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Introduction

CONTACT INFORMATION:
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MISSION STATEMENT:

The mission of the West Virginia University School of Pharmacy (WVU SOP) is to improve the health and well-being of West Virginians and society at large by educating students and practitioners to provide optimal pharmaceutical care; conducting vital research that advances scientific knowledge, pharmacy practice, and economic development; and providing direct and supportive services to patients, the community, and the profession.

PROGRAM OVERVIEW:

The experiential learning program at WVU SOP provides hands-on experiences throughout each year of the curriculum designed to enhance knowledge and skills learned in the classroom. By completing introductory pharmacy practice experiences (IPPE) and advanced pharmacy practice experiences (APPE), students gain a wide variety of experiences and develop advanced application skills.

INTRODUCTORY PHARMACY PRACTICE EXPERIENCES:

The introductory experiential program consists of a minimum of 300 clock hours completed during the first three years of the professional program. Students complete these experiences during the fall and spring semesters, and capstone rotations in the weeks following the completion of the spring semester.

IPPE Curriculum:

First Professional (P1) Year (PHAR 703, 710, & 714)
Students complete 25 hours during both the fall and spring semesters at an assigned community pharmacy site. A two-week, full time (80 hours) rotation is completed at the assigned community pharmacy following the spring semester. This allows students to become increasingly familiar with activities in the community pharmacy setting.

Second Professional (P2) Year (PHAR 717 & 719)
Service Learning activities are completed by student teams at a selected community agency during the fall and spring semesters. The fall semester is devoted to needs assessment and project planning, and the spring semester is spent implementing the project. Approximately 50 hours are spent completing service learning requirements.

Second Professional (P2) Year (PHAR 729)
A two-week, full time (80 hours) rotation is completed at an assigned institutional pharmacy following the spring semester. This allows students to receive an introduction to hospital pharmacy prior to their advanced pharmacy practice experiences.
Acute and ambulatory care activities are completed during the final year of the IPPE curriculum. The class will be divided in half, and each semester one-half of the class will complete either the acute or ambulatory care activities. Acute care activities include collecting pertinent patient information and clinically evaluating the data collected. Ambulatory care activities include medication therapy management (MTM), physical assessment, and community practice activities.

**ADVANCED PHARMACY PRACTICE EXPERIENCES:**

The advanced practice experiential program consists of a minimum of 1600 clock hours completed during the fourth (4th) year of the professional program. Students complete rotations in the summer, fall and spring semesters. Students will complete a minimum of 200 clock hours for each rotation (5 week block).

**APPE Curriculum**

Eight block rotations, 5 weeks in duration. The following combination of rotations is required for successful completion:

A. 1 Acute Care (Medicine) (PHAR 760)
B. 1 Ambulatory Care (PHAR 762)
C. 1 Medicine/Acute or Ambulatory Care (PHAR 761 or 763)
D. 1 Advanced Practice Community (PHAR 770)
E. 1 Advanced Practice Institutional (PHAR 772)
F. 2 Patient Care Electives (PHAR 764, 765)
G. 1 General Elective (either patient care or non-patient care) (PHAR 766)

Either a community or institutional rotation may be chosen as an elective experience; however, the total number of Advanced Practice Community and Institutional rotations cannot exceed 3 of the 8 rotations.

To comply with state legal requirements, two of the eight block rotations must be completed at sites designated as a rural rotation site. The designation of rural is determined by the OEL.

All faculty and faculty-equivalent rotations must be filled prior to all other rotations. Each student will be provided with a list of these rotations.

In addition to completion of all APPE rotations and related assignments and evaluations, all students will participate in a longitudinal journal club experience. Journal club will take place at the WVU Charleston Campus and the WVU Morgantown Campus. Students will be assigned to complete a journal club presentation as well as attend journal club presentations of other students.
Practice Sites

GENERAL SITE REQUIREMENTS:
The site must:

1. Demonstrate that at least one component of all six learning competencies from the Student Assessment Form will be evaluated during the rotation.
2. Have adequate facilities (space for students to work, computer access if needed, etc.) to provide a quality rotation experience for each student. There must be a qualified pharmacist (or other professional) meeting the standard preceptor criteria and willing to serve as the preceptor of record for each type of rotation offered at the site.
3. Provide adequate opportunities for students to practice clinical skills (for clinical rotations) at the rotation site.
4. Have an active affiliation agreement with WVU in order to accept students.

SITE APPROVAL PROCESS:

Rotation sites are approved through the Experiential Learning Committee at WVU SOP (Policies 30-70 & 30-75).

In order for the Committee to vote on site approval:

1. Committee members must receive a copy of the rotation syllabus in addition to any written documentation the Director of APPE or Chair of the ELC determine will help with the decision process, prior to the scheduled meeting (either via e-mail, regular mail, or fax copy).
2. A quorum must be present.
3. A simple majority of “yes” votes are required for approval.
4. The following criteria will be used for site approval:
   A. Demonstrate via the rotation description and responses to the site screening form that at least one component of all six (6) Experiential Learning Competencies will be evaluated during the rotation.
   B. Site syllabus has been submitted and meets WVU Experiential Guidelines for format and included information.
   C. Site meets minimum requirements as outlined on the Site Screening form for the applicable rotation type.
   D. The number of patient encounters (in person or via telephone) is sufficient to provide the student enough experience to meet learning goals.
   E. Sample calendar of student activities demonstrates:
      i. appropriate pharmacy student activities;
      ii. activities appear consistent with the rotation’s stated goals and objectives;
      iii. student takes an active role on site, rather than shadowing only.
AFFILIATION AGREEMENTS

The formal affiliation agreement outlines the responsibilities of the school, practice site, and general conditions for a specified period of the agreement. Affiliation agreements must be fully executed by both parties (the school and the site) prior to the placement of students at the site.

PHARMACY SOUTHERN EXPERIENTIAL LEARNING (PSEL):

A significant number of quality experiential rotations exist in Charleston, Huntington, Beckley and surrounding areas. Completion of APPE in an established geographic area provides students with the opportunity to live in the same area throughout their APPE year, eliminate the need for paying for housing in Morgantown and Charleston while enabling students to serve the healthcare needs of patients throughout the entire state.

