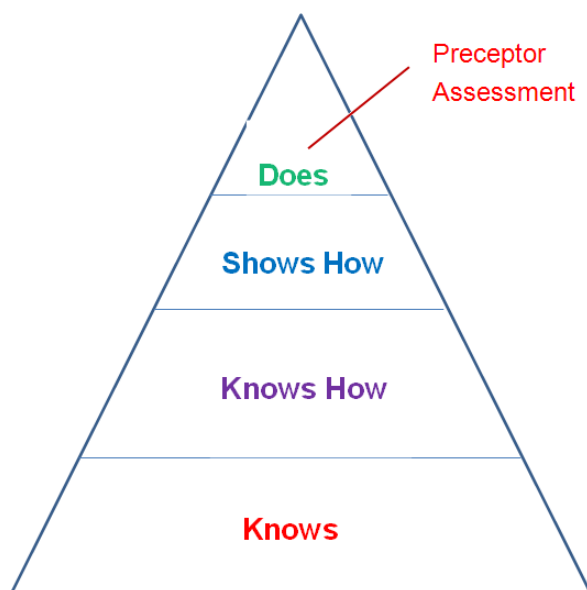




SCHOOL OF PHARMACY

OFFICE OF EXPERIENTIAL EDUCATION

Preceptor Manual for the Introductory Pharmacy Practice Experiences



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I. MARSHALL UNIVERSITY SCHOOL OF PHAMACY MISSION AND VISION STATEMENT

Mission Statement

The mission of the Marshall University School of Pharmacy (MUSOP) is to advance direct pharmacy patient care by developing innovative practitioners, researchers, and educators. MUSOP conducts research and provides services directed toward the goal of improving the health and well-being of West Virginians, veterans, and residents of the tri-state region and the nation.

Vision Statement

We are...Marshall!

We are...leaders in innovation, education, practice, and research!

We are...the future of Pharmacy!

II. OFFICE OF EXPERIENTIAL LEARNING MISSION AND VISION STATEMENT

Mission Statement

Our mission of the Office of Experiential Learning is to provide student-centered real-world pharmacy practice experience that results in a superior pharmacist who delivers exceptional patient-centered care, advances the profession through scholarship and mentoring, and service to the community that results in improved well-being of West Virginians, veterans, residents of the tri-state region, and the nation.

Vision Statement

Our vision of the Office of Experiential Learning is to develop pharmacists who are caring, empathetic practitioners that provide a level of care to patients that distinguishes themselves, the profession, and the Marshall University School of Pharmacy. Our graduates will enrich the lives in the communities that they live and serve, providing leadership for worthy causes at the community, state, and national level while maintaining high standards of ethical and moral conduct.

III. GENERAL DESCRIPTION AND INFORMATION

Notice: All material contained in this manual is for the restricted use of the Marshall University School of Pharmacy and may not be duplicated without the written consent of the Director, Office of Experiential Education

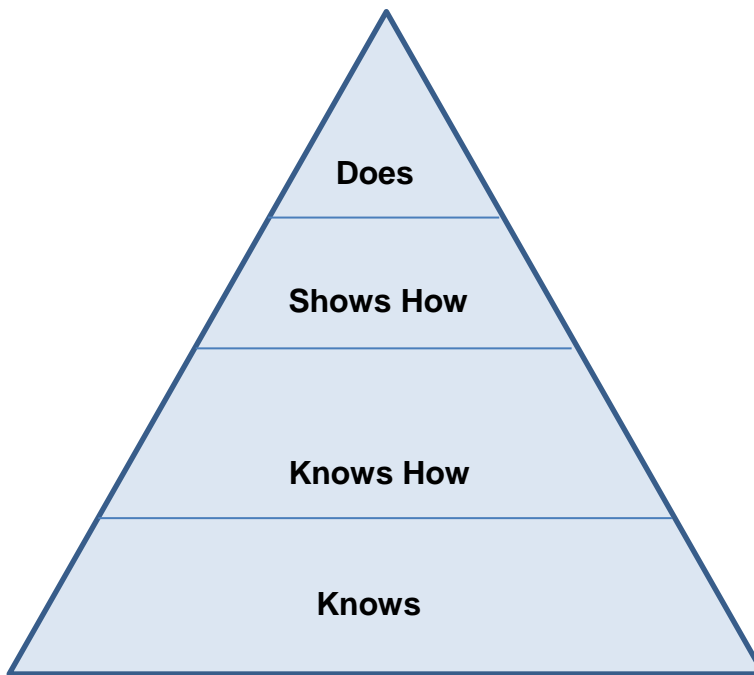
Purpose of the Manual. This Manual discusses the general philosophy and goals of the introductory pharmacy practice experience (IPPE) and role of the preceptor. For specific rotation objectives please review the preceptor manual for the specific IPPE rotation.

