Professional Experience
Program Manual

Updated September 2017
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Office of Experiential Education

Mission Statement of the School of Pharmacy

The mission of the School of Pharmacy is 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 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.

Office of Experiential Education Contact

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Storrs, Connecticut 06269-3092
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**Pledge of Professionalism**

During the first professional year, each class develops a professional oath to help guide the professional growth and development of each class member. Students are encouraged to reflect upon this oath during the course of their advanced pharmacy professional experiences.

**Professionalism, Conduct and University Philosophy**

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

When students are engaged in activities in experiential learning sites remote from campus, they are obligated to follow the rules of the University of Connecticut in addition to the rules of their experiential learning sites. Likewise, just like when they are on campus, services such as Student Health Services and other University resources remain available for students to access. In addition, The Dean of Students office and Office of Community Standards are also available to students.

The Dean of Students Office (DOS) is committed to the enhancement of the student experience by providing services that promote the personal development and academic success of all undergraduate students.

**Dean of Students Office**
Wilbur Cross, 203
Phone: 860-486-3426
Email: dos@uconn.edu
Website www.dos.uconn.edu

Community Standards has been entrusted with the responsibility of managing Responsibilities of Community Life: The Student Code. Through the student conduct process and other educational initiatives, Community Standards supports the University’s mission by helping students develop and become positive contributing members of our University and beyond.

**Community Standards**
Wilbur Cross, 301
Phone: 860-486-8402
Email: community@uconn.edu
Website: www.community.uconn.edu
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.


University of Connecticut School of Pharmacy Experiential Program

Student Manual
At the P1 orientation, each student is provided a student handbook containing relevant information, policies and responsibilities that remain in effect during all student educational activities associated with the University of Connecticut School of Pharmacy that take place both on campus and in experiential learning locations off campus. Students are encouraged to reference this document prior to the beginning of their experiential learning for any changes and updates that may have been adopted.

Introductory Professional Experience Program:
Introductory pharmacy practice experiences (IPPE) are essential and required for all students entering the professional pharmacy curriculum. They provide a broad overview of pharmacy practice and the various roles and responsibilities that pharmacists play within the health care system. The educational outcomes for these courses are professional socialization of the student, development of a practice philosophy focused on the provision of pharmacist-delivered patient care, and an appreciation for the importance of life-long learning as a health professional.

The IPPE courses were designed to provide students access to pharmacy practice in health promotion, community, hospital, and clinical settings and verify they have attained basic knowledge needed to work in any venue of pharmacy practice. The majority of the student’s time will be spent away from the School of Pharmacy in actual community pharmacies, clinics, institutions (hospitals), and service learning activities. Preceptors will engage students in active and clinically relevant learning activities that require critical thinking and communication skills.

Preceptors are mentors responsible for coaching students rather than providing instruction. The benefit gained by each student from experiential education is directly related to the extent the student takes direct responsibility for her/his own learning thereby making it “active learning.” Over these courses, students will be required to learn and remember vital general pharmacy practice information.

Students enrolled in the IPPE courses are required to obtain a total of 300 hours of introductory pharmacy practice experiences in a variety of pharmacy related practice settings by the completion of the P3 year. It is expected that students will complete IPPE in community, institutional and service learning practice settings as specified by the course coordinator and as
required by the Accreditation Council for Pharmacy Education (ACPE). See course syllabi for more details.

Scheduling for IPPEs are arranged in cycles as follows:
First Professional year Community IPPEs run from November through April
Second Professional year Institutional IPPEs have four scheduling blocks; May-July, August-October, November-January and February-April
Third Professional year IPPEs run from May – April.

**Advanced Professional Experience Program:**
The Advanced Pharmacy Practice Experience (APPE) series is an important and integral part of the pharmacy curriculum. It consists of a number of required (4) and elective (5) one-month experiential rotations. Students will gain experience by applying their didactic and laboratory training in the basic pharmaceutical sciences to solving drug related problems in practice. The preceptor for the experiential site will provide the student with various practice experiences to help them develop their problem solving and practice skills.

The APPE rotations run from June through April and consist of ten one-month experience cycles. Each student will have one month (determined by the Director, Experiential Education) and the month of December off.