Approximately one-third (1/3) of APPE students participate in the PSEL Program, completing the majority of their experiential rotation at sites in following counties: Boone, Clay, Cabell, Fayette, Jackson, Kanawha, Lincoln, Logan, Mason, Putnam, Raleigh, Roane, Wayne, and Wyoming.

RURAL ROTATIONS:

Providing health care in rural settings comes with unique challenges and opportunities. A number of health disparities specific to rural populations in the United States have been identified including lack of physician specialists, increased travel times to receive primary and specialty care, and more frequent diagnoses of chronic health conditions. Chronic medical conditions such as heart disease, chronic obstructive pulmonary disease, and diabetes related illness and high risk behaviors such as lack of physical activity and smoking are more commonly seen in West Virginia compared to most other states.

In addition to these health disparities, it is known that rural culture (and specifically Appalachian culture) plays a key role in how individuals from rural, Appalachian communities view health care and health care providers. Social characteristics of rural areas can be described through cultural traditions, religious affiliations, regional industry, and general socio-economic status.

Education specifically targeted to communication issues in a rural environment and cultural perspectives can have a profound effect on health professions students’ attitudes toward working in rural communities. Learning to provide culturally competent care requires not only learning about financial and geographic barriers to patient care, but also learning how to gain trust and function as part of that community. Spending time in these communities is essential for developing the insight needed to understand a community’s traditions, beliefs, and social structure. An understanding of the cultural context can help pharmacists
recognize a patient’s motivations, beliefs, and attitudes about health care and health care professionals.

The completion of two (5-week) Advanced Pharmacy Practice Experiences (APPE) in designated rural areas of West Virginia are required to successfully meet graduation requirements. Rural rotations are defined as rotations in West Virginia that are not physically located in the following cities: Charleston, Huntington, Morgantown, or Wheeling.

These rural rotation experiences will be evaluated based upon standard learning objectives of each respective rotation type (e.g. acute care, ambulatory). In addition to these standard objectives, rural rotations will have the following learning objectives:

1. Identify health disparities specific to the applicable rural setting.
2. Identify strategies for overcoming barriers to the provision of health care in the rural setting.
3. Demonstrate culture competence through interactions with other health care providers, support staff, and patients in the rural setting.

These additional learning objectives will be evaluated as a longitudinal experience throughout the two required rural rotations. Students will be required to submit one reflection following the completion of their second required rural rotation. This reflection will be submitted to the Director of APPE for review.
Preceptors

CRITERIA AND RESPONSIBILITIES OF PRECEPTORS:

The following criteria have been approved by the Experiential Learning Committee (updated 9/2008):

1. Active pharmacy licensure in good standing with the state board of pharmacy during the period of service as a preceptor.
2. Practicing actively for at least one full year after graduation from pharmacy school.
3. Willing to accept the responsibility for professional guidance and training of students consistent with the course objectives and be able to devote adequate time to instruction.
4. Does not discriminate against students on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin.
5. Willingness to work with interns who have no prior pharmacy experience as well as those who do.
6. Capable of developing a teacher-student relationship with the intern rather than employer-employee.
7. Completion of all necessary preceptor training programs in the required time frame.
8. Ability to submit student evaluations within 5 days of the completion of the student’s rotation experience.
9. Assure that the course objectives as described in the syllabus are met.
10. Willingness to be evaluated annually based on student evaluations.
11. The site needs to complete and return an affiliation agreement with the School of Pharmacy.
12. Provide adequate student orientation to the facility.
13. The preceptor cannot be a family member or relative of the student.
14. APPE preceptors should have a minimum of 6 months practice experience in the rotation they offer.

APPLICATION PROCESS:

1. Completion of required processing paperwork, available from the OEL:
   A. Preceptor Information Form
   B. Personal Information Form
   C. Drug Free Workplace Form
   D. Completion of rotation screening form for applicable rotations.
2. Discussion of experiential goals, rotation type, activities, syllabus, and calendar with corresponding experiential director.
3. Submission of syllabus using the standard WVU rotation description template and sample calendar of activities.
4. Once all paperwork is submitted, approval of the rotation will be voted upon at the next regularly scheduled ELC meeting.
Once preceptor eligibility and rotation approval have been obtained, the new preceptor will receive notification of approval from the OEL Program Specialist.

**RESIDENTS AS PRECEPTORS: (Policy 30-40)**

**PGY1 Pharmacy Residents**

PGY1 Pharmacy Residents (PGY1) (except for Community Pharmacy Residents) may not be preceptors or co-preceptors for pharmacy students on rotation. They may be assigned to assist students with selected individual projects under the direction and discretion of the WVU assigned preceptor.

**PGY2 Pharmacy Residents and PGY1 Community Pharmacy Residents**

A. PGY2 and PGY1 Community Pharmacy Residents may be co-preceptors for pharmacy students on rotation along with the assigned faculty member. They may not be the sole preceptor.

B. Eligible residents must complete a minimum 6 months of their residency prior to co-precepting pharmacy students.

C. For residents to serve as preceptors, the following procedures must be followed:
   1. The WVU assigned preceptor must meet with the Resident prior to the start of the rotation to review the rotation syllabus and student expectations with the Resident.
   2. The WVU assigned preceptor must attend a minimum of one resident/pharmacy student discussion session per week (in addition to the student evaluation session).
   3. The WVU assigned preceptor must be present at both the 2 week and final week SAF sessions.
   4. The WVU assigned preceptor must complete the student evaluation on E*Value.
   5. If the pharmacy student receives a competency or competency element score of < 3 at the 2 week evaluation, the preceptor must arrange to personally observe/evaluate the student’s activities related to that competency/competency element over the final 3 weeks of the rotation. If the student receives an average competency score of < 3 at the 2 week evaluation, the preceptor is responsible for ensuring that a written action-plan for the student is attached to the 2 week evaluation.

D. Resident preceptors will be added to the preceptor/site survey list and will be evaluated by the student in the same manner as the preceptor of record.
FACULTY APPOINTMENTS:

All preceptors are eligible for an adjunct appointment through WVU SOP. In general, preceptors with a terminal degree will be offered an adjunct assistant professor appointment, and preceptors without a terminal degree will be offered an adjunct instructor appointment. No salary or fringe benefits will be associated with the adjunct appointment.