Introductory Experiential Program. The early experiential program consists of a series of IPPEs throughout the first three professional years. Each IPPE educational rotation will consist of 40 hours. The student will spend 4 hours at the rotation site twice a week for 5 weeks. The first two years of experiential learning will occur in community and institutional pharmacy practice sites only.

The IPPE is a structured and supervised environment that serves to transition the student-pharmacist into a competent professional interacting effectively with patients and other members of the healthcare team to provide optimal direct patient care. Experiential learning promotes becoming a self-directed, life-long learner.

IV. PURPOSE OF EXPERIENTIAL LEARNING

In 1990, GE Miller introduced a method for assessing healthcare students, this assessment model is commonly referred to as Miller's Pyramid.¹ In experiential learning the student is more actively involved in the learning process than in the classroom setting and real-world experiences vary from the classroom setting. The experiential learning process allows the student to attain competency in a structured, supervised environment.



The Introductory Pharmacy Practice Experiential (IPPE) goals are to assess that the learning that has occurred in the didactic and simulation environment can be applied by the student in real-world pharmacy settings. The experiential environment is a structured environment where students can comfortably ask questions, relate concepts to patients, and be immersed into the culture of pharmacy. Other objectives of experiential learning include professional socialization, critical reflection, and learning/observing of the pharmacist-patient relationship. Demonstration of professional behaviors and attitudes are refined in this setting as well.

This model emphasizes that competency in an area is not realized until the learner can demonstrate that he/she is capable of successfully completing a task or ability in a real-world situation.