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. The experiential rotations will begin on the first business day of each month and end on the last business day of the month and will consist of a minimum of 160 hours at the practice site. There is flexibility in creating the schedule; however students are expected to spend a minimum of 8 hours per day 5 days per week at the site, or at an approved alternate site completing required activities. Because the benefits students gain from APPE rotations are heavily dependent upon learning from experiences, it is important that APPE rotations afford students a variety of active experiences and require studying and preparation work be reserved for off rotation times. Field coordinators will arrange a schedule to visit students who are not assigned to faculty members. Students are responsible for notifying their field coordinator of any schedule outside routine times (i.e., 9am to 5pm Monday through Friday). Any absences from a rotation must be reported and approved by the preceptor utilizing the RxPreceptor system.

**Procedure for IPPE Assignments:**
Following an orientation by the course coordinator, students will be instructed regarding the rotation selection process. At scheduled times throughout the year; a rotation selection period will be open to P1, P2, and P3 students, utilizing a lottery system through our rotation management system (RxPreceptor). See syllabi for specifics, available on RxPreceptor.
Procedure for APPE Assignments:
During the spring semester, P3 students who will begin rotations in June will be oriented and provided information about the various practice sites, preceptors and the selection and lottery process. Each student is required to schedule a meeting with an assigned field coordinator to review APPE opportunities, past experiences, and interests prior to the lottery.

To provide the student with a diverse range in practice experiences, and avoid any conflicts of interest, the following rules will be adhered to in the assignment procedure:

- A student will not be placed in a practice site where the student is related to the preceptor for that experiential rotation.
- A student may not be placed in a Community I or Institutional I APPE site of the same location as their work experience.
- UConn faculty members will be given priority for placements.
- Unless seeking Out of Network requests, students may not directly contact preceptors to arrange their own rotation schedules. All rotation scheduling must be coordinated through the Office of Experiential Education (OEE).

Procedure for Changing IPPE or APPE Assignments:
For one week after the rotation schedule is published, students may request approval to change rotations, provided only the schedule of the student requesting the change is affected. Any changes made affecting required rotation(s) must result in a final schedule that meets all program requirements... The Director of Experiential Education MUST approve all changes. After the final schedule is distributed to preceptors, changes will only be made upon approval by, and at the discretion of, the Director of Experiential Education.

During the year, situations may arise where a rotation is no longer available in the School of Pharmacy’s Professional Experience Program. When this affects a student, the student will be notified and presented with alternative rotations.

Out of Network Pharmacy Practice Sites and the Professional Experience Program:
Our School of Pharmacy maintains a robust network of practice sites largely in Connecticut with some sites also located in nearby states. All of these sites maintain active affiliation agreements with us. We communicate with these sites regularly to gather information about availability, credentialing and so on.

*It should not be assumed that out of state sites listed within RxPreceptor are available in the lottery. Some sites listed may have been set up to accommodate a specific student’s request. Therefore, please verify availability with the OEE, and recognize the out of network process may need to be followed. Unfortunately, there are many sites listed in RxPreceptor that have served students in the past where we may have agreements that have expired due to non-use and therefore may be inactive.*

Students desiring a rotation at a site where it may not be clear if the site is affiliated with the Professional Experience Program must complete the Out of Network form (see Appendix A), available on Rx Preceptor, and forward to the OEE by the specified due date. The Director of
Experiential Education, or their designate, will evaluate all new sites before being approved for the experiential education program to ensure they meet our quality standards.

**Introductory Pharmacy Practice Experience (IPPE) Time Commitment:**
Students enrolled in the IPPE courses are required to obtain a minimum of 100 hours per year during the summer, fall and/or spring semesters (P1, P2, & P3) in a specific pharmacy practice setting for a total of 300 hours by the completion of the P3 year. Time spent commuting to and from experiential learning sites does not count towards meeting attendance/hours requirements.

