PHRX 5100
Professional Experience in
Community Pharmacy

Revised September 2016
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Course Description</td>
<td>3</td>
</tr>
<tr>
<td>Curriculum Overview</td>
<td>3</td>
</tr>
<tr>
<td>Purpose</td>
<td>4</td>
</tr>
<tr>
<td>Professionalism and Conduct</td>
<td>4</td>
</tr>
<tr>
<td>Schedule</td>
<td>4</td>
</tr>
<tr>
<td>Field Coordinators</td>
<td>5</td>
</tr>
<tr>
<td>Preparation for Rotations</td>
<td>5</td>
</tr>
<tr>
<td>Orientation</td>
<td>6</td>
</tr>
<tr>
<td>Feedback</td>
<td>7</td>
</tr>
<tr>
<td>Evaluations</td>
<td>7</td>
</tr>
<tr>
<td>Prescription Processing Skills</td>
<td>8</td>
</tr>
<tr>
<td>Patient Interactions</td>
<td>8</td>
</tr>
<tr>
<td>Patient Case Presentations</td>
<td>9</td>
</tr>
<tr>
<td>Community Outreach and Education</td>
<td>9</td>
</tr>
<tr>
<td>Outreach Activities</td>
<td>9</td>
</tr>
<tr>
<td>RxPreceptor Document Library</td>
<td>10</td>
</tr>
<tr>
<td>Mission Statements</td>
<td>11</td>
</tr>
<tr>
<td>APPE Syllabus Project</td>
<td>12</td>
</tr>
<tr>
<td>Appendix A (Syllabus APPE Blank)</td>
<td>A</td>
</tr>
</tbody>
</table>
Introduction and Use of This Manual

This manual is designed to guide both preceptors and students through PHRX 5100: Advanced Pharmacy Practice Experience in Community Pharmacy. It has been written and revised incorporating contributions from both preceptors and students with the aim of making it useful and user friendly. Students are required to read this resource to help them efficiently fulfill the objectives of this important experiential rotation while both students and preceptors are additionally encouraged to refer to it as needed. Use of the manual will help provide structure to the rotation while at the same time allowing important flexibility. This manual should be considered as a supplement to the general administrative policies and procedures common to all APPE’s that are documented in the Professional Experience Program Manual.

While students participating in a community pharmacy rotation will have the benefit of almost continuous contact with their preceptor, it is suggested that the preceptor and student schedule specific times to discuss and evaluate the student's progress on a regular basis during the program. At a minimum three formal sessions at the start, midpoint, and end of the rotation are strongly suggested:

- The first session will orient the student to the preceptor and vice versa with the objective of sharing information about the site, the preceptor and the student.
- The second formal meeting should be scheduled at about the midway point of the rotation to share with the student information about their progress and noting areas of achievement as well as opportunities for improvement or growth. A midpoint evaluation needs to be submitted utilizing RxPreceptor.
- The third and final formal meeting with the student and preceptor are important to discuss the student’s achievements during the rotation and present them with their final grade. Student evaluations and approval of attendance logs need to be completed by this final meeting utilizing RxPreceptor.

Using the approach above will prevent any of the objectives from going unnoticed or being unnecessarily repeated, as well as afford the student and preceptor opportunities to share important information. Regular discussion and feedback will ensure the student and preceptor each have the benefit of improved communication and professional growth.

Course Description
PHRX 5100 – Advanced Pharmacy Practice Experience in Community Pharmacy
The student will apply drug therapy knowledge and communication skills to the provision of patient care in a community pharmacy. Emphasis is on further development of skills in patient assessment and patient education so that the response to pharmacotherapy is optimized. Introduction to the administrative aspects of the provision of patient care in the community pharmacy is provided.

Curriculum Overview
The curriculum overview provides extensive information on how to prepare yourself to be a successful student at The University of Connecticut School of Pharmacy. In the link provided, you
can find preparatory guidelines, scholastic standards, various tracks and programs, as well as what lies beyond graduation.


**Purpose**

Advanced Pharmacy Practice Experiential (APPE’s) Rotations are designed to apply academically acquired fundamentals to real life community practice. The purpose of this rotation is (1) to provide an overview of contemporary community pharmacy practice, (2) to permit the student to sharpen prescription processing skills, (3) to provide patient care, and (4) to perform community outreach.

**Professionalism and Conduct**

The University of Connecticut Board of Trustees has established a Compliance Program to help faculty and staff adhere to federal, state, and local regulatory requirements. This code of conduct reflects the University’s core values and serves to assure the highest standard of integrity throughout all University activities.