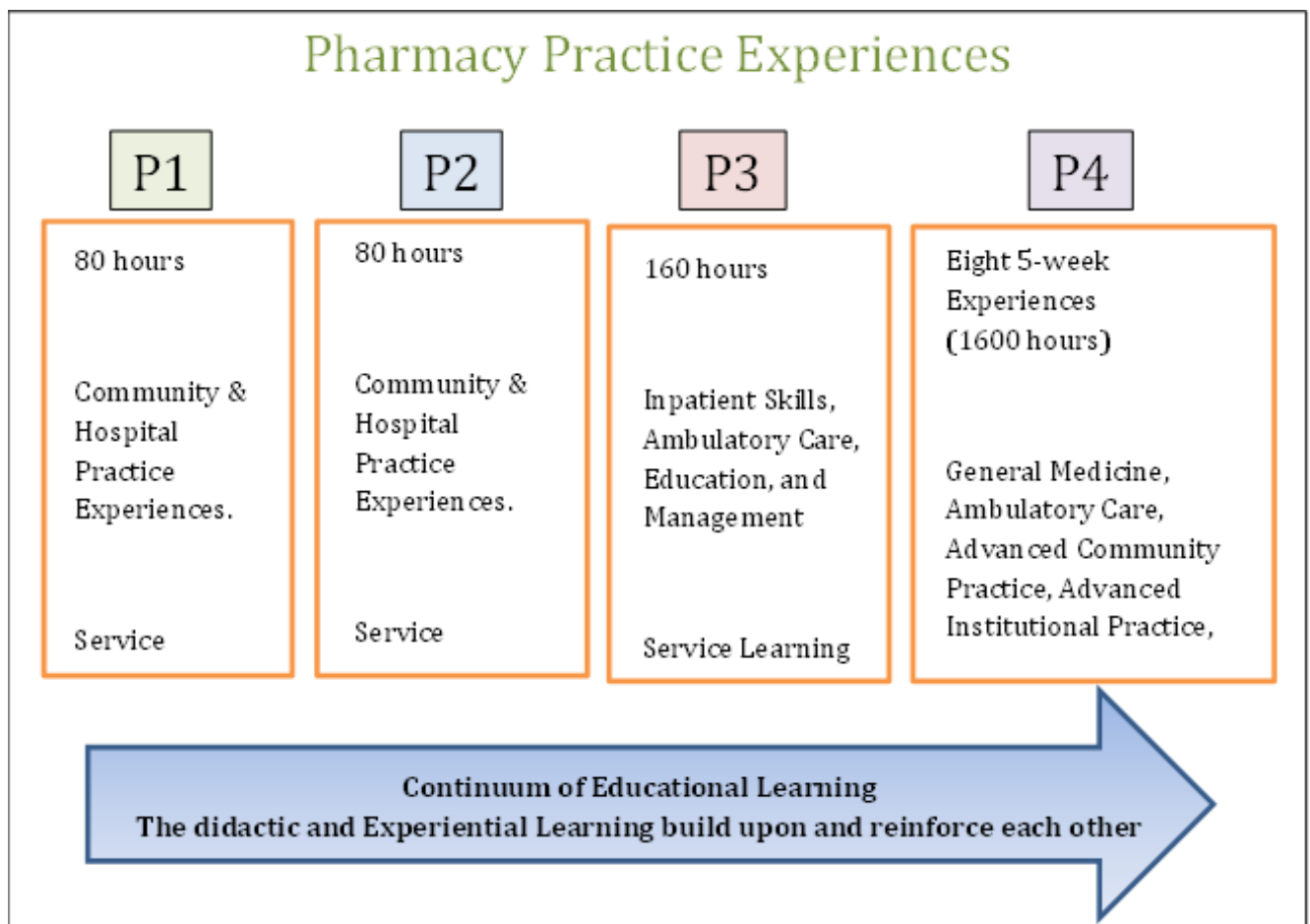
In this model of education the preceptor plays an important role as the practitioner who decides whether the student-pharmacist has achieved a level of competency to perform specific abilities needed to become a practicing pharmacist. At the peak of the pyramid the preceptor assesses whether or not the student is able to complete the 'Does'. In the event that a student does not perform adequately, the student will receive additional instruction, simulation, and other educational assistance to ensure the student-pharmacist can perform the expected ability.

V. THE TIMING OF IPPE ROTATIONS

The philosophy of MUSOP is to introduce the student-pharmacist early into real-world practice environments. Subsequently, the IPPE rotations have been established early in the curriculum to facilitate learning and immerse the student-pharmacist into the culture of pharmacy, to reinforce and to assess the learning that has occurred in the classroom, and desirably to demonstrate the relevancy of the classroom instruction into pharmacy practice. Each year progressive assessment of the learning that has been taught in the classroom and reinforced with simulation is evaluated in the real-world setting.

In the first and second professional years, the student will be immersed in experiential learning opportunities in both a community pharmacy and an institutional setting. Progressively, during the second year, the student will demonstrate additional skills and knowledge that they have learned from the didactic and simulation environment in community and institutional experiential settings.

Beginning in the 3rd year the student-pharmacist will have an opportunity to demonstrate competency in practice management, education and mentoring, ambulatory care skills, and inpatient skills. Mastery of professional behavior and attitude, and other skills must be achieved prior to the start of the advanced pharmacy practice experiences (APPEs) in the fourth professional year.