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<th>Community Setting</th>
<th>Institutional Setting</th>
<th>Service Learning plus other activities</th>
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<tbody>
<tr>
<td>P1</td>
<td>100 hrs</td>
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<tr>
<td>P2</td>
<td></td>
<td>100 hrs</td>
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<td>P3</td>
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<td>100 hrs</td>
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<tr>
<td>Total</td>
<td>P1+P2+P3 = 300 hrs Total IPPE hrs</td>
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*Students may elect to complete up to 120 hours for either and/or both their community and institutional IPPE’s pending approval by their assigned preceptor*

**Advanced Pharmacy Practice Experience (APPE) Time Commitment:**
All APPE rotations require a full time commitment from the student. A student can expect to be at the site a minimum of 40 hours per week. Many rotations will require students spend more time on site than this minimum, and it is expected that students accept this as part of their professional responsibility. PLEASE NOTE: Students are expected to continue at the experiential site until the end of the calendar month, even if the minimum 160 hours have been completed before the month is over. Time spent commuting to and from the experiential learning sites does not count towards meeting attendance/hours requirements.

The total number of experiential hours meets the requirements for pharmacist licensure in the State of Connecticut. However, other state licensing boards may have different requirements. If a student is planning to become licensed outside the state of Connecticut, it is his/her responsibility to contact that state’s Board of Pharmacy for requirements, and to formulate a plan to meet those requirements.

**Scheduling for IPPE and APPE:**
Scheduling is up to each individual preceptor, and students may be required to be present at a rotation site during an evening, night, or weekend shift to complete rotation responsibilities. Any special scheduling needs should be addressed by the student and preceptor prior to starting the rotation; and any unresolved issues should be directed to the Director of Experiential...
Education. A student WILL NOT be excused from the rotation requirements for employment responsibilities.

**Attendance Policy for IPPE and APPE:**
Extenuating circumstances may arise that require students to miss rotation time. All absences must be electronically documented via RxPreceptor. It is at the preceptor’s discretion to determine if the absence is excused or unexcused. Time missed for all unexcused absences must be made up. Repeated unexcused absences may result in failing the rotation. Time missed for excused absences will also need to be made up if the minimum number of rotation hours cannot be met. Examples of excused absences include:

- Medical illness of student or family member (The preceptor may request a physician’s note for confirmation.)
- Death of an immediate family member
- Participation in a professional activity (e.g. attendance at national meetings) which must be approved by the preceptor prior to participation
- Residency and/or job interviews

Students must notify preceptors of absences as soon as possible and before the anticipated absence (or, at a minimum, at least 2 hours before the time the student was supposed to be onsite). The student must attempt to directly contact the preceptor and, at minimum, leave the preceptor a voicemail message with the reason for the absence and anticipated date of return. For students on APPE rotations, school requirements may also cause the student to be absent from the rotation site. In such situations, the student is still expected to be present at the site to the extent possible, even if it is only for two to three hours.

The Office of Experiential Education (OEE) makes available the schedule for the APPE rotation year prior to the first rotation month of June posted in RxPreceptor. 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 for their location and not based on the University’s closings/delays.

**Inclement Weather Considerations:**
In the case of inclement weather, students should contact their individual preceptor for instructions on whether attendance on site is mandatory. Students should not follow exclusively the UCONN inclement weather schedule. Instead, the student will follow the inclement weather policy for each individual practice site and the instructions of their preceptors. Students and preceptors should discuss this during the orientation.

**Holiday Scheduling Considerations:**
The UConn School of Pharmacy holiday policy and calendar is posted on RxPreceptor under library resources. While on rotation, students should not assume that they will receive the same holidays as the UConn campus schedule because some sites observe fewer or more holidays. Students should coordinate with their preceptor regarding holiday schedules. Students should
expect that they may be required to work on any given holiday and should not make travel plans, etc. until confirming time off with their preceptor. A preceptor may also ask the student to make up any time missed for holidays if he/she feels that the student needs to do so to meet minimum rotation hours.

**Professional Development and Advancement Considerations:**
From June through April (experiential year) three days will be excused for job and/or residency interviews. Interview days must be discussed in advance with preceptor. It will be up to the preceptor’s discretion how the student will fulfill the requirements of the rotation. Interview days must be electronically documented via the RxPreceptor system. If a student foresees the need to rearrange a schedule of an upcoming APPE for professional reasons, they are encouraged to contact the preceptor as soon as this scheduling issue is discovered so it can be resolved as conveniently as possible for all involved. Students planning on an extensive interview schedule that will jeopardize meeting APPE standards are encouraged to use that time period as their vacation period in the APPE sequence and make arrangements with the office of experiential education.