*Here is a link providing the faculty and staff Code of Conduct in its entirety:*

http://policy.uconn.edu/2011/05/17/employee-code-of-conduct/#letter

**Schedule**

The Office of Experiential Education (OEE) makes available in RxPreceptor the schedule for the APPE rotation year prior to the first rotation month of June. While there are certain holidays observed by the University, the student is expected to schedule their time at the experiential site consistent with the holidays observed by the rotation site. Occasionally the University may have closures, delays or early dismissals based on adverse weather conditions. Since weather conditions are often variable throughout the state, students and preceptors are advised to modify their schedule as deemed appropriate, and not based on the University’s closings/delays.

The student is responsible for scheduling activities required for completion of the rotation in conjunction with the preceptor. The student is required to adjust his/her schedule so that the majority of time spent at the pharmacy site is under the primary preceptor’s direct supervision. Preceptors are encouraged to create a schedule that offers students the opportunity to benefit from a full range of activities present during the course of the day. Therefore, there is flexibility in creating the schedule; however, students are expected to spend a *minimum* of 8 hours per day 5 days per week 9am to 5pm Monday through Friday at the site or at approved alternate site completing required activities. Students are responsible for notifying their field coordinator of any schedule changes outside these designated times. Any absences from a rotation must be reported and approved by the preceptor utilizing the RxPreceptor system.

Each month, students who are active in their community pharmacy rotation are required to attend a central meeting held in conjunction with the State of Connecticut Commission of Pharmacy. Typically held on the third Wednesday of the month (exact dates to be announced and posted in RxPreceptor as the schedule becomes public), this meeting serves to acquaint students with the
body that will regulate their future practice. In addition, at this meeting, students should be prepared to discuss:

- Key attributes of their rotation experiences;
- An overview of their site
- An example of a practice they admire and would emulate as well as one they would improve upon if they were a pharmacy owner or manager;
- The project they are working on for the month which may include a community outreach project.

Typically the Connecticut Pharmacy Commission does not meet in July nor December, however the schedule as posted at their website is the official schedule.

Students who completed their Community APPEs in another state may choose to attend that state’s board of pharmacy meeting through making their own arrangements and communicating this interest with the Office of Experiential Education.

**Field Coordinators**
The University of Connecticut School of Pharmacy employs field coordinators who facilitate communication between preceptors, students and the School of Pharmacy. The field coordinators arrange a schedule to visit students during the course of the year.

During the course of their visits, the field coordinators will speak with the students and preceptors to determine progress, to monitor activities and address their suggestions and comments. Preceptors are encouraged to share, as early as identified, any student issues or concerns with field coordinators or to contact The Director of Experiential Education.

In cases where a site visit cannot be arranged, the field coordinator will attempt to contact both the student and preceptor and may request an email update from the student regarding aspects of the APPE.

**Preparation for Rotations**
The preceptor should develop goals and objectives for the student pharmacist to achieve during the community experience. A review of the practice site along with a thorough assessment of what makes it unique will go a long way toward helping make the best use of the learning opportunities. To help you evaluate your site, consider the following activities:

- Prescription dispensing and related counseling
- MTM services
- Over-the-counter product counseling activities
- Pharmacy management training opportunities
- Interdisciplinary health care services
- Community-based health and wellness services
- Ongoing disease state management programs
- Collaborative relationships with other health care professionals
- Business/contractual relationships with purchasers and vendors
- Existence of a syllabus (see “Syllabus-Section 12 below)
There is a diverse variety of community practice sites so it is likely there will be many other potential pharmacy related activities underway at your practice site that could also be added to this list with the goal of sharing and getting active student participation in these activities. Students who approach their learning opportunities with interest will benefit more from the variety of activities open to them.

**Orientation**
A thorough orientation benefits both parties by way of the exchange of information needed to set the ground rules of the site and clear the path for learning. An orientation is an excellent opportunity for the preceptor to share with the student a number of factors relevant to the site. This also provides the student an opportunity to discuss their own goals and objectives for this experience.

Recommended orientation topics should include (this list is not all inclusive):

- Expectations
- Prescription workflow
- Drug information resources
- Front store layout and stock arrangement
- Policies and procedures
  - Dress code
  - Telephones
  - Personal purchases
  - Coffee/meal/breaks
  - Hours of operation
  - Patient privacy and confidentiality
  - Parking
- Introduction to personnel and their responsibilities

The student will be familiar with the following topics previously assigned in the community rotation curriculum. Therefore, the knowledge of these topics can be applied to patient care during the rotation.

