ADVANCED PHARMARY PRACTICE EXPERIENCE (APPE) 2021-2022

Office of Experiential and Continuing Professional Education (OECPE)
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**DISCLAIMER**

This manual is not a contract. The College of Pharmacy reserves the right to modify the policies and procedures described in this manual at any time. Students and preceptors will be notified of any changes. The information contained in this manual is complementary to that in the Student Handbook. Questions and/or clarifications pertaining to policies and procedures or other issues should be directed to the APPE Director in the Office of Experiential and Continuing Professional Education. Failure to adhere to any of the requirements in this manual may result in removal from site or delay in progression of the student’s APPE.
# TABLE OF CONTENTS

## SECTION 1: GENERAL INFORMATION

   OECPE Contacts and Information.........................................................5

## SECTION 2: GENERAL PROGRAM DESCRIPTION

   Vision and Mission Statement..............................................................6
   Experiential Program Overview...........................................................7
   Advanced Pharmacy Practice Experience Calendar....................................8
   Mandatory Dates to Return to Campus.................................................9
   Advanced Pharmacy Practice Experience..............................................10
      Performance Standards and Learning Outcomes...............................10
      PHAR 6422: Ambulatory Care Syllabus/General Skills Checklist..........12
      PHAR 6423: Community Pharmacy Syllabus/General Skills Checklist.....16
      PHAR 6424: Institutional Pharmacy Syllabus/General Skills Checklist....20
      PHAR 6425: General Medicine Syllabus/General Skills Checklist........24
      PHAR 64XX: Direct Patient Care Syllabus/General Skills Checklist......28
      PHAR 64XX: Non-Direct Patient Care Syllabus/General Skills Checklist..32

## SECTION 3: POLICIES AND PROCEDURES

   Compliance with Practice Site Policies and Procedures........................35
   Violation of Experiential Education Policies........................................35
   Pharmacy Intern Registration.............................................................35
   Registration.................................................................36
   Non-compensation of Students..........................................................36
   Student Employment.................................................................36
   Student/Preceptor Relationship..........................................................36
   Professional Liability Insurance.........................................................36
   Health Insurance.................................................................37
   Confidentiality.................................................................37
   Academic Honesty.................................................................37
   Preceptor Site Approval.................................................................37
   Parking and Transportation.............................................................37
   Changing of APPE Sites...............................................................38
   Out of State APPEs........................................................................38
   International APPEs........................................................................39
   Remediation....................................................................................39
   Inclement Weather..........................................................................39

## SECTION 4: STUDENT REQUIREMENTS AND EXPECTATIONS

   Professional Conduct and Dress Code.................................................40
      Cell Phone/Electronic Devices.........................................................40
      Social Media.................................................................................40
      Communications Policy...............................................................41
   Attendance.......................................................................................41
      COVID-19.....................................................................................43
   Immunizations and Physical Exam.....................................................43
   Criminal Background Check and Drug Screening...............................44
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPR Certification</td>
<td>44</td>
</tr>
<tr>
<td>HIPAA Training</td>
<td>45</td>
</tr>
<tr>
<td>Blood Borne Pathogens Training and Exposure</td>
<td>45</td>
</tr>
</tbody>
</table>

**SECTION 5: PRECEPTOR REQUIREMENTS AND EXPECTATIONS**

- Guidelines for Preceptors ....................................................................... 48
- Preceptor Site Selection ........................................................................ 49
- Preceptor Benefits .................................................................................. 50
  - Adjunct Appointment ............................................................................. 50
  - Accessing CSU Library Remotely ....................................................... 50
  - Access to College and University Events ......................................... 50
  - Preceptor Education and Training Program (Faculty Development) ....... 50
- CORE Elms .................................................................................................. 51
- Evaluations ............................................................................................... 52
- Conflict Resolution .................................................................................. 53
- APPE Clinical Interventions/Outcomes Documentation ................................ 53
- College Responsibilities ......................................................................... 54