**IPPE Scheduling Considerations:**
Students participating in IPPE activities are requested to develop a schedule in coordination with their preceptor and defer to the availability and scheduling needs of their preceptor. While completing the required number of hours needed to fulfill IPPE requirements is important, students must take into account the preceptor may not be willing to schedule you exactly as you wish and you may need to work around their scheduling priorities. Students are reminded to address all scheduling to the best mutual interest of both parties involved with the priority on the preceptor’s availability. Any time lost due to illness, inclement weather or other reasons in an IPPE setting must be made up.

**Concurrent Responsibilities:**
The University of Connecticut School of Pharmacy recognizes students’ responsibilities outside of school. However, these responsibilities should not interfere with rotation requirements. Rotations are full-time commitments. In most cases, students should expect that they will have to complete work (such as working on special assignments, looking up information, preparing for patient case presentations, etc.) before coming to rotation and/or after they get home from the site. The student must meet with the preceptor to discuss responsibilities of the rotation.

**Transportation and Parking:**
All students must have reliable transportation during the times they are on rotations. There is no guarantee that a student's rotation will be on a bus line or near other students for carpooling. Additionally, students may be required to move from one location to another within the same organization during the day.

Whenever possible, attempts will be made to assign students to rotation sites near where they live. Traveling for up to 60 miles one way is considered “commutable distance” for rotations. For individuals with physical disabilities as supported by the Americans with Disabilities Act (www. ada.gov), special considerations will be given. Students should ask their preceptors about parking availability and policies. Some sites may require students to pay for parking, and students must comply with all parking rules at their assigned rotation sites.
**Student Complaints Concerning the Professional Experience Program:**

University policy prohibits discrimination on the basis of race, sex, age, national origin, ethnicity, physical or mental disabilities, sexual orientation, marital status, religion, status as a disabled veteran or veteran of the Vietnam era, and any other group protected by civil rights laws. Discrimination means unequal treatment or harassment based upon any of these group characteristics.

**Procedure for Addressing Rotation Concerns:**

1. Attempt to resolve the issue with the preceptor directly.
2. If the concern is not resolved, the student should contact their assigned field coordinator, and/or the site faculty member.
3. If the concern is still not resolved, the student may take the matter to the Director of Experiential Education.
4. If the concern is still not resolved the student may take the matter to the Associate Dean, School of Pharmacy.
5. If the concern is still not resolved the student may take the matter to the Dean, School of Pharmacy.

Any student may file a formal complaint with the Office of Diversity and Equity (ODE) within 30 days after the discriminatory act/harassment by calling 860-486-2943 or in writing to ODE at 241 Glenbrook Road, Unit 2175, Wood Hall, 1st Floor, Storrs, CT 06269-2715. Refer to the University of Connecticut Student Handbook for details.

A preceptor may at their discretion ask a student to leave an experiential learning site due to violation of procedures including unprofessional behaviors. Preceptors as well as students are advised to reference the Academic and Technical (Non-academic) Standards policies and procedures in use at the School of Pharmacy.

**General Requirements**

**Academic Misconduct:** All issues of any form of plagiarism and/or cheating occurring during the experience shall follow policies outlined in the appropriate section of the University of Connecticut Student Conduct Code and the UConn School of Pharmacy Student Handbook relating to the Academic and Technical (Non-academic) Standards.

**Communication:** The student must have access to the Internet, and maintain access to the University of Connecticut email system. This email address will be used to transmit information to/from the School of Pharmacy.

**Contact Information and address:** The student must have documented in RxPreceptor the home address they will be using during the course of the experiential rotation(s) and a current telephone number (ex. cell phone).

**Concurrent Employment and/or Courses:** Concurrent employment will not be the basis for excusing a student from an assignment, altering a student’s assignment location, nor for changing the rotation’s schedule. Additionally, students will not be excused from rotations or
change the rotation schedule due to classes enrolled in concurrently with the Experiential Education Program.

