse society.					
Demonstrate an appreciation of the obligation to participate in efforts to help individuals and to improve society and the health care system.					
Promote intellectual growth and continued professional competence through self-learning.					

**PROFESSIONAL ABILITY-BASED OUTCOMES**

<b>COMPETENCY</b>	Excellent	Above Average	Average	Below Average	N/A
<b>Provide Pharmaceutical Care</b>	4	3	2	1	
Gather and organize information in order to identify ongoing or potential drug-related problems and the root cause of the problems.					
Interview the patient/caregiver to help determine the adequacy of patient therapeutic self-management.					
Communicate alternative dosage strategies to the prescriber to help resolve specific patient therapeutic problems.					
Monitor the safety and efficacy of therapeutic plans.					
Receive and correctly interpret oral and written prescription orders.					
Verify prescription order for legitimacy and apply local, state, and federal regulations properly when filling prescriptions					
Collaborate with physicians, other health care professionals, patients, and/or their caregivers to formulate a pharmaceutical care plan					
Integrate basic knowledge as needed to design, implement, and evaluate patient-specific pharmacotherapeutic regimens					
Identify allergies and potential drug-drug and drug-disease interaction when using the patient's drug profile.					
Integrate patient and drug information with drug dosing methods to calculate appropriate dosage adjustments					
Accurately prepare prescriptions.					

<b>COMPETENCY</b>	Excellent 4	Above Average 3	Average 2	Below Average 1	N/A
Counsel patients/caregivers on OTC medications and devices. <i>The student is required to counsel two patients using the patient consultation form – see appendix</i>					
Counsel patients/caregivers on prescription medications. <i>The student is required to counsel two patients using the patient consultation form – see appendix</i>					
Display the attitudes, habits, and values required to render pharmaceutical care.					
<b>Manage the Practice</b>					
Demonstrates understanding of purchasing, inventory management, and storage of controlled substances.					
Demonstrates knowledge of purchasing, inventory management, and storage of prescription and non-prescription medications.					
Demonstrates understanding of third-party payers and formulary procedures.					
Comply with federal, state, and local laws and related regulations that affect the practice of pharmacy.					
<b>Provide Drug Information and Education</b>					
Identify and use appropriate drug information resources to respond to patient specific drug problems or inquiries from other health professionals.					
Develop and present educational materials tailored to the needs and educational background of a given audience (e.g. staff presentations, journal clubs, etc.).					
<b>Professionalism and Maturity</b>					
Demonstrate judgment, initiative, responsibility, and maturity. Displays a cooperative attitude and is receptive to feedback.					
Responds to assignments and responsibilities in a timely manner.					
Reports to rotation site, patient care activities, group discussions, and meetings on time.					
Exhibits neatness and professionalism in appearance and work.					
Maintains confidentiality.					
Demonstrates tact when dealing with staff, patients, and other health professionals.					

**Total Score** \_\_\_\_\_ ÷ **Number of competencies** \_\_\_\_\_ = **Rating** \_\_\_\_\_

# **INSTITUTIONAL PHARMACY PRACTICE ROTATION**

## **INSTITUTIONAL PHARMACY PRACTICE ROTATION**

**SEMESTER CREDIT HOURS:** 6 credit hours per rotation

### **COMPETENCIES:**

#### **GENERAL ABILITY**

- A. Speak and write clearly, using logical patterns of organization.
- B. Demonstrate sensitivity and tolerance within a culturally diverse society.
- C. Demonstrate an appreciation of the obligation to participate in efforts to help individuals and to improve society and the health care system.
- D. Promote intellectual growth and continued professional competence through self-learning.

#### **PROFESSIONAL PRACTICE**

- A. Provide Pharmaceutical Care
  - 1. Gather and organize information in order to identify ongoing or potential drug-related problems and the root cause of the problems.
  - 2. Communicate alternative dosage strategies to the prescriber to help resolve specific patient therapeutic problems.
  - 3. Receive and correctly interpret oral and written prescription orders.
  - 4. Verify prescription order for legitimacy and apply local, state, and federal regulations properly when filling prescriptions.
  - 5. Collaborate with physicians, other health care professionals, patients, and/or their caregivers to formulate a pharmaceutical care plan.
  - 6. Integrate basic knowledge as needed to design, implement, and evaluate patient-specific pharmacotherapeutic regimens.
  - 7. Identify allergies and potential drug-drug and drug-disease interaction when using the patient's drug profile.
  - 8. Integrate patient and drug information with drug dosing methods to calculate appropriate dosage adjustments.
  - 9. Accurately prepare prescriptions.
  - 10. Accurately prepare parenteral and enteral nutrition products.
  - 11. Accurately prepares or has general understanding of how to prepare cytotoxic agents.

12. Accurately prepare IV/injectable products.
  13. Demonstrate appropriate aseptic technique when preparing IV/injectable drug products.
  14. Accurately and efficiently performs flow rate calculations as needed when filling injectable products.
  15. Demonstrate ability to use medication supply and dispensing system (e.g. Pyxis or other medication dispensing system)
  16. Display the attitudes, habits, and values required to render pharmaceutical care.
- B. Manage the Practice**
2. Demonstrate knowledge of purchasing, inventory management, and storage of controlled substances.
  3. Demonstrate knowledge of purchasing, inventory management, and storage of prescription and non-prescription medications.
  4. Comply with federal, state, and local laws and related regulations that affect the practice of pharmacy.
- C. Manage Medication Use Systems**
5. Participate in the process for reporting and managing medication errors and adverse drug reactions.
  6. Participate in the process for conducting drug use evaluations.
  7. Participate in the evaluation of a drug product for formulary consideration.
  8. Document quality assurance activities according to the specifications of relevant accrediting and regulatory bodies.
- D. Provide Drug Information and Education**
1. Identify and use appropriate drug information resources to respond to patient specific drug problems or inquiries from other health professionals.
  2. Develop and present educational materials tailored to the needs and educational background of a given audience (e.g. staff presentations, journal clubs, etc.)
- E. Professionalism and Maturity**
1. Demonstrate judgment, initiative, responsibility, and maturity. Displays a cooperative attitude and is receptive to feedback.
  2. Responds to assignments and responsibilities in a timely manner.
  3. Reports to rotation site, patient care activities, group discussions, and meetings on time.
  4. Exhibits neatness and professionalism in appearance and work.
  5. Maintains confidentiality.
  6. Demonstrates tact when dealing with staff, patients, and other health professionals.

## ROTATION EVALUATION:

The Institutional Pharmacy Practice Rotation is a Pass/Fail rotation. The student must receive an average score of “2” or greater in order to pass the rotation.

The student should be evaluated twice during the rotation; at mid-rotation and at the completion of the rotation, using the Student Performance Evaluation Form. The evaluation form should be completed by the preceptor and reviewed with the student.

During the mid-rotation evaluation, the preceptor will be responsible for providing constructive feedback regarding the student’s performance. However, the final grade for the rotation will be determined from the evaluation done at the completion of the rotation.

### Evaluation scale:

<b>1</b> <b>Below Average</b>	<b>2</b> <b>Average</b>	<b>3</b> <b>Above Average</b>	<b>4</b> <b>Excellent</b>
Student requires extensive intervention; tasks not completed; does not meet expectations	Student requires constant intervention; tasks completed after direct questioning; meets expectations with limitations	Student requires minimal intervention; tasks are completed; meets expectations without limitations	Student requires no intervention; tasks are completed independently; exceeds expectations

The evaluation scale should be used to evaluate the student’s performance. The student’s rating should be based upon the average score of their performance on the rotation objectives.

**XAVIER UNIVERSITY OF LOUISIANA  
COLLEGE OF PHARMACY  
Advanced Pharmacy Practice Experience Program**

**Institutional Pharmacy Practice Rotation**

**Student Performance Mid-Rotation/Final Evaluation Form**

Name of Student \_\_\_\_\_ Pharmacy \_\_\_\_\_

Preceptor \_\_\_\_\_ Rotation from \_\_\_\_\_ to \_\_\_\_\_

The Institutional Pharmacy Practice rotation is a Pass/Fail rotation. The student must receive an average score of “2” or greater in order to pass the rotation. Please circle the rating that corresponds with the average score (please round to the nearest whole number) of the student’s performance on the rotation objectives.

**OVERALL ASSESSMENT**

**Evaluation scale:**

<b>1 Below Average</b>	<b>2 Average</b>	<b>3 Above Average</b>	<b>4 Excellent</b>
Student requires extensive intervention; tasks not completed; does not meet expectations	Student requires constant intervention; tasks completed after direct questioning; meets expectations with limitations	Student requires minimal intervention; tasks are completed; meets expectations without limitations	Student requires no intervention; tasks are completed independently; exceeds expectations

The evaluation scale should be used to evaluate the student’s performance. The student’s rating should be based upon the average score of their performance on the rotation objectives.

**Additional Comments:**

**STUDENT RESPONSE TO EVALUATION:**

The above evaluation has been reviewed with me. My comments are:

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Preceptor

\_\_\_\_\_  
Date

## GENERAL ABILITY-BASED OUTCOMES

Place a checkmark to indicate your assessment for each domain.

<b>COMPETENCY</b>	Excellent 4	Above Average 3	Average 2	Below Average 1	N/A
Speak and write clearly, using logical patterns of organization.					
Demonstrate sensitivity and tolerance within a culturally diverse society.					
Demonstrate an appreciation of the obligation to participate in efforts to help individuals and to improve society and the health care system.					
Promote intellectual growth and continued professional competence through self-learning.					

## PROFESSIONAL ABILITY-BASED OUTCOMES

<b>COMPETENCY</b>	Excellent 4	Above Average 3	Average 2	Below Average 1	N/A
<b>Provide Pharmaceutical Care</b>					
Gather and organize information in order to identify ongoing or potential drug-related problems and the root cause of the problems.					
Communicate alternative dosage strategies to the prescriber to help resolve specific patient therapeutic problems.					
Receive and correctly interpret oral and written prescription orders.					
Verify prescription order for legitimacy and apply local, state, and federal regulations properly when filling prescriptions					
Collaborate with physicians, other health care professionals, patients, and/or their caregivers to formulate a pharmaceutical care plan					
Integrate basic knowledge as needed to design, implement, and evaluate patient-specific pharmacotherapeutic regimens					
Identify allergies and potential drug-drug and drug-disease interaction when using the patient's drug profile.					
Integrate patient and drug information with drug dosing methods to calculate appropriate dosage adjustments					
Accurately prepare prescriptions.					
Accurately prepare parenteral and enteral nutrition products.					
Accurately prepares or has general understanding of how to prepare cytotoxic agents.					
Accurately prepare IV/injectable products.					
Demonstrate appropriate aseptic technique when preparing IV/injectable drugs.					
Accurately and efficiently performs flow rate calculations as needed when filling injectable products.					

<b>COMPETENCY</b>	Excellent 4	Above Average 3	Average 2	Below Average 1	NA
Demonstrate ability to use medication supply and dispensing system (e.g. Pyxis or medication dispensing system)					
Display the attitudes, habits, and values required to render pharmaceutical care.					
<b>Manage the Practice</b>					
Demonstrates understanding of purchasing, inventory management, and storage of controlled substances.					
Demonstrates knowledge of purchasing, inventory management, and storage of prescription and non-prescription medications.					
Comply with federal, state, and local laws and related regulations that affect the practice of pharmacy.					
<b>Manage Medication Use Systems</b>					
Participate in the process for reporting and managing medication errors and adverse drug reactions.					
Participate in the process for conducting drug use evaluations.					
Participate in the evaluation of a drug product for formulary consideration.					
Document quality assurance activities according to the specifications of relevant accrediting and regulatory bodies					
<b>Provide Drug Information and Education</b>					
Identify and use appropriate drug information resources to respond to patient specific drug problems or inquiries from other health professionals.					
Develop and present educational materials tailored to the needs and educational background of a given audience (e.g. staff presentations, journal clubs, etc.).					
<b>Professionalism and Maturity</b>					
Demonstrate judgment, initiative, responsibility, and maturity. Displays a cooperative attitude and is receptive to feedback.					
Responds to assignments and responsibilities in a timely manner.					
Reports to rotation site, patient care activities, group discussions, and meetings on time.					
Exhibits neatness and professionalism in appearance and work.					
Maintains confidentiality.					
Demonstrates tact when dealing with staff, patients, and other health professionals.					

**Total Score** \_\_\_\_\_ ÷ **by Number of competencies** \_\_\_\_\_ = **Rating** \_\_\_\_\_

# **CLINICAL PHARMACY PRACTICE ROTATION**

## **CLINICAL PHARMACY PRACTICE ROTATION**

**SEMESTER CREDIT HOURS:** 6 credits per rotation

### **COMPETENCIES:**

#### **GENERAL ABILITY**

- A. Speak and write clearly, using logical patterns of organization.
- B. Demonstrate sensitivity and tolerance within a culturally diverse society.
- C. Demonstrate an appreciation of the obligation to participate in efforts to help individuals and to improve society and the health care system.
- D. Promote intellectual growth and continued professional competence through self-learning.

#### **PROFESSIONAL PRACTICE**

- A. Provide Pharmaceutical Care
  - 1. Gather and organize information in order to identify ongoing or potential drug-related problems and the root cause of the problems.
  - 2. Collect accurate and comprehensive information to be used in monitoring therapeutic outcomes.
  - 3. Review patient profiles or medication administration records to determine the adequacy of patient therapeutic self-management.
  - 4. Interview the patient/caregiver to help determine the adequacy of patient therapeutic self-management.
  - 5. Communicate alternative dosage strategies to the prescriber to help resolve specific patient therapeutic problems.
  - 6. Monitor the safety and efficacy of therapeutic plans.
  - 7. Evaluate laboratory test results and pharmacokinetics data.
  - 8. Evaluate information obtained from the patient's history and physical assessment.
  - 9. Evaluate research studies.
  - 10. Collaborate with physicians, other health care professionals, patients, and/or their caregivers to formulate a pharmaceutical care plan.
  - 11. Integrate basic knowledge as needed to design, implement, and evaluate patient-specific pharmacotherapeutic regimens.

12. Select a drug delivery system that will provide optimal therapeutic benefit to individual patients.
13. Integrate patient and drug information with drug dosing methods to calculate appropriate dosage adjustments.
14. Counsel patients/caregivers on prescription medications.
15. Counsel patients/caregivers on non-prescription medications and devices.
16. Document pharmaceutical care activity in the patient's medical record to facilitate communication and collaboration among providers.
17. Record information related to the provision of pharmaceutical care to individual patients.
18. Display the attitudes, habits, and values required to render pharmaceutical care.

#### B. Manage the Practice

1. Use pharmacoeconomic data in the selection of drug delivery form, amount, and brand vs. generic of a drug product.
2. Comply with federal, state, and local laws and related regulations that affect the practice of pharmacy.

#### C. Manage Medication Use Systems

1. Apply principles of pharmacoeconomics in making pharmaceutical care decisions.
2. Apply principles of humanistic outcomes in determining impact of pharmaceutical care services on patient's quality of life.

#### D. Provide Drug Information and Education

1. Identify and use appropriate drug information resources to respond to patient specific drug problems or inquiries from other health professionals.
2. Develop and present educational materials tailored to the needs and educational background of a given audience (e.g. staff presentations, journal clubs, etc.)

