Advanced Pharmacy Practice Experiences

2019-2020

Paul C. Walker, PharmD, FASHP, FMPA
Course Director
A. Instructional Staff

Course Director: Paul C. Walker, PharmD, FASHP, FMPA  
Clinical Professor of Pharmacy  
Director, Office of Experiential Education and Community Engagement  

Office: B015C College of Pharmacy  
Telephone: (734) 763-0091  
Office of Experiential Education: cop-et@umich.edu  
Personal Email: pcwalker@umich.edu  
Office Hours: By appointment

Each rotation block is precepted by faculty with adjunct or regular appointments to the College of Pharmacy (COP). Please see rotation schedule for names of specific preceptor faculty. In some instances (e.g., Health System/Hospital rotation), the preceptor may be designated as the coordinating preceptor at the site and will serve as the student’s main contact for the rotation. However, the student may be assigned by the coordinating preceptor to work with and be mentored primarily by other preceptors and may spend minimal time with the coordinating preceptor.

Faculty Office Hours: Office Hours are by appointment only. Please contact individual faculty/preceptor to arrange a meeting.

B. Course Information

Experiential Education Management Tool: Please log into CORE|ELMS (RXpreceptor) to access your rotation schedule, preceptor information, rotation checklists, evaluations, etc.

https://corehighered.com/login-elms.php
C. Course Schedule, 2019-2020

May 15 – 17, 2019  P4 Orientation

Rotation 1  May 20 – June 21, 2019
Memorial Day - May 27, 2019 (no students on rotation)

Rotation 2  June 24 - July 26, 2019 (Independence Day observed according to individual site schedule)

Rotation 3  July 29 – August 30, 2019

Rotation 4  September 3 – October 4, 2019
Labor Day - September 2, 2019 (no students on rotation)
White Coat Ceremony – October 2, 2019 – students required to attend and early dismissal is permitted.

Rotation 5  October 7 – November 8, 2019

Rotation 6*  November 11 – December 20, 2019 (6 weeks)
Thanksgiving holiday – November 28 – 29, 2019 (no students on rotation)

Winter Break  December 21, 2019 – January 5, 2020

Rotation 7*  January 6 – February 14, 2020 (6 weeks)
Research Forum – February 14, 2020 – students required to attend and early dismissal is permitted.

Rotation 8  February 17 – March 20, 2020

Rotation 9  March 23 – April 24, 2020

Commencement  April 25, 2020

*Rotation block encompasses 6 weeks due to holidays, national meetings, or job/residency interviews. Students are expected to complete 25 out of the total 30 days of the rotation block, beginning with the first day of the rotation block.
D. Course Description and Objectives

Course Description

The advanced pharmacy practice experiences (APPEs) comprise most of the fourth (P4) year of the Doctor of Pharmacy curriculum. Students are required to complete eight 5-week experiences with the option to complete a ninth rotation (see list below). The year is divided into 9 rotation blocks. Each block is 5 weeks long, beginning on a Monday and ending on a Friday. These experiences represent a full-time commitment; students are expected to spend a minimum of 40 hours each week (excluding lunch breaks) at the learning site or participating in site activities.

8 Required Advanced Pharmacy Practice Experiences

- 1 Ambulatory Care rotation
- 1 Community Pharmacy rotation
- 1 Drug Information rotation
- 1 Health System/Hospital rotation
- 1 General Medicine rotation
- 1 Inpatient A rotation
- 1 Nontraditional rotation
- 1 Elective rotation – an additional rotation in one of the areas below.
  - Ambulatory Care
  - Inpatient A
  - Inpatient B
  - Nontraditional

Inpatient A rotations offer general patient care experiences while Inpatient B rotations focus on a particular area of pharmacotherapy or provide very short-term patient monitoring. Examples of Inpatient B rotations are antimicrobial stewardship, emergency medicine, infectious diseases, nutrition support and pain management. Due to their narrow and limited focus, Inpatient B rotations may only be taken as electives.

Although it is possible for students to have a total of 9 APPE rotations (2 elective rotations), students may consider leaving one rotation block “open” to facilitate working on the PharmD seminar, completing the PharmD research project, conducting residency or job interviews, etc. Open rotations cannot be scheduled during Rotations 1 or Rotation 9; they may be scheduled during rotations 2, 3, 4, 5, 6, 7 and 8.

Each rotation counts as a 3-credit academic course. Letter grades from “A” to “E” are assigned to reflect overall student achievement in these courses. Any grade lower than “C-” is considered a failing grade. Students failing a rotation are referred to the Committee on Academic Standing and, based on the Committee’s actions, may be required to repeat a rotation of the same type.

Students may not receive any pay or other remuneration for participating in a learning experience at a practice site. In addition, the 2016 ACPE Standards/Guidelines include policies regarding the need for students’ experiential education and employee roles to be clearly differentiated and non-overlapping. For example, if students currently work/intern at a Walgreens Pharmacy, then students should not be completing their APPE Community rotation at a traditional Walgreens Pharmacy. However, since health systems and hospitals
are so large and there are many potential work/intern areas for pharmacy students, it is acceptable for students to be on a rotation at the same health system or hospital where they work as long as the rotation is a clearly different role and physical location within the facility. Students should contact the Office of Experiential Education at cop-et@umich.edu if they have any questions or concerns about possible problematic overlap.

Course Objectives

At the end of the APPE rotations, the student should be able to demonstrate the following skills at a level of competence indicating readiness to enter general pharmacy practice (i.e., entry-level performance):

- Collect
- Assess
- Plan
- Implement
- Follow-up – Monitor and Evaluate
- Written Communication
- Interpersonal Communication
- Interprofessional Teamwork
- Therapeutic Knowledge
- Practice Management/Service Management
- Special Projects or Presentations
- Work Ethic
- Professionalism
E. College of Pharmacy Ability Based Outcomes

Curriculum mapping is a method used by the College of Pharmacy to align instruction with desired goals and educational outcomes. The College of Pharmacy has established overall ability based outcomes (ABO) for the curriculum. These ABOs are mapped to courses to identify where each ABO is addressed and how each ABO is threaded through the curriculum. This facilitates curricular assessment. The following ABOS are applicable to this experience.

CAFE Domain: FOUNDATIONAL KNOWLEDGE

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

- Describe pharmacokinetic and pharmacodynamic principles that must be considered when defining and modifying a dosage regimen in an individual patient
- Describe the pathophysiology and therapeutic principles required to solve therapeutic problems, provide patient-centered care, and advance population health
- Retrieve, analyze, and interpret scientific literature to provide drug information to patients, caregivers, and other healthcare providers
- Apply the tenets of professionalism and ethical behavior.

**Domain 2.1:** Provide patient-centered care as the medication expert across the continuum of care (caregiver)

- Gather, organize, and interpret relevant patient specific data
- Identify pharmacotherapy problems
- Formulate and implement focused evidence-guided care plans, assessments, and recommendations based on individualized data
- Monitor treatment outcomes and modify therapeutic plan as needed

**Domain 2.2:** Manage patient health care needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems (manager)

- Assure the accuracy and completeness of medication orders
- Provide accurate medication distribution (including dispensing of individual prescriptions), ensuring integrity of drug products
- Ensure safe compounding of extemporaneous and parenteral products
- Comply with all legal, ethical, and professional standards
- Integrate technology, automation, and processes to improve medication use for the purposes of improving health outcomes for patients
- Promote efficient and cost-effective resource utilization
- Apply standards, guidelines, best practices, established processes and quality improvement strategies to optimize outcomes.
- Utilize medication-use criteria, medication use review and risk reduction strategies to minimize medication misadventures

**Domain 2.3:** Design prevention, intervention, and educational strategies for individuals and communities to manage chronic diseases and improve health and wellness (promoter):

- Evaluate personal, social, economic, and environmental conditions to maximize health and wellness
- Provide prevention, intervention, educational strategies and technology for individuals and communities to optimize health and wellness (e.g., screening, immunizations, etc)