PRECEPTOR ORIENTATION:

All new preceptors will be required to complete preceptor orientation upon final approval of their rotation by the ELC. Preceptor orientation is available on the OEL website. One credit hour of continuing education is available for this orientation through the WVU SOP Office of Continuing Education.

PRECEPTOR DEVELOPMENT:

All IPPE and APPE preceptors will be required to complete a minimum of 3 hours of preceptor development every 3 years. All new WVU SOP preceptors will complete either IPPE or APPE WVU preceptor orientation, as applicable to the setting and rotation type. Continuing education programs specific for preceptor development offered through the WVU SOP OEL, the Pharmacist’s Letter, regional or national pharmacy association meetings, or other schools of pharmacy may serve as preceptor development for WVU SOP. The OEL will maintain a record of completed development programs and may request copies of CE completion certificates for preceptor development programs.
Students

REQUIREMENTS FOR IPPE ELIGIBILITY:

The IPPE courses follow a defined order. To be eligible for the next course, a student must receive a grade of satisfactory in the previous course. Additional requirements for IPPEs are listed below.

IPPE 1, 2, and Capstone Community Rotation (P1 year)

The student must provide documentation of the following to the Office of Student Services prior to beginning their community pharmacy practice experiences:

1. Completed OSHA training module on SOLE. A report of successful completion will be accessible to the IPPE Director from SOLE.
2. Completed HIPAA training module on SOLE. An automatic confirmation will be sent from SOLE to the Office of Student Services.
3. Obtain the necessary pharmacy intern license depending on the state of the site placement.

Capstone Institutional Rotation (P2 year)

Students must have completed IPPE 4 and PCL 4 prior to beginning their capstone institutional rotation.

The student must provide documentation of the following to the Office of Student Services prior to beginning their institutional pharmacy practice experiences:

1. A negative two step PPD test. Please note that PPD tests are valid for 1 year. For students with a positive PPD test, the student must provide documentation from a treating physician that the student does not have active tuberculosis and is able to participate in clinical rotations.
2. The student must have proof of vaccination for MMR, Varicella and Hepatitis B or in the absence thereof a positive titer result. If the student has a negative titer result, documentation of a booster must be provided.
3. Completed OSHA training module on SOLE. A report of successful completion will be accessible to the IPPE Director from SOLE.
4. Completed HIPAA training module on SOLE. An automatic confirmation will be sent from SOLE to the Office of Student Services.
5. Obtain the necessary pharmacy intern license depending on the state of the site placement.
6. Completion of site specific requirements must also be completed prior to the start of the rotation. The OEL will post these requirements for review by the students. It is the student’s responsibility to make sure that these requirements are met.
Additionally, students must satisfactorily complete ALL preparatory sessions provided during PCL 4.

**IPPE 5 & 6 (P3 year)**

The student must provide documentation of the following to the Office of Student Services prior to beginning their acute and ambulatory care experiences:

1. Completed in class (Live) OSHA training session (prior to ambulatory care activities).
2. Completed HIPAA security training.

**REQUIREMENTS FOR APPE ELIGIBILITY:**

Students must have good standing as a fourth-year pharmacy student prior to beginning APPE rotations.

The student must provide documentation of the following items to the Office of Students prior to the start of block 1:

1. A two-step PPD test. (Please refer to the WVU SOP Student Handbook.)
2. Completed OSHA training module on SOLE. A hard copy confirmation must be provided to the Office of Student Services.
3. Completed HIPAA training module on SOLE. An automatic confirmation will be sent from SOLE to the Office of Student Services.
4. Completed CPR and First Aid training program from American Red Cross or American Heart Association.

Additionally, students must complete ALL preparatory sessions and activities provided during IPPE 5 and 6.

**ROTATION SCHEDULING:**

**IPPE**

IPPE community and institutional rotations are scheduled based on student housing and site availability. Sites will generally be assigned within one hour driving distance from the location(s) where the student has housing.

**APPE**

All APPE rotations will be scheduled using the schedule optimization process of the E*Value system. Students will receive training regarding program requirements and how
to enter rotation preferences during the Fall semester of the P3 year. Students will enter rotation preferences during the P3 Fall semester.

Some rotations may require an external application process. A listing of such rotations, including directions to apply and application deadlines, will be provided by the Director of APPE. It is each student’s responsibility to fully complete any application requirements by the corresponding application deadline to be considered for one of these rotations. Students selected for one of these rotations will have the rotation added to their schedule prior to general rotation scheduling when possible.

APPE schedules will be released during the Spring semester of the P3 year.

**ROTATION ASSIGNMENTS IN PREFERRED REGIONS; LOTTERY**

Each year, approximately one-third of APPE students will be assigned to PSEL, which includes the following counties: Boone, Clay, Cabell, Fayette, Jackson, Kanawha, Lincoln, Logan, Mason, Putnam, Raleigh, Roane, Wayne, and Wyoming. When an insufficient number of students volunteer for PSEL, each student must support the lottery process for region assignments. Each student will be assigned to preceptor faculty within their respective region for all or most of their required and elective rotations. Students will typically be assigned rotations within 1 hour driving distance within their region. Students assigned to PSEL are responsible for obtaining their own housing. Students may complete some rotations in other regions of West Virginia if sites/preceptors are available, and/or may select certain out-of-state practice sites/preceptors that are affiliated with WVU SOP.

**ROTATION SITE CHANGE REQUESTS**

Once student-preceptor assignments are announced, changes are made only in circumstances when the preceptor or site become unavailable or if there is a substantial problem that prevents the student from participating as scheduled. With preceptor-driven changes, OEL provides reassignment options, when possible, to the student for review and submission of preferences. OEL then works in order of the student’s preferences to confirm preceptor availability and approval. When a student wants to change a rotation, the student must submit in writing a Rotation Change Request form describing the substantial problem that prevents the student from participating as scheduled. The request is subject to review and approval or denial by the OEL. All decisions are final, and all parties are notified as appropriate.

