

2020-2021

# PHRD 700-707 Course Manual



Educating Students...  
...Creating Partnerships



NOTRE DAME  
OF MARYLAND  
UNIVERSITY

SCHOOL OF PHARMACY

## **Section One**

**School of Pharmacy Vision, Mission, and Values**

**Office of Experiential Education Mission**

### **School of Pharmacy Vision**

To provide exceptional pharmacy education by creating a model learning community dedicated to the transformation of societal health.

### **School of Pharmacy Mission**

We educate student pharmacists to be compassionate, ethical professionals who improve medication use and provide quality patient care to a diverse population. We develop leaders and advance public health.

### **Our Values**

The faculty, staff and student pharmacists pledge to work together to achieve our vision and mission in an environment that lives by and embraces the following values:

- Altruism
- Collaboration
- Excellence
- Innovation
- Integrity

### **Office of Experiential Education Mission**

The Office of Experiential Education (OEE) at Notre Dame of Maryland University, School of Pharmacy is committed to student learning and pharmacy practice in an environment that embodies quality, values partnerships, and fosters collaboration. Our mission is to provide students with diverse and challenging Introductory and Advanced Pharmacy Practice Experiences that will prepare them to be successful practitioners in any practice setting.

**Office of Experiential Education**  
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## **Section Two**

### **Program Description & Information**

# **Advanced Pharmacy Practice Experiences**

## **Program Description**

The Advanced Pharmacy Practice Experiences are 5 weeks; full-time experiences during the last year of the Doctor of Pharmacy degree curriculum. Students will complete 7, 5week rotations in which four rotations are required and three are electives. The four required rotations are Acute Care/General Medicine, Ambulatory Care, Advanced Health-System Pharmacy Practice and Advanced Community Pharmacy Practice. At least one of the three electives must be direct patient care and up to two may be non-patient care. The advanced experiences are designed for students to apply what they have learned in the didactic curriculum to real life patient and health care situations. In addition, these experiences are critical for the student to evolve from student to pharmacist and to develop into a life-long, independent learner.

The Advanced Pharmacy Practice Experiences also serve as an opportunity for students to integrate the tenets of professionalism into practice. Professional socialization is the process by which an individual develops the attitudes, values and beliefs of a professional. The process of professional socialization starts the first day of pharmacy school and needs to be continually emphasized and practiced over time. Student pharmacists are members of the pharmacy professional community. As such, it is important for a student to build and reinforce a professional identity upon the principles of integrity, ethical behavior, honesty, fairness and mutual respect. It is important for faculty, preceptors, practitioners, peers and other health care professionals to model the skills, behaviors, attitudes and values of the profession.

The sites to which the students are assigned will vary somewhat in the type of experience they can provide. Each student's experience will vary slightly from students at other sites; however, in order to ensure the same competencies are achieved by all students, a standard set of learning objectives and method of evaluation will be utilized by all preceptors.

## School of Pharmacy Curriculum

Year	Fall Semester - (17.5 credits)	Credits	Spring Semester - (19.5 credits)	Credits
<b>P-1</b>	PHRD 315: Leadership & Pharmacy Practice	2	PHRD 306: Pharmacist Care Lab II	2
	PHRD 301: Pharmaceutical Calculations	2	PHRD 309: Immunology	3
	PHRD 303: Pharmaceutics I & Lab	4	PHRD 310: Care of Diverse Populations	3
	PHRD 304: Pharmacist Care Lab I	2	PHRD 311: Pharmaceutics II & Lab	4
	PHRD 305: Biochemistry	4	PHRD 312: Pharmacy Practice Management	3
	PHRD 307: Applied Biomedical Sciences Workshop	3	PHRD 313: Pharmacotherapeutics I: Principles of Medicinal Chemistry & Pharmacology*	2
	PHRD 800: Career Development E-portfolio	0.5	PHRD 314: Pharmacotherapeutics II: Principles of Pharmacotherapeutics	2
			PHRD 800: Career Development E-portfolio	0.5
	<b>Fall Semester - (18.5-20.5 Credits)</b>	<b>Credits</b>	<b>Spring Semester- (17 credits)**</b>	<b>Credits</b>
<b>P-2</b>	PHRD 400: Biopharmaceutics & Clinical Pharmacokinetics	3	PHRD 405: Women's Health Issues	2

	PHRD 401: Clinical Research Design	3	PHRD 406: Pharmacist Care Lab IV	1
	PHRD 404: Pharmacist Care Lab III	1	PHRD 408: Pharmacy Law & Ethics	3
	PHRD 412: Introductory Pharmacy Practice Experiences II	3	PHRD 410: Introductory Pharmacy Practice Experiences I	3
	PHRD 416: Pharmacotherapeutics III: Self-Care & Dermatology	3	PHRD 418: Pharmacotherapeutics V: Gastrointestinal Disorders	2
	PHRD 417: Pharmacotherapeutics IV: Infectious Diseases	4	PHRD 420: Pharmacotherapeutics VI: Immunologic, Hematologic, Rheumatologic, & Neoplastic Disorders	4
	PHRD 800: Career Development E-portfolio	0.5	PHRD 421: Pharmacotherapeutics VII: Pulmonary Disorders	2
	Professional Elective***	1-3		
	<b>Fall Semester - (20-21 credits)**</b>	<b>Credits</b>	<b>Spring Semester-(16.5-18.5 credits)</b>	<b>Credits</b>
<b>P-3</b>	PHRD 410: Introductory Pharmacy Practice Experiences I	3	PHRD 506: Pharmacists Care Lab VI	1
	PHRD504: Pharmacists Care Lab V	1	PHRD 508: Complementary Medicine & Human Nutrition	3
	PHRD 505: Human Resources Management	3	PHRD 509: Evidence Based Medicine	2
	PHRD 507: Public Health	3	PHRD 512: Longitudinal Care II	1
	PHRD 510: Longitudinal Care I	1	PHRD 518: Pharmacotherapeutics XI:	4