**Domain 2.4:** Describe how population-based care influences patient-centered care and the development of practice guidelines and evidence-based best practices (provider):

- Explain evidence-based approaches that consider the cost, care, access, and satisfaction of targeted patient populations (e.g., institutional or managed-care recommendations for how a drug should be used)
CAPE Domain: APPROACH TO PRACTICE AND CARE

**Domain 3.1:** Identify problems in practice or care; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution (problem solver)
- Identify problems related to practice or care, and systematically gather, analyze, and synthesize information using available methods and research tools to explore possible solutions
- Organize, prioritize, and defend possible solutions and choose an appropriate course of action for a practice or care problem.
- Implement and monitor a solution and assess its effectiveness (intended and unintended consequences)

**Domain 3.2:** Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding (educator)
- Select the most effective techniques/strategies to educate a given learner or audience
- Ensure instructional content contains the most current information relevant for the intended audience
- Assess audience comprehension

**Domain 3.3:** Assure that patients’ best interests are represented (advocate)
- Encourage patients to take responsibility for, and control of, their health
- Advocate for and assist patients in obtaining the resources and care required

**Domain 3.4:** Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs (collaborator)
- Communicate and collaborate effectively with patients/caregivers and other healthcare professionals to engender a team approach (interprofessional education)
- Use active listening, gather input/feedback, value diverse opinions, and foster collaboration to help build consensus and enhance team functioning.
- Demonstrate professional skills, attitudes, and values and a sense of personal responsibility to patients, patient’s agents, and other health care providers.

**Domain 3.5:** Recognize social determinants of health to diminish disparities and inequities in access to quality care (includer)
- Demonstrate an attitude that is respectful of different cultures (cultural sensitivity) and consider cultural beliefs and practices when developing health and wellness care plans
- Assess the health literacy of patients and modify communication strategies to meet their needs

**Domain 3.6:** Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization (communicator, oral and written)
- Interview patients using an organized, structured, specific question technique (e.g. motivational interviewing) with medical terminology adapted for the audience
- Use effective interpersonal skills (verbal and nonverbal communication) to establish rapport and demonstrate empathy
- Communicate assertively, persuasively, confidently, and clearly
- Document pharmaceutical care activities and associated outcomes
- Develop professional documents pertinent to organizational needs (e.g., monographs, policy documents)

CAPE Domain: DEMONSTRATE PERSONAL AND PROFESSIONAL DEVELOPMENT

**Domain 4.1:** Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth (self-aware)
- Identify and reflect on personal knowledge, skills, abilities, beliefs, biases, motivations, and emotions
- Approach tasks with a desire to learn and demonstrate a willingness to recognize, correct, and learn from errors
- Create, implement, evaluate, and modify plans for personal and professional development for the purpose of individual growth

**Domain 4.4:** Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society (professionalism)
- Adopt personal and professional ethical principles that place the health and safety of patients above personal gain.
- Display preparation, initiative, and accountability consistent with a commitment to excellence.
F. Interprofessional Education (IPE):

Students work with other healthcare providers and/or their students in a variety of settings to practice each of the IPE competencies: roles/responsibilities, teams/teamwork, values/ethics, interprofessional communication, and intercultural intelligence. Students are evaluated on their IPE competency by the preceptor.

G. Course Expectations and Policies

General Policies

Accommodations

Students with disabilities who are in need of accommodations are required to communicate with the OEE Course Director about requested accommodations before rotations begin.

Questions/Concerns

Students should direct specific rotation questions to their faculty/preceptor(s). Broader logistical rotation questions should be sent to the Office of Experiential Education via copett@umich.edu.

Students are encouraged to submit rotation concerns through one of the three options below:

- While on rotation, students should initially attempt to resolve rotation concerns with their assigned preceptor. If this is unsuccessful or if students feel that they cannot approach their preceptor, the preferred way for students to notify the Office of Experiential Education of rotation concerns is through the Incidents option in CORE|ELMS (RXpreceptor). This option is completely separate from the evaluation process, so preceptors are not able to view the information submitted by students. The concern entry screen is accessible by selecting the Incidents bar in the left-hand navigation and then the Record New Incident button. Students should enter the date, select the appropriate “Preceptor/Site” and “Student Rotation Concern” from the drop down menus, and enter free text comments before selecting the Submit Incident button. A member of our Office of Experiential Education team will follow up promptly with students regarding their online rotation concern submissions.

- Students who choose not to use the Incident reporting option in CORE|ELMS (RXpreceptor), can instead reach out directly to Dr. Paul Walker (pcwalker@med.umich.edu) or Dr. Donna Pikula (dpikula@med.umich.edu) for a conversation.

- For less time sensitive rotation concerns and/or suggestions, students should continue adding comments to APPE Evaluation of Preceptor/Site Evaluations. Comments entered through these evaluations will be visible to preceptors in a summary format (not tied to specific students). Preceptors often use this feedback to make improvements to their rotations.
Office of Experiential Education Policies

Attendance: Absences and Punctuality

Students are expected to spend a minimum of 40 hours per week (excluding lunch breaks) present and engaged in activities at the practice site. Students are expected to arrive on time and to stay at the site for their entire scheduled time.

Students are **NOT** allowed to change the day/time of their rotation on an ongoing basis. We need to respect the availability preceptors originally provided, as well as know where students are in case of any emergencies. Preceptors must contact the Office of Experiential Education **before agreeing** to allow a student to have rotation hours that deviate from traditional business hours, Monday through Friday, unless such alternate schedule has already been approved by the Office of Experiential Education and is included in the preceptor’s rotation information in CORE|ELMS (RXpreceptor). **Students should NOT be determining their own rotation days/hours.** Some sites may require students to participate in activities during weekend or evening shifts. Individual preceptors will inform their assigned students of the specific times they are to be at the site.

**Absences** – Planned and unplanned absences from advanced pharmacy practice experiences must be kept to a minimum.

- **Planned absences** can be predicted in advance by the student.
- **Unplanned absences** occur as a result of illness, dependent care needs, death of an immediate family member, or other unpredictable events.

Students should not be absent from their experiential rotations except in cases of illness, unforeseen personal emergencies or special circumstances. Students are responsible for notifying preceptors about all unplanned absences as soon as possible during regular business hours. Students should consult with their preceptor to determine the preferred method of notification (telephone, text, e-mail, etc.). **If a student fails to notify the preceptor about any planned or unplanned absence, the preceptor may lower the student’s letter grade for that rotation or fail the student.**

- Students **must seek preceptor approval of planned absences** as far in advance as possible (preferably at the beginning of the practice experience).
- Students **must** alert preceptors of unplanned absences by contacting the preceptor as soon as possible during regular business hours.

**ALL absences must be "made up"** through an equivalent amount of time (e.g., a weekend or evening shift) or a special project (e.g., a literature search or other activity that would equal time missed) as determined by and at the convenience of the preceptor, to ensure that the student is able to complete all objectives in a satisfactory manner and to meet internship requirements. If a student does not complete the required make-up time or project within an appropriate or pre-determined time frame the student will receive a grade of incomplete (I) for that rotation. Preceptors should not submit a student evaluation for a practice experience until all make-up time or projects have been completed satisfactorily. Students **cannot** graduate until all incompletes have been converted to letter grades.
Extended illnesses or special circumstances that will result in a student missing **more than two days** for APPE rotation should be brought to the attention of the Office of Experiential Education by the preceptor and/or the student as soon as possible. Decisions will then be made about make-up work/time on a case-by-case basis in conjunction with the student’s preceptor. Possible actions, depending on the reasons for and length of the absence, may include the following:

- Lowering the student's letter grade or assigning a failing grade, **despite** any make-up time or additional projects.
- Having the student withdraw from the rotation and make it up at a later time.

The dates of ALL absences, as well as how the time was made up, should be documented in the designated area on the evaluation form.

Additionally, students are not allowed to work ahead by accumulating hours in an effort to shorten the overall length of a rotation unless there are extenuating circumstances that have been approved by their preceptor and the Office of Experiential Education ahead of time. Trying to complete a rotation early in order to have more time off at the end is not fair to other students in the class. This has the potential for a student to have an unfair advantage over their peers during exams or for other reasons and may result in disciplinary action. Students completing 5 weeks of a 6-week rotation block is **not** considered working ahead (see the second bullet below).