It is inappropriate for the student to contact a preceptor directly at an affiliated practice site to attempt to arrange or change a rotation. Due to the complexity of rotation placements, all rotation scheduling must go through OEL.
HOUSING:

Students are responsible to obtain their own housing for IPPE and APPE rotations. Some housing for APPE is available through the West Virginia Area Health Education Centers (AHEC) program. Students may request this housing for applicable rotations. Students will be provided with an AHEC housing list during the Spring semester of the P3 year. This housing is assigned on a first come, first served basis, and students are responsible for submitting their housing requests in a timely fashion.

Students should request needed AHEC housing by completing the housing request form and submitting to the OEL Program Specialist.

TRAVEL:

Students are responsible for any expenses related to travel incurred during IPPE and APPE rotations. In general, rotations will be scheduled within one hour driving distance of available housing when possible. If a suitable rotation is not available within one hour driving time of a student’s housing, rotations may be assigned outside of that driving distance.

REQUIREMENTS FOR COMPLETION OF IPPE AND APPE:

IPPE

Requirements for completion of IPPE activities will follow the applicable course syllabus. All required paperwork must be submitted to the OEL in order to successfully complete the experience.

APPE

Students must pass each rotation and submit all required paperwork the OEL prior to being approved for graduation. In addition, any specific competency failures must be successfully remediated prior to approval for graduation.

REQUIRED SUBMISSIONS AT THE END OF EACH ROTATION

The following items must be submitted by the last day of each rotation:
- Completion of hours log on E*Value
- Completion of student self-assessment on E*Value
- All rotation specific assignments on E*Value

The following item must be submitted within 5 days of the end of each rotation:
- Evaluations of preceptor and site (through E*Value)
REQUIRED SUBMISSION AT THE END OF THE SECOND RURAL ROTATION

The following item must be submitted by the last day of the second rural rotation:

Rural Experience Reflection on E*Value

Failure to submit all required items may delay approval for graduation. Students may not graduate until all required components of APPE are completed, including submission of duty hours, assignments, and evaluations.

JOURNAL CLUB

Journal club will include regularly scheduled meetings from June 2014-April 2015 for scholarly discussion and presentation of journal articles, patient cases, and relevant topics (disease states, new drugs, new practice ideas, etc.) pertaining to the practice of pharmacy.

Participation in PJC consists of presenting an approved journal article, achieving the required minimum score on your faculty evaluation for your individual presentation, and attending PJC on the Charleston Campus for PSEL students or on the Morgantown Campus for non-PSEL students whenever on rotation within reasonable driving distance to each campus, respectively.

Presenters:
Two people are asked to lead discussions (i.e. present a journal article) at each meeting. Presenters primarily include students and residents, however pharmacists and faculty may contribute to the discussion and may occasionally present when necessary.

Attendees:
Charleston:
Journal club session invitees include WVU faculty members, all CAMC pharmacy residents, all WVU pharmacy students rotating within 1 hour driving distance of the Charleston campus, CAMC pharmacists, and invited guests (e.g., interested medical students, physicians, nurses, dieticians, fellows, pharmacists and pharmacy students from other institutions, interested pharmacy preceptors). Students on rotation in Beckley, Huntington, and surrounding areas are expected to attend. Attendees are expected to access their own copies of the articles to be discussed, either in hardcopy or electronically.

Each PJC session on the Charleston campus has been approved for one hour of Continuing Education credit by ACPE. Licensed attendees must indicate their desire to receive CE credit on the sign-in sheet. All attendees are asked to sign in.

Morgantown:
Journal club session invitees include WVU faculty members, all WVU School of Pharmacy and WVU Healthcare pharmacy residents, all WVU pharmacy students within 1 hour driving distance of the Morgantown campus, WVU Healthcare pharmacists, and
invited guests (e.g., interested medical students, medical residents, physicians, nurses, dieticians, fellows, pharmacists and pharmacy students from other institutions, interested pharmacy preceptors). Attendees are expected to access their own copies of the articles to be discussed, either in hard copy or electronically.

**Meeting time & location:**

**Charleston:**
Pharmacy Journal Club is held roughly **every other Tuesday at 3:00 PM** as indicated on the Pharmacy Journal Club Schedule 2014-2015. Presentations will last 30 minutes each (15-20 min presentation with 10-15 min for questions and discussion), with the PJC session ending at 4:00 PM. Notification reminders of meeting time, location, presenters, and agenda are sent via e-mail on Thursdays prior to Journal Club. Meeting location typically will be room 3296 of the WVU Building, though some are scheduled for Conference Rooms A & B at CAMC General (near the pharmacy). Please see schedule for details.

**Morgantown:**
Pharmacy Journal Club is normally held **Wednesdays on weeks 2-5 during rotation blocks 2-8 at 4:00 PM** as indicated on the Pharmacy Journal Club Schedule 2014-2015. Presentations will last 30 minutes each (15-20 min presentation with 10-15 min for questions and discussion), with the PJC session ending at 5:00 PM. Notification reminders of meeting time, location, presenters, and agenda are sent via e-mail 1 week prior to Journal Club. Please see schedule for room location.

**Article Approval:**
*Each campus maintains a list of previously presented articles. Article selection must not be a repeat of a previously presented article for each respective campus.*

Article criteria:
1. Description of human research study
2. Must be related to a drug, drug therapy, or complementary/alternative therapy
3. Published within the previous 12 months from the date of the scheduled PJC
4. From a reputable healthcare journal (e.g. New England Journal of Medicine, Annals of Pharmacotherapy, JAMA, etc.)

**Charleston:**
Students must submit the article to the assigned faculty for their PJC for approval 4 weeks prior to their scheduled PJC. Students will receive notice of approval within one week of submitting the article for review.

**Morgantown:**
Students must submit the article to Drs. Maynor ([lmaynor@hsc.wvu.edu](mailto:lmaynor@hsc.wvu.edu)) and White ([twhite12@hsc.wvu.edu](mailto:twhite12@hsc.wvu.edu)) for approval 4 weeks prior to their scheduled PJC. Students will receive notice of approval within one week of submitting the article for review.
**Presenter Responsibilities:**

**Charleston:**
Once approved, each presenter must *submit an electronic copy of the article* as a PDF and an electronic copy of his or her handout to Ms. Lisa Rickert (lrickert@hsc.wvu.edu) one week prior to their scheduled PJC presentation to allow ample time for each participant to prepare. Handouts should follow the approved journal club format.