			Central Nervous System Disorders	
	PHRD 514: Pharmacotherapeutics VIII: Cardiovascular Disorders	4	PHRD 519: Advanced Pharmacotherapeutics	4
	PHRD 515: Pharmacotherapeutics IX: Renal Disorders	2	PHRD 800: Career Development E-portfolio	0.5
	PHRD 516: Pharmacotherapeutics X: Endocrine Disorders & Women's Health	2	Professional Elective***	1-3
	Professional Elective***	1-2		
<b>P-4</b>	<b>Summer/Fall/Spring- (39 credits)****</b>	<b>Credits</b>		
	PHRD 700 Advanced Pharmacy Practice Ambulatory Care	5		
	PHRD 701 Advanced Pharmacy Practice Acute Care General Medicine	5		
	PHRD 702 Advanced Health Systems Pharmacy Practice	5		
	PHRD 703 Advanced Community Pharmacy Practice	5		
	PHRD 704 Advanced Pharmacy Practice Elective I	5		
	PHRD 705 Advanced Pharmacy Practice Elective II	5		

	PHRD 706 Advanced Pharmacy Practice Elective III	5		
	PHRD 707 Advanced Pharmacy Practice & Education Capstone	1		
	PHRD 800 Career Development E-portfolio (Fall/Spring)	0.5 each		
	PHRD 710 (Fall) PHRD 711 (Spring) NAPLEX Review I & II	1 credit each		
			<b>Total Program Credits= 145-150</b>	

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# **Learning Outcomes for the Doctor of Pharmacy Curriculum**

**October 23, 2008**

## **Preamble**

The learning outcomes described herein represent the terminal abilities required of a graduate of the Doctor of Pharmacy Program at the School of Pharmacy at College of Notre Dame of Maryland, and their professional responsibility beyond graduation to adapt to new and evolving information in the field of pharmacy. These outcomes were derived by consensus of the faculty during its deliberation at a series of meetings of the Curriculum Committee in fall 2008. The three practice functions (domains) described in the 2004 Center for the Advancement of Pharmaceutical Education (CAPE) Educational Outcomes provide the main framework for the learning outcomes at College of Notre Dame of Maryland: 1) Patient-centered Care, 2) Systems Management, and 3) Public Health. In addition, a fourth domain was created by the Committee through the process of outcomes development: 4) Leadership and Professional Competency. The general abilities are integrated within these four domains.

### **Domain 1: Patient-Centered Care**

Provide patient-centered care in cooperation with patients, prescribers, and other members of an interprofessional health care team based upon sound therapeutic principles and evidence-based data, taking into account relevant legal, ethical, social, economic, and professional issues, emerging technologies, and evolving pharmaceutical, biomedical, sociobehavioral, and clinical sciences that may impact therapeutic outcomes.

- 1. Apply knowledge of biomedical and pharmaceutical sciences and evolving scientific technologies to make medication therapy decisions and improve patient outcomes**
- 2. Evaluate and apply scientific and clinical literature to patient care**
- 3. Display professional behavior when interacting with patients, caregivers, other health care professionals and the public**
- 4. Develop treatment plans to ensure optimal therapeutic and disease outcomes**

- 5. Communicate with patients, caregivers, health care professionals and the lay public to provide safe and optimal use of medications and related devices**
- 6. Provide individual and population-based care that considers the ethnic, cultural, socioeconomic, physical, and psychosocial influences on patient care outcomes**
- 7. Ensure the safe and accurate delivery of medications and related devices**
- 8. Comply with and uphold the laws and ethical standards of and related to the practice of pharmacy**

## **Domain 2: Systems Management**

Manage and use resources of the health care system, in cooperation with patients, prescribers, other health care providers, and administrative and supportive personnel, to promote health; to provide, assess, and coordinate safe, accurate, and time-sensitive medication distribution; and to improve therapeutic outcomes of medication use.

- 9. Manage pharmacy systems and personnel in the delivery of medications and related devices**

## **Domain 3: Public Health**

Promote health improvement, wellness, and disease prevention in cooperation with patients, communities, at risk populations, and other members of an interprofessional team of health care providers.

- 10. Promote public health regarding disease prevention and health maintenance through advocacy, education, and provision of health services**

## **Domain 4: Leadership and Professional Competency**

Advance the profession through advocacy, problem solving, and engagement in political efforts on behalf of the patient and profession, while advancing oneself by maintaining professional competence through life-long learning.

- 11. Lead the profession to promote safe medication use and to improve health care**
- 12. Maintain professional competence**



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**Advanced Pharmacy Practice Experiences 2020-2021 Rotation Calendar**

**University Holidays and other dates students are OFF of rotation**

July 3, 2020	Independence Day
September 7, 2020	Labor Day
January 18, 2021	Martin Luther King Day
April 2 – April 5, 2021	Holiday Break

<b><u>Block #</u></b>	<b><u>Rotation dates</u></b>	<b><u>Evaluation Due (9 am)</u></b>
Rotation # 1	Jun 22 – Jul 24, 2020	July 22
Rotation # 2	Jul 27 – Aug 28, 2020	August 26
Rotation # 3	Aug 31 – Oct 2, 2020	September 30
Rotation # 4	Oct 5 – Nov 6, 2020	November 4
Rotation # 5	Nov 9 – Dec 11, 2020	December 9

**Capstone Requirement: Career Prep Workshop**

**- Dates TBD (this will be held prior to Midyear Annual Meeting)**

Rotation # 6	Jan 11 – Feb 12, 2021	February 10
Rotation # 7	Feb 15 – Mar 19, 2021	March 17
Rotation # 8	Mar 22 – Apr 23, 2021	April 21

## **Section Three**

### **Policies and Procedures**

## Attendance Policy

Students are required to be at their sites for 5 full-time weeks. Attendance is mandatory and consistent, timely attendance is expected. Students are expected to conduct themselves in experiential courses as if they were employees of the site. Although hours of attendance will vary by site, students are expected to participate in learning activities for a minimum of 40 hours per week. Preceptors may require additional hours of attendance based upon the facility's hours of operation.