**Residency or Job Interviews** – Rotations 6 and 7 are both 6 weeks long, rather than the usual 5 weeks, to provide some flexibility for interviews, including attendance at the ASHP Clinical Midyear Meeting (to participate in residency interviews through the Personnel Placement Service, the Residency Showcase, or other events, including poster presentations).

Students MAY request time off during a rotation for residency or job interviews and/or presentation events. These absence requests must be negotiated with the preceptor in advance.

- **All students must complete rotation time equivalent to the standard 5-week rotation** (i.e., 25 days out of the 30 days) during blocks 6 and 7 in order to pass the rotations.
  - **Note:** Keep in mind that the Thanksgiving Holiday break (2 days) occurs during block 6, which may mean that you cannot attend all 5 days of the ASHP Midyear Clinical Meeting. Students are expected to take this into consideration and plan their time and meeting attendance accordingly.
  - Students are allowed to miss up to 5 days for interviews during block 7 as long as the timing of the absences is approved by the preceptor in advance.

- Students who do not have any absences for interviews will complete the first 5 weeks of rotations 6 and 7 and have the last week off.

**Participation in PharmD Seminar** – Students on rotations within a reasonable driving distance from Ann Arbor **(approximately 65 miles)** are expected to return to participate...
fully in Seminar and will be released early by preceptors from rotations on select Friday 
afternoons for this purpose. This time does not need to be made up and students are 
expected to be on time for Seminar.

Additional attendance details may be found in the P730 Pharmacy Student Seminar 
syllabus located in the “Syllabi – APPE” folder within the Document Library of CORE|ELMS 
(RXpreceptor).

*Except for Friday Seminar attendance, students are generally prohibited from 
missing additional rotation time to perform PharmD research project activities or 
PharmD Seminar preparation.* Any such absences must be agreed to and approved by 
both preceptors (i.e., the rotation and PharmD project preceptors).

**Punctuality** – Punctuality is an expectation of all professional students. Punctuality 
includes being on time for the start of the day's APPE activities, as well as being on time 
for APPE activities, such as meetings, appointments, etc. Punctuality also includes 
completing a required task or fulfilling an obligation by an established deadline. Students 
are expected to notify preceptors (by the preceptor’s preferred method) in a timely 
fashion if they anticipate being late or missing a deadline. Persistent tardiness can result 
in negative consequences. Possible actions may include:

- Lowering the student’s letter grade or assigning a failing grade
- Submission of a “Professionalism Concern Note” (discussed below)

Questions about the Attendance Policies should be directed to the Office of Experiential 
Education.

**Academic Integrity**

Students are expected to abide by the College of Pharmacy Code of Conduct as it relates to 
all aspects of academic integrity.

**Criminal Background Checks**

All entering first year and fourth year students will complete a name-based criminal 
background check prior to the start of the academic year. See the College of Pharmacy 
Policy in the Student Handbook for details of this process. Additionally, during their first 
academic year all students undergo a fingerprint background check by the State of 
Michigan as part of their application for a Michigan Pharmacist Educational Limited 
License.

Some experiential sites may have additional criminal background check requirements 
beyond those performed by the College of Pharmacy. Students are required to meet these 
requirements at their own expense prior to beginning rotation at the site and periodically 
thereafter as the site may require. Students must work directly with the site to complete 
these additional requirements.

**SPECIAL NOTE:** If you believe that there is anything in your past that may be discovered 
in a criminal background check, you should consider the possible consequences as they 
relate to completing the pharmacy curriculum and ultimately becoming licensed to
practice pharmacy. Students with any "hits" on their records are often prohibited from participating in rotations by the practice sites. This is beyond the College of Pharmacy's control. If students cannot complete the curriculum, they cannot graduate, and thus cannot become pharmacists. Criminal behavior that is discovered upon one of the College of Pharmacy's scheduled checks, OR THAT OCCURS DURING PHARMACY SCHOOL, will be dealt with as appropriate for the situation (see Student Handbook for further information). Possible consequences could include delayed graduation or dismissal from the pharmacy program. This information also applies to positive findings obtained from any drug screen which may be required by some experiential sites.

**Drug Testing**

All students are expected to abide by the College of Pharmacy Drug Testing Policy, under which all students are required to submit annually to at least one random drug test, and students may be subject to additional "for cause" testing per the terms of the Drug Testing Policy. This policy can be found at [https://pharmacy.umich.edu/system/files/intranet/DrugTestingPolicyPharmD.pdf](https://pharmacy.umich.edu/system/files/intranet/DrugTestingPolicyPharmD.pdf) or upon request from the Office of Experiential Education.

In addition to any drug testing conducted by the College of Pharmacy, students may be required to submit to additional drug tests based on the requirements of practice sites. Some sites require testing to be completed by their own vendor; for others, the drug screen can be completed through another vendor (e.g., through the College of Pharmacy's vendor) with results reported directly to the site or made available to the site by the student. Information about site-specific drug testing requirements can be found in CORE|ELMS (RXpreceptor) (see Site-Specific Requirements section below for more information). If your rotation site requires you to submit to a drug test AND requires that you pay for the drug test, please notify the Office of Experiential Education (cop-ett@umich.edu) immediately so that the Office of Experiential Education can reach out to the site and see if the site will accept a drug test coordinated and paid for by the College of Pharmacy. It is the student’s responsibility to comply with all drug testing requirements. Students should therefore review the Site-Specific Requirements for each of their scheduled rotations well in advance of their start date.

Please also see the Special Note under “Criminal Background Checks” section above, as the information provided there applies to any "hits" found during drug screening.

**Professionalism**

Students are expected to abide by the College of Pharmacy Code of Conduct as it relates to all aspects of professionalism. This includes acting in a professional manner at all times.

*Professionalism Concern Note* – All aspects of a pharmacy student’s behavior reflect on that student’s qualifications and potential to become a competent pharmacist. Students are expected to exhibit professional behavior at all times. The purpose of a “Professionalism Concern Note” is to confidentially report instances or patterns of substandard professional behavior by pharmacy students to the Associate Dean for Academic Affairs and/or the Associate Dean for Student Services, who will review the concern and may refer the student to counseling or other formal intervention. Professionalism Concern Notes may result in a report of substandard professionalism in the student’s formal academic record.
Concern about a pharmacy student’s substandard professional behavior can be raised by a faculty member, staff member or other individual who has contact with the student. The concern should be brought to the Course Director (Director of Experiential Education) who will then decide whether to formally submit a Professionalism Concern Note to the Associate Dean for Academic Affairs and/or the Associate Dean for Student Services. If the concern for substandard professionalism arises outside of a College of Pharmacy course, faculty or staff may submit the Professionalism Concern Note directly to the Associate Dean for Academic Affairs and the Associate Dean for Student Services. (Concerns raised by a pharmacy student about the professionalism of another pharmacy student are handled through the Honor Code/Honor Council process).

The Associate Dean for Academic Affairs and/or Associate Dean for Student Services will review each Professionalism Concern Note. The student will be notified of the concern and will be required to meet with the Director of Experiential Education and/or the Associate Dean for Academic Affairs or Associate Dean for Student Services. Subsequently, a plan for addressing the behavior and further counseling, remediation, or formal action will be developed based on the seriousness of the concern. The Professionalism Concern Note will be placed in the student’s academic file. In general, the documentation for students with fewer than three Professionalism Concern Notes will be purged from their academic file at the point of graduation. However, in rare cases, due to the seriousness of the incident, the Professionalism Concern Note may become part of the student’s permanent record. Records of all Professionalism Concerns will also be maintained in a confidential, secure database.

A student who has three or more Professionalism Concern Notes will be reported to the Honor Council for further action/recommendation. However, any Professionalism Concern Note may result in a recommendation for presentation to the Honor Council if the problem with professionalism is deemed serious enough by the Associate Dean for Academic Affairs or the Associate Dean for Student Services.