- Top 200 Brand Name Drugs
- Nonprescription medications
- Home testing devices
- Handling drug information requests
- Calculations
- Prescription verification
- Prescription processing
- Patient counseling
- Drug devices (inhalers, insulin delivery, self injection devices)
- Immunization training
Feedback
During the course of the rotation, preceptors are encouraged to provide students with insight, advice and additional information to assist them in developing practice skills. While all students receive strong didactic training based on hours of class and laboratory work, there can be great variability in the amount of experience students may have prior to their participation in this experiential rotation. Even students who have received extensive experience in a community environment will benefit from the advice and feedback from another practicing professional. For all these reasons and more, students become better professionals from counsel shared with them during the course of this experience.

To ensure that feedback is timely and most effective, preceptors should schedule time to spend with each student on a regular basis to review the events of the recent past and offer both praise and constructive criticism. In an environment where a student will work with a number of other staff members, the staff should be encouraged to share their observations and concerns with the preceptor so that the preceptor is aware of areas in need of improvement and develop strategies to advance the student’s performance.

Just as practicing professionals continue their growth throughout their career, students will be developing continually during their experiential rotations. Effective feedback will maximize student professional growth and development. While it is important to point out areas of concern with regards to a student’s performance, this information will be more meaningful if advice such as “here is how I would handle this situation…” goes along with it. Likewise, it is important to share positive information with students. Wise preceptors balance their feedback to students by layering positive information with opportunities and advice for improvement. The wise preceptor knows that a constant stream of positive or negative information soon becomes meaningless to a student. Community pharmacy offers ample opportunities for students to assume the role of a pharmacist, and likewise a preceptor to witness the students’ performance first hand during the course of the rotation. It is quite likely that during the course of the rotation the student will grow in proficiency.

Evaluation
Periods of time must be set aside routinely for the student and preceptor to review and plan activities. This is important for both the student and preceptor so they can assess progress and determine which areas require improvement and which competencies have been demonstrated. A minimum of two formal face-to-face evaluation sessions at the midpoint and end of the rotation will be performed. Ongoing informal daily feedback from the preceptor and other staff is highly encouraged.

Student performance will be documented by the preceptor utilizing the evaluation tool available in the RxPreceptor system. Evaluations are to be completed at both the midpoint and at the conclusion of the rotation. The final course grade will be calculated by the RxPreceptor system based on the final evaluation. While the final evaluation determines the student’s grade, the Midpoint evaluation plays an extremely important role in sharing with the student their progress halfway through the APPE and providing them with a plan to build and improve upon the progress made towards successful APPE completion. The preceptor is encouraged to consider input from
other pharmacy staff in the evaluation process. The evaluations must be shown and discussed with the student at each review period and the final evaluation must be shared with the student prior to leaving the site on the last day.

A preceptor and site evaluation will be completed by the student utilizing tools established in the RxPreceptor system. These forms will be completed once at the end of the rotation. The student is encouraged to provide constructive feedback on an ongoing basis during the rotation. If the rotation is team-taught, the student is encouraged to recognize the contributions of other personnel involved in the training.

Students are encouraged to complete a self-evaluation. The self assessment tool (available in RxPreceptor) should be completed by the student and shared with the preceptor prior to, and at the end of the rotation.

**Prescription processing skills**  
Prescription processing is an integral component of the profession of pharmacy. At the beginning of the rotation, the student must focus full attention on the prescription processing system at the site to establish the foundation on which they can provide other patient care activities. The prescription database provides a resource for pharmacists and students to perform the cognitive functions of drug therapy evaluation and prospective drug utilization review when processing a prescription. While it is not likely the student will develop the level of proficiency of a long term employee during the rotation, the preceptor should expect steady improvement during the course of the month. In order to receive optimal training, it is recommended that the student shadow a highly proficient user of the prescription processing system.

During the course of the rotation, students should be exposed to and strive to achieve maximum competency in targeted prescription processing skills. These skills include receiving prescriptions, transferring prescriptions, evaluating prescriptions, reviewing drug profiles, preparing prescriptions, targeting prescription errors, examining the medical record for drug related problems, communicating with other health care professionals, counseling patients, and operating or managing a pharmacy department.