No more than **3 days** may be missed from a rotation for any reason, or the student will receive an incomplete grade for the rotation. The rotation must then be repeated. Any missed time must be made up at the discretion of the preceptor. The student must complete and submit the 'Experiential Education Absence Request Form' to the preceptor and OEE for any absence. The form must have arrangements documented for how the missed time will be made up, the preceptor's signature and uploaded for the experiential director's review.

If the OEE determines a pattern of unprofessional behavior or attendance issues across multiple APPE rotations, the OEE reserves the right to mandate additional requirements and/or lower a student's final APPE grade for any rotation(s). This may also result in failure of the rotation.

- In case of illness: The preceptor and Office of Experiential Education (OEE) must be notified immediately. The student must have a physician's note for any absences  $\geq 2$  days. Students must submit a signed Absence Request Form via eValue.
- Residency/Job interviews: Students requesting time off for residency/job interviews must first obtain prior approval from the preceptor before making arrangements for the interview. Students must provide a copy of the interview invitation letter to the preceptor and OEE with their Absence Request Form via eValue.
- Professional meetings: Students are permitted to be absent once during the P4 year for attendance at a professional meeting. Students requesting time off for a professional meeting must obtain prior approval from the preceptor before making arrangements. The student must provide the preceptor and OEE with proof of the meeting registration and submit an Absence Request Form via eValue.



- Holidays – The Experiential Program will observe all Notre Dame of Maryland University holidays except for the week of spring break. Please refer to the rotation schedule in the manual for a complete list of holidays. Times missed due to holidays observed by the site, but are not official University holidays (e.g. Veteran's Day) may be made up at the discretion of the preceptor. P4 students are not granted a Summer Break, Fall Break or Spring Break.

In case of an emergency, illness, or tardiness, students must notify the preceptor and the OEE, via email (if possible) and telephone, immediately. Students must arrange with the preceptor to make up any missed time.

In unusual circumstances when the student must plan for an absence, prior approval must be obtained from the preceptor and OEE. The student must complete and submit the 'Experiential Education Absence Request Form' to the preceptor and OEE no later than 1 week prior to the planned absence. The form must have arrangements documented for how the missed time will be made up, the preceptor's signature and uploaded for the experiential director's review. Failure to obtain prior approval will be considered an unexcused absence and may result in failure of the rotation.

### **Professionalism Policy**

Professionalism is defined as the active demonstration of the attributes of a professional. These attributes include but are not limited to: commitment to self-improvement of skills and knowledge, pride in the profession, consciousness and trustworthiness, and building relationships with patients, caregivers, and other health care professionals. Professional socialization is the process by which an individual develops the attitudes, values and beliefs of a professional. The goal of professional socialization is to develop professionalism as described below and this process must begin at the beginning of an individual's professional education. Therefore, as consistent with expectations of the practice environment, professional behavior and attitudes are expected for all students enrolled in the School.

Emotional intelligence (EQ) is a set of emotional and social skills that collectively establish how well we perceive and express ourselves, develop and maintain social relationships, cope with challenges, and use emotional information in an effective and meaningful way. It is proven that emotional intelligence accounts for leadership success more than cognitive intelligence. The expected professionalism attributes are linked to emotional intelligence elements below. (EQ-i 2.0)

Emotional Intelligence Elements per EQ-I 2.0	Professionalism Assessment Area
<p><b>Self-Actualization</b></p> <p>The ability and tendency to want to grow, to stretch and to strive—to see your full potential, set meaningful goals and work toward your betterment and fulfillment.</p>	<input type="checkbox"/> <b>Student is self-motivated</b> (is an active learner – seeks knowledge; asks questions, searches for information, takes responsibility for own learning)
	<input type="checkbox"/> <b>Student accepts constructive criticism and modifies behavior if necessary</b>
	<input type="checkbox"/> <b>Student demonstrates a desire to exceed expectations</b> (goes “above and beyond the call of duty”, attempts to exceed minimal standards and requirements for tasks/assignments/responsibilities)
<p><b>Self-Regard</b></p> <p>The ability and the tendency for you—in light of both your positive and negative qualities—to both like and have confidence in yourself.</p>	<input type="checkbox"/> <b>Student demonstrates confidence</b> (acts and communicates in a self-assured manner, yet with modesty and humility)
	<input type="checkbox"/> <b>Student maintains good hygiene and grooming habits</b> (refer to dress code policy)
<p><b>Independence</b></p> <p>Your ability and tendency to be self-directed in your thinking, feeling, and actions—to go at it alone when needed.</p>	<input type="checkbox"/> <b>Student utilizes time efficiently</b> (allocates and utilizes appropriate amounts of time to fulfill responsibilities; utilizes others’ time wisely)
	<input type="checkbox"/> <b>Student is punctual</b> (arrives to class/practice setting and meetings on time, meets deadlines, etc.)
	<input type="checkbox"/> <b>Student takes responsibilities for one’s own actions</b> (does not try to blame others for insufficient or untimely work)
	<input type="checkbox"/> <b>Student is reliable, dependable and follows through with responsibilities</b> (can be counted on; if task is left incomplete or problem is left unresolved, student seeks aid)
<p><b>Interpersonal Relationships</b></p> <p>Your ability and tendency to give and receive trust and compassion, and to</p>	<input type="checkbox"/> <b>Student is respectful</b> (demonstrates regard for patients, peers, superiors, other personnel and property)
	<input type="checkbox"/> <b>Student is cooperative</b> (nonargumentative; willing and helpful)