#### E. Professionalism and Maturity

1. Demonstrate judgment, initiative, responsibility, and maturity. Displays a cooperative attitude and is receptive to feedback.
2. Responds to assignments and responsibilities in a timely manner.
3. Reports to rotation site, patient care activities, group discussions, and meetings on time.
4. Exhibits neatness and professionalism in appearance and work.
5. Maintains confidentiality.
6. Demonstrates tact when dealing with staff, patients, and other health professionals.

## **STUDENT CONDUCT:**

1. The student should conduct themselves in a professional manner at all times while at the rotation site. The student should remember that their actions are a reflection of themselves and Xavier University of Louisiana, College of Pharmacy.
2. The students should write-up patients within 24 hours after being assigned and follow their progress until discharge or transfer to another Medical team. The student's patient cards or monitoring forms should be turned into the preceptor after the student has finished their patient assessment.
3. The student should always be prompt and prepared for patient rounds, pharmacy conferences and discussions. **Having to work is NEVER to be used as an excuse for not being at the rotation site, not being prepared for discussions, or not having assignments completed on time.**

*The following information can be used as guide when monitoring patients and presenting case presentations:*

### **PATIENT CASE PRESENTATION**

#### **I. GENERAL INFORMATION AT THE TIME OF PRESENTATION**

Initials, age, race, gender, date of admission, chief complaint

#### **II. HISTORY OF PRESENT ILLNESS (HPI)**

Briefly state in chronological order the presentation of symptoms leading to this admission.

#### **III. PAST MEDICAL HISTORY (in chronological order)**

- A. Pertinent Childhood Illnesses
- B. Pertinent Adult Illnesses
- C. Hospitalizations/Surgeries

#### **IV. PATIENT'S FAMILY HISTORY**

- A. Positive for which diseases
- B. Negative for which diseases
- C. Any hereditary diseases
- D. Other significant family history

#### **V. SOCIAL HISTORY**

- A. Smoking: when started/stopped; number of pack years.
- B. Drinking: what, how much, when
- C. Occupation
- D. Other pertinent lifestyle factors
- E. Illicit drug use
- F. Sexual habits and preferences

## **VI. DRUG HISTORY**

- A. Rx and OTC medications (present/pertinent past)
- B. Any known allergies? Food, drug, others.

## **VII. REVIEW OF SYSTEMS**

List any pertinent positive or negative findings noted during the system review. (To review systems, start at the top of the head and work down the body, reviewing each system as you go. For example, does the patient have headaches, earaches, problems with his/her eyes, nose, throat, teeth, lungs, heart, stomach, intestines, urinary tract, etc.?)

## **VIII. PHYSICAL EXAMINATION**

- A. Vital signs, weight, other general habits
- B. Any positive or pertinent negative physical findings on examination. (Should relate to the clinical presentation or disease state and supplement information in the review of systems).

## **IX. ABNORMAL OR PERTINENT RESULTS OF INITIAL LABORATORY TESTS**

- A. SMA-7
- B. CBC (H&H)
- C. U/A, C&S
- E. CXR
- F. EKG
- G. Urine toxicology screen
- H. Any other special studies ordered on admission

## **X. PATIENT'S PROBLEM LIST AND WORK-UP PLANS**

List each problem found by history, physical and/or laboratory data and outline a plan to evaluate and correct the problem.

Know the:

- (a) Major disease state relating to the problem;
- (b) Purpose of the diagnostic test ordered;
- (c) Reason for the selected drug therapy or course of management.

## **XI. PATIENT DISPOSITION/HOSPITAL COURSE**

Summarize the patient's ER, hospital, or clinic course, noting any positive/negative laboratory tests or diagnostic tests. Patient symptomatology, therapy, and monitoring parameters should be discussed as well.

## **XII. DISCUSSION**

- A. The discussion segment of the case presentation should focus on a specific disease state relative to the patient's case and also focus on a specific therapeutic management (e.g. use of n-acetylcysteine in acetaminophen toxicity).
- B. After presenting the disease state and its management, the student will relate his/her patient's management to the current standard of care.

## **XIII. DISEASE STATE AND DRUG THERAPY PRESENTATION FORMAT**

- A. Disease state: the student should be able to relate the patient's presentation, treatment and hospital course to the "classic" presentation, treatment and prognosis of the disease by considering the following:
  - 1. Definition
  - 2. Incidence
  - 3. Prevalence
  - 4. Etiology
  - 5. Pathology
  - 6. Major symptoms
  - 7. Diagnostic laboratory tests
  - 8. Prognosis: treated and untreated
  - 9. Drug therapy: classical - investigational
- B. Drug therapy in Your Patient: Know the kinetics, pharmacology, drug interactions, and toxicology of your patient's medications. You may choose to discuss any or all pertinent aspects of your patient's therapy.

*The following information can be used as a guide when completing a journal club presentation:*

### **JOURNAL CLUB PRESENTATION**

#### **I. ACCEPTABLE JOURNALS**

An acceptable list of journals will be provided by each preceptor.

#### **II. AUTHOR INFORMATION**

- A. How was the study funded?
- B. What is the education/training of the authors?
- C. Where was the study performed? Are the author's faculty/students of an institution or a pharmaceutical company?

#### **III. ABSTRACT**

- A. Does the article have an abstract?
- B. Does the abstract contain any information not found in the full text of the citation?
- C. Is the abstract succinct enough to give the reader an idea of the purpose, results and conclusions of the study?

#### **IV. INTRODUCTION SECTION**

- A. What is the rationale for doing the study?
- B. What was/were the objective(s) of the study?
- C. Does this study “reinvent” the wheel or does it contribute new information

#### **V. METHODOLOGY SECTION**

- A. What study design was used?
  - 1. Was the study prospective or retrospective; was it an experiment, a descriptive study, a case-control study or a cohort study?
  - 2. Was the study randomized, i.e. were the patients randomly assigned to the different study groups? What method of randomization was used?
  - 3. Was the study blinded?
  - 4. Was the study controlled? Was the therapy used compared against a placebo? Did the patients serve as their own controls, or was a separate control group used? If a separate control group was used, how similar was it to the treatment group?
- B. What patient eligibility criteria were used, i.e. how did the author decide whether or not to enroll the patients in the study?
- C. Did the patients provide written informed consent before participating in the study?
- D. Were the terms and endpoints used in the study clearly defined?
- E. What statistical tests were used, if any? Were they appropriate?

#### **VI. RESULTS SECTION**

- A. Was there a clear description of patients studied? Was statistical analysis done to compare the two groups to make sure they were the same? What was the outcome?
- B. Did the author identify the number of patients studied and reasons for patients being dropped or lost to follow-up?
- C. Were any adverse drug reactions or treatment complications reported? Were they adequately described? What was the outcome?
- D. What was the quality and quantity of the presentation of the data and the statistical analysis? Was anything left out or were any extra data added?

#### **VII. DISCUSSION SECTION**

- A. Does the discussion flow in a logical manner? Did the authors quote other reports on related topics to help develop their discussion of the results (i.e. were they pertinent to the subject)? Were the citations from refereed journals?
- B. Did the authors explain any unexpected results in an unbiased manner?
- C. Did the authors describe any shortcomings or problems associated with the study?

## VIII. CONCLUSION SECTION

- A. Is the conclusion based upon the patient population studied and the results reported by the authors? Did the authors try to extrapolate their results to other patient populations not studied?
- B. What is/are the author's final conclusion(s) and/or recommendations(s)?

### ROTATION EVALUATION:

The Clinical Pharmacy Practice Rotation is a Pass/Fail rotation. The student must receive an average score of "2" or greater in order to pass the rotation.

The student should be evaluated twice during the rotation; at mid-rotation and at the completion of the rotation, using the Student Performance Evaluation Form. The evaluation form should be completed by the preceptor and reviewed with the student.

During the mid-rotation evaluation, the preceptor will be responsible for providing constructive feedback regarding the student's performance. However, the final grade for the rotation will be determined from the evaluation done at the completion of the rotation.

### Evaluation scale:

<b>1</b> <b>Below Average</b>	<b>2</b> <b>Average</b>	<b>3</b> <b>Above Average</b>	<b>4</b> <b>Excellent</b>
Student requires extensive intervention; tasks not completed; does not meet expectations	Student requires constant intervention; tasks completed after direct questioning; meets expectations with limitations	Student requires minimal intervention; tasks are completed; meets expectations without limitations	Student requires no intervention; tasks are completed independently; exceeds expectations

The evaluation scale should be used to evaluate the student's performance. The student's rating should be based upon the average score of their performance on the rotation objectives.

**XAVIER UNIVERSITY OF LOUISIANA  
COLLEGE OF PHARMACY  
Advanced Pharmacy Practice Experience Program**

**Clinical Pharmacy Practice Rotation**

**Student Performance Mid-Rotation/Final Evaluation Form**

Name of Student \_\_\_\_\_ Pharmacy \_\_\_\_\_

Preceptor \_\_\_\_\_ Rotation from \_\_\_\_\_ to \_\_\_\_\_

The Clinical Pharmacy Practice rotation is a Pass/Fail rotation. The student must receive an average score of “2” or greater in order to pass the rotation. Please circle the rating that corresponds with the average score (please round to the nearest whole number) of the student’s performance on the rotation objectives.

**OVERALL ASSESSMENT**

**Evaluation scale:**

<b>1 Below Average</b>	<b>2 Average</b>	<b>3 Above Average</b>	<b>4 Excellent</b>
Student requires extensive intervention; tasks not completed; does not meet expectations	Student requires constant intervention; tasks completed after direct questioning; meets expectations with limitations	Student requires minimal intervention; tasks are completed; meets expectations without limitations	Student requires no intervention; tasks are completed independently; exceeds expectations

The evaluation scale should be used to evaluate the student’s performance. The student’s rating should be based upon the average score of their performance on the rotation objectives.

**Additional Comments**

**STUDENT RESPONSE TO EVALUATION:**

The above evaluation has been reviewed with me. My comments are:

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Preceptor

\_\_\_\_\_  
Date

## **GENERAL ABILITY-BASED OUTCOMES**

Place a checkmark to indicate your assessment for each domain.

<b>COMPETENCY</b>					
	Excellent	Above Average	Average	Below Average	N/A
	4	3	2	1	
Speak and write clearly, using logical patterns of organization.					
Demonstrate sensitivity and tolerance within a culturally diverse society.					
Demonstrate an appreciation of the obligation to participate in efforts to help individuals and to improve society and the health care system.					
Promote intellectual growth and continued professional competence through self-learning.					

## **PROFESSIONAL ABILITY-BASED OUTCOMES**

<b>COMPETENCY</b>					
<b>Provide Pharmaceutical Care</b>	Excellent	Above Average	Average	Below Average	N/A
	4	3	2	1	
Gather and organize information in order to identify ongoing or potential drug-related problems and the root cause of the problems.					
Collect accurate and comprehensive information to be used in monitoring therapeutic outcomes.					
Review patient profiles or medication administration records to determine the adequacy of patient therapeutic self-management.					
Interview the patient/caregiver to help determine the adequacy of patient therapeutic self-management.					
Communicate alternative dosage strategies to the prescriber to help resolve specific patient therapeutic self-management problems.					
Monitor the safety and efficacy of therapeutic plans.					
Evaluate laboratory test results and pharmacokinetics data.					
Evaluate information obtained from the patient's history and physical assessment.					
Evaluate research studies.					
Collaborate with physicians, other health care professionals, patients, and/or their caregivers to formulate a pharmaceutical care plan.					
Integrate basic knowledge as needed to design, implement, and evaluate patient-specific pharmacotherapeutic regimens.					
Select a drug delivery system that will provide optimal therapeutic benefit to individual patients.					

<b>COMPETENCY</b>	Excellent 4	Above Average 3	Average 2	Below Average 1	N/A
Integrate patient and drug information with drug dosing methods to calculate appropriate dosage adjustments.					
Counsel patients/caregivers on prescription medications.					
Counsel patients/caregivers on non-prescription medications and devices.					
Document pharmaceutical care activity in the patient's medical record to facilitate communication and collaboration among providers.					
Record information related to the provision of pharmaceutical care to individual patients.					
Display the attitudes, habits, and values required to render pharmaceutical care.					
<b>Manage the Practice</b>					
Use pharmacoeconomic data in the selection of drug delivery form, amount, and brand vs. generic of a drug product					
Comply with federal, state, and local laws and related regulations that affect the practice of pharmacy.					
<b>Manage Medication Use Systems</b>					
Apply principles of pharmacoeconomics in making pharmaceutical care decisions					
Apply principles of humanistic outcomes in determining impact of pharmaceutical care services on patient's quality of life.					
<b>Provide Drug Information and Education</b>					
Identify and use appropriate drug information resources to respond to patient specific drug problems or inquiries from other health professionals.					
Develop and present educational materials tailored to the needs and educational background of a given audience (e.g. case presentation, journal clubs, etc.)					
<b>Professionalism and Maturity</b>					
Demonstrate judgment, initiative, responsibility, and maturity. Displays a cooperative attitude and is receptive to feedback.					
Responds to assignments and responsibilities in a timely manner.					
Reports to rotation site, patient care activities, group discussions, and meetings on time.					
Exhibits neatness and professionalism in appearance and work.					
Maintains confidentiality.					
Demonstrates tact when dealing with staff, patients, and other health professionals.					