**Professionalism Rotation Evaluation and Feedback** – Preceptors will designate on each APPE rotation evaluation form whether the student performed professionally using the following categories. This will occur at both midpoint and final evaluations; feedback will be given to the student regarding his/her professional behavior. Preceptors are required to notify the Office of Experiential Education of any College of Pharmacy student with less than professional rankings at any time. **Students may fail rotations if the preceptor and the College of Pharmacy deem the breach of professionalism to be of sufficient seriousness.**

**Professionalism Evaluation Criteria:**

- Arrive at practice site on time prepared and ready for work.
- Behave ethically and compassionately.
- Daily work/assignments/projects are completed on time.
- Daily work/assignments reflect the student’s best quality of work.
- Adhere to policies/regulations for patient confidentiality.
- Convey a professional image through dress and behavior.
- Accept constructive feedback about performance.
The following grid is a part of the evaluation form used to complete student evaluations:

<table>
<thead>
<tr>
<th>MIDPOINT</th>
<th>FINAL</th>
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<tbody>
<tr>
<td>□ Displays professionalism consistently (acceptable)</td>
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<td>□ Displays professionalism inconsistently (unacceptable – Course Director contacted)</td>
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<td>Comments/examples (required for unacceptable):</td>
<td>Comments/examples (required for unacceptable):</td>
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</tbody>
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**Communication Between Office of Experiential Education and Preceptors/Students**

The Office of Experiential Education uses e-mail as the primary method of communication with students and preceptors. All students must have an e-mail address. This will be the student’s uniqname (uniqname@umich.edu) unless the student (1) has a defensible reason for using an alternate address and (2) uses that address for all College of Pharmacy communications. **Students are required to check their e-mail messages daily on regular business days, Monday through Friday.**

The Office of Experiential Education may also use text messaging for brief time sensitive questions or information. Text messages will arrive from 734-494-0010 and will most often begin with UM COP OEE.

**Document Uploads**

Any documents that are required to be uploaded by students to myRecordTracker® or CORE|ELMS (RXpreceptor) should be scanned documents, not photos of documents taken from phones. Additionally, any documents that students are required to email or upload directly to site contacts or their preceptors should be scanned documents, not photos of documents. Using scanned documents helps safeguard your personal sensitive information, and ensures that documents are clear and legible for viewing and processing.

**Confidentiality of Patient and Business Information**

During the course of their education at The University of Michigan College of Pharmacy, students will have access to confidential information in oral, written, or electronic formats. This information may pertain to patient care or to financial, business, scientific or research matters.

Students may become aware of confidential information as part of their learning responsibilities or they may encounter it unintentionally through their association with a practice site. The University of Michigan College of Pharmacy and its experiential learning sites expect that students will comply with all HIPPA requirements (see below) and exercise due care in any discussion, access, storage, interpretation, release, or handling of confidential information. For example, patient information should not be discussed in public areas or with friends or family members or in any form of social media.

Passwords for computer systems must not be shared. Students using computers in open areas on inpatient units and in ambulatory care clinics should minimize patient information screens to the task bar, sign off, or use other technology to minimize the risk of unauthorized access (these examples are not all-inclusive).
In all practice settings, confidential information may be accessed only by students having a job-related “need to know” (meaning that the specific information is necessary for the student to perform his or her appointed duties). Students cannot access information about family, friends, employees, or any other person without explicit permission. Confidential information may be released only by authorized employees, and then only in accordance with existing policies. It should be noted that electronic access to patient information is tracked by the health system.

Any student who voluntarily allows or participates in inappropriate access and/or dissemination of confidential information may be subject to immediate disciplinary action, up to and including expulsion. Students are encouraged to report known or suspected violations of confidential information.

All Doctor of Pharmacy Students receive instruction in Health Insurance Portability and Accountability Act of 1996 (HIPAA) regulations, as required by the University of Michigan and Michigan Medicine. During each year of the Doctor of Pharmacy curriculum, students are required to sign a statement indicating their understanding of, and intention to comply with, confidentiality policies and procedures.

In addition, some sites may require students to sign site-specific confidentiality agreements.

**Dress and Appearance**

Students participating in professional practice experiences are expected to adhere to acceptable standards of personal hygiene and grooming, as well as ensure that clothing is appropriate to the learning site and assists the site in maintaining a professional image. The Office of Experiential Education has adopted the dress and appearance policies and procedures established by the University of Michigan Hospitals and Health Centers and the Michigan Medicine Department of Pharmacy Services (available on the CORE|ELMS (RXpreceptor) website or on request from the Office of Experiential Education). However, students must be aware that individual practice sites and/or preceptors may have dress and appearance requirements that differ from the specific standards outlined in these policies and procedures.

Students also are expected to wear their College of Pharmacy name badge during all professional practice experiences.

**Immunizations and Testing**

Students must provide written documentation of certain immunizations or proof of immunity before they will be permitted to participate in advanced pharmacy practice experiences. Students may not “opt out” of these immunizations. Documentation must be uploaded into myRecordTracker®, the online program used by the College of Pharmacy to manage some student requirements. Failure to provide the required documentation by posted deadlines will result in the student being pulled from rotation. Expenses associated with required testing and immunizations are the responsibility of the student.

- All students born after 1956 are required to document immunization with measles, mumps, rubella (MMR) vaccine (administered as two doses) or serologic evidence (i.e. a titer test) of immunity to measles, mumps, and rubella.
• All students are required to document immunization with live-virus varicella zoster vaccine series (administered as two doses) or serologic evidence (i.e. a titer test) of immunity to varicella. Documentation of prior infection with chicken pox is not sufficient.

• All students are required to document immunization with the hepatitis B vaccine series (three vaccines administered over a period of 6 months) or serologic evidence (i.e. a titer test) of immunity to hepatitis B.

• All students are required to document completion of one adult dose of the tetanus, diphtheria, pertussis vaccine (Tdap) and a TD Booster (if their Tdap vaccine was administered more than ten years ago). Childhood immunization with DTaP is not sufficient.

• All students are required to obtain an annual influenza vaccine (i.e. flu shot) unless the vaccine is medically contraindicated. The “Record of Influenza Vaccine” must be submitted each year during the fall semester.

• All students are required to undergo annual tuberculosis testing before each academic year, beginning with the P1 year. This includes students who have previously been immunized with the BCG vaccine.

MLEARNING Competency Requirements

Michigan Medicine requires that all faculty, staff, volunteers and students be knowledgeable regarding key safety and regulatory information and that some evaluation of competence in these areas be conducted annually. This is the basis of the Michigan Medicine Competency or Mandatories Program. The assessment of competency in each of the required areas is conducted through the web-based MLearning System. A Learning Plan consisting of the required activities is created and maintained for each student. For each activity in the Learning Plan, a Learning Module with background information and an online quiz or attestation statement are provided. The Learning Module may include written information to read online or that may be printed or, oftentimes, a power point slide presentation or a video program to view.

Students will receive a communication from the Office of Experiential Education specifying deadlines for completion of the MLearning requirements.

To Complete Your Competency Requirements

• Sign into the MLearning website, using your level 2 credentials:
  [https://trainingportal.med.umich.edu/Saba/Web/Main](https://trainingportal.med.umich.edu/Saba/Web/Main).

• Select the “My Learning Plan” tab to see a summary of the modules to be completed.

Note: Despite due dates posted in MLearning, students must complete all required modules no later than the deadline stipulated by the Office of Experiential Education.

Emergencies

While thankfully, significant unexpected events or emergencies are rare occurrences, such events can happen anytime, anywhere, including when students are on rotation. For these reasons, it is important to have a communication plan in place well in advance.
An important emergency communication first step is to have current contact information available.

- Students should **review and update their emergency contact information in Wolverine Access** at the beginning of each academic year to ensure that it is accurate. Students should also carry an insurance information card (with policy numbers and billing addresses) at all times while they are at experiential learning sites. (See “Personal Health Insurance” for additional information.)