**Confidentiality:** Each student will keep all patient information and other data to which they may have access confidential. They will not disclose, copy or photograph any facility or patient information.

**Curriculum Requirement:** The Professional Experience Program consists of practice based courses that are required for all pharmacy students who have satisfactorily completed all prerequisites course work with a minimum cumulative and professional grade point average of 2.0.

**Experiential Site Selection:** The School of Pharmacy utilizes multiple practice sites. Students are required to complete a site preference form in advance of rotation selection. Every effort will be made to accommodate student’s preferences dependent upon site and preceptor availability and student’s prior experience. To minimize conflicts of interest, the student will not be allowed to participate in any rotation with a relative.

**Financial Compensation:** Students shall not receive nor expect any financial compensation or reimbursement for their participation in this program.

**Health Clearance:** Health screening requirements as prescribed by the School of Pharmacy, and/or the practice site, must be completed prior to beginning of any IPPE or APPE. Health screening requirements and the date by which they must be satisfied are posted on RxPreceptor and UConn Student Health Services website.

**Housing and Transportation:** The student is responsible for all financial obligations associated with their pharmacy education including expenses associated with the Professional Experience Programs (i.e., parking, gas, meals, etc…). Students are responsible for housing needs while in the Professional Experiential Program.

**Liability Insurance:** All students participating in the Professional Experiential Program must be covered by liability insurance. The cost of this insurance is included in your fee bill to the University. Please check your statement to confirm this. If, for some reason it does not appear on your statement, contact the Director of Experiential Education.

**Licensed as Intern:** Students participating in the Experiential Education Program must be licensed with the State of Connecticut as a Pharmacy Intern. Students are also responsible for obtaining any pharmacy intern licenses required by another state where they may have an experiential rotation.

**Registration:** Students must register for Professional Experience Rotations in the same manner as any other course.

**Site Specific Requirements:** Sites may require additional screenings prior to any experiential rotations at their sites. Screenings may include, but are not limited to background checks, drug testing, finger printing, additional vaccinations, etc. These requirements are posted in
RxPreceptor under site requirements. Experiential learning sites may refuse admittance of students who do not meet their requirements.

**Student Resources:** On-campus services such as Student Health Services and other University resources remain available for students to access. In addition, The Dean of Students Office and Office of Community Standards are also available to students. (See *Professionalism and Conduct*)

**Outreach Activities**

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 an experiential learning settings. 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.

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.

**General Site Requirements and Responsibilities**

The sites for the Professional Experience Program include acute care settings, community pharmacies, long term care facilities, HMO pharmacies, nuclear pharmacies, home care pharmacies and other non-traditional practice areas committed to patient care and student education. Requirements and responsibilities of the site include:

1. Meeting standards set by all governmental agencies including State Board of Pharmacy, Drug Enforcement Agency, the Food and Drug Administration and the Department of Public Health.
2. Accreditation by the Joint Commission on Accreditation of Health Care Organizations, or equivalent, for institutional sites.
3. Maintenance of library and/or reference material to support student learning.
4. Adequate work space for students and faculty.
5. Accessible patient data (in the form of patient charts and patient profiles, for student/preceptor review).
6. Ongoing supports for patient care services.
7. Opportunities for interprofessional communications relating to patient care issues.
8. The environment must be conducive to achieving the outlined learning objectives.
9. Site descriptions which accurately reflect the site and corresponding experiential faculty must be made available to Director of Experiential Education.

**School of Pharmacy Responsibilities**

The School of Pharmacy will:

1. carefully select preceptors to ensure that students will receive an experiential experience of the highest quality.
2. provide ongoing supervision by field coordinators and faculty of the Professional Experience Program.
3. provide preceptors with the necessary assistance and materials for use in evaluating student performance.
4. provide preceptors reduced registration fees for school-sponsored continuing education programs.
5. monitor the student’s participation and progress in the Professional Experience Program and provide information to the State Boards of Pharmacy when the experiential program is complete.
6. Provide students, in compliance with the OSHA Blood Borne Pathogen Standard, mandatory annual educational sessions for all students

**Preceptor Requirements and Responsibilities**

1. Licensure in good standing in the state where the site is located with a minimum of one year experience
2. The preceptor will notify the Director of Experiential Education of any issues (program, scheduling, student performance etc.) at the earliest possible time so that an acceptable solution can be reached.