**Total Score** \_\_\_\_\_ ÷ **by Number of competencies** \_\_\_\_\_ = **Rating** \_\_\_\_\_



## **APPENDIX A**

### **PEP Student Required Forms:**

**Student Acknowledgement  
PEP Clearance Checklist  
Health Clearance Physical  
Student Profile Form  
Confidentiality Statement  
Consent to Release Medical Information  
Student Absentee Form  
Student Time Sheet  
Patient Counseling Form  
Graduation Clearance Checklist**

# STUDENT ACKNOWLEDGEMENT FORM

Xavier University College of Pharmacy  
Advanced Pharmacy Practice Experience (APPE)

Name (last, first, middle):	
Xavier ID #:	
Phone Number:	
E-mail Address:	
<p>I hereby certify that I have read and understand the Xavier University College of Pharmacy (XUCOP) <b>Advanced Pharmacy Practice Experience (APPE) Manual</b> and that all information submitted in connection with my PEP File is true and correct. I agree that XUCOP PEP Staff may verify any of the information in support of my participation in the APPE Program. I understand that I am under a continuing obligation to advise XUCOP PEP of any changes which may occur during the PEP Program. I understand and agree that the omission, misrepresentation, or concealment of any significant fact in any statement may be considered sufficient reason for interruption of rotation experiences until investigations are complete and decisions rendered. I understand that the requirements for successful completion of the PEP Meeting Course include (PEP Manual – page 8 revised):</p> <p>All P4 students are required to register and successfully complete The Professional Experience Program (PEP) Meeting Course by receiving a passing grade in order to graduate.</p> <ol style="list-style-type: none"><li>4) Adhere to all of the policies and procedures in the APPE Manual</li><li>5) Pass seven (7) – six (6) week rotations</li><li>6) Pass quizzes and/or tests based on information from the Top 200 Drugs and APPE Manual. A score of 75% on each quiz/test is required to earn a passing grade.</li><li>7) Pass a series of three (3) comprehensive competency examinations, including two (2) Objective Structured Clinical Examinations (OSCEs) and one (1) NAPLEX-type Examination. An overall combined score of 75% on the examination series is required to earn a passing grade.</li><li>8) Participation in all assigned remediation activities, comprehensive NAPLEX review sessions, and faculty led NAPLEX Review Sessions.</li></ol>	
Signature:	Date:

# Professional Experience Program (PEP) Clearance Checklist Form

*(This form must be on file before the start of IPPE and APPE Assignments)*

PASSED:      IPPE I      IPPE II      IPPE III

PLACE OF EMPLOYMENT

- |   |  |
|---|--|
| <input type="checkbox"/> Tetanus Diptheria –TD <i>(within the past 10 yrs.)</i>   | <input type="checkbox"/> Student Profile                     |
| <input type="checkbox"/> Tb Skin Test – PPD <i>(to be updated between March 15<sup>th</sup> &amp; April 1<sup>st</sup> of each year)</i>      |  |
| <input type="checkbox"/> Confidentiality Statement  | <input type="checkbox"/> Copy of XUID Card                   |
| <input type="checkbox"/> Measles, Mumps, Rubella (MMR)  | <input type="checkbox"/> Copy of Health Ins. Card            |
| <input type="checkbox"/> Hepatitis B I – 1 <sup>st</sup> shot   | <input type="checkbox"/> Copy of Intern License              |
| <input type="checkbox"/> Hepatitis B II – 2 <sup>nd</sup> shot given 1 month after 1 <sup>st</sup> shot                                       | <input type="checkbox"/> Background Check                    |
| <input type="checkbox"/> Hepatitis B III- 3 <sup>rd</sup> shot given 6 months after 1 <sup>st</sup> shot                                      | <input type="checkbox"/> CPR Training Certificate            |
| <input type="checkbox"/> Varicella Vaccine – 2 doses or titer<br><i>between March 15<sup>th</sup> &amp; April 1<sup>st</sup> of each year</i> | <input type="checkbox"/> Physical Exam <i>(to be updated</i> |
| <input type="checkbox"/> Drug Screening (mandatory)<br><i>Randomly called by the PEP Office</i>   | <input type="checkbox"/> Name Badge                          |

**By signing this form I understand:**

- Immunizations are required for participation in IPPE Program and APPE Rotations.
- Immunization requirements are based on CDC guidelines.
- The documentation listed above must be submitted to the PEP Office before starting IPPE Program and APPE Rotations.
- I cannot complete rotations at the company where I am employed.

\_\_\_\_\_  
Print Name/XUID#

\_\_\_\_\_  
PEP Office Staff

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



Xavier University of Louisiana

# PHYSICAL EXAMINATION FORM

(please print or type)

Student's Name \_\_\_\_\_ XUID \_\_\_\_\_ Phone # \_\_\_\_\_  
 Birth Date \_\_\_\_\_ R-respirations \_\_\_\_\_ T-temp. \_\_\_\_\_ Allergies \_\_\_\_\_  
 Height \_\_\_\_\_ Weight \_\_\_\_\_ % Body Fat (optional) \_\_\_\_\_ Pulse \_\_\_\_\_ BP \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ Vision  
 R 20/ \_\_\_\_\_ L 20/ \_\_\_\_\_ Corrected: Y N Pupils: Equal \_\_\_\_\_ Unequal \_\_\_\_\_

Normal

Abnormal Findings

Initials

### Medical

Eyes/Ears/Nose/Throat

**Hearing Test (optional)**

Lymph Nodes

Heart

Pulses

Lungs

Abdomen

Skin

### Musculoskeletal

Neck

Back

Shoulder/Arm

Elbow/Forearm

Wrist/Hand/Fingers

Hip/Thigh

Knee

Leg/Ankle

Foot/Toes

### Clearance

Cleared

Cleared after completing evaluation/rehabilitation for:

Not cleared for: \_\_\_\_\_ Reason: \_\_\_\_\_

Recommendations:

I certify that I have on this date examined this student and that, on the basis of the examination, I have found no reason which would make it medically inadvisable for this student to participate in the pharmacy clinical clerkship (*Note exceptions above*)

Examiner (please print): \_\_\_\_\_

Examiner's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Examiner's Phone Number: \_\_\_\_\_

**Note: Consent and HIPAA Release Forms must be signed by the student on a separate sheet.**

History and Physical Examination Forms are modified from the forms approved by the American Academy of Family Physicians, the American Academy of Pediatrics, the American Medical Society for Sports Medicine, the American Orthopedic Society for Sports Medicine and the American Osteopathic Academy of Sports Medicine.

# Student Profile Form

## PROFESSIONAL EXPERIENCE PROGRAM

Name: Last - \_\_\_\_\_ First - \_\_\_\_\_ MI - \_\_\_\_\_

Xavier ID #: \_\_\_\_\_ Cell Phone #: \_\_\_\_\_

Local Address: \_\_\_\_\_ Local Phone #: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

E-mail address (required): \_\_\_\_\_ D.O.B.: \_\_\_\_\_

Intern Permit #: \_\_\_\_\_ Issue Date: \_\_\_\_\_

Permanent Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone #: \_\_\_\_\_ Person to notify in case of emergency: \_\_\_\_\_

Relationship: \_\_\_\_\_ Work Phone: \_\_\_\_\_ Home Phone: \_\_\_\_\_

**I. PHARMACY WORK EXPERIENCE** – *List your pharmacy/clinical work experience starting with your most recent job. Also, list non-dispensing responsibilities which may include direct patient contact, clinical assessment and/or therapeutic drug monitoring.*

Pharmacy/Hospital Name	Duties	Dates
Clinical Work Site	Responsibilities	Dates

**II. PROFESSIONAL EXPERIENCE ASSESSMENT** – *Check the box that best describes your level of actual work experience at this time.*

Work Experience	None	Minimal	Moderate	Extensive
<i>Processing Prescriptions</i>				
<i>Compounding</i>				
<i>Physical Contact (Phone)</i>				
<i>Physical Contact (Personal)</i>				
<i>Patient Contact</i>				
<i>Patient Counseling</i>				
<i>OTC Counseling</i>				
<i>Third-Party Claims Processing</i>				
<i>Controlled Substance Records</i>				
<i>Inventory-Ordering &amp; Receiving</i>				
<i>Unit Dose Distribution</i>				
<i>Preparing IV Admixtures</i>				
<i>Computer Usage</i>				
<i>Use of Automated Drug Dispensing System</i>				
<i>Servicing Nursing Homes</i>				

XAVIER UNIVERSITY OF LOUISIANA  
PROFESSIONAL EXPERIENCE PROGRAM

**CONFIDENTIALITY STATEMENT**

In accordance with the Health Insurance Portability and Accountability Act (HIPAA) of 1996 and the Privacy Regulations, 45 C.F.R. Parts 160 and 164 issued under said act, I understand and agree that, as a pharmacy student at Xavier University of Louisiana College of Pharmacy, I may, in the course of my experiential training, have access to personal information contained in patient profiles and/or medical records which may be confidential in nature. I am also aware that I may come in contact with professional and/or business practices, which may be of a confidential or proprietary nature.

I hereby agree that all medical or business information concerning patient care, administrative or business practices at the site will be held in the strictest of confidence. Discussions about patient care will be confined to conferences with the preceptor, attending physician, or other authorized healthcare personnel as stated by the preceptor.

I also agree that no patient identifiable records, copies of records or work papers with patient identification will be removed from the rotation site. All work prepared for Xavier University experiential purposes at the site will be identified only by initials or another not easily identifiable patient number. Access to computerized medical or other computerized data will only be performed with the expressed consent of the preceptor. Any information given to the Professional Experience Program office will be totally free of any patient identifying data.

I understand that signing this statement, I agree with the information mentioned above, and that disregard for the above requirements may result in a failing grade and/or immediate dismissal from the experiential program.

Signature: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Date: \_\_\_\_\_

# CONSENT TO RELEASE MEDICAL INFORMATION

I understand that Xavier University of Louisiana may need to use and disclose information about my health or medical problems for the purpose of arranging, conducting, or referring my treatment; for obtaining payment for services; and for participation in pharmacy experiential programs. I consent to the use of my information for the purposes of treatment, payment, health care operations and for participation in pharmacy experiential programs.

I understand that my consent is not needed if the law requires Xavier University to report some aspect of my protected health information to a government agency (for example: suspected abuse, communicable disease, and potential for serious bodily harm to myself or others).

I understand that I have the right to review Xavier University’s Privacy Notice, to request restrictions on the use of my information, and to revoke my consent at a later date.

I understand that if I withhold consent for the use of my information for the purposes of treatment, payment, or operations. Xavier University may refuse to undertake my care.

I authorize Xavier University to release my:

- Name
- Address
- Phone No.
- E-mail
- Physical Results
- Diagnosis of health status
- Lab tests or results
- X-rays
- Immunization Records
- Insurance Policy Information
- Other information concerning my health as follows:  
\_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

---

Signature	Date	Printed name	XUID#
-----------	------	--------------	-------

### Entity to which information will be released:

To: \_\_\_\_\_ FAX: \_\_\_\_\_

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**XAVIER UNIVERSITY OF LOUISIANA  
COLLEGE OF PHARMACY  
Advanced Pharmacy Practice Experience Program**

**Student Absentee Form**

**This form is required whenever the student is absent from the rotation or changes normal work hours to accommodate time off requests.**

**Student Name** \_\_\_\_\_

**Date** \_\_\_\_\_

**Name of APPE Rotation** \_\_\_\_\_

**Name of Preceptor** \_\_\_\_\_

**Date(s) of proposed Absence** \_\_\_\_\_

**Reason for Absence: (e.g. residency/job interview-include location, sick, etc.)**

**Description of plans to make-up time:**

**Preceptor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Student Signature** \_\_\_\_\_

**Approved / Disapproved (to be completed by APPE Asst. Director)**

**Procedure for completing form**

The student should:

- A. Complete the form in its entirety after conferring with the preceptor
- B. Obtain the preceptor's signature
- C. Attach all supporting documentation to this form (e.g. invitation letter for interviews, registration confirmation for professional meetings, etc.)
- D. Submit the form to the PEP office at least 2 weeks prior to the proposed date of absence for approval by the PEP Office.

**The PEP Office will notify the preceptor and the student via e-mail once the request has been approved or disapproved.**



**Xavier University of Louisiana  
College of Pharmacy  
Advanced Pharmacy Practice Experience Program**

**Patient Consultation Form**

**Patient History:**

**Allergies:**

**Health conditions:**

**Current medications (prescription, OTC, herbal):**

**Name of medication:**

**Indications for use:**

**Administration and dosage:**

**Adverse effects:**

**Drug interactions:**

**Contraindications and warnings:**

**Special instructions:**

**Instructions for missed dose:**

**Storage:**

**Duration of Therapy:**

**Preceptor Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Preceptor Signature:** \_\_\_(online validation)\_\_\_\_\_

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Xavier University of Louisiana  
College of Pharmacy  
Professional Experience Program  
Graduation Clearance Checklist**

*The following Clearances must be completed.*

Graduating Student Name: \_\_\_\_\_

XU ID#: \_\_\_\_\_

- |   |                          |   |
|---|--------------------------|---|
| Student Affairs/Assessment<br>Dr. Rondall Allen<br><a href="mailto:reallen@xula.edu">reallen@xula.edu</a><br>520-5365       | <input type="checkbox"/> | <b>complete online AACP/ACPE Graduating Student Survey</b>                                      |
| Financial Aid<br>Gina Rachal<br><a href="mailto:ghinton@xula.edu">ghinton@xula.edu</a><br>520-5213                          | <input type="checkbox"/> | <b>complete form @ <a href="http://www.mappingyourfuture.com">www.mappingyourfuture.com</a></b> |
| Office of Loan Collections<br>Mrs. Carolyn Robinson<br><a href="mailto:crobins3@xula.edu">crobins3@xula.edu</a><br>520-5232 | <input type="checkbox"/> |   |
| Student Accounts<br>Ms. Kendra Tircuit<br><a href="mailto:ktircuit@xula.edu">ktircuit@xula.edu</a><br>520-5239              | <input type="checkbox"/> |   |
| Pharmacy Library<br>Ms. Diane Scott<br><a href="mailto:dscott@xula.edu">dscott@xula.edu</a><br>520-7311                     | <input type="checkbox"/> |   |
| Pharmacy Alumni Affairs<br>Mrs. Sheryl W. Rodriguez<br><a href="mailto:swrodrig@xula.edu">swrodrig@xula.edu</a><br>520-7407 | <input type="checkbox"/> |   |
| Registrar's Office<br>Mrs. Gilda Knight<br><a href="mailto:gknight@xula.edu">gknight@xula.edu</a><br>520-5434               | <input type="checkbox"/> |   |

Offices listed should be contacted to verify clearance.

This form is for verification that all of your student accounts/requirements have been completed for graduation clearance.  
FOR YOUR RECORDS ONLY

# APPENDIX B

## **E-Value Rotation Management System (ERMS) Instructions**

\*\*\*\*\*

### **Quick Start:**

Open your browser from an Internet-connected computer. In the Address space, type: <https://www.e-value.net>

### **Log in:**

Type your login name (Firstname.Lastname) and password and click the "**Login**" button. If you do not have your login name or password click the "**Forget your login information?**" link. On the next screen enter the security word as it appears on the screen. Then enter your email address and click "**Request Login**". You will be sent an email which will contain a link. Clicking on the link will automatically log you in and take you to the Password Change screen. *The link will only be good for 24 hours.*

### **Change your password:**

Click the "**Password Change**" option on the left side of your screen. Type your new password. Click the "**Change Password**" button. Passwords should be at least 6 characters in length and no longer than 10 and can be made up of a combination of letters and numbers. Passwords *are not* case sensitive.

### **View Student Schedules:**

Locate the "**Reports Menu**". Click "**Schedules**" and then click on the word "**Rosters**". Under "**Roles Selection**" choose "**Preceptor**" and click "**Next**". Although you have the ability to filter your choices, choose the "**Next**" button to display your rotation schedule for the academic year.

### **Complete an evaluation:**

Click the "**Pending**" option in the "Evaluations" submenu on the left side of your screen. Your evaluations are grouped by activity with your oldest evaluations listed first. Next, click on the "**Edit Evaluation**" link next to an evaluation. You may be required to complete the oldest evaluations first. If so, newer evaluations will remain in queue until your older ones are completed.

### **Remove an evaluation:**

Click the "**Suspend**" link next to an evaluation. You will be prompted to provide a reason why you are requesting removal of the evaluation. If you did not work with a person but you know who did, please include this information. Your message will be sent to your E\*Value administrator, who will determine if your evaluation should be deleted or re-activated for you to complete. If the suspended evaluation is deleted, your E\*Value administrator will assign a new evaluation to the correct individual.

**Save an evaluation:**

Click the "**Save for Later**" button at the bottom of the evaluation. This will save the answers but will leave the evaluation in a pending state. You may come back to this evaluation later to make modifications before submitting it.

**Submit a completed evaluation:**

Click the "**Submit**" button at the bottom of the evaluation. If you have not answered mandatory questions, E\*Value will let you know and will highlight the incomplete mandatory questions in red. Once submitted, an evaluation can no longer be edited.