**Patient Interactions**

*Objective: The student will participate in at least ten patient encounters per day.*

Service to the public is a key component of community pharmacy practice. These encounters may be new or refill prescription counseling, over-the-counter medication consultation, responding to drug information requests, or medication therapy management (MTM). Initially, the preceptor should directly monitor the interactions; as the student performance improves, the preceptor may be able to allow the student increasing independence. Role playing or carefully selected initial patients may be needed to build confidence if the student has no experience in this area. The preceptor should provide the student immediate feedback on their patient counseling encounters whenever possible. Hopefully, during these interactions the student will be able to identify, act upon, and
resolve potential or actual drug therapy problems. Students should also consider what additional patient care services could benefit the patient.

**Patient Case Presentations**

*Objective: The student will perform, write, and discuss comprehensive patient assessments.*

The case presentation patients will be identified by the student, preceptor or other pharmacy staff. Through their daily interactions with patients, students will likely identify patients who have one or more potential or actual drug therapy problems that warrant further discussion. The student will strive to act to resolve any identified drug therapy problems through intervention with the patient, pharmacist, or other health care provider.

The student will utilize the patient record and patient interview to collect full medical and medication histories to facilitate case presentations to their preceptors. The “SOAP” format of the written case presentation will be used. The SOAP note should not exceed one page typed.

**Community Outreach and Education**

*Objective: The student will design and execute one community outreach and education project.*

The student will participate in at least one community health screening, wellness promotion, or educational activity to be determined by mutual agreement between the preceptor and the student. The student is encouraged to seek opportunities to provide pharmacy support for ongoing local community service projects. Below is a small sample list to jump-start your brainstorming. By the end of the first week, the topic and venue will be scheduled in concert with the preceptor. The student will gather resources and write an outline of the planned activity to be shared with, and approved by the preceptor. A practice presentation will be given to the preceptor and pharmacy staff prior to the actual presentation. The presentation will be supervised by the preceptor, particularly if it is off site.

Students are to document all outreach activities in RxPreceptor under the student self-evaluation tab.

**Outreach Activities**

*Objective: The student will prepare an outreach project to benefit the site as well as the public.*

As a public land grant/sea grant university, a third of our mission is service, outreach, and public engagement. Your preparation to become a pharmacist is rich with opportunities to provide stakeholders with meaningful contributions of your knowledge. Such outreach activities provide a rich opportunity to interact with the public and develop the skills you will call upon throughout your career in the profession of pharmacy.
There are a number of opportunities to provide outreach in a community pharmacy setting. An outreach activity may have as its intended audience: people outside the pharmacy, such as a presentation or activity at a senior center; people working at the pharmacy site, such as a health event held for the benefit of the store’s employees; or on a smaller scale, such as a presentation made to the staff of the pharmacy regarding the pharmacology of a family of drugs. The key point is that students are greatly encouraged to prepare an outreach project of a scale appropriate to provide a resource back to the practice site. Some examples include, but are not limited to:

- Metered Dose Inhaler Technique Checks
- Cardiovascular Risk Factor Check Up
- Blood Pressure Screening
- Women’s Health Awareness Day
- Folic acid for women of childbearing age
- Breast Self Examination Promotion
- Bone Fracture Risk Screening
- Poison Prevention
- Medicare Part D plan selection/information
- File of Life
- Review of a pharmacological class of drugs with the staff

Several national pharmacy associations’ (for example: The National Association of Chain Drug Stores or The American Pharmacists’ Association) web sites have a calendar of health promotion dates and resources that can be used to discover topics. Students are encouraged to develop innovative initiatives during each rotation.

As in any other work in a health care environment, the outreach project must be documented. The student will prepare a community outreach report form in the RxPreceptor system after completing the activity. Demographic information about the audience can be estimated. Data from these forms will be used to help document our school’s contribution towards the mission of the University.

*Please note any outreach activities requiring the student or preceptor to draw blood will need to be conducted in compliance with CLIA regulations.*

**RxPreceptor Document Library**

Students are encouraged to review and become familiar with the RxPreceptor document library for forms and information relevant to the experiential learning program. For example, a partial list of the resources posted there include:

- Pharmacy Commission and Licensure information
- Health Forms
- APPE Calendar
- Residency preparation information
**Mission Statement of the University of Connecticut**
The University of Connecticut is dedicated to excellence demonstrated through national and international recognition. Through freedom of academic inquiry and expression, we create and disseminate knowledge by means of scholarly and creative achievements, graduate and professional education, and outreach. With our focus on teaching and learning, the University helps every student grow intellectually and become a contributing member of the state, national, and world communities. Through research, teaching, service, and outreach, we embrace diversity and cultivate leadership, integrity, and engaged citizenship in our students, faculty, staff, and alumni. As our state’s flagship public University, and as a land and sea grant institution, we promote the health and well-being of citizens by enhancing the social, economic, cultural, and natural environments of the state and beyond.