3. Provide an orientation for the student to the practice site including schedules (days and hours), parking, evaluation methods, and overall responsibilities.

4. Read the objectives and competencies, as specified, for the Pharmacy Experiential Education Program.

5. Review the student’s portfolio in order to tailor activities based upon their previous exposure, goals and expectations, or areas of deficiency.

6. Identify and assign appropriate activities and projects that are in alignment with the objectives and competencies for the rotation to enhance student learning.

7. Monitor student progress to ensure stated objectives are adequately addressed and met.

8. Answer student questions and serve as a resource to enhance student understanding of pharmacy and patient-related issues. Share your knowledge and skills with the student.


10. Facilitate or seek interactions with members of your staff and other health care professionals.

11. Assess student competence to identify strengths and address weaknesses. At a minimum, complete written and verbal mid- and final-rotation evaluations in Rx Preceptor and review them with the student prior to the end of the rotation to document progress and address any areas of concern.

12. Approve the online student attendance log in RxPreceptor and rectify any discrepancies with the student before the completion of the rotation.

13. Provide timely feedback to students during the course of the learning experience and communicate with the UConn School of Pharmacy (OEE) any concerns or questions regarding student progress or the pharmacy program as soon as issues arise so an acceptable plan of action can be implemented.

14. Maintain a current CV/resume and provide a copy to the OEE as requested. This allows the University of Connecticut to maintain your adjunct academic appointment with our School of Pharmacy, and continue your benefits as a preceptor, such as access to the UConn library. (see Appendix C for gratis adjunct faculty appointment form)

15. The preceptor should be aware at all times that his/her role is as a teacher, role model and mentor. The preceptor should strive to stimulate the student’s interest in all aspects of practice and encourage innovative thinking and approaches to practice.

**Student Responsibilities**

The success of the Professional Experience Program is dependent upon a number of variables. A key variable is the student’s contribution to the learning process. Learning is an active process and requires the active participation of the student. The following list represents student requirements for the Professional Experience Program:
1. All health clearances must be completed at least 6 weeks prior to starting any rotation hours allow this information to be shared with the practice site in a timely manner.

2. All students in the professional phase of their pharmacy are required to carry health insurance as stated in the University’s student health policy. Any medical expenses incurred by the student while participating in the Professional Experience Program will be assumed by the student.

3. All students in the professional phase of pharmacy curriculum are required to carry professional liability coverage through the University of Connecticut. Although the State of Connecticut has statutory protection for students in “field placement programs” (Chapter 53 of the Connecticut General Statutes), the School of Pharmacy requires all students to carry the University malpractice coverage.

4. During the first professional year (P1), the following must be done: physical exam (must be repeated during the P3 year), Hepatitis B immunizations (series of three injections for Hepatitis B and a mandatory post-titer level), titters (rubella, rubeola, varicella), DTPaP (diphtheria-tetanus and pertussis) within last 10 years; PPD annually (Note: if PPD is positive, QFT may be done. Chest x-rays are accepted only as a follow up for a positive PPD. In these cases a radiology report is required. Documentation is required for any treatment of TB)

5. Each student is responsible for reviewing all site requirements at least 60 days before the beginning of the scheduled experience and contacting the site preceptor/coordinator at least 2 weeks prior to the start of the rotation.

6. The student is to conduct himself/herself in a manner, which is professional, courteous and reflects positively on the individual, the preceptor and the UConn School of Pharmacy.

7. Students are obligated to respect any and all confidential information revealed during the rotation including but not limited to; patient information, pharmacy records, pricing systems, and professional policies. At NO time are students to discuss patients by name and/or information from their charts/electronic records in public areas. Likewise, students are reminded that they are not to divulge confidential information in the presence of other parties such as family, friends or acquaintances of the patient. Students are encouraged to review HIPAA requirements.

8. Students must remember that the primary purpose of the experiential program is learning, and that learning is not a passive process, but an active process that requires a serious commitment and effort on behalf of the student.

9. A student should discuss their progress/development or any disagreements with their preceptor in private. All constructive criticism should be viewed as a means of learning and not embarrassment.