establish and maintain satisfying personal relationships.	<ul style="list-style-type: none"> <li>□ <b>Student displays honesty and integrity in all interactions with patients and</b></li> </ul>
	<b>other health care professionals</b> (truthful and straightforward; behaves in an ethical manner)
<b>Empathy</b> Your ability and willingness to take notice of and be sensitive to other people's needs and feelings.	<ul style="list-style-type: none"> <li>□ <b>Student is non-judgmental</b> (demonstrates an attitude of open-mindedness towards others and situations; does not "stereotype" others or prejudge situations)</li> </ul>
	<ul style="list-style-type: none"> <li>□ <b>Student is compassionate and empathetic</b> (demonstrates appreciation of others' positions; attempts to identify with others' perspectives; demonstrates consideration towards patients and others)</li> </ul>
<b>Social Responsibility</b> Your ability and tendency to cooperate and contribute to the welfare of a larger social system, to have and act in accordance with a social conscience and to show concern for the greater community.	<ul style="list-style-type: none"> <li>□ <b>Social awareness and responsibility</b> (takes responsibility for adapting and providing quality patient care to diverse patient populations)</li> </ul>
<b>Impulse Control</b> The ability to resist or delay a drive or temptation to do or say something or to decide too quickly or rashly.	<ul style="list-style-type: none"> <li>□ <b>Student is diplomatic</b> (fair and tactful in all dealings with patients, superiors, peers, and other personnel; Avoids inappropriate comments and gestures)</li> </ul>
	<ul style="list-style-type: none"> <li>□ <b>Student displays self-control</b> (thinks through thoughts before speaking; control emotional responses)</li> </ul>
<b>Stress Tolerance</b> Your ability and tendency to live your life effectively in the face of stress.	<ul style="list-style-type: none"> <li>□ <b>Student appropriately handles stress</b> (remains calm, levelheaded, composed in critical or difficult situations)</li> </ul>

<p><b>Optimism</b> Your ability and tendency to look at the brighter side of life and to maintain a positive attitude even in the face of adversity. You are hope and are enabled to see the future as a positive, inviting place.</p>	<p>☐ <b>Student leads the profession to promote safe medication use and to improve health care; Student maintains professional competence</b> (advocates for the profession; promotes life-long learning)</p>
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Students who violate any part of the professionalism policy as determined by the session /course instructor will incur **1.0 point deduction from the final course grade for each occurrence.** Faculty members have the prerogative of including additional penalties. All violations of the professionalism policy that incurs a penalty will also be filed in the Office of the Dean.

*Revised Feb. 2018*

### Email Communication

As per the Notre Dame of Maryland University Catalog, the official communication will be Notre Dame of Maryland email. Personal email accounts will not be utilized for communication by the OEE. Students should be aware that email is considered a formal and official mechanism of communication. It is in the student's best interest to observe proper form, etiquette, and grammar. Email is a reflection on an individual's professionalism. While email is a convenient mechanism for communication, issues that the student believes may be of a more serious nature should be handled face-to-face with the preceptor and/or OEE. The OEE and preceptors will not generally respond to emails after business hours or on holidays or weekends.

All cell phones and pagers are to be on silent mode or turned off. Cell phones, pagers, and text messages are **NOT** to be answered at any time. Cell phone use is only acceptable when accessing drug information resources or when permitted by the preceptor for emergency purposes.

### **Professional Dress Policy**

Students will dress professionally and pay attention to personal hygiene in the practice environment. Attire and personal grooming should not distract from nor compromise

the professional integrity of the School of Pharmacy or the pharmacy profession. The following is considered appropriate attire:

- a) **all** students are to wear a clean, white, long-sleeved lab jacket (provided in the P-1 year) with the School of Pharmacy logo and a name badge
- b) all students are to wear professional attire men: slacks, collared shirt with tie, dress shoes and socks women: slacks/skirts, dresses, dress shoes
- c) hair (including facial hair) is to be neatly trimmed and styled
- d) fingernails are to be neat, clean and well maintained – acrylic nails and nail polish is not permitted at any time during the experience as it is in violation of USP 797 clean room standards
- e) body piercings should have limited visibility and tattoos should be covered
- f) perfume and scented creams are not allowed in the practice environment due to the potential to exacerbate patient allergies and lung conditions

Students are expected to adhere to any other site specific dress policies.

Mini-skirts, jeans, sneakers, low-cut dresses, tee shirts, torn clothing, baseball caps, etc. are **NOT** professional dress. Students should note the difference between professional attire and fashionable attire. In addition, students will be spending a great deal of time standing and walking, please wear appropriate shoes.

The following types of clothing are not allowed at any time:

- Hats, caps or other headgear are not to be worn indoors (head covers that are required for religious purposes or to honor cultural tradition are permitted).
- Tank tops, tube tops, halter tops, spaghetti strings, off-the-shoulder, or mid-drift showing tops that do not cover to the waist.
- Clothes that are sheer, low cut, or revealing.
- Slacks, skirts or pants that expose the mid-drift skin.
- Short shorts, mini-skirts, or pajama bottoms.
- Flip flops, thong sandals, or shower shoes.
- Clothing with obscene or lewd text/pictures, depictions of alcohol, drugs or other smoking materials.

Students who are considered to be in violation of the professional dress policy will be asked to leave the site and return in appropriate attire. The OEE will be notified as soon as possible of any students who are asked to leave the rotation. Students will be responsible for making up any time missed at the site.

## **Social Media Policy**

Social Media are powerful communication tools defined as media intended to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Because of the emerging nature of social media platforms, these guidelines do not attempt to name every current and emerging platform. Rather, they apply to those cited and any other online platform available and emerging including social networking sites and sites with user-generated content. Examples include, but are not limited to, You Tube, Facebook, iTunes, LinkedIn, Twitter, Flickr, Myspace and Blogs.

The following guidelines must be followed by all students of Notre Dame of Maryland University, School of Pharmacy.