VI. PROFESSIONAL CONDUCT

Professionalism is a commitment to uphold the values of the profession, exhibit respect for others, and follow legal and ethical standards. Below are some of the professional conduct requirements that MUSOP necessitates of all its students:

1. Respect for the preceptor. In no circumstances will disrespectful behavior be tolerated towards MUSOP preceptors. This includes verbal and non-verbal actions.
2. Respect for the patient. In no circumstances will disrespectful behavior be tolerated towards *any* patient for *any* reason. An important aspect of professional conduct is learning how to handle difficult patient issues.
3. Professional Attire. Professional attire is required for all experiential learning. Please consult the student handbook for MUSOP definition of professional attire.
4. Professional Behavior. Professional behavior includes respect for others, absence of offensive language, courtesy towards preceptor, patients, and staff.
5. Identification. Students must wear identification badges at all times when at an experiential site. This is often a requirement of the site and is a requirement of MUSOP.
6. Attendance. Except in unusual circumstances, attendance is always required. Please consult student handbook for consequences of absences.
7. Patient confidentiality. Patient confidentiality is protected by federal law. Breach of patient confidentiality may result in expulsion from MUSOP. The most common places identified for breaches of patient confidentiality are the elevator and the lunch and/or break room. More on patient confidentiality can be found in this manual in the heading titled, “Health Insurance Portability and Accountability Act (HIPAA)”
8. Experiential Site Policies. The student-pharmacist must follow the policies of the experiential site. Many of the sites require a signed document that the student will follow the site’s policies and conduct.
9. Laws. Adherence to federal, state, and local laws is required. Failure to adhere to practice laws will result in failure of the rotation and may result in expulsion from MUSOP.

VII. HEALTH INFORMATION PORTAILITY AND ACCOUNTABILITY ACT (HIPAA)

Prior to any experiential learning, the student-pharmacist must satisfactorily complete an educational learning module on HIPAA. MUSOP recognizes the importance of confidentiality and provides training on this issue. However, the site is encouraged to have the student-pharmacist understand and receive training to their confidentiality requirements as well.

Some key aspects of HIPAA that are emphasized during the School's training:

1. Within the HIPAA regulations is the "Privacy Rule" which sets forth rules for protecting patients' health privacy.
2. The Privacy Rule protects "all individually identifiable health information". This includes address, birthdate, Social Security number or any patient identification number.
3. Exemptions apply for information exchanges among health care professionals who are directly involved in the care of that patient.
4. Criminal Penalty. A person who knowingly **obtains** or discloses individually identifiable health information may face a penalty of up to \$50,000 and 1 year in prison.
5. Email and text messages are very public communication and are never to be used to transmit confidential information.

VIII. FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

1. A Federal law that protects the privacy of student education records.
2. Ensure that students' personal information is properly safeguarded and is used only for legitimate purposes.
3. Students have the right to inspect and review the student's educational records maintained by the school.
4. Written permission required from the student to release information from the student's education record.

IX. ATTENDANCE AND TARDINESS POLICY

We expect our student-pharmacists to arrive on time to the site and be ready to learn. Below is our attendance and tardy policy, however, the experiential site may impose their own attendance and tardiness policy and that will be the criteria on which the student will be assessed. The preceptor should make available to the Office of Experiential Learning their attendance and tardiness policy.

All students are expected to adhere to the rotation attendance policy and are required to spend a minimum of 8 hours per week at the site.

Tardiness is defined as greater than 10 minutes after expected time of arrival. If greater than one tardy then this will be classified as an unexcused absence. On time is defined at work and in place to start tasks.

Absences with Advanced Notice: A student may make a request to be excused from rotation for a qualifying school sponsored or other educational event (e.g. career day). The Office of Experiential Learning will contact the preceptor and a mutual decision will be reached as to whether the student-pharmacist may be excused from the rotation.

Absences for Illness/Emergency: In the event that the student may be unexpectedly absent from rotation (e.g. illness, emergency), the student **must immediately notify BOTH the preceptor (by phone) and the Office of Experiential Education (304-696-7350)**. Please treat your preceptor as you would an employer and provide notice as early as possible. In the event that the student must leave a message, (s)he should provide a contact phone number where (s)he may be reached and follow up with an e-mail (if possible) to ensure that the message was received. **Each failure to notify the preceptor AND the school properly will result in (5%) deduction from the rotation grade.**

Unexcused absences are prohibited and may result in failure of course. Each unexcused absence will result in a minimum reduction of 5 percentage points per occurrence; two unexcused absences will result in automatic failure of the course. For excused absences refer to the student handbook.