**View the evaluations you have submitted:**

Click the "**Completed**" button in the "Evaluations" submenu on the left side of your screen. Click on the evaluation you wish to view.

**Log a procedure/diagnosis:**

Click the "Px Dx" menu option on the left side of your screen. Complete the fields provided. The supervisor you indicated will be sent an e-mail notice of your procedure and be requested to validate your claim. If the supervisor does not validate your procedure claim, you will be sent an e-mail notice.

**View other reports** by clicking the "Reports" menu button on the left side of your screen.

**Log out of E\*Value:**

Click the "Log Out" menu button on the left side of your screen. If you leave E\*Value to visit another web-site and attempt to return via the browser's "Back" button, E\*Value will require you to log back in again.

**E-Value *online help* available:**

Click "**Help**" under the Administration Tab to find:

- FAQ's
- Manuals
- Flash Tutorials

## APPENDIX C

### **Background Checks and Employment Verifications**

All Xavier College of Pharmacy students participating in the Professional experience Program must complete a criminal background check and employment verification. This is one of the terms of the affiliation agreements between the University and the affiliate sites where students perform rotations. This requirement applies to students, residents and interns of all of the health sciences.

We have arranged with Verified Credentials to perform this service for our students. Go to [www.myvci.com/xavier](http://www.myvci.com/xavier) - and follow the onscreen instructions to order a background check and employment verification.

### **Drug Screening**

In accordance with the policy of the Louisiana Board of Pharmacy, all pharmacy interns are “subject to confidential, random drug screen and/or evaluations.”

(Louisiana Administrative Code- Chapter 7, Section 703; LABP)

We have arranged with Expert Drug Testing to provide this service.

<p><b>Expert Drug Testing</b> <b>4640 S. Carrollton Ave., Suite 225</b> <b>Phone 504-482-6433</b></p>
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Other Expert Drug Testing facilities may be utilized for drug screening – only when a PEP Staff Member provides this information to the student.

### **Procedure for Notification of Random Drug Screen**

If you are selected for a random drug screen note following:

- The PEP Office is responsible for notifying students of random drug screening.
- You and your preceptor will be notified by a phone call to your rotation site.
- You must arrange with your preceptor to report to Expert Drug Testing *the same day* between 8am-4pm - **NO excuses, exceptions or re-scheduling!!**
- Your driver’s license and Xavier ID card are required
- After testing bring or fax your lab receipt to the PEP office for confirmation.
- Failure to report will be considered a positive drug screen and reported to the La. Board of Pharmacy for further review.

## APPENDIX D

### DRESS CODE

All students must wear a clean white pressed professional short jacket with long sleeves; (*not a lab coat, as is typically worn by physicians and other medical practitioners*) with a Xavier University College of Pharmacy emblem sewn on the **left** shoulder of the jacket.

In addition, the student must have a **name badge** and **institutional identification** (if necessary) **worn at all times during the rotation. No other badges, insignia, etc. from other pharmacies or medical practice sites may be worn in conjunction with the above-mentioned attire.**

Students are expected to dress appropriately to include their professional white jackets and name badges at all times during PEP hours, **PEP meetings, and when on campus (i.e. Career Fairs )**.

# APPENDIX E

## Xavier University College of Pharmacy HONOR SYSTEM

### Introduction

Professionals as described in the Oath of a Pharmacist devote their lives to a significant social value. Pharmacy is a learned profession requiring individuals to dedicate themselves voluntarily to acquiring and maintaining exceptional knowledge and skills in order to provide pharmaceutical care in an ethical context. Pharmacists must exhibit moral and ethical conduct in their daily interactions with patients and other healthcare providers. Pharmacists dedicate themselves to excellence in their knowledge, skill, and caring because they adhere to high moral and ethical standards. This enables them to maintain a covenantal relationship with society.

Professionalism requires constant attention. The seeds of professionalism are sown when students begin their preparation for pharmacy school, are cultivated and nurtured in pharmacy school, and are brought to fruition and maintained during their careers as pharmacists. Becoming a professional means more than just mastering the science of pharmacy.

### A. CODE OF CONDUCT

The Code of Conduct is not intended to embarrass or punish, but rather to provide a guideline on which to base decisions. For that reason, the Code of Conduct is to be used as an educational tool to guide all members of the College of Pharmacy in their professional development. It is applicable to all members of the College in all activities associated with the College of Pharmacy. The Code of Conduct has several intentions:

- To promote and protect an environment of learning for all members of the College of Pharmacy both inside and outside the classroom,
- To assist in improving and maintaining the image of the College of Pharmacy as a premier institution of learning, and
- To foster character development by establishing a standard of principled behavior and professional decision-making.

### Responsibilities of Members of the College of Pharmacy

The culture of the College of Pharmacy is determined by its members. Therefore, all members of the College of Pharmacy have responsibilities to uphold and protect the learning environment, professional education, and integrity of a degree awarded from the Xavier University of Louisiana College of Pharmacy. To that end, all members of the College of Pharmacy should:

- Be familiar with the expectations listed in the Code of Conduct,
- Actively promote and maintain professional conduct, and
- Adhere to the same standards they expect others to follow.

In addition, all activities associated with the College of Pharmacy should have clear and reasonable expectations regarding the conduct of participants. When appropriate, written expectations should be provided with advance notice. Examples of situations that could have further written expectations for conduct include, but are not limited to, course syllabi, local, state and national meeting information, student organization meetings and functions, college events (dinners, programs, events, etc.), and any other activity where patient or professional contact is possible.

In general the specific elements of the Code of Conduct are:

1. Members of the College of Pharmacy shall show respect for themselves and each other as colleagues. Actions are considered unacceptable if they are intended to insult or stigmatize an individual or group on any basis. Actions are considered unacceptable if they exhibit conduct which is lewd, indecent, or obscene, or which are patently offensive to an individual, academic community or clinical practice setting.
2. All communications involving members of the College of Pharmacy will be respectful and courteous. Verbal, written and electronic communications must be free of material that is harassing, profane, intimidating, or inappropriate. Every communication reflects the College of Pharmacy and should be professional in manner.
3. All members of the College of Pharmacy should enjoy an opportunity to take part in the learning process. Members of the College of Pharmacy shall not disrupt instructional sessions, administrative activities, or other college related events. Special attention should be paid to common etiquette such as the following:
  - Members of the College of Pharmacy should arrive on time (late attendees should be discreet)
  - Members of the College of Pharmacy should be attentive rather than disruptive (do not talk, eat, or sleep, etc.) in class or College sponsored meetings
  - All comments should be on topic and respectful for everyone in attendance
  - Members of the College of Pharmacy should dress appropriately for the occasion and for the position/status. (See Standards for Student Attire - Appendix 1)
4. Members of the College of Pharmacy shall not steal, damage, destroy, or endanger physical or intellectual property belonging to the College, a member of the College or a location affiliated with the College.
5. Members of the College of Pharmacy must always represent themselves truthfully. Falsely representing oneself or another is unacceptable.
6. Members of the College of Pharmacy shall not violate any laws or policies that bring into questions the member's suitability as a member of the College of Pharmacy.
7. Members of the College of Pharmacy have several obligations, both academic and extracurricular, that are agreed upon within the college. All professional and organizational obligations shall be upheld whenever possible. If obligations are unable to be fulfilled, appropriate measures should be taken (i.e. phone calls, apologetic letters, etc.).
8. Members of the College of Pharmacy who feel that the Code of Conduct is being violated should follow the grievance policy as set forth by the College. When appropriate, the grievance should be first discussed, privately, between the two parties. All parties involved in the grievance are innocent until proven otherwise and are entitled to due process.
9. All decisions and actions taken, as a result of reported grievance, will remain confidential.

## B. Academic Integrity

The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the University and encourages the sharing of ideas that is essential to scholarship. Similarly, the educational process requires that individuals present their own ideas and insights for evaluation, critique, and eventual reformulation. Presentation of others' work as one's own is not only intellectual dishonesty, but also undermines the educational process.

Academic integrity is violated by any dishonest act which is committed in an academic context including, but not restricted to the following:

## 1. Cheating

Cheating is the fraudulent or dishonest presentation of work. Cheating includes but is not limited to:

- the use or attempted use of unauthorized aids in examinations or other academic exercises submitted for evaluation;
- fabrication, falsification, or misrepresentation of data, results, sources for papers or reports, or in clinical practice, as in reporting experiments, measurements, statistical analyses, tests, or other studies never performed; manipulating or altering data or other manifestations of research to achieve a desired result; selective reporting, including the deliberate suppression of conflicting or unwanted data;
- falsification of papers, official records, or reports;
- actions that destroy or alter the work of another student;
- unauthorized cooperation in completing assignments or during an examination;
- the use of purchased or otherwise acquired essays or term papers, or of purchased preparatory research for such papers;
- submission of the same written work in more than one course without prior written approval from the instructors involved
- dishonesty in requests for make-up exams, for extensions of deadlines for submitting papers, and in any other matter related to a course or experiential rotations/training
- copying another student's answers during a test, quiz, or assignment
- using another student's data or results in a lab or experiment
- use of any device, electronic, or otherwise, to transmit, receive, share, or store information during an exam, quiz, or assignment
- communication of any kind, verbal, written, or otherwise to any person besides the instructor or proctor during an exam or quiz
- possession of a final exam given at Xavier at any time
- allowing another student to represent your work as his own, including copying your answers during an exam, quiz, or assignment.
- failing to report, under guarantee of anonymity, cheating, observed in any of the categories listed above.

## 2. Plagiarism

Plagiarism is the act of taking the words, ideas, data, illustrations, or statements of another person or source, and presenting them as one's own. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.

## 3. Other breaches of academic integrity include:

- the misrepresentation of one's own or another's identity for academic purposes;
- the misrepresentation of material facts or circumstances in relation to examinations, papers, or other evaluation activities;
- the sale or provision of papers, essays, or research for fraudulent use;
- the alteration or falsification of official University records;
- the unauthorized use of University academic facilities or equipment, including computer accounts and files;
- the unauthorized recording, sale, purchase, or use of academic lectures, academic computer software, or other instructional materials;
- the expropriation or abuse of ideas and preliminary data obtained during the process of editorial or peer review work submitted to journals, or in proposals for funding by agency panels or by internal University committees;
- the expropriation and/or inappropriate dissemination of personally-identifying human subject data;
- the unauthorized removal, mutilation, or deliberate concealment of materials in University libraries, media, or academic resource centers.

#### 4. Collusion

Collusion is defined as assistance or an attempt to assist another student in an act of academic dishonesty. Collusion is distinct from collaborative learning, which may be a valuable component of students' scholarly development. Acceptable levels of collaboration vary in different courses, and students are expected to consult with their instructor if they are uncertain whether their cooperative activities are acceptable.

### C. Promoting Academic Integrity: Roles of Community Members

#### 1. Student Roles in Maintaining Academic Integrity

Students have a responsibility to maintain high standards of academic integrity in their own work, and thereby to maintain the integrity of their degree. It is their responsibility to be familiar with, and understand, the College policy on academic integrity.

Students who become aware of a violation of academic integrity by a fellow student should respond in one of the following ways:

- Students may discuss their concerns with the student whom they suspect of a violation. Direct contact by another student may be the best means of resolving the problem. Repeated demonstration of student concern for academic integrity will in the long run build a peer-regulated community.
- The student may also discuss the matter with the instructor.
- If the incident is a major violation or part of a repeated pattern of violations, students should bring their concerns to the attention of the instructor, or to the appropriate division chairperson or associate dean. Suspected violations by students reported to members of the faculty or to an associate dean will be handled according to the grievance procedures set forth by the College.

Students who have serious concern that a faculty member is not living up to his or her responsibility to safeguard and promote academic integrity should speak with the faculty member directly, or should bring their concern to the attention of the division chairperson or associate dean.

#### 2. Faculty Roles in Fostering Academic Integrity

Faculty members should provide students with a positive environment for learning and intellectual growth and, by their words and actions, promote conditions that foster academic integrity.

Faculty should be concerned about the impact of their behavior on students. Students are sensitive to messages communicated in informal discussions and in casual faculty remarks about personal decisions and value judgments. Students are perhaps most sensitive to how responsibly faculty members fulfill their obligations to them in careful preparation of classes, in the serious evaluation of student achievement, and in their genuine interest in and availability to students.

Faculty should promote academic integrity in the following specific ways:

- at the beginning of each course, instructors should discuss academic integrity in order to promote an ongoing dialogue about academic integrity and to set the tone and establish guidelines for academic integrity within the context of the course, e.g., the extent to which collaborative work is appropriate. Where relevant, instructors should discuss why, when, and how students must cite sources in their written work.
- instructors should provide students with a written syllabus that states course requirements and, when available, examination dates and times.
- instructors are encouraged to prepare new examinations and assignments where appropriate each semester in order to ensure that no student obtains an unfair advantage over his or her classmates by reviewing exams or assignments from prior semesters. If previous examinations are available to some students, faculty members should insure that all students in the course

have similar access. Course examinations should be designed to minimize the possibility of cheating, and course paper assignments should be designed to minimize the possibility of plagiarism.

- a minimum of 2 proctors per 100 students should be present at all examinations, including the final examination, and should provide students with an environment that encourages honesty and prevents dishonesty.
- if make-up exams are given, they should be different from the original exam and should be given at the same time for those students needing a make-up exam.
- if a student is found cheating the faculty member must take the appropriate action immediately.
- faculty should be careful to respect students' intellectual property and the confidentiality of student academic information.
- assignment of grades, which is the sole responsibility of the instructor, should be awarded in a manner fair to all students.

### 3. Academic Deans

Academic deans have overall responsibility for academic integrity within the College. In particular, deans' responsibilities include the following:

- promoting an environment where academic integrity is a priority for both students and faculty,
- ensuring that students who are honest are not placed at an unfair disadvantage, and
- establishing procedures to adjudicate charges of academic dishonesty and to protect the rights of all parties.

### D. PROCEDURES FOR VIOLATIONS OF ACADEMIC INTEGRITY

Professional students in the College of Pharmacy, as future Health Professionals, are held to an ethical code of conduct. Cheating, or the appearance of cheating by any student in the College of Pharmacy will not be tolerated.

Any student caught cheating shall receive a grade of "F" for the course as a minimum. Depending on the circumstances, other academic or disciplinary actions may be taken.

#### The following policies are enforced:

1. Final examinations are not returned to students. Thus possession of such constitutes having stolen materials. Possession of copies of old final examinations is cheating. Any student caught with these exam(s) shall be referred to the Dean of the College of Pharmacy for disciplinary actions and probable dismissal.
2. No study material and/or resources (i.e. calculators) are to be brought into the examination room without the permission of the instructor. If the student is found to have done so, it will be assumed that he/she intended to use the materials unlawfully and will be penalized accordingly with an "F" for the course.
3. A student who communicates with anyone during the course of the test or an examination, without the permission of the instructor, will be immediately dismissed from the examination site and given the grade of "F" for the course. Such communication includes attempts to read from another student's paper.
4. If a student's examination paper, laboratory report, term paper or other written assignment gives evidence of not being completely his/her own work (plagiarism), he/she will be given an "F" for the course.