- Protect Confidential and Proprietary Information: Do not post confidential or proprietary information about the University or School, students, employees or alumni.
- Respect of Copyright and Fair Use: Content that is threatening, obscene, a violation of intellectual property or privacy laws, or otherwise injurious or illegal, may not be used.
- Think before Posting: There are no “private” social media sites. Archived material can re-emerge years after its publication date, and comments can be forwarded or copied. Be mindful of any photos, videos or text selected for posting on any social media site.
- Avoid University Logos for Endorsements: Do not use Notre Dame of Maryland University logos or any other University or School images or iconography on personal social media sites.
- Respect University and School Image: In keeping with the traditions of Notre Dame of Maryland University, School of Pharmacy, be professional, thoughtful and respectful. As a representative of the School of Pharmacy, postings can impact the image of the University as well as that of the individual.
- Terms of Service: Adhere to the Terms of Service of any social media platform employed.

## **Disciplinary Policy**

Notre Dame of Maryland University, School of Pharmacy student pharmacists are expected to display high standards of character both in their didactic and experiential coursework. Student pharmacists in the Experiential Program will be expected to adhere to the School’s Professional Policy, Student Pledge of Professionalism, Pharmacist Code of Ethics and Oath of the Pharmacist. In addition, students must

respect and adhere to specific rules and regulations governing individual practice sites. Student deviations from the rules and regulations set forth by the Advanced Pharmacy Practice Experience (APPE) Manual and/or those of specific site(s), will incur disciplinary action. This may include, but is not limited to:

- Dismissal from a practice site, temporarily or indefinitely
- Failure of a rotation
- Dismissal from the School of Pharmacy

The preceptor or other official of the affiliated site has the authority to remove a student from the site, or request removal of the student from the site for any reason determined necessary by the preceptor or official. The preceptor(s) or director of pharmacy will immediately notify the OEE of incidences or misconducts. The OEE will work with the preceptor or director of pharmacy in determining the course of action needed to address the incident. In such cases, the OEE will also file an Incident Report with the Office of the Dean.

#### Dismissal from sites

The School of Pharmacy and sites develop a collaboration and partnership in which both parties sign a legally binding affiliation agreement recognizing the nature of the working relationship. As such, this process takes a great deal of time and effort and both the SOP and the site must gain from the collaboration. Students are expected to maintain the highest professional standards and under certain circumstances the OEE reserves the right to cancel its obligation to provide a rotation assignment for students. Students involved in any illegal actions while on rotation will be removed from the site and denied the privilege of participation in the rotation. In addition, students suspected of being under the influence of any drug substance for non-medical purposes while on rotation, may also be removed from the site and denied participation privilege. Please refer to the most current version of the Notre Dame of Maryland University, School of Pharmacy Handbook for more details regarding this issue. It is imperative that we protect students and rotation sites, honor our affiliation agreements, and maintain the integrity of the program.

### **Academic Honesty Policy**

Students who violate the Intellectual Responsibility and Plagiarism Policy as stated in the most current version of Notre Dame of Maryland University, School of Pharmacy Handbook will be subject to disciplinary action, which may include failure of the course.

## Site Selection

All rotation placements will be completed at sites currently affiliated with Notre Dame of Maryland School of Pharmacy. Students will not be assigned to sites where there would be a potential for conflict of interest. Students will not receive remuneration for participation in the rotation, are responsible for travel to and from the site and any expenses related to the rotation.

## Grading & Evaluation

Advanced Pharmacy Practice Experiences are graded experiences. The preceptor is responsible for assigning the grade in eValue. Successful completion of all rotation assignments and activities, achievement of the course objectives and a passing grade for professionalism will warrant a passing grade for the rotation. Failure to pass the professionalism evaluation, despite a passing grade for the competency evaluation will result in failure of the rotation. In addition, **students must earn at least a 70% on the competency assessment in order to pass the rotation.**

In order for students to receive feedback regarding areas of strength and areas for improvement, preceptors will provide students with a mid-rotation evaluation. Students are expected to perform a self-assessment at the midpoint and improve performance utilizing the feedback from the preceptor in areas noted for improvement. A final evaluation will also be provided to students at the conclusion of each rotation.

### Grade Scale

93 – 100 = A

87 – 92 = B+

80 – 86 = B

75 – 79 = C+

70 – 74 = C

< 70 = F

### Learning Agreements

The preceptor and student learning agreement should be reviewed at the start of the rotation. The agreement contains a sample of the evaluation form the preceptor will complete in eValue at midpoint and the end of the rotation. The preceptor and student should review the evaluation criterion and expectations for the rotation together. Both the preceptor and student should sign the learning agreement where indicated at the bottom of the document. Please be sure to complete the "Educational Activities" section with the appropriate educational activities and percentage each activity is worth.



### Rotation Evaluations

As part of the quality assurance of the experiential program, rotation evaluations must be completed by the students in eValue no later than **9:00 a.m.** on the given deadline date (see rotation calendar). Students may not submit a rotation evaluation any earlier than the end of the 4<sup>th</sup> week of rotation. Failure to submit a rotation evaluation by the deadline will result in a lowering of the student's grade by 0.5 (e.g. A to B+) for each business day the evaluation is overdue. Evaluations must be done professionally. Evaluations deemed to be unprofessional by the OEE will result in the lowering of the student's professionalism grade which may result in failure of the rotation. Please plan ahead and ensure rotation evaluations are completed on time. Students experiencing technical difficulties should contact the OEE immediately, so issues may be resolved in a timely fashion.

Preceptors should regularly save their work in eValue as they are completing the student evaluations. Once the evaluation form is submitted, the information will be accessible to the student **if** the student has completed the site/preceptor evaluations. Preceptors will review and discuss the student's evaluations with them. If preceptors do not want the student to have access to the evaluation prior to the planned discussion time, they should save the data in eValue and only submit the evaluation to eValue just before the discussion with the student. Preceptors should have the student log into eValue during this discussion to view the evaluation together. If the student did not complete the site/preceptor evaluation, then the student evaluation by the preceptor will not be accessible. Student should complete this item in order to move forward with the evaluation process. Once the evaluation is submitted into eValue, changed cannot be made. Preceptors must contact the OEE if a change in the evaluation is warranted. If the preceptor needs to provide the student with a final evaluation before the last day of the rotation, then the student must complete the site/preceptor evaluation before the final grade is received from the preceptor.