- Students are required to **annually review and/or update their cell phone number and local address in CORE|ELMS (RXpreceptor)**. Students can update this information by selecting the **Account** tab directly below their name in the system. After reviewing and/or updating phone and address information, students should place the cursor inside the **Student Annual Cell Phone and Address Update Custom Field** to open the calendar. Once the calendar appears, students should select the date of review/entry and click on **Update Information**.

- Students traveling out-of-area (greater than 65 miles) for a rotation are required to complete an **APPE Out-of-Area Travel Registry Form at least 2 weeks in advance of each rotation**. The APPE Out-of-Area Travel Registry Form can be accessed and completed under the **Requirements** section of CORE|ELMS (RXpreceptor) within the **COP - Student Requirements** folder. Students should click on the **Add** button, then the **Create New Form** to complete the form. Once the form is completed, click the **Submit** button. Questions about this form should be sent to **cop-et@umich.edu** with “APPE Out-of-Area Travel Registry Form” in the subject line.

A second important step is to know what to do when an emergency happens. **In the event of an EMERGENCY (medical or other event) during a rotation:**

- Preceptors and students should follow site guidelines and **contact local emergency services (police, fire, EMS) via 911**, if the rotation is in the United States. Students on international rotations should follow the information provided during your Pre-Departure Orientation Session.

- Students should connect with their personal emergency contacts (parents, siblings, friends, etc.) as soon as possible. Students needing assistance with accessing their emergency contact information (e.g. lost or damaged phone) can contact U-M Division of Public Safety and Security (DPSS) 24/7 by calling 734-763-1131. Staff at DPSS are able to access student emergency contact information in Wolverine Access.

- As soon as students are safe, students and/or preceptors should also reach out to the Office of Experiential Education or the College of Pharmacy’s Dean’s Office with an update.

**Personal Health Insurance**

The University of Michigan’s University Health Service can serve many of the routine health care needs of students in the College of Pharmacy. However, The University Health Service usually does not cover treatment for injuries that students may sustain or diseases they may contract while participating in experiential education activities.
Students are required to carry personal health insurance (or to have coverage through a parent’s or spouse’s existing policy) in the event that additional services are needed. Students who do not have health insurance will be held personally responsible for treatment costs, including charges such as emergency room care, prescription medications, ambulance services, hospitalization, and fees from other health care facilities.

Information about the student health insurance plan endorsed by The University of Michigan can be found at: https://www.uhs.umich.edu/dship.

Pharmacy Intern Licenses

**Michigan:**

Students must apply for a Michigan Pharmacist Intern License during the first (P1) academic year and they must maintain the license throughout their course of study. This requirement is in accordance with Part 177 of the Occupational Regulations Section of the Michigan Public Health Code; the Administrative Rules of the Michigan Board of Pharmacy; and the University’s insurance policy covering students in patient care settings. Students who cannot provide evidence of a valid intern license will not be permitted to engage in experiential education activities and could receive a failing grade for the associated courses.

To obtain a Michigan Pharmacist Intern License, students must submit a completed “Application for a Pharmacist License” form to the Michigan Department of Licensing and Regulatory Affairs [https://www.michigan.gov/lara](https://www.michigan.gov/lara). The application forms are distributed to all incoming students during P1 orientation and may be accessed on the [LARA Professional Licensing website](https://www.michigan.gov/lara).

The form titled “College of Pharmacy Affidavit” – which certifies that the student is enrolled in a professional degree program – must be completed by the Academic Services Office after the student has been admitted to the College of Pharmacy and has begun attending classes.

Intern licenses are valid for 1 year and must be renewed annually by the license expiration date. Expenses associated with obtaining and maintaining these licenses are the responsibility of the student.

Information about obtaining and renewing pharmacy intern licenses is available from the State of Michigan Department of Licensing and Regulatory Affairs Bureau of Professional Licensing, P.O. Box 30670, Lansing, MI 48909-8170; telephone number: (517) 335-0918.

*While on rotation at practice sites, students are required to carry their Michigan Pharmacist Internship License on their persons and have them available for presentation upon request.*

**Out-of-State Rotations:**

Students assigned to out-of-state rotations in states that have a pharmacy student license requirement, **MUST apply for licensure regardless of the specific rotation type or what they hear from individual preceptors.** This is the Office of Experiential Education policy. For example, ALL students scheduled for a rotation in California, must have their
California Pharmacy Intern License prior to the beginning of their rotation whether they are assigned to a clinical site with direct patient contact or a non-clinical site with no patient contact (drug information, industry, nontraditional, etc.).

NOTE: Students must be licensed **no later than 3 weeks before the first day of their rotation**. Students who do not meet this licensing deadline will be referred to the Office of Experiential Education for follow-up regarding specific rotation(s).

**Students are responsible for completing any required licensure application steps well before the start of their rotation(s).** Since timelines and requirements can vary from state to state, students should review what is required as soon as possible. Applying for licensure may involve the need for students to have documents available in advance. Students should also verify the expiration date of the license they are applying for and make any necessary application timeline adjustments, so their license will be in effect throughout their rotation(s). Pharmacy licenses can expire during different months of the year in different states.

The application process for many states now also includes **the need for forms or letters to be completed by the College of Pharmacy**. Students are encouraged to carefully read the directions in the **Pharmacy Students State Licensure Requirements** guide posted in the Document Library of CORE|ELMS (RXpreceptor) within the applicable **APPE Rotation Scheduling** academic year folder to find state Board of Pharmacy websites and licensure requirement information. However, for further details and because states can modify their requirements/processes over time, **students are strongly encouraged to carefully review each Board of Pharmacy website for the most current licensure requirements and information.**

**International or US Territorial Rotations:**

Students assigned to international rotations or US territorial locations (e.g. Puerto Rico) where a pharmacy student license requirement exists, **MUST apply for licensure regardless of the specific rotation type or what they hear from individual preceptors**. All students traveling on these rotations will have a Pre-Departure Orientation Session with Office of Experiential Education staff and/or faculty. This session will cover licensure, University travel requirements and Office of Experiential Education requirements. Students will receive separate email communications regarding these rotations.

**Professional Liability Insurance**

Professional liability insurance (malpractice insurance) covers the student in cases of professional negligence that results in injury to a patient.

Students enrolled in the Doctor of Pharmacy program are covered under a University of Michigan policy for claims that may arise pursuant to their participation in introductory and advanced pharmacy practice experiences because these activities are approved courses of study conducted under the auspices of the University. The policy provides "occurrence coverage," which protects students for covered incidents regardless of when the claims are filed. However, the coverage does **not** extend to any paid or volunteer work in which the student may engage outside of the College of Pharmacy’s Experiential Education Program.
Students who wish to obtain their own professional liability insurance are encouraged to seek policies that provide occurrence coverage with minimum limits of $1 million per incident/$3 million annual aggregate. Low-cost policies can be purchased through the American Pharmacists Association (APhA), the Michigan Pharmacists Association (MPA), and other professional associations or from insurance companies directly.

**Social Media Policy**

Students are prohibited from publishing any material relative to their pharmacy practice experience at a practice site that has not been reviewed and approved by the practice site and the appropriate faculty member at the University. Any article written by a student must clearly reflect that the University or practice site does not endorse the article, even where a review has been made prior to publication. This is accomplished by requiring the following disclaimer to appear with each such article written: “The opinion and conclusions presented herein are those of the author and do not necessarily represent the views of the University or Practice Site.”

**Transportation to Learning Sites**

Students are required to have reliable transportation available to them by the beginning of the P1 year, to facilitate travel to experiential learning sites. Transportation-associated expenses, including the cost of gasoline and parking fees where necessary, are the responsibility of the student.

Students may be eligible for additional financial aid from the University's Office of Financial Aid to assist with the mileage costs associated with travel. To apply for loan assistance, students should contact the College of Pharmacy Office of Academic Services to obtain a Budget Reevaluation Travel Expense Form.