**SECTION 6: APPENDICES**

- Communication Tips .................................................................................. 55
- CSU-COP Professional Program Competencies .......................................... 56
- NAPLEX Competency Statement .................................................................. 57
- Pharmacy Patient Care Process (PPCP) .................................................... 58
SECTION 1: GENERAL INFORMATION
Office of Experiential and Continuing Professional Education (OECPE)

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SECTION 2: GENERAL PROGRAM DESCRIPTION
Chicago State University College of Pharmacy

Vision Statement

The Chicago State University College of Pharmacy will be recognized for its impact on the health care needs of diverse populations through its contributions in education, training, scholarship, service, and research. The College will serve an integral role within the University by providing a culturally diverse and intellectually stimulated community of scholars engaged in the collective creation and dissemination of knowledge.

Mission Statement

The mission of Chicago State University College of Pharmacy (CSU-COP) is the development of student and faculty scholars who will impact the health care needs of people in the region, state, and the nation. The College will provide a strong foundation in the knowledge, integration and application of the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences, resulting in practitioners who are committed to humanistic service, capable of providing patient-centered care and leaders in advancing the pharmacy profession. The College embraces the mission of the University to educate individuals from economically or educationally disadvantaged backgrounds to strengthen the simultaneous provision of culturally competent care and reduction of health care disparities.

To accomplish its mission, the College of Pharmacy is committed to:

- Recruiting, retaining, and graduating student pharmacists from diverse populations;
- Recruiting, hiring, and retaining qualified faculty from diverse populations who will be engaged as teachers, scholars, researchers, service providers, mentors, and leaders;
- Recruiting, hiring, and retaining staff dedicated to supporting the educational mission;
- Offering a curriculum that cultivates analytical thinking, ethical reasoning and decision-making, intellectual curiosity, multidisciplinary and inter-professional collaboration, professionalism, and service;
- Enabling students and faculty to provide patient-centered care to diverse patient populations through the safe, evidence-based, and cost-beneficial use of medications;
- Fostering an environment for student engagement which encourages leadership in campus, public and professional communities;
- Refining programmatic and curricular goals, policies and procedures through ongoing assessment and evaluation;
- Establishing and enhancing community, educational, and professional partnerships;
- Expanding institutional resource capabilities through active pursuit of extramural funding support;
- Developing and strengthening post-graduate education and training opportunities; and
- Providing programs and services that promote a supportive atmosphere for life-long learning and continued personal and professional development for students, alumni, faculty, and staff.
Overview of the CSU-COP Professional Practice Program Curriculum

The CSU-COP Professional Practice Curriculum consists of introductory, intermediate, and advanced level experiences commencing the first professional semester of the curriculum.

During the first professional (P-1) semester, students begin Professional Practice I (44 contact hours), which allows students to explore factors that influence contemporary pharmacy practice, roles, responsibilities, and expectations. Through in-class lectures and a weekly 4-hour practicum in a community pharmacy, it is expected that students develop an understanding and appreciation of the role of the pharmacist; become socialized to the profession; develop effective communication skills, and utilize self-assessment as a tool in the continual quest for life-long learning.

During the second semester of the P-1 year, students complete Professional Practice II (44 contact hours), which focuses on public health policy, disease prevention and health promotion via in class lectures and a practicum in a community-based public health site.

During the second professional (P-2) year, students complete Professional Practice III & IV which expose students to the medication use process in an institutional/hospital setting with an emphasis on technology, patient safety, pharmaceutical compounding and basic operations. Professional Practice III, conducted between the fall and spring semesters, is comprised of a (40 hour) weeklong course and an orientation to the site. Professional Practice IV (96 contact hours) conducted as an eight-hour weekly practicum in the spring semester at the same site, subsequently follows this intense orientation.

During the third professional (P-3) year, the Professional Practice V and Professional Practice VI practicum allows student application of patient-centered care principles including the development of pharmaceutical care plans. Professional Practice V is a longitudinal practicum (44 contact hours) conducted throughout the spring semester of the P-3 year in primarily non-acute care patient care settings. Professional Practice VI is conducted at the end of the spring semester and this 72 -contact hour practicum places students in primarily acute patient care settings.