**Mission Statement of the UConn School of Pharmacy**
It is the mission of the School of Pharmacy to bring together a diverse group of faculty, staff, and students to advance the quality of health care by providing outstanding professional and graduate education, pioneering research in the pharmaceutical sciences, and committing to excellence in pharmacist-directed patient care.

**Mission Statement of the Department of Pharmacy Practice**
The Department of Pharmacy Practice is a leader in teaching, scholarship and public engagement. We serve the public, the profession, and improve the quality of healthcare by:
- Preparing future pharmacists to be compassionate and effective healthcare leaders
- Providing continuing professional development for current pharmacists
- Providing health maintenance and promoting disease prevention
- Providing care for the sick
- Educating patients, caregivers and healthcare colleagues on the optimal use of medications
- Engaging in collaborative and innovative scholarly activities
- Leading professional and advocacy organizations
- Promoting the development and integration of pharmacists in healthcare delivery models

**Mission Statement of the Office of Experiential Education**
The Office of Experiential Education coordinates the pharmacy practice experience components of the professional pharmacy curriculum. These experiences include introductory experiences in community, institutional and service learning known as Introductory Pharmacy Practice Experience (IPPE), as well as the Advanced Pharmacy Practice Experience (APPE). These experiential components are designed to provide students opportunities to apply information gained from didactic learning through hands-on experience in a variety of pharmacy practice settings beginning early in their professional training and continuing through their final year of the Doctor of Pharmacy program. The mission of the experiential program is to assist students in
developing the knowledge, skills and attitudes required of a competent and caring pharmacy professional.

**Advanced Pharmacy Practice Experiences (APPE) Syllabus Development**

There are many benefits of having a syllabus posted for Advanced Pharmacy Practice Experiences (APPEs). Students are asked to assist their APPE preceptors in the process of updating or developing a syllabus for the APPEs available at your practice sites. This tool serves as a resource to help students navigate their learning experiences. Syllabi posted for each APPE also enhances the School of Pharmacy’s accreditation organization (ACPE) to understand the great diversity of learning experiences UConn students have available to them.

Key benefits of having a syllabus:

- Students know what to expect from the experience both in terms of learning opportunities and methods as well as requirements and preparatory materials.
- Preceptors know that students arrive with an understanding of the key features and expectations of the learning experience.
- Students gain insight into the importance of the learning experience to the practice of pharmacy and the preceptor’s philosophy about learning.
- Preceptors have an archived document available to guide the orientation process and the assurance that the information has been communicated to students.
- Prospective students have the opportunity to review syllabi to appropriately select APPE opportunities most closely aligned with career aspirations.

A sample document is provided in Appendix A to facilitate the creation of your document. It may be used and edited as appropriate to reflect a specific rotation. This template is provided as a starting point to assist preceptors developing a syllabus for the first time. A final document can be uploaded to RxPreceptor or forwarded to the Office of Experiential Education for uploading.
Appendix A

This Syllabus Blank is provided to help you design one for your site’s experiential learning opportunity.

Advanced Pharmacy Practice Experience Syllabus Format for: Rotation Name

Preceptor Name(s) & Contact information:
Information including address, phone number, email, pager etc. along with instructions on the preceptor’s preferred method of contact.

Goals of the Experience:
Include a short overview of what the experience entails and what the student should learn by participating. It would start out something like this:
The goal of this APPE is to expose the student to patient care in a [fill in blank] setting. Through their participation, students will gain the knowledge, skills, and attitudes necessary to... (fill in to capture the big picture of the experience).

Outcomes/Objectives:
List a number of outcomes for the experience. There are two samples listed below. An ability-based outcome (ABO) format, which is composed of knowledge, skills, and attitudes is preferred. Below, the ABO is in bold and individual objectives follow in a list. You probably need only three to five ABOs for most APPEs. If you struggle with the ABOs, try writing individual objectives first and then group them logically to identify common themes.

❖ Students should be able to identify and utilize drug information services to facilitate their role as a drug information specialist for other health care professionals and patients to achieve positive therapeutic outcomes.
  ➢ Interact appropriately with other members of the health care team.
  ➢ Know and use sources of drug information for any given patient care area.
  ➢ Apply drug information to obtain positive outcomes for patients.
    ▪ Serve as drug information specialists for patients and other health care professionals.