**Morgantown:**
Once approved, each presenter must *submit an electronic copy of the article* as a PDF and an electronic copy of his or her handout to Ms. Carol Shaub (cburrou1@hsc.wvu.edu) one week prior to their scheduled PJC presentation to allow ample time for each participant to prepare. Handouts should follow the approved journal club format.

During the presentation, the student will highlight the most important points of the article and provide their individual critique of the strengths and weakness of the article, including research design and interpretation of results.

The student will open the floor for discussion and questions about the article and is expected to lead discussion and elicit questions from the audience if no questions are initially asked.

PJC presentations are scheduled in advance for the entire academic year. It is the responsibility of each presenter to prioritize this in his or her calendar. All absences must be excused prior to the PJC meeting. Unexcused absences for a scheduled presentation date will result in referral to the Director of Advanced Pharmacy Practice Experiences for determination of needed remediation.

**Charleston:**
In the event of an emergency, the student will notify both Ms. Lisa Rickert (lrickert@hsc.wvu.edu, 304-347-1357) and Dr. Babcock (cbabcock@hsc.wvu.edu, 304-400-9425) as soon as possible.

**Morgantown:**
In the event of an emergency, the student will notify Ms. Carol Shaub (cburrou1@hsc.wvu.edu, 304-293-1464), Dr. Maynor (lmaynor@hsc.wvu.edu, 304-293-1457), and Dr. White (twhite12@hsc.wvu.edu, 304-293-0681) as soon as possible.

**Attendee Responsibilities:**
It is the responsibility of all attendees to read the article before coming to journal club and come prepared to participate in discussion following the article presentation.

**Evaluations:**
Students will be evaluated based on Pharmacy Journal Club Evaluation rubric. Each attendee will be asked to complete the evaluation in hard copy and return to the assigned
faculty member for each PJC prior to leaving the session. For grading purposes, the
evaluation completed by the assigned faculty member will be used for determining
successful completion or need for remediation.

Successful completion of PJC is an APPE requirement. Each student must receive an
average score of ≥ 2 on the evaluation completed by the assigned faculty member for that
day’s PJC in order to pass the PJC requirement.

Failure to obtain an average score of ≥ 2 on the evaluation completed by the assigned
faculty member for that day’s PJC will result in referral to the Director of Advanced
Pharmacy Practice Experiences for remediation.

**Website:**
**Charleston:**
A password-protected website is in place for Pharmacy Journal Club. To access this site,
go to: [http://www.hsc.wvu.edu/Charleston/sop/Journal-Club.aspx](http://www.hsc.wvu.edu/Charleston/sop/Journal-Club.aspx) [User Name: JournalClub Password: pjc (The password is case sensitive.)] This site contains the
journal articles scheduled for presentation posted in PDF format, the PJC Schedule,
copies of this “Description and Procedures” document, citations of previously presented
articles, handout examples, and digitally recorded examples of previous presentations.
The SOLE site has the same material posted as the website. (Remember presenters:
please check to make sure that your chosen article has not already been presented if you
are choosing an article from the past!)

**Morgantown:**
The Morgantown Campus PJC SOLE site will contain journal articles scheduled for
presentation posted in PDF format, the PJC Schedule, the “Description and Procedures”
document, citations of previously presented articles, and handout template.

**Administrative issues:**
**Charleston:**
A sign-in sheet is passed through the room during the presentations. All attendees and
presenters are asked to sign in. APPE students must sign in. CE credit will only be awarded
to those who fully complete this process.

Ms. Lisa Rickert schedules conference rooms and presenters, disseminates information and
notifications, and manages the web page for Charleston PJC. Attendees should obtain copies
of the articles in advance from the website, or they may make their own copies from originals
kept in Ms. Rickert’s office (#3040, WVU building). It is the responsibility of each
participant (i.e., all students, residents, pharmacists, faculty) to obtain and read copies of
preparatory material prior to Journal Club.

Questions, concerns, or suggestions should be directed to Dr. Babcock at 304-347-1377,
304-400-9425, or [cbabcock@hsc.wvu.edu](mailto:cbabcock@hsc.wvu.edu).
Morgantown:
A sign-in sheet is passed through the room during the presentations. All attendees and presenters are asked to sign in. APPE students must sign in. CE credit will only be awarded to those who fully complete this process.

Ms. Carol Shaub schedules conference rooms and presenters, disseminates information and notifications, and manages the SOLE site for Morgantown PJC. It is the responsibility of each participant (i.e., all students, residents, pharmacists, faculty) to obtain and read copies of preparatory material prior to Journal Club.

Questions, concerns, or suggestions should be directed to Dr. Maynor (lmaynor@hsc.wvu.edu, 304-293-1457) or Dr. White (twhite12@hsc.wvu.edu, 304-293-0681).

FAILURE TO COMPLETE A ROTATION FOR NON-ACADEMIC REASONS

If a student must leave a rotation early or cannot begin a rotation for a non-academic reason (e.g. illness, injury, family emergency, or preceptor illness or injury), he or she will receive an incomplete (I) for the rotation. Make-up rotations will be assigned during the academic year that follows completion of the normal experiential course cycle and when appropriate rotations are available. Students must complete all APPE requirements over the span of 8 rotations, even if the rotations are not consecutive. APPE rotation rescheduling will be at the discretion of the APPE Director and will be based upon site and preceptor availability.

ATTENDANCE:

IPPE
Attendance for IPPE sessions will follow the applicable course syllabus.

APPE
Students must be mindful at all times that the primary objective of experiential rotations is learning by doing. Therefore, attendance is mandatory to fulfill the required number of hours for each APPE rotation.

Students are permitted to have five excused day-long absences that will not need to be made up unless otherwise required by the preceptor over the course of the entire 8 block APPE year. These excused absence days are to be used for illness, emergency situations, residency interviews, and job interviews. The excused absences are not vacation/personal days. Students may not accumulate more than three excused absences during any one rotation unless approved by the Director of APPE.
The student must report to the APPE Director any time more than two consecutive days of excused absence occur during a rotation. Failure to notify the Director may result in the student having to make up those days.