The fourth professional (P-4) year is composed entirely of advanced pharmacy practice experiences (APPEs), which augment the student pharmacist’s education by providing professional experiences in many areas of contemporary pharmacy practice. The purpose of the APPE year is to facilitate the student’s transition from a didactic learner to a competent, caring professional who provides optimal patient care and maximizes positive patient outcomes. During this transition, the student is expected to refine the knowledge, skills, attitudes, and values that are important to provide patient care and prepare to assume a vital role as a member of the pharmacy profession. Guided and evaluated by preceptors (faculty and adjunct faculty members), students will complete a total of six modules of 6 weeks in duration. The four required modules include community practice, hospital practice, acute care general medicine, and ambulatory care practice. Unless otherwise arranged, these modules will be completed in Illinois or Northwest Indiana. The two additional elective modules include both direct and non-direct patient care experiences completed in a variety of pharmacy practice settings. At least one of the elective modules must be completed in a direct patient care setting.
# 2021-2022 APPE Calendar

<table>
<thead>
<tr>
<th>MODULE BLOCK</th>
<th>START DATE</th>
<th>END DATE</th>
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<tbody>
<tr>
<td>APPE Orientation</td>
<td>June 7, 2021</td>
<td>June 9, 2021</td>
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<tr>
<td>Vacation</td>
<td>June 10, 2021</td>
<td>June 11, 2021</td>
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<tr>
<td>Module 1</td>
<td>June 14, 2021</td>
<td>July 23, 2021</td>
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<td>Module 2</td>
<td>July 26, 2021</td>
<td>September 3, 2021</td>
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<tr>
<td>Module 3</td>
<td>September 6, 2021</td>
<td>October 15, 2021</td>
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<tr>
<td>Module 4</td>
<td>October 18, 2021</td>
<td>November 30, 2021</td>
</tr>
<tr>
<td>Thanksgiving vacation</td>
<td>November 24, 2021</td>
<td>November 25, 2021</td>
</tr>
<tr>
<td>Vacation</td>
<td>December 1, 2021</td>
<td>January 2, 2022</td>
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<tr>
<td>Module 5</td>
<td>January 3, 2022</td>
<td>February 11, 2022</td>
</tr>
<tr>
<td>Module 6</td>
<td>February 14, 2022</td>
<td>March 25, 2022</td>
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<tr>
<td>PHAR 6449: NAPLEX Self Study Course</td>
<td>March 28, 2022</td>
<td>April 29, 2022</td>
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<tr>
<td>Pre-NAPLEX Summative Assessment (NABP)</td>
<td>May 3, 2022 (tentative)</td>
<td>May 3, 2022 (tentative)</td>
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<tr>
<td>On Campus Programming</td>
<td>May 2, 2022</td>
<td>May 10, 2022</td>
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<td>Hooding Ceremony</td>
<td>May 11, 2022 (tentative)</td>
<td>May 11, 2022 (tentative)</td>
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<tr>
<td>Graduation</td>
<td>May 12, 2022 (tentative)</td>
<td>May 12, 2022 (tentative)</td>
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MANDATORY DATES TO RETURN TO CAMPUS

- Annual Career Fair
- Graduation Week (On Campus Programming)

Students will return to campus at 9am (or pre-announced time) on the last Friday of each module to participate in therapeutic reviews, presentations, NAPLEX preparation, mandatory interviewing, curriculum vitae, strategic planning, residency/career informational, and other activities. Attendance and professional business casual attire at all end of module meetings are mandatory. Failure to dress in professional business casual attire will constitute in a grade reduction of one letter grade in the course for that specific module block. Students that are participating in out of state APPEs are expected to attend the end of module meetings as scheduled. Unless given an “excused absence” by the APPE Director, failure to attend and/or extreme tardiness (e.g., >30 minutes) for the end of module meetings, will result in an action that could include a grade reduction of one letter grade or “Incomplete” grade in the course for that specific module block which could result in a delay in graduation, at the discretion of the Director.