10. The student is to notify the field coordinators of any issues (program, transportation, scheduling, etc.) at the earliest possible time so that an acceptable solution can be found.

11. Students are required to maintain their electronic attendance log in RxPreceptor and to have their preceptors electronically review and approve this log.
12. Transportation to and from all experiential practice sites, as well as parking costs incurred, will be the responsibility of the student.

13. Provide each preceptor with access to your E-portfolio (electronic portfolio) prior to the start of your rotation. This will allow your preceptor to assess your past experiences and to allow them to tailor your activities based upon your experiences.

14. Students must complete both the preceptor and site evaluations in RxPreceptor within 2 weeks of the completion of their rotation to allow the student to view their final evaluations submitted by their preceptors in RxPreceptor.

15. Students should be aware of all laws, rules and regulations which govern pharmacy practice for the jurisdiction where the experiential learning is taking place. Students should seek clarification of such in order to avoid any infringement that might be detrimental to the students, the preceptor, the patient, or the experiential rotation site.

16. Students should make sure their professional decisions and activities are monitored adequately. No student is to dispense a final product or make a recommendation without first consulting the pharmacist preceptor for review and approval.

17. The student will not be allowed to work with a preceptor if they are related in any way.

18. The student will not receive any financial remuneration from the preceptor during the rotation.

19. The student should take the initiative in communicating with physicians, patients and other health professionals but should not step beyond the realm of professional courtesy and common sense.

20. Students are expected to dress in a professional manner at all times. Proper dress usually includes a short white laboratory coat. For safety reasons, open toed shoes are not appropriate and jewelry in any body piercing other than the ears is not permitted. A nametag is necessary to identify you as a student in the various health environments and therefore should be worn at all times. Some experiential sites have specific dress codes for all of their professional staff. Students are expected to abide by their regulations while on site.

21. Communication: All School of Pharmacy students MUST maintain their UConn email accounts. You may access email, change your password, and forward your email to another email address. You are expected to check your email frequently for correspondence from the OEE and/or School of Pharmacy.

22. Personal cell phone use (calls and texting) is prohibited during rotation hours, except while on break. Photography of patients or practice sites is prohibited. The use of electronic databases on a smart phone device or cell phone may be used if permitted by the preceptor.
Incident Reporting

An incident or accident report is a form that is filled out in order to record details of an unusual event that occurs at an experiential learning site; such as an injury to a student or inappropriate conduct (academic or professional) on the part of the preceptor, staff and/or student at the experiential site.

Whenever the Professional Experience Program preceptor or student determines that a significant incident has occurred, the Director of Experiential Education is to be notified. If the Director of Experiential Education is not available, the preceptor or student shall notify the Office of the Associate Dean of the School of Pharmacy. This is to be done by telephone within one business day of the occurrence and is to be followed up with a completed incident report (see Appendix B). Please note that the practice site may require a separate incident report be filed specific to the institution.

The School of Pharmacy Incident report is to be sent to the Director of Experiential Education within two business days from the date of the incident. The experiential learning site shall keep a copy of the incident report and provide a copy to any relevant office or agency within the University.

In addition:

The Office of Institutional Equity (OIE) at UConn is a resource for concerns relating to: Discrimination, Discriminatory harassment, Sexual harassment and Sexual violence. Additional information available at the OIE Website: http://equity.uconn and http://titleix.uconn.edu/wp-content/uploads/sites/1417/2016/07/sexual-violence-brochure-7-1-16.pdf.

Students can forward related concerns OIE directly or they can report their concerns to the School of Pharmacy and they will be connected with someone from OIE who can assist.

   Office of Institutional Equity
   Wood Hall
   860-486-2943
   equity@uconn.edu
   equity.uconn.edu
   titleix.uconn.edu
**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). Consider assisting your 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) 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 D to facilitate the creation of this document. It may be used and edited as appropriate to reflect a specific rotation. This template is provided as a starting point to assist students/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  (Please use the latest version of this form posted in the RxPreceptor Document Library.