It is the responsibility of the student to contact the preceptor at least 2 weeks in advance of the first day of the rotation to ask for permission to miss days that they anticipate they will miss (e.g., previously scheduled medical/dental appointment, legal appointment, job/residency interviews, etc.). Preceptors reserve the right to decline requests that would significantly impair the student’s rotation activities or request that the time be made up either on site or through assigned projects.

Unexcused absences may result in a failing grade for the rotation. Students having greater than five excused absences during the experiential year will need to make up all days over the five-day limit. Students having greater than three excused absences during any one block will need to make up the days unless granted a waiver by the Director. If the Director approves excused absences of greater than three days, but the preceptor requests that the days be made up, the preceptor’s decision will be honored. The Director of APPE will monitor days absent.

Students will record all hours on site using the hours log on E*Value. Each student must account for 200 hours for each rotation. Hours can be logged as rotation hours, absence, holidays, school event, inclement weather, or preparation time. Only hours logged as rotation hours will count toward the minimum 1440 hours required for graduation. A maximum of 10 hours per rotation may be logged as preparation time.

Students are excused from the rotation site and are not required to make up the time if they notify the preceptor when they check in for the rotation of their participation in the following SoP programs: Career Fair, Career Day and reception, Residency Fair, P4 Day, and other special events designated by the SoP. Days absent to attend these School-sponsored events are not to be included in the five excused absence days.

Exceptional circumstances will be reviewed by the Director of APPE in consultation with the Experiential Learning Committee Chair and the Associate Dean for Student Services.

INCLEMENT WEATHER

Since severe weather conditions may often be a local phenomenon, closure of WVU in Morgantown does not necessitate the day(s) off for students on rotations elsewhere. If a student’s site is closed, this is not counted as an absence. If a student’s site is open, the student is expected to come to the site. However, students should use their own judgment in determining whether or not they are able to travel in adverse weather conditions. The student MUST call the preceptor if they are going to be late or are unable to attend. If the site is open, the student’s absence will be counted as one of the five excused absences. However, preceptors may request that the student make up the time.
If the student’s site is open AND the student’s preceptor instructs the student not to come in, this is not counted as an absence. However, the student is expected to complete any additional projects the preceptor may assign as a result of the absence. If the site is closed (or the student is instructed not to come in) for > 3 days during a rotation; all days over the 3 days must be made up.

REQUIRED ACTIVITIES OUTSIDE OF ROTATION HOURS

Individual rotations may require work to be completed outside of the rotation site and/or regular work time. Further, the student should be prepared to work on weekends and evenings if requested, as extended hours frequently occur in most practice sites. Each rotation is designed to provide a minimum of 200 hours of experience; however, in many instances more than 200 hours may be required to successfully fulfill the requirements of an individual rotation. Preparation, homework, active participation, frequent communications, completion of assignments and duties, and evaluations are required if academic and licensure credit are to be received. Although rotations are not a traditional classroom setting, homework may be assigned and must be completed on time. Examples include but are not limited to reading/analysis of journal articles, calculations, projects, patient care plans, evening presentations, and community/service learning projects.

ADDITIONAL ITEMS:

Contacting Preceptors

The student must contact their preceptor two weeks prior to the start of each rotation to:

a. Introduce yourself.
b. Identify any documentation and/or processes that will be needed on the first day of the rotation, such as a drug screen, finger printing, health insurance, etc.
c. Obtain specific instructions for the first day of the rotation, such as dress code, parking, arrival time, where to meet, etc.
d. For APPE rotations, schedule absences for residency or job interviews or professional meeting attendance during rotations with the permission of the preceptor and arrange make-up time in advance.

e. For APPE rotations, inform the preceptor of any pre-approved excused absences during that specific rotation for required on-campus class assemblies and events.

Site Specific Requirements

The student must be attentive to any special requirements imposed by some sites on students before the start of the rotation. For example, a site may require a drug screen, finger printing, health insurance, two-step tuberculin skin test, or a special orientation prior to the beginning of the rotation. Specific site requirements, if provided by the site, are listed on SOLE. Students are expected to make inquiries about special site requirements when contacting the preceptor 2 weeks in advance of the rotation. The site may decline to accept the student if he or she has not fulfilled the site-specific requirements by the due date imposed by the site. Consequently, the rotation may need to be rescheduled for the next
available rotation block, and if applicable, may result in a delay in graduation. Any expenses associated with the site’s special requirements are the student’s responsibility.

**Inappropriate Use of Technology**

Inappropriate use of technology -- such as personal use of cell phones, texting, email, games, internet shopping, social networking -- is not permitted at rotation sites.

**Discretion**

A student should never publicly question the advice or directions of the preceptor. A student should discuss any concerns or disagreements in private. All criticism should be viewed as a means of learning. Concerns may also be discussed with the OEL.

**Initiative**

The student should take initiative in communicating with physicians and patients, but should not step beyond the realm of professional courtesy, common sense, or preceptor supervision.

**Laws and Regulations**

The student must obey all laws and regulations that govern practice, and must seek clarification of any point about which they are uncertain.

**Policies and Procedures**

The student must follow all specific policies, procedures, and requirements of each rotation site in addition to the policies, procedures, and requirements of the SOP and the OEL.

**Confidences**

The student must respect any and all confidences revealed during each rotation, including pharmacy records, fee systems, professional policies, etc. Breach of site confidentiality may result in dismissal from the site and failure of the rotation.

**HIPAA**

All patient data reviewed or discussed during the rotation must be kept confidential. Students must not access medical records for themselves, relatives, or friends unless the student is involved in that person’s care as part of their rotation requirements. When discussing a patient outside of the immediate practice area, or with anyone not involved in the patient's care (e.g., in public areas of the hospital, at case presentations, or professional meetings) the student must never reveal a patient’s personal identifying information. Review HIPAA requirements and policies of each rotation site. Any breach of patient confidentiality, however minor, may result in dismissal from the site and failure of the rotation.
Evaluation

PRECEPTOR EVALUATION OF STUDENT:

IPPE

Each preceptor is required to complete a Student Assessment Form (SAF) at the conclusion of each IPPE community and institutional rotation. An average score of “3” is required to successfully complete the rotation experience and receive a grade of satisfactory for the course.

APPE

Each APPE rotation is evaluated using a competency-based evaluation consisting of six competencies: professionalism, communication, pharmacy knowledge, patient care, drug information/evidence based pharmacy practice, pharmacy systems and population-based care/public health.