The dates for the End of Module Meetings are as follows:

- July 23, 2021
- September 3, 2021
- October 15, 2021
- November 30, 2021 (Tuesday)
- February 11, 2022
- March 25, 2022
ADVANCED PHARMACY PRACTICE EXPERIENCE PROGRAM
Performance Standards and Learning Outcomes

Course Descriptions:

The advanced pharmacy practice experiences provide full-time experiences with a variety of patients and disease states that pharmacists are likely to encounter in practice. The APPE consists of six 6-week rotation cycles; comprised of 4 required and 2 elective rotations. During the APPE year, each student is expected to refine the knowledge, skills, professional attitudes and behaviors necessary to become a competent pharmacist practitioner. The required advanced pharmacy practice experiences emphasize the need for continuity of care throughout the health care delivery system. Pharmacy practice experiences include direct interaction with diverse patient populations in a variety of practice settings and involve collaboration with other health care professionals.

The student, under the direction of the faculty preceptors, will integrate pharmacist patient care process, his/her knowledge of physical assessment, pharmacology, pharmacotherapy, pathophysiology, pharmacokinetics, and pharmacodynamics in assessing therapeutic plans and in evaluating as well as recommending (participate in the decision-making process of) the drug therapy regimen for patients. At each practice site, the student is expected to become a functioning component of the ongoing patient care services through preceptor instruction and self-learning. In addition, a number of assignments and/or activities designed to reinforce the education being acquired in the practice setting (e.g., patient case presentations, projects, journal clubs, health care professional and/or community presentations, etc.) are required to be completed relative to the practice site and rotation type.

Performance Standards:

To successfully complete the APPE rotation sequence, the student must accomplish the following:

1. Complete four (4) required APPEs meeting all learning objectives and site-specific responsibilities and/or activities in accordance with the course syllabus and receive a final grade of C or higher. The (4) required APPEs are:

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PHAR 6422</td>
<td>Ambulatory Care</td>
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<tr>
<td>PHAR 6423</td>
<td>Community</td>
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<tr>
<td>PHAR 6424</td>
<td>Institutional</td>
</tr>
<tr>
<td>PHAR 6425</td>
<td>General Medicine</td>
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</table>

2. Complete two (2) elective APPEs meeting all specific learning objectives and site-specific responsibilities and/or activities in accordance with the course syllabus and receive a final grade of C or higher. **At least one of the APPE electives must be a direct-patient care APPE:**

3. Complete the required number of patients care skills embedded in each of the required APPEs in accordance with the General Skills Practice Checklist;

4. Attend at least one professional meeting and submit the “APPE Student Professional Meeting Documentation Form”; failure to submit this form to the APPE Director by the conclusion of APPE Module 6 at the end of the module meeting will result in an “Incomplete” grade for APPE Module 6; and

5. Complete the Loyola University IPE simulation experience at least once. Students must be prompt, actively engaged, professional, and attend the full day of activities; **failure to attend the simulation without contacting the Director of Learning Outcomes in a timely fashion will result in an “incomplete” for the APPE module**
during which the simulation is scheduled until the student makes up the IPE session.

APPE Student Learning Outcomes (Competencies):

Upon completion of each required and elective *direct patient care* APPE, the student should be able to:

1. Utilize a systematic problem-solving approach to patient care.
2. Utilize the acquired knowledge base to assess the patient and formulate a therapeutic plan.
3. Demonstrate proficiency in recommending and implementing a therapeutic plan.
4. Identify and evaluate the current literature and apply this information to patient care.
5. Effectively communicate, both verbally and in writing, with patients and other healthcare providers.
7. Demonstrate leadership abilities.
8. Demonstrate professionalism and professional ethics.
9. Demonstrate proficiency in the role of the pharmacy practitioner, as a member of the healthcare team, in provision of quality patient care.
10. Demonstrate ability to conduct further research and/or improving pharmacy services.