## E. PROCEDURES FOR VIOLATION OF PROFESSIONAL CONDUCT

Effective Fall 2007, the College of Pharmacy will establish the Board of Professional and Ethical Conduct. This Board will review violations of professional or ethical behavior not related to academic integrity (e.g. Standards for Student Attire violations).

The Board will consist of the presidents of each of the pharmacy classes, the faculty advisors for each class, the Assistant Dean for Student Affairs and the Associate Dean of the College. The Assistant Dean for Student Affairs will Chair the Board.

Faculty or students observing a violation of Professional Conduct should complete a form (being developed) and submit it to the Office of Student Affairs. Students will be informed by the Office of Student Affairs of the violation. The Board of Professional and Ethical Conduct will meet at the end of each semester to review the violations and determine the necessary actions. Students who violate the Student Standards of Attire for four (4) times during their professional years (P1-P4) may be dismissed by the College.

***NOTE: The policies and procedures outlined in the College of Pharmacy Honor System are an addendum to the University Policies and Procedures outlined in the Student Handbook 2006-2008 pages 58 - 64 "Code of Conduct".***

## Standards for Student Attire

The following Standards of Professional Attire will be in effect starting August 1, 2007 and apply to all students enrolled in the XULA COP. Attire standards include the following two categories: **Casual/Daily Dress** and **Professional Dress**.

### When do Casual/Daily Dress standards apply?

Casual/Daily Dress standards should be followed during all hours in which the College is open to the public (generally 7:30 a.m. to 6:00 p.m. Monday through Friday).

### When do Professional Dress standards apply?

Professional Dress standards should be followed for all experiential training (P1 through P4), during presentations on campus (i.e., DSM Case Presentations, class presentations, etc.), Student Body Seminar, Career Fair, rotation meetings or other days designated by faculty or administrative staff.

**ALL PROVISIONS OF THIS CODE APPLY TO BOTH MALE AND FEMALE STUDENTS.**

### 1. Casual/Daily Dress Standards

1. Clean, casual styled clothing and shoes such as:
  - Jeans of appropriate waist height; clothing of jean material and athletic shoes are acceptable.
  - Shirts with a tail or a split should be tucked in
  - Belts should be worn with all pants that have belt loops
  - An undershirt should be worn if undergarments are visible through clothing
  - Skirts longer than two inches above the knee when sitting
  - Sleeveless shirts
  - Organization-branded *approved* T-shirts or jerseys
  - Dress Capri pants
  - Dress sandals
  - Daily bathing and the use of deodorant are encouraged
  - Scrubs
2. Items specifically **NOT** permitted include:
  - Hats, caps or head scarves worn indoors (except head scarves for religious/cultural purposes)
  - Shorts, skorts or mini-skirts
  - Skirts shorter than two inches above the knee when sitting
  - Party or Event T-shirts or T-shirts or sweatshirts with inappropriate or vulgar lettering or messages
  - Frayed, torn, or dirt-washed jeans
  - Sweatpants, spandex or exercise attire
  - "Flip-Flops"
  - Pajamas
  - Spaghetti straps, halter tops, tube tops, low cut tops or tops showing the mid-drift

### o Professional Dress Standards

- a. Clean, professional styled clothing and shoes. Students must wear a **clean white button-front lab jacket** with long sleeves (**NOT** a lab coat, as is typically worn by physicians and other medical practitioners) with a Xavier University College of Pharmacy badge sewn on the **left** shoulder and a **name badge** on the left front pocket of the jacket. If necessary when on rotations, students must also wear the **institutional identification**. **No other badges, insignia, etc. from other pharmacies or medical practice sites may be worn in conjunction with the above-mentioned attire.** In addition, the following specific recommendations must be followed:
  - Pantsuits should be nicely tailored with preference for matching pants and top. The rule should be that the general appearance of the outfit is appropriate for work.
  - All shirts, blouses and tops should cover shoulders.
  - Ladies should wear hosiery. Men must wear socks.
  - Hair should be neat, clean, trimmed, a color found in nature (i.e. no green or pink), and not extreme in style.

- Daily bathing and the use of deodorant are encouraged.
- Make-Up should be natural and as inconspicuous as possible. Heavy use of eye make-up and rouge are discouraged.
- Perfume, cologne or aftershave should be used sparingly, particularly in patient contact areas.
- Shoes should be in good condition, polished, and comfortable. During experiential training, **casual sandals are NOT permitted** and are often in violation of company safety regulations and dress policies. Platform shoes are dangerous and a 3-inch maximum has been set on all high-heeled shoes. **Athletic shoes and sneakers are not permitted** unless specified. Boots are acceptable when worn with dresses or slacks. No combat, field, hiking, or hunting boots will be permitted.
- Nails should be well groomed, manicured and of short to medium length.
- Jewelry should be conservative. Excessively large or dangling jewelry, such as earrings or clanging bracelets, is unacceptable. Jewelry in pierced noses, lips, tongues or other exposed body areas, other than ears is not permitted unless for religious/cultural reasons. Men should not wear earrings.
- Beards should be well-groomed or closely trimmed. Sideburns and mustaches should be well groomed.
- Tattoos must be covered at all times.

i. Items specifically **NOT** permitted as Professional Dress include:

- Hats, caps, and head scarves of any kind (except head scarves for religious purposes)
- Skirts shorter than two inches above the knee when sitting
- Jeans of any color
- Shirts with slogans, advertising or photographs
- Tank tops, undershirts (worn as outer wear), halters, and tube tops
- Scrubs

**3. Exceptions to Dress Standards:**

- a. After Hours and Weekend Attire: Students should dress neatly at all times while in the Pharmacy building. Care should be taken not to wear clothing that might be deemed inappropriate for a professional.
- b. Activities in specific laboratories and patient areas in which the instructors or institutional policy require certain dress supersedes this policy.
- c. Any medical condition that inhibits adherence should be discussed with the Office of Student Affairs.

**4. Enforcement of Dress Standards:**

- a. Standards of Attire are intended to be self-regulated. Please use your professional judgment in adhering to this dress code. Remember you are enrolled in a professional program and are considered a "Student Pharmacist."
- b. These Standards fall under the Code of Conduct for the College of Pharmacy.
- c. Violations of the dress code should be reported to the Board of Professional and Ethical Conduct or the Office of Student Affairs.
- d. Students inappropriately dressed or groomed may be dismissed from classes or asked to leave the building and requested to comply with the standards set forth in this document.
- e. Violations may be brought before the Board of Professional and Ethical Conduct.
- f. Repeated violations may result in dismissal from the program.

Standards for Student Attire \* Developed by the Academic Integrity & Professionalism Task Force  
Approved May 10, 2007 \* By the Academic Assembly of Xavier University College of Pharmacy

# **APPENDIX F**

## **PEP STUDENT INCIDENT REPORT FORM**

The purpose of the PEP Student Incident Report Form is to document incidents that may occur and/or any violation of the policies and procedures of the PEP Program, the College of Pharmacy and/or Xavier University.

# Xavier University College of Pharmacy Professional Experience Program (PEP)

## Incident Report Form

This is a confidential report. Please Print Legibly \*\*\*\*\*

INFORMATION ABOUT THE PERSON INVOLVED IN THE INCIDENT:	
Full Name:	XUID:
Email:	
Phone:	
COP Classification:	

INFORMATION ABOUT THE INCIDENT:	
Date of the Incident:	Time:
Location of Incident:	
Describe what happen, how it happened, factors leading to the event. Be as specific as possible ( attach separate sheet if necessary):	

PEP REPORTERS INFORMATION-TWO PEP STAFF MEMBERS REQUIRED	
Name:	Signature:
Title:	
Name:	Signature:
Title:	

Signature: \_\_\_\_\_  
(person involved)

# APPENDIX G

**XAVIER UNIVERSITY OF LOUISIANA COLLEGE OF PHARMACY**  
**Advanced Pharmacy Practice Experience Program**  
**ROTATION SCHEDULE AND EVENTS CALENDAR**  
**2011-2012 (Updated Annually)**

PEP Rotation Meeting Dates	Rotation Dates	COP Events	Other Events
<b>July 5, 2011</b>	July 6 –Aug. 12		
<b>August 15, 2011</b>	August 22 – Sept. 23	Baseline NAPLEX Comp. Exam <b>Aug. 15</b> RX Prep Review <b>Aug. 16-20, 2011</b> NAPLEX Review Session <b>Sept. 1</b> NAPLEX Review Session <b>Sept. 15</b>	
<b>September 26, 2011</b>	Sept. 27 – Nov. 4	NAPLEX Review Session <b>Sept. 26</b> NAPLEX Review Session <b>Sept. 29</b> NAPLEX Review Session <b>Oct. 13</b> NAPLEX Review Session <b>Oct. 27</b>	Fall Convocation – <b>Oct. 4</b> Fall Career Fair – <b>Oct. 18</b>
<b>November 7, 2011</b>	Nov. 8 – Dec. 9	Practical Exam #1 NAPLEX Review Session <b>Nov. 10</b> NAPLEX Review Session <b>Dec. 1</b>	
		Pharmacy Curriculum Outcomes Assessment (PCOA) – <b>Jan. date TBDt</b>	
<b>January 2, 2012</b>	Jan. 3 – Feb. 10	NAPLEX Review Session <b>Jan. 2</b> NAPLEX Review Session <b>Jan. 12</b> NAPLEX Review Session <b>Jan. 26</b> NAPLEX Review Session <b>Feb. 9</b>	Spring Career Fair– <b>TBA</b>
<b>February 13, 2012</b>	Feb. 14-Mar. 23	NAPLEX Review Session <b>Feb. 13</b> NAPLEX Review Session <b>Feb. 23</b> NAPLEX Review Session <b>Mar. 8</b> NAPLEX Review Session <b>Mar. 22 OPEN</b>	
<b>March 26, 2012</b>	Mar. 27 – Apr. 27	Practical Examination #2 Written Competency Exam #3	
<b>April 30, 2012</b>		Pre-NAPLEX Practice Exam LABP visit NAPLEX Review Session	
			<b>Roll Call- May 7</b> <b>Baccalaureate – May 11</b> <b>Commencement – May 12</b>

The students are to be automatically excused from their rotation for all activities in bold-face type. The preceptor will be notified in advance regarding the time period for which the student is to be excused.

For all other activities students must fill out an absence report have it signed and submit it to the PEP Office for approval. This must be completed at least two weeks in advance of the absence.

This calendar is subject to change.

# APPENDIX H

## PEP SITE EVALUATION FORM

XAVIER UNIVERSITY COLLEGE OF PHARMACY  
1 Drexel Drive \* New Orleans, Louisiana 70125

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Site \_\_\_\_\_ Preceptor \_\_\_\_\_

Student Name \_\_\_\_\_ XUID# \_\_\_\_\_ Class \_\_\_\_\_

<i>New/Ongoing Preceptor Training</i>		
<input type="checkbox"/> XUCOP Mission	<input type="checkbox"/> PEP Program Goals	<input type="checkbox"/> Preceptor Annual Evaluation From
<input type="checkbox"/> Preceptor/Student Responsibilities	<input type="checkbox"/> Patient Counseling Forms	
<input type="checkbox"/> Student Attendance	<input type="checkbox"/> Affiliate Agreement	
<input type="checkbox"/> Student Tardiness	<input type="checkbox"/> Preceptor Profile <input type="checkbox"/> Copy of License	
<input type="checkbox"/> Professional Attire	<input type="checkbox"/> Site Description	
<input type="checkbox"/> ERMS Evaluation Process	<input type="checkbox"/> Preceptor Letter Training Network	
<input type="checkbox"/> Absentee Policy	<input type="checkbox"/> COP Library Access	
	<input type="checkbox"/> Activity Calendar	

### COMMUNITY

- \_\_\_\_\_ **Analyze prescriptions and refills** for patient care issues, e.g., drug allergies, drug /drug interactions, drug/disease interactions, drug/food interactions, adverse effects, dose/schedule, dosage forms, insurance
- \_\_\_\_\_ **Analyze prescriptions for appropriateness** including legitimacy, efficacy, state and federal requirements
- \_\_\_\_\_ **Communication skills** (w/staff, patients and health care professionals)
- \_\_\_\_\_ **Interview and counsel** at least 4 patients / caregivers on prescription and OTC medications and devices (indications, dosage, storage, side effects)
- \_\_\_\_\_ Complete all necessary **calculations** and utilize appropriate technique including use of equipment for compounding a prescription
- \_\_\_\_\_ **Pharmacy management** issues, e. g., patient care, personnel, insurance, inventory purchasing and control, drug security, controlled substance storage and quality assurance
- \_\_\_\_\_ Use of **appropriate drug information resources** to respond to inquiries from preceptor, patients, physicians and other health care professionals
- \_\_\_\_\_ **OTC** review and device demonstration

### INSTITUTIONAL

- \_\_\_\_\_ **Analyze, interpret and process physician orders** for patient care issues and appropriateness
- \_\_\_\_\_ **Medication supply and dispensing** system
- \_\_\_\_\_ **Aseptic technique** in preparing IV/injectable medications
- \_\_\_\_\_ Accurately **calculate** all necessary computations in filling drug orders
- \_\_\_\_\_ Utilize appropriate techniques and knowledgeable of incompatibilities associated with **cytotoxic, parenteral and enteral nutrition** products
- \_\_\_\_\_ **Quality assurance:** ADR reports, medication error reporting system
- \_\_\_\_\_ **Meetings:** Pharmacy staff, P&T, QA, formulary, grand rounds, etc
- \_\_\_\_\_ **Pharmacy management** issues, e.g., regulatory review and accreditation, personnel, security, drug purchasing and inventory control, handling and disposal of controlled substance
- \_\_\_\_\_ Use of **appropriate drug information resources** to respond to inquiries from preceptor, patients,

physicians and other health care professionals

\_\_\_ **Communication skills** (w/staff, patients and health care professionals)

\_\_\_ Journal club, in-service

**CLINICAL**

\_\_\_ **Communications skills** (w/staff, patients and health care professionals)

\_\_\_ Obtain and complete **medication history** (disease states, prescription medications, OTC medications, alternative medications) adverse drug reactions, allergies, social and family history, compliance, patient's comprehension of medications and drug interactions

\_\_\_ **Counsel** based upon patient's need and understanding

\_\_\_ Provide strategies to improve **patient compliance**

\_\_\_ Therapeutic **drug monitoring**

\_\_\_ Case **presentations**; journal club

\_\_\_ Use of appropriate **drug information resources** to respond to inquiries from preceptor, patients, physicians and other health care professionals

\_\_\_ Patient education and counseling

**ELECTIVE:**

**Any combination of community, hospital or clinical criteria listed above**

**COMMENTS:**

Preceptor:

Student:

Additional:

\_\_\_\_\_  
Preceptor Signature

\_\_\_\_\_  
Student Signature

## **APPENDIX I**

### **STUDENT EVALUATION OF PRECEPTOR/SITE**

#### **Student Evaluation of Rotation**

*At the conclusion of each rotation*, the student is required to submit an online evaluation of the rotation experience. The student is to give their honest impression of the site, the preceptor and their overall experience. These evaluations are reviewed and assessed to make decisions and modifications to the PEP Program which serves as a quality improvement/assurance tool to improve the professional experience of our students.