The grading policy allows for the issuance of pass (P), high pass (H), fail (F), incomplete (I) and not reported (NR) grades.

Preceptors will complete student evaluations using the E*Value system. Directions for completing student evaluations can be obtained from the OEL website. Preceptors should complete both 2 week evaluations as formative feedback and final evaluations as summative feedback. Final evaluations should be submitted through E*Value within five days of the end of each rotation.

STUDENT SELF-EVALUATION:

IPPE

Students are required to complete a self-evaluation at the conclusion of each community and institutional experience. This self-evaluation should be utilized by the student to reflect on their rotation experience and compare their evaluation to the SAF completed by the preceptor. Students should use this self-evaluation to identify areas of strength and weakness.

APPE

Students are required to complete a self-assessment at the end of each rotation. Evaluations will be completed using the E*Value system.
STUDENT EVALUATION OF PRECEPTOR AND SITE:

IPPE

All IPPE preceptors and rotation sites will be evaluated by each student at the conclusion of the rotation experience. Community IPPE preceptors will be evaluated at the end of each semester and also at the end of the capstone rotation. Institutional preceptors will be evaluated at the end of the capstone rotation.

APPE

All APPE preceptors and rotation sites will be evaluated by each student at the conclusion of the rotation experience. Students will complete preceptor evaluations using the E*Value system. Preceptors can access their evaluations in anonymous, aggregate form on E*Value on a quarterly basis. Directions for accessing preceptor evaluations can be obtained from the E*Value User Manual for Preceptors.

The ELC reviews student evaluations for preceptors twice yearly. The Director of APPE will contact preceptors to discuss ELC reviews and suggestions when necessary.

PROFESSIONALISM:

The student must uphold the school’s Academic and Professional Standards expected of all students and keep in mind that he or she is a guest of the preceptor and site. The student must exhibit professional appearance in dress and conduct at all times. The student must follow established school and site policies and must adhere to the standards of dress and behavior specified by the preceptor and site. A clean short lab coat and a WVU name tag must be worn unless the site’s policy directs otherwise. An unprofessional act, deemed as such by the preceptor or authorities at the site, may result in removal from the site and failure of the rotation.

GRADING:

IPPE

The IPPE courses are evaluated on a pass/fail basis. Students must achieve an 80% to successfully complete the course. Specific grading criteria for each course are outlined in the course syllabus.

APPE

The Advanced Pharmacy Practice Experiences (APPE) are evaluated using a competency-based evaluation consisting of six competency domains: 1) professionalism, 2) communication, 3) pharmacy knowledge, 4) patient care, 5) drug information/evidence based pharmacy practice, and 6) pharmacy systems and population-based care/public
health. The competencies are based on the CAPE Outcomes and the Institute of Medicine Report. The APPE evaluation provides the SoP with assessment data for curricular changes and identifies areas for student remediation.

The grading guideline allows for the issuance of “P” (pass) “F” (fail), “H” (high pass), “I” (incomplete) and “NR” (not reported) grades.

**High Pass (H)** represents high achievement in all rotation requirements. A grade of H requires both a high average score of all graded competencies and high scores on each individual competency scored. Credit hours under this grade will count towards graduation, but will not be used in calculating grade-point averages.

**Pass (P)** represents achievement as a result of ability and effort and reflects student competence in rotation requirements. A grade of P would require an average competency score ≥ 3 on a Likert scale of 5 for all competencies scored and failure (i.e. score of <3) of no more than 1 competency scored. Credit hours under this grade will count towards graduation, but will not be used in calculating grade-point averages.

**Fail (F)** Represents a marginal or unsatisfactory level of achievement in any of the course requirements. A grade of F would be given for an average competency score < 3 or failure (i.e. score <3) of 2 or more competencies. Credit hours under this grade will not count towards graduation but will be used in calculating grade-point averages.

**GRADING FOR ALL APPE ROTATIONS (Policy 30-50)**

The APPE is made up of eight 5-week rotations that span 3 semesters during the P4 year. Successful completion of the APPE is required for graduation. In order to successfully complete APPE, the following MUST occur:

1. The student must receive a grade of “P” or “H” for all eight rotations.
2. The student must receive a passing score for each competency area accessed as outlined in the APPE general syllabus or complete successful remediation for all failed competencies.
3. The student must meet all APPE requirements as outlined in the APPE general syllabus.

To receive a grade of “H”, the student must receive an overall average of 4.5 or greater on the Student Assessment Form and a score of at least 4 on all individual competencies graded for that rotation.

To receive a grade of “P,” the student must receive an overall average of 3 or greater on the Student Assessment Form. The average is computed from the sum of all the individual competencies graded for that rotation. Not all rotations will generate a grade for every competency listed on the Student Assessment Form.

It is possible to receive a grade of “P” for the overall performance on a rotation, but not receive a satisfactory grade on one particular competency. Remediation is required for competency with an end-of-rotation score less than 3. Students who fail to successfully remediate a competency based on the original remediation plan will be referred to SOP
Academic Standards Committee which will determine if advancement is to be withheld and/or who will approve an additional remediation plan.

Students receiving a final average of less than 3 for the competencies graded or receiving a score of 1 or 2 on more than one competency on the Student Assessment Form will receive a grade of "F."

Students may be removed from rotation prior to completion of 5 weeks at the request of the preceptor or rotation site. Removal from a rotation prior to the completion of the rotation will result in a grade of “F” if the removal is due to poor student performance in any of the competency domains as determined by the preceptor, student insubordination or behavior which is unacceptable to the preceptor, or if the student has violated rotation site policies or procedures. Rotation sites have sole discretion in determining if students have violated their policies or procedures.

For grades of “F”, progression through the rotation schedule is halted. The student is referred to the SOP Academic and Professional Standards Committee. At a minimum, the student will repeat the rotation category in the next academic year and when the designated rotation is available. All remedial rotations must occur during regularly scheduled rotation blocks. (e.g. Students may not complete rotations during rotation breaks in December and May.)

Incomplete grades are issued according to WVU guidelines as identified by the Office of the University Registrar.