Upon completion of each elective *non-patient care* APPE, the student should be able to:

1. Utilize a systematic approach to make rational and responsible decisions to complete site-specific tasks.
2. Utilize a systematic approach to make rational and responsible decisions to answer questions and/or solve problems appropriate to the practice setting.
3. Effectively communicate, both verbally and in writing, with other professionals.
4. Retrieve and evaluate medical information and literature appropriate to the practice site.
5. Apply sound management principles to all aspects of practice setting operations.
6. Demonstrate ability to improved services and conduct research.
8. Demonstrate leadership abilities.
9. Demonstrate professionalism and professional ethics.
Course Title: ADVANCED PHARMACY PRACTICE EXPERIENCE (REQUIRED): Ambulatory Care

Course Number: PHAR 6422

Course Credit: 5 credit hours

Meeting Times and Location: Students are expected to be at their assigned practice sites for a minimum of 40 contact hours per week (240 contact hours for the 6 week APPE). Depending on the discretion of the preceptor, the student may agree to later arrival times and/or the APPE may include variable schedules (e.g., evenings, nights, weekends, holidays, etc.).

Course Coordinator: Dr. Darilyn McClain, APPE Director; DH 3088, 773.821.2191; dmcclain20@csu.edu; office hours are by appointment only.

Course Instructors: Faculty and Preceptors for Chicago State University College of Pharmacy

Prerequisite(s): Completion of PHAR 6421 or consent of instructor and fourth professional year standing.

Course Description: During this 6 week APPE, students will be responsible for the provision of direct patient care in a general or specialized outpatient setting. Students will: obtain and review medication histories, perform patient medication counseling and disease-specific education, address drug interactions, adverse effects and adherence issues, collaboratively work with the healthcare team, and provide therapeutic recommendations to ensure positive patient outcomes. The focus will be to provide patient-specific, evidence-based pharmacotherapy and to develop the essential skills necessary to promote appropriate and safe drug utilization and management in an ambulatory care setting.

Course Learning Objectives: By the end of this APPE, the student should be able to:
1. Describe the roles and responsibilities of pharmacists in an ambulatory care practice setting.
2. Participate in the daily patient care activities as directed by the preceptor.
3. Explain the pathophysiology, clinical presentation/symptomology, diagnosis and therapies of the most common disease states encountered in an ambulatory care setting.
4. Explain the mechanism of action, pharmacokinetics, dosing/administration, adverse reactions, precautions/contraindications, and other related information of medications used to treat the most common disease states encountered in an ambulatory care setting.
5. Utilize a systematic problem-solving approach to gather and assess patient data:
   • Gather, interpret and integrate subjective and objective information in the drug therapy decision making process
   • Develop a pharmacy care plan including adjustments in drug, dose, regimen, patient education, lifestyle modification and follow-up monitoring to resolve identified problems and achieve desired outcomes
6. Identify drug-related problems:
   • Identify parameters to monitor for the desired therapeutic outcome and for detection and prevention of adverse effects
• Identify and report medication errors and adverse drug reactions in accordance with site-specific procedures
7. Design (or select), recommend, implement, monitor and document patient-specific drug therapy plans using evidence based medicine:
  • Define appropriate therapeutic goal(s) and determine whether desired outcomes have been achieved
  • Identify a patient and present a formal case presentation
8. Communicate with other health care professionals.
9. Communicate with patients/caregivers:
  • Obtain patient medication histories
  • Counsel patients regarding nonprescription medications, dietary supplements, diet, nutrition, traditional non-drug therapies, and alternative therapies as appropriate
10. Retrieve and evaluate drug information and literature:
  • Critically assess a journal article from the primary literature and formally present the findings
  • Use clinical and scientific publications to develop pharmacy care plans
  • Provide accurate and appropriate drug information to patients and other health professionals
12. Demonstrate professionalism and professional ethics.
13. Appraise and discuss practice management issues pertaining to the site (e.g. formulary, collaborative practice agreements, provider reimbursements, access to medications).