**University of Michigan Student Policies**

The University of Michigan policies for students apply to Doctor of Pharmacy students participating in professional practice experiences. A comprehensive guide to these policies is available at [http://www.studentpolicies.dsa.umich.edu](http://www.studentpolicies.dsa.umich.edu). Preceptors and students should take special note of the policies regarding non-discrimination, religious holidays and academic conflicts, sexual harassment, and faculty-student relationships.

**Michigan Medicine Policies**

Many professional practice experiences are conducted at Michigan Medicine sites. The following policies apply to those experiences only.

**Michigan Medicine Computer Systems.** To facilitate their training at Michigan Medicine sites, Doctor of Pharmacy students are granted access to Michigan Medicine computer systems via both personal computers and CORE workstations.

The "Novell network" is the Michigan Medicine client-server network. Novell is the name of the software used to organize network operations and services. Michigan Medicine computer users will interact with Novell when connecting to the network to access files that reside on file servers. It is a password-protected system; the ID and password needed for access to the Novell network are associated with the Michigan Medicine mainframe.
(i.e., Level 2 passwords), not the uniqname and Kerberos password (Level 1) used for the University system.

MiChart is a Web-based software tool that provides access to integrated patient information at Michigan Medicine. Like the Novell network, it is a password-protected system that requires an ID and password (your Level 2 password) different from the uniqname and Kerberos password (your Level 1 password) used for the University system.

Students who experience difficulty using the Novell network or MiChart systems should first consult the Health Information Technology Services (HITS) Help Desk via telephone at 734-936-8000.

Questions that remain unanswered, or problems that remain unresolved, should be directed to Russ Burnham, Applications Systems Analyst/Programmer Senior in the Michigan Medicine Department of Pharmacy Services at 615-3420 or rcburnha@umich.edu. Students must understand that because these computer systems are specific to Michigan Medicine, faculty and staff members at the College of Pharmacy are not able to assist students with questions or problems.

**Michigan Medicine Identification Cards**

Whenever Doctor of Pharmacy students visit Michigan Medicine facilities, they are required to wear an MCard that has a special health systems designation. These MCards can be obtained only at the Michigan Medicine Key & ID Office, which is located at C158 Med Inn Building (open 7:00 AM to 4:00 PM Monday through Friday; telephone 734-763-6376).

Students must bring a completed “University of Michigan Hospitals Identification Card Request & Change Form” with them when they request the card. This form is distributed to first-year students early during Fall Term. Students who already have a University of Michigan MCard must bring that card with them also (the Michigan Medicine MCard replaces the University MCard).

Michigan Medicine MCards that are damaged due to normal wear and tear are replaced at no charge. Stolen Michigan Medicine MCards are replaced at no charge if the theft is reported to the Department of Public Safety (https://www.police.umich.edu/) within 24 hours; students should obtain a report number and bring that number with them to the Key & ID Office.

A replacement fee applies for lost or damaged MCards. Students should email copet@umich.edu to request the required replacement form and include “MCard Replacement Request” in the subject line.

**Parking**

Parking options at Michigan Medicine are limited. Students have two options:

1. Obtain an orange parking permit, park in one of those lots and take a shuttle into the medical center. Orange parking information can be found at https://ltp.umich.edu/parking/st-orange.php. The “Get Transit Directions” tool in
the lower right-hand corner of this and other parking webpages can be used to view
bus schedule options. NC78 is one of the closest orange parking lots to the medical
campus.

2. The Ann Arbor Area Transit Authority (AAATA) Park and Ride program offers free
parking at various lots with connecting bus service to a number of locations,
including University Hospital. The service is free for M-Card holders. More
information about this program can be found at https://www.theride.org/.

Some advanced pharmacy practice experiences at Michigan Medicine begin earlier than
shuttle or bus service is provided. In these instances, students can request (and must pay
for) a Blue parking permit that is valid for the duration of the rotation.

- Blue permits are only available for rotations that start BEFORE 6 am and/or if a
  student has an accessible parking need. The time of this policy is based upon the
  buses not starting before 5:20 am.

- The “U-M Parking Eligibility Request” form is located within the “Student
  Information” folder in the Document Library of CORE|ELMS (RXpreceptor). After
  completing the form, students should email it to cop-et@umich.edu listing “U-M
  Parking Eligibility Request” in the subject line.

- An Office of Experiential Education team member will then submit the student
  request to U-M Parking. The student will receive a “U-M Parking Eligibility Request”
  email confirmation that includes a link to the parking customer service locations
  and hours (http://ltp.umich.edu/site-tools/contact.php). NOTE: The University
  Hospital “Map” shows the service location across from Elevator 8 . . .
  http://ltp.umich.edu/site-tools/directions-pcs-uh.pdf

Please note that the decision to issue parking permits rests entirely with U-M Parking
Services. The Blue permit enables students to park in designated lots, but does not
guarantee that a parking space will be available.

Site-Specific Requirements

Many rotation sites have specific requirements that must be completed by the student
prior to the first day of rotation. This may include submission of site-related
paperwork/forms, health records, drug testing, background checks, computer access
agreements, verification of state internship licenses (for out of state APPE rotations only),
release of liability forms, and confidentiality agreements. Note: Some requirements may
take up to 12 weeks to process. Please review the details ASAP and complete all site
requirements within the required time frame.

Information about these site-specific requirements is documented in CORE|ELMS
(RXpreceptor). To review these requirements: Open your Rotation Schedule page, click
on your specific Preceptor / Site, then click the “Specifics” tab and the “Docs” tab (if
document files are available for your site) to see if there are any site-specific
requirements that must be completed.
Students are responsible for meeting all site-specific requirements. Failure to complete all requirements in a timely way may result in cancellation of the rotation.

**Policies of Non-University of Michigan Sites**

Many professional practice experiences are conducted at sites outside of the University of Michigan. Students are expected to know and adhere to the policies and procedures of their rotation sites. When beginning a rotation, students should ask preceptors about site-specific policies that need to be observed.

**Site-Related Fees**

Some practice sites outside of the University of Michigan may require students to pay for parking, administrative fees, and other onboarding requirements. These fees are the student’s responsibility; the College of Pharmacy does not pay these fees for students nor reimburse students for the expenses.

**Site-Specific Agreements**

Some practice sites outside of the University of Michigan may require students to sign a confidentiality agreement, a nondisclosure agreement, or some other form or agreement as a condition of gaining experience at the site. If a student is unsure about signing any agreement or form, the student should have them reviewed by their own legal counsel or by Student Legal Services.

**H. APPE Rotation Procedures**

Each APPE rotation block has similar procedural requirements. These activities are summarized in the table on the next page and described in greater detail in this section.

**Initial Contact With Preceptor** – Students are required to send an introductory email to their assigned preceptor **3 weeks before the first day of rotation**. In this email, students should introduce themselves, send their resume/CV and include the following information in the body of their email:

- Current career interests
- Favorite rotation(s) to date (including why)
- 3-4 personal strengths
- 3-4 things students would like to work on or explore during the rotation
- Additional information that may help students gain the best experience possible
- Questions about first day logistics such as when/where to meet the preceptor, parking options, and any site-specific requirements like a special identification badge.

Students are also required to upload their introductory emails into the Requirements section of CORE|ELMS (RXpreceptor) within the COP - Student Requirements folder. After locating the appropriate **APPE 2019-2020 Rotation XX Introductory Email to Preceptor** requirement, students should click on the Add button, use the Completed On Date calendar to select the date of upload, select Choose File to upload a PDF or Word file of their introductory email and then click on the Enter Requirement button. For “Open Rotations”, students should follow the same directions except for entering “Open Rotation” in the comment box instead of uploading a file.
Students reassigned to a new preceptor after sending their initial emails will need to repeat the steps above to upload their new introductory emails. Older files will still be viewable under the Archive column. **Students not completing their introductory email upload requirement BEFORE the first day of their rotations will be issued a Professional Concern Note (PCN).**

**First Day of Rotation** – Preceptors should provide students with a comprehensive orientation to the practice site on the first day (see “First Day Rotation Discussion Guide” in the Syllabi – APPE folder of the Document Library in CORE|ELMS (RXpreceptor)). Students should bring a hard copy with them to Day 1 of their rotation. This document is meant to be a conversation tool for your orientation meeting with your preceptor to help get the rotation off to a good start. As part of this orientation, students should be introduced to key personnel and given a tour of the facility. Preceptors also should review practice experience expectations with the students. The use of a rotation calendar or schedule of activities, projects, meeting, discussion topics, formal evaluation and due dates, is strongly encouraged.