Grades of “NR” are rarely issued and are issued only in circumstances in which the student could not complete the rotation but does not meet the guidelines for a grade of “I.”

Grades for experiential rotations are assigned by the preceptor in charge of the rotation UNLESS ANY OF THE INCIDENTS, as outlined below, occurs. In these situations, a failing grade for the associated competency will be assigned by the course coordinator, i.e. the APPE Director. This failing score for the competency will override any score that may initially have been submitted by the preceptor.

Note: a failing grade for the associated competency is the minimum penalty. Additional or stricter penalties may be imposed by the preceptor or APPE Director.

1. Cheating and plagiarism: Any use of resources other than your own recollection and reasoning ability on an exam, paper, or assignment is cheating. Plagiarism, a form of cheating, occurs when another person’s work is used without attribution or when it is copied without attribution. All incidents will be reported in writing to (1) Clinical Department Chairman and (2) the Associate Dean for Student Services. WVU procedures regarding academic dishonesty will be enforced.
Note: This includes cutting/pasting information from Clinical Pharmacology and similar resources to prepare a drug monograph or respond to written drug information questions.

Minimum Consequence: A failing score for the written communication competency.

2. Breaking of practice site policies or procedures: Examples include, but are not limited to HIPAA violations, downloading computer software onto facility computers against facility policy, breaking confidentiality (e.g., sharing pricing information), improper use of electronic record systems.

Note: In the case of HIPAA violations, students will automatically be referred to the WVU SoP Academic and Professional Standards Committee and to the HSC HIPAA Review Team. Any penalties imposed by these entities will be in addition to preceptor and APPE director penalties.

Minimum Consequence: A failing score for the professionalism (responsibility and citizenship) competency.

3. Being absent without prior approval.

Minimum Consequence: A failing score for the professionalism (responsibility and citizenship) competency.

4. Failure to complete assigned projects.

Minimum Consequence: A failing score for the professionalism competency (responsibility and citizenship). If it was a formal verbal or written assignment, the associated competency will receive a failing grade as well.

5. Texting, gaming, and/or receiving cell phone calls while on rounds or participating in any other direct patient care activity.

Minimum Consequence: A failing score for the professionalism competency (responsibility and citizenship).

There are no exceptions to the grading policy.

Student obligations to reporting “Fail” performance to the Director of APPE:

The student is to notify the Director at the 2 week evaluation if the student is performing unsatisfactorily, i.e. has score < 3 on any competency graded on the 2 week evaluation. The student is to notify the Director immediately if a grade of “Fail” is received at the 5 week evaluation.
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Pass</td>
<td>A score of 4 or 5 on all competencies graded and an average score of ≥ 4.5 on all competences graded</td>
</tr>
<tr>
<td>Pass</td>
<td>Average score of ≥ 3 on all competencies graded</td>
</tr>
<tr>
<td>Fail</td>
<td>Average score of &lt; 3 on all competencies graded or ≥ 2 individual competency scores &lt; 3</td>
</tr>
</tbody>
</table>

**REMEDIATION: (Policy 30-35)**

Student evaluations for both the introductory pharmacy practice experience (IPPE) and advanced pharmacy practice experience (APPE) rotations are based on the assessment of competencies. The minimum score required to pass each competency is defined in the syllabus of each IPPE course (1-6) and the general APPE syllabus (for all APPE rotations). Additionally, each syllabus defines the minimum average score needed for all competencies graded in order to pass each rotation.

It is possible to fail a competency and still pass the rotation. If a student receives a score of less than the minimum required score on an individual competency or element, the Office of Experiential Learning will develop an action plan for the student to remediate that competency/competency element.

A passing score for each competency/competency element in each IPPE course and all APPE rotations is required for graduation. In the absence of a passing score, successful completion of the remediation plan for that competency/competency element is required for graduation.

**FAILURE TO PASS A ROTATION**

Failure to pass a rotation with an average minimum score defined in the corresponding course syllabus or removal of a student from a rotation prior to completion of the rotation will result in the student having to complete a replacement rotation. All students failing IPPE or APPE rotations will be referred to the Office of Student Services for determination of the need for review by the Academic and Professional Standards Committee. The type and location of the rotation the student will be required to complete will be determined on an individual basis with input from the Director of IPPE or APPE (depending on whether the failure was in IPPE or APPE) and the Academic and Professional Standards Committee.
Failure of the didactic portion of any IPPE course will follow the same procedures for failure of all didactic courses based on the Academic and Professional Standards guidelines.1

Students obtaining a second failing score on any competency or competency element in either IPPE or APPE will automatically be referred to the Academic Standards Committee.

PROCEDURES

1. For APPE students, any student failing a competency or competency element at the midpoint evaluation for a rotation must contact the APPE Director immediately upon receipt of the failing score to discuss the plan for improving performance during the second half of that rotation.

2. For IPPE students, the preceptor must inform the IPPE Director at the midpoint of the fall or spring semester or at the midpoint of the capstone rotation if the student is not performing satisfactorily. The IPPE Director will work with the student to develop a plan for improving performance during the second half of the semester or capstone rotation.

3. Students receiving failing score for any competency or competency element for a final evaluation must contact the corresponding experiential director immediately upon receipt of the unsatisfactory score to schedule a meeting. In the event that either the IPPE or APPE Director is unavailable, the alternate Director (either IPPE or APPE) will meet with the student.

   a. A written action plan will be developed and signed by both the Director of the experiential program in question and the student. The action plan will include a description of the reasons the competency was failed, an outline what is expected of the student to successfully remediate the competency/competency element, and the timeframe for completion. The action plan will also outline the timeline for follow-up with the student to ensure that the action plan is being carried out.

4. Progress through the Doctor of Pharmacy program may be halted during the remediation period if deemed necessary by the Director of the respective program or the Academic and Professional Standards Committee.

5. Remediation may consist of, but is not limited to:
   a. Reassignment of future rotations to give the student additional experience in the area of weakness.
   b. Assignment of projects designed to assist the student to gain competency in the area of weakness.
   c. Scheduled meetings with School of Pharmacy faculty to review areas of weakness.
6. Failure to successfully complete the written remediation plan will result in referral to the Academic and Professional Standards Committee and may result in disciplinary action up to and including dismissal from the Doctor of Pharmacy program.