❖ Students should be able to develop oral or written presentations on drug-related topics for other health care professionals and patients.
  ➢ Effectively communicate in verbal and/or written form, in concise and organized fashion, a pharmaceutical evaluation of the patient.
  ➢ Serve as drug information specialists for patients and other health care professionals.
  ➢ Develop presentation skills for various audiences for interdisciplinary education.
  ➢ Develop communication skills for patient education.
Activities/Projects
List activities the student will perform. Although you can organize the list however you wish, sorting activities into daily, weekly, one-time, intermittent, and optional categories will make it easier for you to create your calendar later. This list can be quite long. Create something like the following list, but with specific details instead of generalities:

- Activity 1, Daily (maybe a patient care activity)
- Activity 2, Daily (maybe a quality assurance activity)
- Activity 3, Weekly (maybe a journal club)
- Activity 4, Twice Weekly (maybe a disease topic presentation)
- Activity 5, One Time (maybe a formal oral presentation to staff)

Evaluation Criteria:
Activities will be evaluated by direct observation from the preceptor as well as reports of performance from other health care team members collected periodically throughout the rotation. Please share any additional evaluation techniques that will be used

- A formal midpoint evaluation will be conducted with the student using the UConn format provided and documented in RxPreceptor.
- A formal end of APPE evaluation will be conducted with the student using the UConn format provided and documented in RxPreceptor.

Attendance:
Students are expected to observe the University of Connecticut School of Pharmacy policies with regards to attendance as noted in the latest version of the Professional Experience Program Manual posted in RxPreceptor.

Please share any additional attendance policies specific to your practice that will be used.

Student Conduct Guidelines:
These could include many things. Here are some examples:

- The student must exhibit a professional appearance in manner and dress
- The student must adhere to the standards of dress and behavior specified by the instructor to whom he or she is assigned. These standards should be identical to those required of all pharmacists in the pharmacy.
- The student shall identify himself or herself as a student at all times.
- Academic honesty is expected. Any lapses in academic honesty will be subject to the processes and procedures established by the University of Connecticut School of Pharmacy.
- The student is obligated to respect any and all confidences revealed during the assignment in pharmacy records, medical records, fee systems, professional policies, etc.
The student must keep in mind that the primary objective of APPEs is learning and that learning is not a passive process but requires a deep and active commitment on the student's part.

The student should recognize that the optimum learning experience requires mutual respect and courtesy between the instructor and himself or herself.

The student should encourage communication with all persons involved in the APPE including the instructor, physicians, other health professionals, and patients.

When making professional judgments the student should first discuss alternatives with the instructor.

The student is responsible for adhering to the work schedule established with the preceptor. For the student's own benefit, it may be necessary at times to devote more than the scheduled time or to deviate from the schedule.

The student should be punctual in meeting the schedule and is obligated to notify the instructor as soon as possible (please specify the preferred method of communication) if he or she will be absent or late.

**Student Evaluations of APPE and Preceptor:**
Students will comply with the University of Connecticut School of Pharmacy policies regarding the recording of evaluation for both Preceptors and their sites in the RxPreceptor system.
Because evaluations are the cornerstone for improving the experience, the faculty for this APPE are very interested in hearing your opinion. Please feel free to provide feedback throughout the experience, as well. It may not be possible to make changes midstream, but we would still like your input.

**Background Material:**
List training materials, journal articles, guidelines, book chapters, etc. that you want students to read or complete prior to beginning your experience.
- Reading 1
- Reading 2

**Additional Requirements:**
List tools and equipment students need to be successful, such as laptop, handheld device, calculator, etc.
- Requirement 1
- Requirement 2

**Access to Site Benefits:**
List site-specific benefits that students have access to and procedures they need to follow, such as:
While on this APPE, students have access to the following:

- Parking instructions and procedures to obtain parking.
- Any meal policies if applicable.

**Accommodations:**
Students who require an accommodation in the academic setting should contact the Center for Students with Disabilities (http://csd.uconn.edu/) Please feel free to contact a member of the Case Management Team at (860) 486-2943 or via e-mail at ODE@uconn.edu for further assistance.

When in doubt, please do not hesitate to contact the Office of Experiential Education for advice.

**Frequently Asked Questions:**
Refer to the Document Library located on-line in RxPreceptor.