Preceptors will receive student evaluations of the preceptor, site, and overall rotation after precepting at least two students. This data will be accessible in aggregate form and may be viewed at any time.

### MyFolio (e-portfolio)

Students are expected to keep an electronic portfolio of their completed work throughout the APPE year. Preceptors will have access to their assigned student's portfolio in order to review student performance and assignments on current and past rotations. This access will span 30 days prior, during, and 30 days after the rotation. Preceptors should collect assignments, provide feedback and evaluate the work in a manner they deem appropriate. The student will upload all completed assignments into their electronic portfolio (i.e. eValue) with the preceptor comments, evaluations, as well

as the final work product. Students should de-identify patient information prior to uploading the work. Maintenance of the portfolio is the student's responsibility.

### **NAPLEX Review Policy**

Students are enrolled in a mandatory NAPLEX Review Course for Fall/Spring which will begin online via self-directed learning in Summer. Required on campus sessions will begin in block 3 and take place on the 2<sup>nd</sup> and 4<sup>th</sup> Friday of each block through block 8 from 1-5 pm. Attendance is mandatory and students MUST pass this course in order to graduate on time. See NAPLEX Review Course syllabus for more detailed information.

### **Safety Policy**

**I understand that participating in the pharmacy experiential education at any pharmacy or site, as with any placement in a healthcare facility, entails certain risks, including the risk exposure to infectious disease and other personal injuries. I understand that those risks are beyond the control of the university. I freely and voluntarily accept those risks. (Updated 6.1.2020)**

**As critical data surrounding the transmissibility, mobility and mortality of COVID-19 is still evolving, in the interest of student safety, the University desires to limit student exposure to COVID-19 while still allowing students to benefit from obtaining clinical experience in healthcare facilities. In addition to the existing policies surrounding site selection for students, students will not be assigned to practices, subdivisions or units at affiliated sites engaged in direct care of known or suspected cases of COVID-19, including, but not limited to, acute or intensive care units treating patients diagnosed with COVID-19. All affiliated sites will be informed of this policy and requested to provide assignments consistent with this policy. (Updated 6.4.2020)**

Several professional practice experiences will be offered in Baltimore City and its surrounding suburbs. These are urban environments, which require students to be aware of and take responsibility for their safety. Being alert, proactive, and using common sense are ways in which to maintain safety. As with any city environment, using good judgment is always recommended. Listed below are a few safety suggestions to keep in mind during professional practice experiences:

- Locate the security station at each rotation site and keep the phone number with you at all times
- Walk with others (when possible) while entering or leaving a rotation site

- When parked at or near rotation sites, keep all valuables located in your car out of sight
- Avoid isolated and dark areas
- Carry your cell phone and keep it accessible
- When available, use the institution's shuttle service to area parking lots, public transportation, etc.
- Immediately report any violations of safety to the site's security office and the OEE

### Accessibility & Accommodations Statement

Accessibility services and accommodations are available to students in accordance with the Americans with Disabilities Act. If you require accommodations in this course, you are strongly encouraged to contact the Director of Accessibility and Health Promotion at 410-532-5401 who will meet with you, review the documentation of your disability or medical condition, and discuss the services offered and any accommodations you seek for specific courses.

It is extremely important that you begin this process at the beginning of each semester as accommodations are not retroactive; please do not wait until the first test or paper. Please note that it is the student's responsibility to share any determined arrangements or accommodation plan with the course instructor as soon as possible within the semester to assist in your success.

Best practice dictates that you should notify your instructor(s) as soon as you receive your accommodations letter from the Director of Accessibility & Health Promotion. It is your responsibility to submit your accommodation letter to an instructor(s) no later than 48 hours prior to an exam or assessment, so that appropriate preparations can be made. It is important that you are on time for your exam or assessment, to ensure that accommodations can be implemented as documented. The University also recognizes that students who are experiencing temporary medical conditions may also require accommodations. Students who are pregnant, nursing, or those with other temporary medical conditions should also contact the Office of Accessibility and Health Promotion to discuss any accommodations requests.

### Sexual Misconduct and Discrimination

"No person in the United States, shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance..." — Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C.F.R. Part 106 (Title IX) Notre Dame of Maryland University seeks to foster and maintain an atmosphere of mutual respect and concern for all members of the University community. As such, the University does not discriminate against students, faculty or staff based on sex in offering equal access to its educational programs and activities or with respect to employment terms and conditions.

Sexual- and gender-based harassment and misconduct, including sexual violence, are a kind of sex discrimination and are prohibited by Title IX and the University.

NDMU is committed to maintaining an environment that is free from discrimination based on sex, and maintains that commitment by responding promptly and effectively when it learns of any form of possible discrimination based on sex. The University responds to reports of sexual harassment, including sexual violence, as part of its efforts to stop the misconduct, prevent its recurrence, and remedy its effects. In compliance with Title IX, the University has Sexual Misconduct and Sexual Harassment policies. (<http://www.ndm.edu/files/resources/ndmu-sexual-misconduct-policyfinal-10012016-2.pdf>)

**Please contact Dr. Nicole Culhane (410-532-5527; [nculhane@ndm.edu](mailto:nculhane@ndm.edu)) immediately if you have any concerns about the policy or if you suspect or are aware of any potential violation(s).**

### **Inclement Weather Policy**

The student should follow the inclement weather policy of the individual practice site. In the event of inclement weather, students must contact their individual preceptor for instructions regarding attendance. Driving conditions may be hazardous and weather conditions will differ in and outside the state, so students must contact the preceptor to determine if they should travel to the site. If the preceptor excuses the student due to weather conditions or if the student believes driving conditions would pose a safety risk, the student must discuss with the preceptor how the time missed will be made up.