#### **Complete an evaluation:**

- a. Logon to ERMS ([www.e-value.net](http://www.e-value.net))
- b. Click the “Pending” option in the evaluations submenu (grouped by activity)
- c. Click the ‘Edit Evaluation’ link (may be required to complete oldest first)
- d. When complete, click the “Submit” button

# APPENDIX J

## PRECEPTOR RESOURCES

Effective Preceptor Tips  
E-Value Instructions for Preceptors  
Orientation Checklist – Community Practice  
Community Practice Activity Calendar  
Orientation Checklist – Clinical and Institutional Practice  
Institutional Practice Activity Calendar  
Clinical Practice Activity Calendar

# EFFECTIVE PRECEPTOR TIPS

## Effective Preceptors:

- ✓ **Motivate students by providing an environment that is structured, organized and conducive to learning**
- ✓ **Are enthusiastic about sharing knowledge**
- ✓ **Show a genuine interest in the student**
- ✓ **Take time to ask open ended questions and have relevant discussions regarding drug therapy and patient outcomes**
- ✓ **Challenge the student to connect their didactic learning with the practical experience**
- ✓ **Do not belittle when the wrong answer is given but encourage research to find the correct answer**
- ✓ **Promote the clinical development of the student by permitting interaction with other healthcare providers and patients**
- ✓ **Discuss goals and objectives at the beginning of the rotation then evaluate the student's practice site skills providing positive feedback throughout the rotation including discussion of areas of weaknesses.**
- ✓ **Is a positive role model professionally and personally**

# Xavier University College of Pharmacy

## E-Value Rotation Management System (ERMS) Instructions

\*\*\*\*\*

### Quick Start:

Open your browser from an Internet-connected computer. In the Address space, type:  
<https://www.e-value.net>

### Log in:

Type your login name (Firstname.Lastname) and password and click the "**Login**" button. If you do not have your login name or password click the "**Forget your login information?**" link. On the next screen enter the security word as it appears on the screen. Then enter your email address and click "**Request Login**". You will be sent an email which will contain a link. Clicking on the link will automatically log you in and take you to the Password Change screen. *The link will only be good for 24 hours.*

### Change your password:

Click the "**Password Change**" option on the left side of your screen. Type your new password. Click the "**Change Password**" button. Passwords should be at least 6 characters in length and no longer than 10 and can be made up of a combination of letters and numbers. Passwords *are not* case sensitive.

### View Student Schedules:

Locate the "**Reports Menu**". Click "**Schedules**" and then click on the word "**Rosters**". Under "**Roles Selection**" choose "**Preceptor**" and click "**Next**". Although you have the ability to filter your choices, choose the "**Next**" button to display your rotation schedule for the academic year.

### Complete an evaluation:

Click the "**Pending**" option in the "Evaluations" submenu on the left side of your screen. Your evaluations are grouped by activity with your oldest evaluations listed first. Next, click on the "**Edit Evaluation**" link next to an evaluation. You may be required to complete the oldest evaluations first. If so, newer evaluations will remain in queue until your older ones are completed.

### Remove an evaluation:

Click the **"Suspend"** link next to an evaluation. You will be prompted to provide a reason why you are requesting removal of the evaluation. If you did not work with a person but

you know who did, please include this information. Your message will be sent to your E\*Value administrator, who will determine if your evaluation should be deleted or re-activated for you to complete. If the suspended evaluation is deleted, your E\*Value administrator will assign a new evaluation to the correct individual.

### **Save an evaluation:**

Click the **"Save for Later"** button at the bottom of the evaluation. This will save the answers but will leave the evaluation in a pending state. You may come back to this evaluation later to make modifications before submitting it.

### **Submit a completed evaluation:**

Click the **"Submit"** button at the bottom of the evaluation. If you have not answered mandatory questions, E\*Value will let you know and will highlight the incomplete mandatory questions in red. Once submitted, an evaluation can no longer be edited.

### **View the evaluations you have submitted:**

Click the **"Completed"** button in the "Evaluations" submenu on the left side of your screen. Click on the evaluation you wish to view.

### **Log a procedure/diagnosis:**

Click the "Px Dx" menu option on the left side of your screen. Complete the fields provided. The supervisor you indicated will be sent an e-mail notice of your procedure and be requested to validate your claim. If the supervisor does not validate your procedure claim, you will be sent an e-mail notice.

**View other reports** by clicking the "Reports" menu button on the left side of your screen.

### **Log out of E\*Value:**

Click the **"Log Out"** menu button on the left side of your screen. If you leave E\*Value to visit another web-site and attempt to return via the browser's "Back" button, E\*Value will require you to log back in again.

## **E-Value *online help* available:**

Click "**Help**" under the Administration Tab to find:

- FAQ's
- Manuals
- Flash Tutorials

## **VERIFYING HOURS OR GRADING COURSEWORK IN E\*VALUE**

### **HOURS for Community, Institutional and Elective Preceptors**

1. Preceptors will get an email reminder weekly to verify hours that students have entered into the system
2. The email will contain a link that takes you directly to the student's calendar to verify hours.
3. You will see a red circle on the dates where hours need to be verified. Check the hours entered and if correct, check the red circle. It will turn into a green checkmark indicating that you have approved the hours as entered.
4. There is an icon to the immediate right of the red circle. Click it if you wish to enter any notes or comments.
5. To the right of the words "Rotation Hours" there may be a yellow icon. This indicates that the student has entered a comment. Click on the icon to read the comment.
6. Click on another menu item to exit the Rotation Hours Verification screen.

### **To approve hours without an email reminder:**

1. Log into E\*Value
2. From the menu on the left select " Rotation Hours Verification"
3. The rotation calendar will appear and you can follow steps 3- 6 above to complete the verification.

## **COURSEWORK – for Community Preceptors**

### **To Review/Grade Counseling Forms and other Coursework:**

1. You will get an email reminder when you have coursework to review/grade.
2. The email will contain a link that takes you directly to the coursework to be reviewed/graded
3. Select "Click to Grade Coursework"
4. Review the information submitted by the student. At the bottom of the page is a text box where you can enter your comments.

5. Hit "Submit" when you are finished.

**To review/grade coursework without an email reminder:**

1. Log in to E\*Value
2. On your welcome screen in the lower right hand corner will be an alert message if you have coursework pending review.
3. Click on the link.
4. If you have no reminders, click on „Grade Coursework“ on your main menu.
5. You can use the dropdown menus to select a specific item or just click next to display all.
6. All pending coursework will appear and you can follow steps 3-5 above.

**Document Upload for Student View**

To upload documents:

1. You must be on your E\*Value HOME page - Login and Click "Home" tab
2. At the bottom of the HOME page you will see an Edit button.
3. Click the Edit button, this opens the page where documents can be uploaded.
4. Click on the folder icon to browse to your desk top and upload a file.
5. After uploading a file be sure to click Update at the bottom of the page.

**\*\*Note:**

P1 P2 & P3 students will see IPPE Student Documents

P3 & P4 students will see APPE Student Documents



## **ORIENTATION CHECKLIST COMMUNITY PRACTICE**

### **Orientation to practice**

- ✓ Student's workspace, reference materials
- ✓ Dress code: name tag, pharmacy jacket, appropriate clothing for practice setting
- ✓ Hours; times preceptor is off – what to do and who's in charge
- ✓ Absentee policy- whom and when to notify (Submission of paperwork to PEP director is required – refer to program manual) Preceptor's contact information in case of emergency
- ✓ Parking, phone system, email
- ✓ Introduce staff, each one's responsibilities
- ✓ Unique learning opportunities (clinical activities, patient population, provider interests)

### **Orientation to community and company**

- ✓ Community characteristics
- ✓ Company policies

### **Review of student profile**

- ✓ Rotations completed
- ✓ Experience and skills mastered
- ✓ Areas of weakness
- ✓ Student's expectations

### **Overview of rotation**

- ✓ Relate rotation to student's career plans

### **Expectations of preceptor**

- ✓ Goals and objectives
- ✓ Topics to cover
- ✓ Rotation activities; besides technical skills, development of clinical skills – case presentation (most interesting case of the day); OTC project; patient and healthcare provider interaction; pharmaceutical care intervention, journal club, quizzes
- ✓ Student's level of responsibility and autonomy in providing patient care

### **Preceptor/student interaction**

- ✓ Regular time set aside for feedback, assessment and concerns
- ✓ Evaluate at midpoint and end of rotation
- ✓ Student should explain needs
- ✓ Criteria used to achieve honors
- ✓ Student's self-evaluation before discussion of preceptor's evaluation
- ✓ Specific knowledge, skills, attitudes you notice require improvement by the student

### **Expectations of Student**

- ✓ Specific knowledge, skills and attitudes to develop
- ✓ Expectations: grades, etc
- ✓ Topics that may be covered



## Community Practice Rotation Activities Calendar

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Week 1 and 2</b>	Rotation Meeting XU Campus	Orientation Goals  Expectations	Patient counseling	OTC med. Review	Patient counseling  Document pharm. care interventions  <b>Preceptor/student feedback</b>
<b>Week 3</b>	OTC med. Review	OTC device demonstration  Patient counseling	Patient case	Patient counseling	<b>Mid-pt evaluation</b> <b>E-Value website</b>  Document pharm. care interventions
<b>Week 4 and 5</b>	Patient counseling	OTC med. review	Patient counseling	Journal club	<b>Preceptor/student feedback</b>  Document pharm. care interventions
<b>Week 6</b>	OTC med. Review  Patient counseling	Patient case	OTC device Demonstration	Patient counseling	<b>Final evaluation</b> <b>E-Value website</b>  Document pharm. care interventions



## ORIENTATION CHECKLIST CLINICAL AND INSTITUTIONAL

### Orientation to Practice

- ✓ Student workspace, reference materials
- ✓ Dress code: name tag, lab coat
- ✓ Hours & days patient care provided
- ✓ Parking, phone system, email
- ✓ Introduce staff, each one's responsibilities
- ✓ Unique learning opportunities (clinical activities, patient population, provider interests)

### Orientation to community

- ✓ Community characteristics

### Overview of rotation

- ✓ Relate rotation to student's career plans
- ✓ Objectives

### Introduction to student

- ✓ Student profile
- ✓ Rotations completed
- ✓ Experience and skills mastered
- ✓ Areas in need of improvement

### Expectations of Preceptor

- ✓ Objectives and goals
- ✓ Criteria included in evaluation form

### Expectations of Student

- ✓ Specific knowledge, skills and attitudes to develop
- ✓ Expectations: grades, etc
- ✓ Topics that may be covered

### Daily routine

- ✓ Hours & days
- ✓ Student's level of responsibility and autonomy in providing patient care
- ✓ Hospital rounds
- ✓ What to do when preceptor is off
- ✓ Required readings and amount expected

### Hospital policies

- ✓ Directions for writing chart notes, dictating, writing Rx's, referrals
- ✓ Patient selection process
- ✓ Length of time to spend with each patient

### Values

- ✓ Respect for patients and staff
- ✓ Get to know patients?

### Preceptor/Student interaction

- ✓ Format for case presentations
- ✓ Regular time & process for feedback
- ✓ Integrate teaching and learning style
- ✓ Student should explain needs
- ✓ Criteria used to achieve honors
- ✓ Student's self-evaluation before discussion of preceptor's evaluation
- ✓ Specific knowledge, skills, attitudes you notice require improvement by the student

### If a problem arises

- ✓ Absentee policy, how to notify office
- ✓ Who to contact for questions or problems
- ✓ Preceptor contact information in case of Emergency



## Institutional Practice Rotation Activities Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
1 <sup>st</sup> and 2 <sup>nd</sup> week	Rotation meeting XU Campus	Orientation, tour of site, review of policy and procedures.  Discussion of goals and expectations by preceptor and student  Schedule regular time for feedback/ evaluation, Q & A, i.e., 10-20 min/wk (this time may also be used for quizzes, presentations, etc)  Introduction to staff, etc. Intro to order entry process	Cont.training of order entry process All aspects: physician orders, medication orders, ADRs, order clarification, interventions, etc	Order entry Pyxis Unit dose	Weekly feedback, Q&A preceptor and student Discuss topic for presentation or in-service Cont. Order entry Pyxis Unit dose
3 <sup>rd</sup> week	Review aseptic technique , begin IV training	Continue IV training TPNs Cytotoxic Agents	IV training	Journal Club	<b>Mid-pt evaluation</b> <b>E-Value website</b> Weekly feedback, Q & A, quiz, etc preceptor and student
4 <sup>th</sup> and 5 <sup>th</sup> week	Review operational management, inventory management, medication ordering, stocking, billing	Cont review of operational management procedures Controlled substance procedures and distribution Review purpose of QA activities, discussion of formulary management, medication error reporting systems	Grand rounds	Journal Club	Weekly feedback, Q & A, quiz, etc preceptor and student
6 <sup>th</sup> week	Administrative Office Day with Director of Pharmacy/ Assistant Director	Investigational drug studies, overview of hospital pharmacy, etc		Power point presentation/ In-service	<b>Final evaluation</b> <b>E-Value website</b>

**Meetings to attend if applicable: P & T, staff, QA, medical staff teaching conference, medication evaluation review, etc.**



## Clinical Practice Rotation Activities Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1<sup>st</sup> and 2<sup>nd</sup> week</b>	Rotation meeting XU Campus	Orientation, tour of site, review of policy and procedures; patient confidentiality, etc.  Discussion of goals and expectations by preceptor and student  Schedule daily time for feedback/questions.  Introduction to staff and other pertinent personnel	Discussion: - Patient care activities, patient rounds, Grand rounds, case discussions and case presentations; Required reading assignments and exam schedule. Journal club, drug information presentation, new drug monograph, disease state presentation	Hospital committee meetings & seminars to attend -P & T -In-service -QA - medical staff teaching conference, -medication evaluation review, etc	Weekly feedback, concerns, review, Q&A preceptor and student
<b>3<sup>rd</sup> week</b>	Patient rounds  Scheduled activities & presentations	Patient rounds  Scheduled activities & presentations	Grand rounds  Scheduled activities & presentations	Journal club  Scheduled activities & presentations	<b>Mid pt. evaluation E-Value Website</b> Weekly feedback, Q & A, quiz, etc preceptor and student
<b>4<sup>th</sup> and 5<sup>th</sup> week</b>	Patient rounds  Scheduled activities & presentations	Patient rounds  Scheduled activities & presentations	Grand rounds  Scheduled activities & presentations	Journal Club  Scheduled activities & presentations	Weekly feedback, Q & A, quiz, etc preceptor and student
<b>6<sup>th</sup> week</b>	Patient rounds  Scheduled activities & presentations	Patient rounds  Scheduled activities & presentations	Grand rounds  Scheduled activities & presentations	Power point presentation/ In-service	<b>Final evaluation- E-Value Website</b>

**SPECIALTY ROTATION EVALUATION FORMS**  
**(Home Infusion, Compounding, Nuclear)**

## EVALUATION FORM – HOME INFUSION

### GENERAL ABILITY-BASED OUTCOMES

Place a checkmark to indicate your assessment for each domain.

<b>COMPETENCY</b>					
	Excellent 4	Above Average 3	Average 2	Below Average 1	N/A
Speak and write clearly, using logical patterns of organization.					
Demonstrate sensitivity and tolerance within a culturally diverse society.					
Demonstrate an appreciation of the obligation to participate in efforts to help individuals and to improve society and the health care system.					
Promote intellectual growth and continued professional competence through self-learning.					