<table>
<thead>
<tr>
<th>When</th>
<th>Activity</th>
</tr>
</thead>
</table>
| Three weeks before the advanced pharmacy practice experience begins: | • Preceptors receive updated information about assigned students.  
• Students are required to email their assigned preceptor as described above.                                                                 |
| First day of advanced practice experience: | • Preceptors and students review goals and objectives for the learning experience, review student's rotation portfolio, and discuss the rotation calendar for that 5-week period. |
| During Week 3:                      | • Student completes midpoint self-evaluation and gives it to preceptor for review. *  
• Preceptor completes midpoint evaluation and meets with student to discuss. *  
*CORE|ELMS (RXpreceptor) will send automated email reminders when the evaluations are due. |
| Middle to End of Week 5 (Final Week) * | • Deadline for student to submit evaluation of preceptor. *  
• Student completes final self-evaluation and gives it to preceptor for review. *  
• Preceptor completes final evaluation and submits evaluation scoring in CORE|ELMS (RXpreceptor). *  
• Preceptor meets with student to discuss the evaluation.  
• Grade is calculated by the Office of Experiential Education and posted in Wolverine Access.  
*CORE|ELMS (RXpreceptor) will send automated email reminders when the evaluations are due. |
Midpoint Evaluation - Preceptors are expected to provide students feedback regarding their performance on a routine basis throughout the rotation. Students will complete a self-evaluation at the midpoint, while the preceptor completes a formal midpoint evaluation of the student no later than the third Friday of each rotation. Both the student self-evaluation and the preceptor evaluation of the student are completed through CORE|ELMS (RXpreceptor). The preceptor and student must meet to discuss the students’ strengths and areas for improvement, and to devise a plan for further student development. CORE|ELMS (RXpreceptor) will send automated email reminders when the evaluations are due.

Student Evaluation of Preceptor – Students must complete and submit an evaluation of their preceptor(s) and rotation site by the last Friday of the rotation. This evaluation is completed and submitted through CORE|ELMS (RXpreceptor). CORE|ELMS (RXpreceptor) will send automated email reminders when the evaluations are due.

Final Preceptor Evaluation of Student – Students will complete a final self-evaluation and share this with the preceptor. Preceptors will complete a final evaluation of the student and meet with the student to discuss the results no later than the last Friday of each rotation. The final preceptor evaluation of the student is completed and submitted through CORE|ELMS (RXpreceptor). The rotation grade is calculated and filed by the Office of Experiential Education staff, based on the rankings provided by the preceptor and other considerations. CORE|ELMS (RXpreceptor) will send automated email reminders when the evaluations are due.

Changes to the Rotation Schedule – In general, NO changes will be made to student rotation schedules except those required to address issues with preceptor availability that may arise.

If a student experiences an emergency that results in the need to withdraw from a scheduled advanced pharmacy practice experience (e.g. extended personal illness or death in the immediate family), the Office of Experiential Education must be notified as soon as possible via e-mail (cop-et@umich.edu) or telephone (734-763-0091). This notification is in addition to any notification made directly to the preceptor. The message should specify the rotation and preceptor affected and the nature of the emergency.

In the event that a student withdraws from a rotation, the Office of Experiential Education will make every attempt to reschedule the student into a similar practice experience. However, the student may need to be assigned to a different type of rotation, give up an open month, or accept other changes to ensure that graduation requirements will be met.

Students must not contact any preceptor directly to inquire whether the preceptor is available for a rescheduled practice experience.

Open Rotations – “Open” rotations are rotation blocks during which students are not assigned to an advanced pharmacy practice experience site. As the open rotation is not a vacation, students are strongly urged to use their open rotation time to go on job interviews, complete their PharmD research project, etc.

During open rotations, students must attend and participate fully in the Pharmacy 680 PharmD Seminars course (as outlined in the course syllabus). Students also must check
their e-mail and College of Pharmacy mailboxes regularly.

I. Grading and Evaluation

Philosophy

All skills will be evaluated using the status of “Entry-level Performance” as the ultimate comparison measure for student skills. There are four main categories in the evaluation. They are skills, professionalism, summary and absences.

Skills to be Evaluated

- Collect
- Assess
- Plan
- Implement
- Follow-up – Monitor and Evaluate
- Written Communication
- Interpersonal Communication
- Interprofessional Teamwork
- Therapeutic Knowledge
- Practice Management/Service Management
- Special Projects or Presentations
- Work Ethic
- Professionalism

Professionalism Evaluation

This evaluation is discussed on pages 11-12; the criteria for evaluation are outlined there. While the Professionalism Evaluation does not count toward the final score, students must pass this in order to pass the rotation.

Evaluation Summary

- What strengths has this student displayed?
- What skills and/or knowledge still require improvement? What specific actions could the student take to improve his or her performance?

Absences

- Number of absences
- Were the absences adequately made up?

Student Ability Ratings

All skills are evaluated on a rating scale that includes the categories of Beginning Performance, Intermediate Performance, Entry-level Performance and Beyond Entry-level Performance. Criteria addressed for each category are:

- Quality of work
- Consistency of applying the skill
- Supervision and guidance required by the preceptor
- Complexity of patient cases or other activities that can be handled by the student

Skills are to be rated as **compared to the expected student ability upon entry into pharmacy practice.**

Using the rating categories below, the student must meet all listed criteria to be ranked in the next higher category.

Examples: A student may perform the skill with good quality, consistently, but only for simple cases. In this situation, the ranking would be "Intermediate". Similarly, if the student can perform the skill with good quality but cannot do the skill consistently, the ranking would be "Intermediate".

The assessment of a student’s skills is to be based solely on the student's competence, not on the student's attitude or effort. Attitude, effort and improvement are important; however, they are graded using specific criteria within the domains of “Work Ethic” and “Professionalism”

<table>
<thead>
<tr>
<th><strong>Beginning Performance</strong> (not ready for entry into pharmacy practice)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performs skill with poor quality</td>
</tr>
<tr>
<td>Performs skill inconsistently</td>
</tr>
<tr>
<td>Requires extensive guidance and supervision from the preceptor</td>
</tr>
<tr>
<td>Performs skill adequately only in simple patient cases or situations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Intermediate Performance</strong> (not ready for entry into pharmacy practice)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performs skill with fair quality</td>
</tr>
<tr>
<td>Performs skill inconsistently</td>
</tr>
<tr>
<td>Requires moderate guidance and supervision from the preceptor</td>
</tr>
<tr>
<td>Performs skill adequately in simple patient cases or situations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Entry-level Performance</strong> (ready for entry into pharmacy practice)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performs skill with good quality</td>
</tr>
<tr>
<td>Performs skill consistently</td>
</tr>
<tr>
<td>Requires minimal guidance from the preceptor</td>
</tr>
<tr>
<td>Performs skill adequately in patient cases with multiple conditions or in moderately complex situations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Beyond Entry-level Performance</strong> (ready for entry into pharmacy practice)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performs skill with excellent quality</td>
</tr>
<tr>
<td>Performs skill consistently</td>
</tr>
<tr>
<td>Performs independently with no guidance or minimal guidance from the preceptor</td>
</tr>
<tr>
<td>Performs skill adequately in complex patient cases or situations; can teach others</td>
</tr>
</tbody>
</table>

| **N/A** | No Opportunity to Apply this Skill |
Grading Scale

Grades will be assigned by the Office of Experiential Education based on the student ability ratings provided by the preceptor, among other considerations.