All missed time (for any reason, with the exception of an approved holiday) must be made up. In the event a student misses more than three (3) days of time during an IPPE rotation, they will automatically fail the rotation unless the missed time is made up.

X. CHARACTERISTICS OF EXEMPLARY PRECEPTORS

- Preceptor is familiar with the School's mission, goals, and values
- Preceptor demonstrates ethical and moral behavior
- Preceptor has compassion and empathy for patients
- Preceptor demonstrates effective leadership and management
- Preceptor participates in community outreach activities, such as, health fairs
- Preceptor utilizes clinical publications and drug information to provide evidence-based decision making
- Preceptor monitors the quality of professional practice and teaching activities
- Preceptor treats all patients equally regardless of education or resources
- Preceptor is active in local, state, or national professional organizations
- Preceptor serves as an interviewer, on advisory groups, and is involved in curriculum development of the school of pharmacy
- Preceptor provides patient-centered care
- Preceptor has a desire to teach
- Preceptor encourages self-directed learning of the student with constructive feedback
- Preceptor treats students as colleagues-in-training
- Preceptor demonstrates effective interprofessional communication skills

XI. CHARACTERISTICS OF EXEMPLARY SITES

- Must provide patient-centered care and that this care is the primary practice focus
- Quality improvement efforts at the site include the use of automation and barcode scanning verification in distribution
- Patient number and variety sufficient to care for diverse populations
- Is legally compliant with local, state, and federal laws
- Has access to learning and information resources
- HIPPA Compliant
- Applies quality assurance or quality improvement principles
- Utilizes informatics
- Has a commitment to the education of pharmacy students
- Has management that is supportive of professional staff involvement in the education of pharmacy students
- Has a practice environment that nurtures and supports pharmacist and student interactions with patients
- Provides daily contact with the preceptor or a qualified designee to ensure that students receive feedback and have opportunities to ask questions
- Is adequately equipped with technology needed to support student training and to reflect contemporary practice
- Provides educational workshops for patients and other health care providers
- Has collaborative professional and/or training relationships with other health care providers
- Serves as an accredited site for training of pharmacy residents
- Offers Medication-Therapy-Management services
- Demonstrates a strong commitment to health promotion and illness prevention as reflected by the services provides and/or products sold

XII. STUDENT EVALUATIONS / ASSESSMENTS

1. EValue will send an email notification prior to the mid-rotation and towards the end of the rotation:

**** Do not reply to the sending e-mail address on this message.**

Please reply directly to the person listed below.**

Dear John TestPreceptor,

This is an automated notice informing you that you have been scheduled to do evaluations for the activity IPPE I Community.

This reminder may be received prior to the activity's completion, and is intended to facilitate your evaluation and feedback process. The information you provide through evaluations is considered highly valuable to the program. Your participation is greatly appreciated.

You may complete your evaluations by logging in to the E*Value Evaluation System at the following Web site. If the URL wraps due to your email client, you will need to copy both parts to your Web browser before continuing:

<https://www.e-value.net?a=1296D09A3A162BCEB03AB53767BF48B8>

2. You will NOT need to login

E*VALUE™
Powering Healthcare Education

Schedules Evaluations Sites & Affiliations

Evaluations To Be Completed

Rotation:	IPPE I Community	Site:	Test Site			
Period:	Test Time Frame	Time Frame:	09/01/2012 through 05/31/2013			
Edit/Status	Suspend	Evaluation Type(s)	Subject	Request Date	View Image	View Printable Evaluation
Edit Evaluation	Suspend	Preceptor Assessment of Student Final - IPPE	Student P1 Test	09/10/2012	Not available	View/Print

John TestPreceptor

XIII. REFERENCES

1. Miller GE. *The assessment of clinical skills/competence/performance. Acad Med 1990;65:S63-7.*