### **Requirements for Experiential Training**

Students must fill the following requirements to meet eligibility standards for participation in APPEs. Individual sites may have additional requirements that students must complete. Students are responsible to look in eValue under Site Requirements to determine if there are any additional requirements they must complete prior to the first day of rotations. Students are required to contact their preceptor or designated contact person at least **3-4 weeks prior** to the start of the rotation. Preceptors may provide additional logistical information needed by the students. **It is the student's responsibility to fulfill these requirements. Failure to do so may result in removal from the practice site and thus, failure of the rotation.**

### **Criminal Background Check and Drug Screening**

It is common practice for agencies and/or clinical sites to have policies requiring screening and/or criminal background checks for their employees, volunteers, and students who are assigned to the facility.

Notre Dame of Maryland University, School of Pharmacy will comply with these requirements when placing students at such facilities or agencies. As a condition for enrollment and continued matriculation in academic programs involving external placements, clinical rotations, internships, or service learning experiences, students are required to participate in a criminal background check prior to matriculation. Criminal background checks will be required annually and additional drug screening tests may be required during the professional curriculum. This will be at the discretion of the School of Pharmacy or the agency sponsoring the external placement.

Notre Dame of Maryland University, School of Pharmacy will assist students in understanding and complying with the requirements; however, the responsibility for providing such information and the associated costs rests with the student- not the School of Pharmacy. Failure to submit such testing or provide such information required as a condition for admission and clinical placements by the designated due dates may result in the inability to complete program requirements and/or delay completion of the program. Similarly, results from the drug screening tests or criminal background checks may result in denial of clinical placement and/or disciplinary action on the part of the School of Pharmacy, including, but not limited to disqualification from further studies at the School.

#### Cardiopulmonary Resuscitation (CPR) Certification

Students are required to obtain and maintain CPR (BLS Healthcare Provider training via AHA) for the healthcare provider. The students must upload proof of current certifications through eValue to the OEE in order to participate in APPEs. If the certifications expire prior to the completion of the academic program, the student must recertify and resubmit a copy of the certification cards to the OEE through eValue. Students will be responsible for the cost of the certification programs and all renewals. Students will be required to upload the certification cards into eValue and have it in their possession while on Advanced Pharmacy Practice Experiences.

#### Health Information

As a condition of enrollment, the Office of Admissions and Student Affairs requires all Doctor of Pharmacy students to maintain and submit proof of health insurance coverage including the effective date and renewal date at the beginning of each academic year. If the student is no longer covered under their parent(s)' plan, they may purchase a University-sponsored health insurance plan. Personal health insurance covers illness and injury in the classroom, lab situations and any off campus injuries/illnesses.

#### HIPAA and BBP/OSHA Training

Students are required to complete HIPAA and BBP/OSHA training before reporting to the rotation site. Training will be arranged by the OEE through CEI Preceptor Training and Resource Network.

Proof of HIPAA and BBP/OSHA certification will be maintained in eValue.

### Immunizations

Students are required to have proof of immunization prior to the start of the Advanced Pharmacy Practice Experiences. Proof of immunization or certificate of waiver must be uploaded into eValue under Immuns and Certs. Required immunizations include tetanus DPT, polio, MMR, Tb test, meningococcal, completion of the hepatitis B vaccine series, Varicella (chicken pox) and influenza. In order to prevent the spread of influenza, documentation of this immunization or proof of contraindication must be submitted seasonally by **October 31st**. Vaccinations are at the student's expense. Students who fail to submit documentation of the required immunizations will not be permitted to participate in the Advanced Pharmacy Practice Experiences.

Individual experiential sites may require additional exams and/or immunizations. Please refer to eValue for site specific immunization requirements at least **one month** prior to the start of your first rotation. These immunizations are at the student's expense.

**Students failing to submit documentation of such exams or immunizations will not be permitted to report to the practice site and thus may result in failure of the rotation.**

### Student Professional Liability Insurance

Students are required to carry student professional liability insurance through the Notre Dame of Maryland, School of Pharmacy group policy. This insurance premium is included in student fees and is renewed on an annual basis. This policy covers students during all approved IPPE and APPE experiences while in the program. The policy also requires appropriate student supervision while in the experiential setting.

### Transportation and Housing

It is the student's responsibility to assure he/she has appropriate arrangements for transportation to and from rotation sites throughout the curriculum. Rotations begin in the first semester of the professional program. Transportation is not provided by the School. Students are not considered an agent or employee of the University and are not insured for any accidents or mishaps that may occur during any travel completed as part of the student's professional program. The School does not guarantee all required rotations will take place in the Maryland metropolitan area and students may be required to complete rotations in other cities or states. Transportation, parking, and housing costs are the student's responsibility.

### Accidental Injury Reporting

In the case of accidental injury at the pharmacy practice site, the preceptor must complete the student accident/injury report and email it to the OEE within 24 hours of the injury.

## APPE Experiential Site and Preceptor Evaluation

(to be completed by the student)

Site \_\_\_\_\_  
 Preceptor \_\_\_\_\_  
 Title of Experience \_\_\_\_\_

Phone Number \_\_\_\_\_  
 E-Mail \_\_\_\_\_  
 Date of Evaluation \_\_\_\_\_

### Experiential Site

Type of practice		
Hospital/Inpatient____ Hospital/Internal Medicine____ Hospital/Outpatient____ Community Pharmacy Chain ____	Community Pharmacy Independent ____ Ambulatory Care Clinic ____ Long-term Care/Extended Care Facility____	Drug Information/Poison Center____ Managed Care Organization____ Industry____ Other ____

Evaluate the experiential site, preceptor, and overall rotation utilizing the following scale:

N/A <b>0</b>	Strongly Disagree <b>1</b>	Disagree <b>2</b>	Neutral <b>3</b>	Agree <b>4</b>	Strongly Agree <b>5</b>
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### Site Information