**Course Assessment:** By the end of this APPE, the student should complete the following assignments (all topics to be approved by preceptor)

**APPE Assignments (assignment evaluations are listed in Core ELMS):**
1. Formal Patient Case Presentation
2. Formal Drug Information Consult
3. Formal Journal Club Presentation
4. APPE General Skills Checklist: Ambulatory Care

**Course Grade Scale:** The student’s overall performance during the APPE will be evaluated using the “CSU-COP Student Evaluation Form for Ambulatory Care” which will constitute 70% of the overall final course grade. Additionally, APPE assignments will constitute 30% of the final course grade.

Final course grades for this APPE will be assigned based upon the following:

A: ≥4.3
B: 3.3-4.29
C: 2.2-3.29
F: <2.2

*Failure to upload the APPE General Skills Checklist within the corresponding course folder in Moodle at the conclusion of the APPE end of module meeting or attend will automatically result in a grade of “incomplete (I)” for the module until this requirement is satisfied.*

Cell Phones, Pagers, and other Communication Devices: Refer to OECPE Policies and Procedures.

Dress Code: Refer to OECPE Policies and Procedures.

Attendance and Participation: Refer to OECPE Policies and Procedures.

Important Dates: Refer to OECPE Policies and Procedures.
APPE General Skills Checklist: Ambulatory Care

The following activities have been identified as requirements for completion of the ambulatory care APPE at CSU-COP.

**Preceptor:** Please check off the following activities for submission at the end of the APPE. The student should minimally complete the following activities:

- 10 medication history consultations
- 10 medication counseling consultations per week (new prescriptions, refills, self-care/OTC, etc.)
- 5 physical assessments *(as applicable and appropriate to the practice site):* blood pressure, pulse, temperature, and/or respiratory rate, etc.
- 5 documented clinical interventions utilizing the *APPE Clinical Interventions/Outcomes Documentation Form“ (or other acceptable form as approved by the preceptor)

Student Name (printed):

Student Signature:

Module #:

Preceptor name (printed):

Preceptor Signature:

Date:
PHAR 6423-Community Pharmacy Syllabus

Course Title: ADVANCED PHARMACY PRACTICE EXPERIENCE (REQUIRED): Community Pharmacy

Course Number: PHAR 6423

Course Credit: 5 credit hours

Meeting Times and Location: Students are expected to be at their assigned practice sites for a minimum of 40 contact hours per week (240 contact hours for the 6 week APPE). Depending on the discretion of the preceptor, the student may agree to later arrival times and/or the APPE may include variable schedules (e.g., evenings, nights, weekends, holidays, etc.).

Course Coordinator: Dr. Darilyn McClain, APPE Director; DH 3088, 773.821.2191; dmccla20@csu.edu; office hours are by appointment only.

Course Instructors: Faculty and Preceptors for Chicago State University College of Pharmacy

Prerequisite(s): Completion of PHAR 6421 or consent of instructor and fourth professional year standing.

Course Description: During this 6 week APPE, students will be responsible for the provision of direct patient care on patients with a wide variety of acute and chronic illnesses. Students will actively participate in the daily operations of a community pharmacy, including medication dispensing and distribution, counseling, provision of patient-centered pharmacy care services, inventory control, and workflow. Students will consult with physicians and other health care professionals, routinely monitor patients, and provide therapeutic recommendations to ensure positive patient outcomes. The focus will be to develop the essential skills necessary to effectively and efficiently manage a community pharmacy ensuring appropriate, safe, and cost-effective drug utilization and management in a community setting.