### PROFESSIONAL ABILITY-BASED OUTCOMES

<b>COMPETENCY</b>					
<b>Provide Pharmaceutical Care</b>	Excellent 4	Above Average 3	Average 2	Below Average 1	N/A
Demonstrate knowledge and recommend proper selection, use and care of medical/ancillary supplies or devices, durable medical equipment and medication administration equipment					
Communicate and collaborate with physicians, other health care professionals, patients and caregivers to foster patient-centered care team approach					
Identify assessments for appropriateness of home care according to practice standards and guidelines of governing accrediting and professional organizations					
Document and evaluate clinical status of patient and response to medication through collection and review of lab tests, physical and nutritional assessments and oral communication with patient, caregiver, nurse and physician					
Provide education and counseling to the patient and/or caregiver about patient's medication therapy, therapeutic outcomes, self-assessing techniques for monitoring effectiveness and proper aseptic techniques					
Determine and communicate accuracy, completeness and appropriateness of prescription orders					
Follow JCAHO guidelines and/or ASHP standards relating to aseptic IV compounding techniques					

Collect accurate and comprehensive information to be used in monitoring therapeutic outcomes.					
<b>COMPETENCY</b>					
	Excellent 4	Above Average 3	Average 2	Below Average 1	N/A
Review patient profiles or medication administration records to determine the adequacy of patient therapeutic self-management.					
Interview the patient/caregiver to help determine the adequacy of patient therapeutic self-management.					
Communicate alternative dosage strategies to the prescriber to help resolve specific patient therapeutic self-management problems.					
Monitor the safety and efficacy of therapeutic plans.					
Evaluate research studies.					
Collaborate with physicians, other health care professionals, patients, and/or their caregivers to formulate a pharmaceutical care plan.					
Integrate basic knowledge as needed to design, implement, and evaluate patient-specific pharmacotherapeutic regimens.					
Integrate patient and drug information with drug dosing methods to calculate appropriate dosage adjustments.					
Counsel patients/caregivers on prescription medications.					
Document pharmaceutical care activity in the patient's medical record to facilitate communication and collaboration among providers.					
Record information related to the provision of pharmaceutical care to individual patients.					
Display the attitudes, habits, and values required to render pharmaceutical care.					
<b>Manage the Practice</b>					
Use pharmacoeconomic data in the selection of drug delivery form, amount, and brand vs. generic of a drug product					
Comply with federal, state, and local laws and related regulations that affect the practice of pharmacy.					
<b>Manage Medication Use Systems</b>					
Apply principles of pharmacoeconomics in making pharmaceutical care decisions					
Apply principles of humanistic outcomes in determining impact of pharmaceutical care services on patient's quality of life.					
<b>Provide Drug Information and Education</b>					
Identify and use appropriate drug information resources to respond to patient specific drug problems or inquiries from other health professionals.					
Develop and present educational materials tailored to the needs and educational background					

of a given audience (e.g. case presentation, journal clubs, etc.)					
<b>COMPETENCY</b>					
	Excellent 4	Above Average 3	Average 2	Below Average 1	N/A
<b>Professionalism and Maturity</b>					
Demonstrate judgment, initiative, responsibility, and maturity. Displays a cooperative attitude and is receptive to feedback.					
Responds to assignments and responsibilities in a timely manner.					
Reports to rotation site, patient care activities, group discussions, and meetings on time.					
Exhibits neatness and professionalism in appearance and work.					
Maintains confidentiality.					
Demonstrates tact when dealing with staff, patients, and other health professionals.					

**Total Score** \_\_\_\_\_ ÷ **by Number of competencies** \_\_\_\_\_ = **Rating** \_\_\_\_\_

## EVALUATION FORM – COMPOUNDING PHARMACY

### GENERAL ABILITY-BASED OUTCOMES

Place a checkmark to indicate your assessment for each domain.

COMPETENCY	Excellent 4	Above Average 3	Average 2	Below Average 1	N/A
Speak and write clearly, using logical patterns of organization.					
Demonstrate sensitivity and tolerance within a culturally diverse society.					
Demonstrate an appreciation of the obligation to participate in efforts to help individuals and to improve society and the health care system.					
Promote intellectual growth and continued professional competence through self-learning.					

### PROFESSIONAL ABILITY-BASED OUTCOMES

COMPETENCY	Excellent 4	Above Average 3	Average 2	Below Average 1	N/A
<b>Provide Pharmaceutical Care</b>					
Gather and organize information in order to identify ongoing or potential drug-related problems and the root cause of the problems.					
Interview the patient/caregiver to help determine the adequacy of patient therapeutic self-management.					
Communicate alternative dosage strategies to the prescriber to help resolve specific patient therapeutic problems.					
Monitor the safety and efficacy of therapeutic plans.					
Receive and correctly interpret oral and written prescription orders.					
Verify prescription order for legitimacy and apply local, state, and federal regulations properly when filling prescriptions					
Collaborate with physicians, other health care professionals, patients, and/or their caregivers to formulate a pharmaceutical care plan					
Integrate basic knowledge as needed to design, implement, and evaluate patient-specific pharmacotherapeutic regimens					
Identify allergies and potential drug-drug and drug-disease interaction when using the patient's drug profile.					
Integrate patient and drug information with drug dosing methods to calculate appropriate dosage adjustments					
Accurately prepare prescriptions.					

<b>COMPETENCY</b>					
	Excellent 4	Above Average 3	Average 2	Below Average 1	N/A
Demonstrate independent competency in pharmaceutical calculations and procedures required to prepare an extemporaneous compound					
Follow quality assurance and documentation procedures appropriately					
Employ standard professional compounding techniques and procedures Practice aseptic techniques involved in preparation of sterile compounds					
Identify active and inactive ingredients of compound and each purpose/use					
Knowledgeable of pharmacy compounded patient specific-doses and dosage forms that address the needs of specialized patients to improve therapeutic outcomes					
Identify and select appropriate equipment necessary to prepare an extemporaneously compounded medication.					
Use appropriate safety precautions and guidelines according to compounding pharmacy's Policy and Procedure Manual (lab coat, gloves, protective eyewear, mask, etc)					
Prepare and maintain clean compounding work area					
Counsel patients/caregivers on OTC medications and devices.					
Counsel patients/caregivers on prescription medications.					
Display the attitudes, habits, and values required to render pharmaceutical care.					
<b>Manage the Practice</b>					
Demonstrates understanding of purchasing, inventory management, and storage of controlled substances.					
Demonstrates knowledge of purchasing, inventory management, and storage of prescription and non-prescription medications.					
Demonstrates understanding of third-party payers and formulary procedures.					
Comply with federal, state, and local laws and related regulations that affect the practice of pharmacy.					
<b>Provide Drug Information and Education</b>					
Identify and use appropriate drug information resources to respond to patient specific drug problems or inquiries from other health professionals.					
Develop and present educational materials tailored to the needs and educational background of a given audience (e.g. staff presentations, journal clubs, etc.).					

<b>COMPETENCY</b>					
	Excellent 4	Above Average 3	Average 2	Below Average 1	N/A
<b>Professionalism and Maturity</b>					
Demonstrate judgment, initiative, responsibility, and maturity. Displays a cooperative attitude and is receptive to feedback.					
Responds to assignments and responsibilities in a timely manner.					
Reports to rotation site, patient care activities, group discussions, and meetings on time.					
Exhibits neatness and professionalism in appearance and work.					
Maintains confidentiality.					
Demonstrates tact when dealing with staff, patients, and other health professionals.					

**Total Score** \_\_\_\_\_  $\div$  **by Number of competencies** \_\_\_\_\_ = **Rating** \_\_\_\_\_

## EVALUATION FORM – NUCLEAR

### GENERAL ABILITY-BASED OUTCOMES

Place a checkmark to indicate your assessment for each domain.

COMPETENCY	Excellent 4	Above Average 3	Average 2	Below Average 1	N/A
Speak and write clearly, using logical patterns of organization.					
Demonstrate sensitivity and tolerance within a culturally diverse society.					
Demonstrate an appreciation of the obligation to participate in efforts to help individuals and to improve society and the health care system.					
Promote intellectual growth and continued professional competence through self-learning.					

### PROFESSIONAL ABILITY-BASED OUTCOMES

COMPETENCY	Excellent 4	Above Average 3	Average 2	Below Average 1	N/A
<b>Provide Pharmaceutical Care</b>					
Knowledgeable of radiation safety information, protection practices and decontamination procedures					
Determine and communicate accuracy, completeness and appropriateness of prescription orders					
Dispense prescription orders accurately and safely ( radiation shielding technique)					
Follow routine quality control procedures					
Identify proper handling, storage and disposal of drugs, radiopharmaceuticals, radioactive waste and biohazardous materials, if applicable					
Demonstrate proper use of survey and analytical instruments					
Communicate with physicians, other health care professionals, patients and caregivers the requirements for receiving, storing and administering radiopharmaceuticals					
Comply with all local, state and federal requirements for shipping radiopharmaceuticals					
Gather and organize information in order to identify ongoing or potential drug-related problems and the root cause of the problems.					
Collect accurate and comprehensive information to be used in monitoring therapeutic outcomes.					
Review patient profiles or medication administration records to determine the adequacy of patient therapeutic self-management.					

<b>COMPETENCY</b>					
	Excellent	Above Average	Average	Below Average	N/A
	4	3	2	1	
Interview the patient/caregiver to help determine the adequacy of patient therapeutic self-management.					
Communicate alternative dosage strategies to the prescriber to help resolve specific patient therapeutic self-management problems.					
Monitor the safety and efficacy of therapeutic plans.					
Evaluate laboratory test results and pharmacokinetics data.					
Evaluate information obtained from the patient's history and physical assessment.					
Evaluate research studies.					
Collaborate with physicians, other health care professionals, patients, and/or their caregivers to formulate a pharmaceutical care plan.					
Integrate basic knowledge as needed to design, implement, and evaluate patient-specific pharmacotherapeutic regimens.					
Select a drug delivery system that will provide optimal therapeutic benefit to individual patients.					
Integrate patient and drug information with drug dosing methods to calculate appropriate dosage adjustments.					
Counsel patients/caregivers on prescription medications.					
Counsel patients/caregivers on non-prescription medications and devices.					
Document pharmaceutical care activity in the patient's medical record to facilitate communication and collaboration among providers.					
Record information related to the provision of pharmaceutical care to individual patients.					
Display the attitudes, habits, and values required to render pharmaceutical care.					
<b>Manage the Practice</b>					
Use pharmacoeconomic data in the selection of drug delivery form, amount, and brand vs. generic of a drug product					
Comply with federal, state, and local laws and related regulations that affect the practice of pharmacy.					
<b>Manage Medication Use Systems</b>					
Apply principles of pharmacoeconomics in making pharmaceutical care decisions					
Apply principles of humanistic outcomes in determining impact of pharmaceutical care services on patient's quality of life.					
<b>Provide Drug Information and Education</b>					
Identify and use appropriate drug information resources to respond to patient specific drug problems or inquiries from other health professionals					

<b>COMPETENCY</b>					
	Excellent	Above Average	Average	Below Average	N/A
	4	3	2	1	
Develop and present educational materials tailored to the needs and educational background of a given audience (e.g. case presentation, journal clubs, etc.)					
<b>Professionalism and Maturity</b>					
Demonstrate judgment, initiative, responsibility, and maturity. Displays a cooperative attitude and is receptive to feedback.					
Responds to assignments and responsibilities in a timely manner.					
Reports to rotation site, patient care activities, group discussions, and meetings on time.					
Exhibits neatness and professionalism in appearance and work.					
Maintains confidentiality.					
Demonstrates tact when dealing with staff, patients, and other health professionals.					

**Total Score** \_\_\_\_\_ ÷ **by Number of competencies** \_\_\_\_\_ = **Rating** \_\_\_\_\_

## APPENDIX K

### OCHSNER WELCOME LETTER AND MAP

Welcome Xavier Pharmacy Student:

On the first day of rotation, you need to report to the *Atrium Lobby in the Atrium Tower at 8:15 a.m.* for orientation. Dr. Brittany Mallini and a representative from Allied Health will conduct the orientation for students. This is a general orientation; the individual preceptors will provide rotation specific orientation. You will be provided with a student manual specific for Ochsner. Dr. Mallini will review items such as, patient rights, confidentiality, HIPAA, parking, and assign lockers. She will also show you the Medical Library and acquire your ID badge, which is necessary for you to function at the Institution. You are also responsible for providing a copy of your Board of Pharmacy permit on the first day of rotation.

On the first day of rotation and thereafter, you will park in the Coolidge parking lot located behind the Ambulatory Pediatric Center and Tansey Breast Center (number 15 on the provided map), directly across Jefferson Highway from Ochsner Medical Center. **A \$10.00 deposit for an ID badge is required**, and will be returned when the ID badge is turned in at the end of your rotation. ***You MUST turn in your Ochsner ID otherwise you will be given a grade of 'F' for the rotation.***

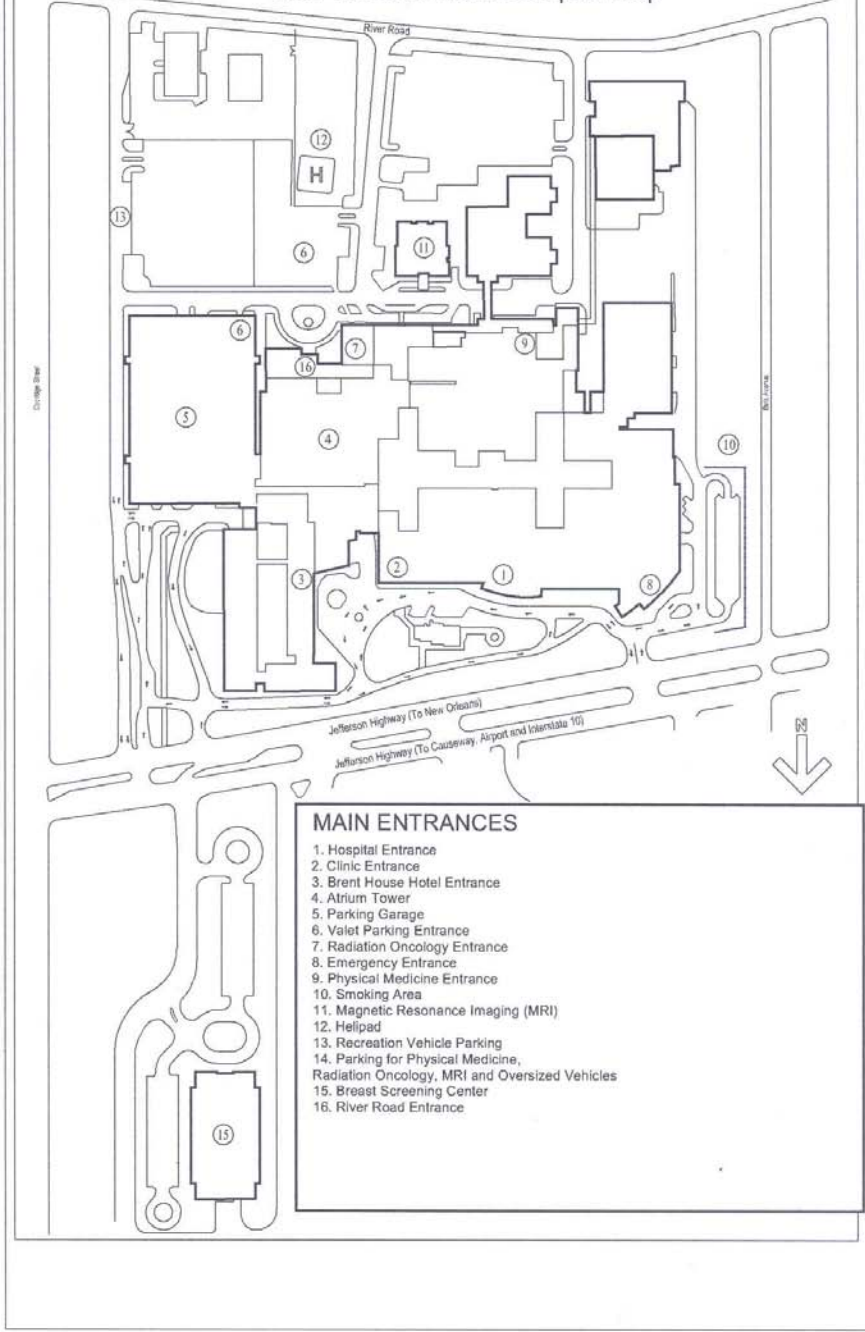
We look forward to seeing you at the Ochsner Medical Center.