<table>
<thead>
<tr>
<th>Grading Scale for Rotation Blocks 1 – 4</th>
<th>Grading Scale for Rotation Blocks 5 – 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>72-100</td>
</tr>
<tr>
<td>A-</td>
<td>68-71</td>
</tr>
<tr>
<td>B+</td>
<td>64-67</td>
</tr>
<tr>
<td>B</td>
<td>60-63</td>
</tr>
<tr>
<td>B-</td>
<td>56-59</td>
</tr>
<tr>
<td>C+</td>
<td>52-55</td>
</tr>
<tr>
<td>C</td>
<td>48-51</td>
</tr>
<tr>
<td>C-</td>
<td>44-47</td>
</tr>
<tr>
<td>D+</td>
<td>40-43</td>
</tr>
<tr>
<td>D</td>
<td>≤ 39</td>
</tr>
<tr>
<td>A</td>
<td>78– 100</td>
</tr>
<tr>
<td>A-</td>
<td>75-77</td>
</tr>
<tr>
<td>B+</td>
<td>72-74</td>
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<tr>
<td>B</td>
<td>68-71</td>
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<tr>
<td>B-</td>
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<tr>
<td>C+</td>
<td>62-64</td>
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<td>C</td>
<td>58-61</td>
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<tr>
<td>C-</td>
<td>55-57</td>
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<tr>
<td>D+</td>
<td>52-54</td>
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<tr>
<td>D</td>
<td>≤ 51</td>
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</tbody>
</table>

Grading scales are tied to rotation blocks (i.e., dates), not rotation numbers. As shown above, rotation blocks 1-4 use one grading scale; blocks 5-9 use another. Students starting rotations late (for example, beginning rotation 1 in rotation block 2) will be graded by rotation block, not rotation number as in the example below:

<table>
<thead>
<tr>
<th>Grading Scale for Rotation Blocks 1 – 4</th>
<th>Grading Scale for Rotation Blocks 5 – 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rotation Block 1</td>
<td>Rotation Block 2</td>
</tr>
<tr>
<td>Rotation 1</td>
<td>Rotation 2</td>
</tr>
<tr>
<td>Rotation 1</td>
<td>Rotation 2</td>
</tr>
</tbody>
</table>

Monitoring Student Progress

Since the College of Pharmacy strives to prepare pharmacists who are competent in all core skills, remediation of a given skill or skills may be required even if the individual receives an overall passing grade for a specific rotation.

Students who do not pass a given rotation (< C-) will be referred to the Committee on Academic Standing who will evaluate the student performance and determine the appropriate action (continuation/no action; remediation, or dismissal).

Failing a Rotation

Situations that might warrant a failing grade include, but are not limited to, the following:

- The student cannot exhibit even minimally acceptable mastery of the rotation goals and objectives.
- The preceptor has serious concerns about the student’s ability to practice professionally, safely, and effectively.
• The student merely observes activities at the practice site and is reluctant to participate actively.
• The student accumulates more than two unexcused absences.
• The student commits an unlawful act.
• The student otherwise exhibits unprofessional conduct damaging to the reputation of the College of Pharmacy and/or the experiential training site.

The College of Pharmacy takes pride in its students and hopes that such situations will occur rarely, if at all. If a student appears to be having difficulty with the rotation, preceptors and students are urged to contact the Office of Experiential Education at (734) 763-0091 or cop-et@umich.edu to discuss the specific problems as soon as they are identified. When this contact occurs early in the process, measures can often be taken to keep the problem from getting worse and set the student on the right track.

J. Patient Intervention Tracking

During WEEK 4 of all inpatient clinical rotations (General Medicine, Inpatient A and Inpatient B) and Ambulatory Care rotations, students are required to document information about the patients for whom they provide care. This is to ensure that, in compliance with ACPE Guidelines, students are exposed to a population that exhibits diversity in culture, medical conditions, gender and age.

Each student is required to document ALL ENCOUNTERS DURING WEEK 4 OF EACH INPATIENT CLINICAL (Inpatient A, Inpatient B, General Medicine) AND AMBULATORY CARE ROTATION in the Field Encounters module of CORE|ELMS (RXpreceptor). To do this, log in to CORE|ELMS (RXpreceptor) and complete the following steps:

1. Click on Field Encounters in the left-hand navigation. When the module opens, you will see the following screen that displays a list of disease state categories:
2. Click on Add beside the disease state category corresponding to the patient's primary diagnosis. This should be the diagnosis that prompted the hospital admission, the most significant diagnosis being managed by you, or the condition for which the patient is being seen by you in the ambulatory care setting. The following table should help you categorize the patient's primary diagnosis; please note that the table is not all-inclusive.

<table>
<thead>
<tr>
<th>Disease State Category</th>
<th>Examples of Diseases Within the Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral/Psychiatric Disorders</td>
<td>Depression, Anxiety Disorder, Bipolar Disorder, Schizophrenia, Dementia, Attention Deficit Disorder, Substance Abuse</td>
</tr>
<tr>
<td>Cardiovascular</td>
<td>Heart Failure, Ischemic Heart Disease, Arrhythmia, Hypertension, Acute Myocardial Infarction, Dyslipidemia, Stroke/Transient Ischemic Attack, DVT/PE, CABG, Valve Disease/Replacement</td>
</tr>
<tr>
<td>Dermatologic Disorders</td>
<td>Acne, Psoriasis, Atopic Dermatitis, Pemphigus, Pityriasis Rosacea, Stevens-Johnson Syndrome</td>
</tr>
<tr>
<td>Endocrine</td>
<td>Diabetes Mellitus, Thyroid Disease</td>
</tr>
<tr>
<td>Eye Diseases</td>
<td>Glaucoma, Retinal Disease</td>
</tr>
<tr>
<td>Gastrointestinal, Nutrition</td>
<td>Nutrition, Inflammatory Bowel Disease, GERD, Liver Disease</td>
</tr>
<tr>
<td>Hematology, Oncology</td>
<td>Anemia, Malignancy/Cancer, Hematologic Disorder</td>
</tr>
<tr>
<td>Immune Disorders</td>
<td>Transplant, Immunocompromised Patient, Autoimmune Disorders</td>
</tr>
<tr>
<td>Infectious Diseases</td>
<td>Skin/Soft Tissue Infection, Antimicrobial Prophylaxis, Sexually Transmitted Disease, Tuberculosis, Urinary Tract Infection, Pneumonia, Osteomyelitis, Sepsis, Endocarditis, Diabetic Foot, HIV/AIDS, Systemic Fungal Infections</td>
</tr>
<tr>
<td>Musculoskeletal Disorders</td>
<td>Arthritis</td>
</tr>
<tr>
<td>Neurology Disorders</td>
<td>Epilepsy, Movement Disorders, Parkinson's Disease</td>
</tr>
<tr>
<td>Pain Management</td>
<td>Pain Management</td>
</tr>
<tr>
<td>Renal Diseases</td>
<td>Acute Kidney Injury, Chronic Kidney Disease, Nephrotic Syndrome, Drug Induced Kidney Injury</td>
</tr>
<tr>
<td>Respiratory</td>
<td>Asthma, COPD, Severe Allergic Rhinitis</td>
</tr>
<tr>
<td>Toxicology/Overdose</td>
<td>Specified</td>
</tr>
</tbody>
</table>

3. When the Add Encounter Log page opens (see next page), use the drop-down menus or free text fields, enter the Preceptor/Site, Age of the Patient, Sex of the Patient, Ethnicity of the Patient, and date of the entry.
4. In the **Comments** box, type in the following information:

   a. The primary diagnosis (e.g., anemia; diabetes; etc.)
   b. The type of Intervention you made in providing care to the patient. Interventions may include:

   - Medication added
   - Agent Changed
   - Dosage Changed
   - Route Changed
   - Medication Discontinued
   - ADR Identified/Treated/Minimize
   - Drug Interaction Identified/Minimized
   - Noncompliance Resolved
   - Medication Counseling
   - Self-Care Counseling
   - Medication History
   - Drug Information Provided
   - Medication Reconciliation
   - Other (specify)

5. Once you have completed all entries, click **Submit Log** to enter the data into the system.