Activities, projects, and assignments fulfilled learning objectives of experience	0	1	2	3	4	5
I had access to necessary patient information (as pertinent for experience)	0	1	2	3	4	5
I had access to necessary reference materials, either hard copy or electronic	0	1	2	3	4	5
I had an adequate number of patient cases to facilitate my learning (as pertinent for experience)	0	1	2	3	4	5
I had adequate space to work	0	1	2	3	4	5
The site and the staff displayed a professional image	0	1	2	3	4	5
The staff (pharmacists, interns, and technicians) support student interactions and involvement	0	1	2	3	4	5
Patient-centered care philosophy was evident in practice	0	1	2	3	4	5
The site provided an environment that facilitated my learning	0	1	2	3	4	5
<b>Comments:</b>						

### Inter-Professional Practice Experience (IPE) Information

This site provided inter-professional team-based experiences and supported my involvement in these practices.	0	1	2	3	4	5
This site provided opportunities to learn about the roles and responsibilities of different health care professionals involved in patient care.	0	1	2	3	4	5

I had an adequate number of experiences with other health care professionals in a team-based environment to facilitate my understanding of providing integrated inter-professional health care.	0	1	2	3	4	5
This site provided a better understanding of how working in an inter-professional health care team improves communication, patient outcomes and overall care.	0	1	2	3	4	5
I had the opportunity to interact with other health care professionals (as pertinent for experience)	0	1	2	3	4	5
Please select the health care professions you worked with in a team-based environment during this rotation experience (Select <u>all</u> that apply). <ul style="list-style-type: none"> <li>• Attending Physicians</li> <li>• Medical Residents</li> <li>• Medical Students</li> <li>• Nursing Staff</li> <li>• Nursing Students</li> <li>• Social Workers</li> <li>• Dietitians/Nutritionists</li> <li>• PT/OT</li> <li>• Physician Assistants</li> <li>• Others (Please specify): _____</li> </ul>						
Please select the activities/experiences where you worked as part of an inter-professional team. <ul style="list-style-type: none"> <li>• Medical Rounds</li> <li>• Topic Discussions/Presentations</li> <li>• Patient Education</li> <li>• Others (Please specify): _____</li> </ul>						
Upon completion of this rotation, I feel more confident in my ability to effectively collaborate with other health care professionals to foster a team-based approach to patient care.	0	1	2	3	4	5
<u>Comments:</u>						

## Preceptor Information

### The Preceptor:

<b>Leadership and Management</b>						
Expectations and responsibilities were clearly expressed to me at the beginning of the experience	0	1	2	3	4	5
Demonstrated effective managerial and leadership relationships with colleagues	0	1	2	3	4	5
Recognized his/her own limitations	0	1	2	3	4	5
<b>Role Model Practitioner</b>						
Served as a role model for me	0	1	2	3	4	5
Was approachable	0	1	2	3	4	5
Demonstrated high ethical and personal character	0	1	2	3	4	5
Displayed interest /enthusiasm in teaching	0	1	2	3	4	5



<b>Facilitates Teaching</b>						
Displayed patient care problem solving skills	0	1	2	3	4	5
Explained clinical reasoning process to me	0	1	2	3	4	5
Was readily available to answer questions and concerns	0	1	2	3	4	5
Displayed strong drug therapy knowledge	0	1	2	3	4	5
Displayed appropriate interpersonal communication skills	0	1	2	3	4	5
<b>Promotes Self-Directed Learning and Provides Constructive Feedback</b>						
Provided regular and consistent feedback	0	1	2	3	4	5
Provided constructive feedback	0	1	2	3	4	5
Discussed written evaluation with me at the midpoint and end of the experience	0	1	2	3	4	5
Responded to students' specific learning needs	0	1	2	3	4	5
Made student teaching an important focus of practice	0	1	2	3	4	5
Treated students as colleagues in training	0	1	2	3	4	5
<b>Comments:</b>						

#### Rotation Information

My verbal communication skills were further developed on this rotation	0	1	2	3	4	5
My written communication skills were further developed on this rotation	0	1	2	3	4	5
My clinical skills were further developed on this rotation	0	1	2	3	4	5
I applied what I learned in my didactic coursework on this rotation	0	1	2	3	4	5
I believe this experience will help me be a better pharmacist	0	1	2	3	4	5
<b>Comments:</b>						

Rate the overall quality of this practice experience. Excellent\_\_\_\_Good\_\_\_\_Fair\_\_\_\_Poor\_\_\_\_

I would recommend this site to others. Yes\_\_\_\_ No\_\_\_\_

How could this practice experience be improved?



## Student Accident/Injury Report

### ACCIDENT INFORMATION

Student's name: \_\_\_\_\_ ID #: \_\_\_\_\_

Date and time of accident: \_\_\_\_\_

Reported to Safety Officer - Date: \_\_\_\_\_ Time: \_\_\_\_\_

Location where accident occurred: \_\_\_\_\_

Full description of accident: \_\_\_\_\_

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Did an injury result from the accident? If yes, complete Injury Information below.

Were there any witnesses? If yes, list all names and phone numbers: \_\_\_\_\_

### INJURY INFORMATION

Part of body injured (head, neck, arm, leg, etc.): \_\_\_\_\_

Nature of injury (fracture, sprain, laceration, etc.): \_\_\_\_\_

Was student given medical attention? Yes \_\_\_ No \_\_\_ If yes, where was treatment administered? (Be specific. Wilkin's Wellness Center, Urgent Care, Hospital, etc.): \_\_\_\_\_

Comments/Other Information: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Tips for Success!!!**

- Always be professional, friendly, and confident!!!
- Attitude is everything! It is one of the few things you can control.
- Be flexible- pharmacy practice is unpredictable. Adaptability is one of the best qualities in a leader!
- Be inquisitive- preceptors appreciate your questions and are eager to share their wisdom.
- Communicate regularly with preceptors. If you are not sure about something – ASK.
- Expect to learn something from everyone and in every experience.
- Always look for opportunities to learn something new.
- Always stay one or two steps ahead of your preceptor. Try to anticipate the needs and report findings to your preceptor without being asked.
- Remember, preceptors are volunteering their time to educate you. Be respectful of their time and be prepared.
- Motivation is the key to SUCCESS!!!
- And Finally.....

**“People don’t care how much you know until they know how much you care”**