Marianne Billeter, Pharm.D, BCPS  
Director, Pharmacy Services

#### **Directions to Ochsner Clinic Foundation from Xavier University**

Take either South Carrollton or Washington Ave. to Earhart Blvd. Turn Right onto Earhart following Earhart onto the Expressway. Take the first exit off of the Earhart expressway (Deckbar). Follow Deckbar to the first stoplight and turn left onto Jefferson Highway. At the second stoplight on Jefferson Highway turn left into the Tansey Breast Center drive. Keep following the road to the gates; this is the Coolidge parking lot. You can either bring the shuttle across the street or walk; in either case it will take about 10-15 minutes to get to the hospital/clinic facility.

## Ochsner Clinic Foundation New Orleans Main Campus Map



### MAIN ENTRANCES

1. Hospital Entrance
2. Clinic Entrance
3. Brent House Hotel Entrance
4. Atrium Tower
5. Parking Garage
6. Valet Parking Entrance
7. Radiation Oncology Entrance
8. Emergency Entrance
9. Physical Medicine Entrance
10. Smoking Area
11. Magnetic Resonance Imaging (MRI)
12. Helipad
13. Recreation Vehicle Parking
14. Parking for Physical Medicine, Radiation Oncology, MRI and Oversized Vehicles
15. Breast Screening Center
16. River Road Entrance

# **APPENDIX L**

## **WEST JEFFERSON MEDICAL CENTER ORIENTATION INFORMATION**

College of Pharmacy Student:

Basil J. Thoppil, PharmD, Director of Pharmacy, Betti Williams, RPh, Informatics & Automation Coordinator, and George Imseis, RPh, Operations Coordinator, would like to welcome you to West Jefferson Medical Center.

Arrival at WJMC Pharmacy is 8:00a.m. Students must wear lab coat with school logo. Proper dress attire and no scrubs may be worn. Report to: Carol Desselle, CPhT, Office Manager, for general orientation.

### **Parking**

Please park in the public parking garage (located behind physician's office building) above the 4<sup>th</sup> level, entrance from Wichers Dr. (See below). Students may not park in parking lot located in front of hospital. Please walk from garage into **Physicians Office Building** and follow hallway (take right by physician statues) to inpatient pharmacy located in hospital.

**Note:** We are not the retail pharmacy located in POB building.

Students will record their time on a daily Time Sheet. All students are required to give a presentation on the last day of rotation.

### **Institutional Students**

Institutional students will be given a calendar with daily assignments and will have contact with the following:

- Pyxis - Automated Dispensing Machine
- PacMed - High Speed Automated Barcoded Unit Dose Packager
- MedCarousel - Automated Medical Storage
- IV room
- Filling labels
- Pneumatic Tube Station
- Ordering and Receiving Inventory
- Overall Pharmacy duties

### **Clinical Students**

Clinical students will be directed to a clinical pharmacist for assignments.

We look forward to having you at our institution with a desire to learn at WJMC Pharmacy.

See you soon!

Carol Desselle, CPhT  
Office Manager  
504-349-1713

**Directions to WJMC:**

Hospital is located on Medical Center Blvd. in Marrero, La. Turn onto Medical Center Blvd. from WB Expy. ground level or elevated Expressway. Continue on Medical Center Blvd. to Wichers Dr. Turn left on Wichers Dr. to Public Parking garage. Park above 4<sup>th</sup> level. Enter POB building and take right by MD bronze statues. Continue down hallway (past Hyperbarics, cafeteria, flower shop, uniform shop). Take right at 1<sup>st</sup> hallway past uniform shop.

When you see the window on wall in middle of hall you have arrived at the pharmacy. Pharmacy # 349-1700

**Requirements of Institutional Students:****P1 RPh – Front Pharmacist**

Students observe order entry pharmacist verifying physician orders and counteracting with physicians on patients orders.

Understands difference between verbal and written physician orders

Students work with P1 pharmacists

- assisting nurses at window
- filling labels
- answering phone calls
- Borrow/Loan

**HMM RPh – additional pharmacist order entry**

More detail of physician order entry

**P3 – Chemo Pharmacist**

Student's shadow P3 pharmacist observing making TPNs, Chemo's, PCA,s, etc.

Students learn where chemo agents are prepared

Pharmacist double check

Proper way of assembling materials on hood

Personnel safety requirements

Reconstituting chemo medications

Compounding techniques

Proper labeling of bags

Proper disposing of material and medications

Spill clean up

**P4 – IV Room**

Students work in IV room learning how to calculate IV Admixtures

Understands importance of recording temperatures of refrigerated medications and IV room log

Aseptic techniques

Handwashing techniques

Preparation of Hood area

Working in the Horizontal Laminar Flow Hood (6 in, etc.)

Stability and Sterility

**P5****Students rotate where most needed**

- credits (non –expired medications no longer needed for patient placed back into medication storage)

**CII Safe**

Students learn the process of retrieving narcotics from narcotics vault and importance of recording proper count of narcotics.

**STUDENT HAS KNOWLEDGE OF:**

Student knows how correct narcotic discrepancies  
 Student can place controlled substances into perpetual inventory.  
 Student knows how to send medication to patient care areas  
 Student can remove bulk liquids from CII safe to unit dose location  
 Student can return medication to CII safe  
 Student has knowledge of handling Expired, Waste and Recalled Meds  
 Student is shown how to handle outpatient prescription process  
 Student observes storing medication to CII and invoice process  
 Student has been informed of Downtime Procedure

**Captivate Videos**

Students learn Order Entry instructions by manner of computer assisted video training

**Pyxis**

Students follow technicians and are trained to operate automated dispensing machines on nursing units.  
 Refill paper roll  
 Understands security for controlled substances stored in pyxis  
 Override function  
 Returning medications  
 Wasting medications  
 Inventory management  
 Reports

**PacMed**

Technicians instruct students on operating pre-packaging medication dispensing machine.  
 Student knows how to fill batch  
 Refill canister  
 Change to STS canister  
 Separate medications to go to proper nursing unit  
 Weigh canister with medication

**MedCarousel**

Technicians instruct students to operate automated medication storage carousel.  
 Enter medication name into computer to retrieve medication  
 Scan barcode  
 Return medication  
 Inventory count

**Pneumatic Tube Station**

Learn the function of operating the centralized tube station to transport medications to nursing units via cylinder.

- meds that cannot be shaken
- STAT meds
- Meds sent with Security code, etc.

**Inventory Clerk**

Students work with Inventory Clerk learning the ordering and receiving process of medications

- primary vendor
- barcode of totes
- ordering with NDC #
- ordering without NDC #
- putting stock in proper location
- reordering low stock
- Want Book

***Requirements of Clinical Students:***

Student works directly with clinical pharmacist during rotation.

Students follow daily schedule which includes:

Kinetics (Digoxin, Vanco, Gentamicin, Tobramycin)

Patient Profile Assessment

Patient rounds on nursing units

High Alert Stickers and Interventions

On-line drug search

## APPENDIX M

### **BOARD OF PHARMACY EXECUTIVES INFORMATION:**

[WWW.NABP.ORG](http://WWW.NABP.ORG)  
[WWW.LABP.ORG](http://WWW.LABP.ORG)

## APPENDIX N

### 2011-2012 NAPLEX Review/Exam Schedule

Date	Review Topic/Testing
July 5	<u>PEP Meeting</u> – Orientation to NAPLEX review process and mile marker exams
August 15	<u>PEP Meeting</u> <u>Baseline NAPLEX Competencies Exam</u> (8-11) – to establish class and individual baselines for improvement. Format to be traditional, itemized computer-based examination.
August 16-20 (Tues-Sat)	Rx Prep 5-Day Comprehensive Review
September 1	Faculty NAPLEX Review Session – GI / Hepatology
September 15	Faculty NAPLEX Review Session – Cardiology
September 26	<u>PEP Meeting</u> Faculty NAPLEX Review Session – Pharmacology/Pharmacogenomics
September 29	Faculty NAPLEX Review Session – Neurology/Psychiatry
October 13	Faculty NAPLEX Review Sessions - Pulmonary
October 27	Faculty NAPLEX Review Session – Oncology / Pain
*November 7(Mon-Fri)	<u>PEP Meeting</u> <u>Practical Examination #1</u> – to assess program outcomes and NAPLEX competencies using multiple scenario driven problem-based testing approaches.
November 10	Faculty NAPLEX Review Session – Rheumatology
December 1	Faculty NAPLEX Review Session – Endocrinology
January – February (TBD)	<u>Pharmacy Curriculum Outcomes Assessment</u> – administered by NABP to track changes in the class performance from the baseline PCOA administered January 2010. (Not counted toward progression)(4hrs)
January 2	<u>PEP Meeting</u> Faculty NAPLEX Review Session - Biostats/Kinetics
January 12	Faculty NAPLEX Review Session – OTC / Herbals
January 26	Faculty NAPLEX Review Session – HIV/ Infectious Disease
February 9	Faculty NAPLEX Review Session – Special Populations (Pediatrics, Geriatrics, Women's Health, etc.)
February 13	<u>PEP Meeting</u> Faculty NAPLEX Review Session – Calculations
February 23	Faculty NAPLEX Review Session – Renal/Fluid & Electrolytes/Hematology
March 8	Faculty NAPLEX Review Session – Pharmaceutics
March 22	Faculty NAPLEX Review Session (OPEN)

*March 26 (Mon-Fri)	<b><u>PEP Meeting</u></b> Practical Examination #2 – to assess program outcomes and NAPLEX competencies using multiple scenario driven problem-based testing approaches.
April 19	<b><u>Written Competency Examination #3 (2hrs)</u></b>
April 30	<b><u>PEP Meeting</u></b> <b><u>NABP®Pre-NAPLEX Practice Exam</u></b> Faculty NAPLEX Review Session - Law Review/LABP Visit
May 7	Roll Call

#### P4 - APPE Rotation Calendar 2011-2012

Rotation	Start Date	End Date
1	July 6	August 12
2	*August 22	September 23
3	September 27	November 4
4	November 8	December 9
5	January 3	February 10
6	February 14	March 23
7	*March 27	April 27

\*5-weeks

# APPENDIX O

## PROFESSIONAL EXPERIENCE PROGRAM

### Health Requirements and Criminal Background Check

The Professional Experience Program Office (PEP) manages experiential training of all students enrolled in the College of Pharmacy (COP). In order for students to receive assigned rotations necessary to fulfill the COP degree requirement, rotation sites have been established with over 150 affiliate partners. All affiliate partner sites require proof of health immunizations and additional information (see chart) of all students participating in the experiential training program.

The PEP Office also requires each student to complete a criminal background check. Students will not be able to participate in the experiential training program without a cleared background check. **Please note that this background check is separate and apart from the Louisiana Board of Pharmacy background check requirement.**

Requirements	Due Date	Submission of Documents
Tuberculin (Tb) Skin Test	August 1 and <b>annually by April 1</b>	XUSHS and Certified Background Website
Tetanus (DPT)-within past 10 years	August 1	XUSHS and Certified Background Website
Measles, Mumps, & Rubella-Dose 1	August 1	XUSHS and Certified Background Website
Measles, Mumps, & Rubella-Dose 2	August 1	XUSHS and Certified Background Website
Meningitis Vaccine	August 1	XUSHS and Certified Background Website
Varicella Vaccine – Dose 1 or Titer	August 1	XUSHS and Certified Background Website
Varicella Vaccine – Dose 2	August 1	XUSHS and Certified Background Website
Hepatitis B – Dose 1 or Titer	August 1	XUSHS and Certified Background Website
Hepatitis B – Dose 2	1 month after the first dose	XUSHS and Certified Background Website
Hepatitis B – Dose 3	6 months after the first dose	XUSHS and Certified Background Website
Physical Assessment	<b>Annually by April 1</b>	XUSHS and Certified Background Website
Criminal Background Check	August 1	Certified Background Website
CPR certification	Upon admit and remain active through graduation date	Certified Background Website
Insurance Card	Upon admit and remain active through graduation date	XUSHS and Certified Background Website

**\*XUSHS – Xavier University Student Health Services**

**\*Certified Background Website - [www.certifiedbackground.com](http://www.certifiedbackground.com)**

Please follow the steps below to complete your health requirements and criminal background check:

- A. Access the Student Health Assessment Packet ([www.xula.edu/cop/current-newp1.php](http://www.xula.edu/cop/current-newp1.php)). Please be sure to download all of the documents (5 pages).

- B. Complete each form and make a copy for your record. Submit the appropriate forms to Xavier University Student Health Services – 1 Drexel Drive, Box 36, New Orleans, LA 70125 Follow the directions below to complete your criminal background check and to upload your immunization records and other required documents.
1. Access the Certified Background website - [www.certifiedbackground.com](http://www.certifiedbackground.com).
  2. Click on the “Students” tab on the right side of the screen.
  3. Enter the package code - **XA13** in the package code box. Follow the remaining instructions.
  4. The fee to complete the background check is \$90.00.
  5. If you encounter any problems you may download the Certified Background Instructions for Students document on the College’s webpage. Simply, click on the “Current Students” tab and select the “New P1 Students” link.

**For additional information please contact:**

**Xavier University Student Health Services:** [www.xula.edu/student-health/index.php](http://www.xula.edu/student-health/index.php) or (504) 520-7392

**PEP Information: E-mail - [xupep@xula.edu](mailto:xupep@xula.edu) or 504-520-7605**

**Very Important Notice:**

1. Physical Assessment and Tb Skin test are required annually between March 15 - April 1 to receive Health Clearance via Student Health Services
2. This is required to register for coursework
3. Physical Assessment Form accessed via:
  - a. <http://www.xula.edu/cop/documents/newp1/New%20Student%20Health%20Assessment%20Packet.pdf>
  - b. [www.e-value.net](http://www.e-value.net) under Student Documents