University of Connecticut
School of Pharmacy
Office of Experiential Education
Out of Network Experiential Education Request

Student Name: ____________________________________________________________

Type of Experience:  ☐ IPPE       ☐ APPE

Description of experiential opportunity seeking:

☐ Community        ☐ Institutional        ☐ Other ______________________

Time frame for experience:

For APPE: ☐ June      ☐ July       ☐ August       ☐ September      ☐ October       ☐ November

☐ January        ☐ February       ☐ March        ☐ April

For IPPE Institutional: ☐ Block 1 (May-July)   ☐ Block 2 (August-October)

☐ Block 3 (November-January)    ☐ Block 4 (February-April)

For IPPE Community: ☐ November through April

Name of Site ____________________________________________________________

Address: _____________________________________________________________

________________________________________________________________________

Name, and email address of Contact Person: ________________________________

Title of Contact Person including degrees and board certifications

________________________________________________________________________

Telephone # ___________________________ Fax # ___________________________

The above contact person has agreed to precept me on this rotation and my communication with this person has been by: (check all that apply)

☐ Phone       ☐ In-Person        ☐ E-Mail

Give brief description of communication: (attach backup information you feel would be relevant)

Note requirements must be met by the student prior to beginning this experience:

I have read and reviewed the internship laws of the State where this proposed site is located and am prepared to comply with the regulations of that State.

________________________________________
Student Signature

A
Appendix B

Incident Report

UNIVERSITY OF CONNECTICUT
SCHOOL OF PHARMACY
OFFICE OF EXPERIENTIAL EDUCATION
INCIDENT REPORT

This form must be filled out and forwarded to the Director of Experiential Education in order to record details of an unusual event that occurs at an experiential learning site, such as an injury to a student or intimidating or inappropriate conduct (academic or professional) on the part of the preceptor, staff and/or student.

Student Name: 
Experiential Site: 

Home Address: 
Student Assignment: 

Telephone: 
Experiential Site Representative: 

Date of Incident:__________ Date of Report:___________________

Persons Involved in the incident:

________________________________________________________________________

Location of Incident:__________________________

Description of Incident: (Please use additional pages if needed)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Severity of Injury:

________________________________________________________________________
________________________________________________________________________

Action Taken:

________________________________________________________________________
________________________________________________________________________

________________________________________________________________________
Witnesses to the Incident including those who provided aid or responded:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Has this incident been reported to the relevant party(ies) at the practice site? (Please provide contact information)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

__________________________
Signature of Person Completing Form

________________________________________________________________________

Print Name/Title and Telephone number of Person Signing Form
UNIVERSITY OF CONNECTICUT
OFFICE OF EXPERIENTIAL EDUCATION
INFORMATION FORM FOR CONSIDERATION OF
GRATIS ADJUNCT FACULTY APPOINTMENT

Date of Submission: ___________________________

Name of Candidate: ________________________________________________________________

Degree(s): ___________________ Certifications _______________ UConn Alumni:  Y    N

Practice Site: ____________________________ Specialty Area(s): ______________

Practice Address: _________________________________________________________________

Home Address: _________________________________________________________________

City ____________________________ State ________ Zip: ______________

Email: ________________________________________________________________

*SSN#___________________________ *Date of Birth______________________________

*Updated CV/Resume (Please send electronically via email to Mary.Phaneuf@uconn.edu)
(*REQUIRED by the University of Connecticut to Process Adjunct Faculty Appointments)

Some of the Benefits of Becoming a UConn Adjunct Faculty Member

- Discounts (50%) on UConn School of Pharmacy sponsored CE programs
- Free online access to the UConn online library resources
- Access to preceptor development programs including free membership to the Pharmacists Letter
  Preceptor Training Resources Network (PTRN)
- Receive recognition and awards for good performances as a preceptor
- Involve student pharmacists in developing and maintaining new or expanded clinical services
- Keep abreast of current medication and treatment modalities
- Meet potential employees
- Give back to the profession of Pharmacy
- Attain personal satisfaction and professional growth

Library Resources and Support
The University of Connecticut will issue you a network identifier (NetID) once your academic
appointment has been approved which will provide you access to the online UConn library resources

____ Thank you, but I do not wish to be considered for an adjunct appointment.

________________________________
Signature
Appendix D (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.