Course Learning Objectives: By the end of this APPE, the student should be able to:
1. Describe the roles and responsibilities of pharmacists in community pharmacy setting.
2. Participate in the patient-centered pharmacy care services offered at the practice site, including health promotion and disease prevention activities.
3. Explain the pathophysiology, clinical presentation, diagnosis, and therapies of the most common disease states encountered at the practice site.
4. Explain the mechanism of action, pharmacokinetics, dosing/administration, adverse reactions, precautions/contraindications, and other related information of medications used to treat the most common disease states encountered at the practice site.
5. Utilize a systematic problem-solving approach to gather and assess patient data:
   - Collect pertinent information from the patient/caregiver, pharmacy records, and prescriber
   - Perform necessary patient assessment techniques/tools
6. Accurately obtain verbal prescription orders from physicians and their representatives.
7. Assess prescription orders for completeness, authenticity, appropriateness, and accuracy.
8. Identify, examine, and resolve drug-related problems.
9. Process and fill prescription orders accurately in accordance with local, state, and federal laws and labeling requirements.
10. Utilize appropriate compounding procedures/techniques to accurately compound medications.
11. Identify, report, and resolve medication errors.
12. Design (or select), recommend, implement, monitor, and document patient-specific drug therapy plans using evidence-based medicine:
   • Evaluate point-of-care monitoring parameters, such as, blood glucose, peak flow, and blood pressure, as appropriate
13. Effectively communicate with other healthcare professionals.
14. Effectively communicate with patients/caregivers:
   • Obtain patient medication histories
   • Counsel patients on prescription medications and medical devices and verify their understanding
   • Assess patient symptoms and make recommendations for self-care products
15. Effectively retrieve and evaluate drug information and literature:
   • Retrieve and analyze literature and utilize reputable references to answer drug information questions from patients/caregivers and healthcare providers
16. Participate in inventory control, personnel management, and fiscal activities to gain knowledge and skills on how to effectively and efficiently manage a community pharmacy.
17. Incorporate cultural competency in the delivery of patient care.
19. Demonstrate professionalism and professional ethics.

Course Assessment: By the end of this APPE, the student should complete the following assignments (all topics to be approved by preceptor)

**APPE Assignments (assignment evaluations are listed in Core ELMS):**

1. Formal In-Service to Pharmacy Staff
2. Formal Medication Counseling Session
3. Formulation of a patient education pamphlet on a medical condition or topic relevant to the surrounding community
4. APPE General Skills Checklist: Community

Course Grade Scale: The student’s overall performance during the APPE will be evaluated using the “CSU-COP Student Evaluation Form for Community” which will constitute 70% of the overall final course grade. Additionally, APPE assignments will constitute 30% of the final course grade.

Final course grades for this APPE will be assigned based upon the following:

A: ≥4.3
B: 3.3-4.29
C: 2.2-3.29
F: <2.2

Failure to upload the APPE General Skills Checklist within the corresponding course folder in Moodle at the conclusion of the APPE end of module meeting or attend will automatically result in a grade of “incomplete (I)” for the module until this requirement is satisfied.

Cell Phones, Pagers, and other Communication Devices: Refer to OECPE Policies and Procedures.

Dress Code: Refer to OECPE Policies and Procedures.

Attendance and Participation: Refer to OECPE Policies and Procedures.

Important Dates: Refer to OECPE Policies and Procedures.
APPE General Skills Checklist: Community Pharmacy

The following activities have been identified as requirements for completion of community pharmacy APPE at CSU-COP.

**Preceptor:** Please check off the following activities for submission at end of the APPE. The student should minimally complete the following activities:

- 10 medication history consultations per week
- 10 medication counseling consultations per week (new prescriptions, refills, self-care/OTC, etc.)
- 5 physical assessments *as applicable and appropriate to the practice site*: blood pressure, pulse, temperature, and/or respiratory rate, etc.
- Clarify with prescriber the accuracy, completeness and overall appropriateness of therapy for 10 prescriptions
- Appropriately screen and/or administer vaccinations for 6 patients
- Provide patient education as it relates to point-of-care testing (blood pressure, blood glucose, etc.) for 2 patients
- 5 documented clinical interventions utilizing the “APPE Clinical Interventions/Outcomes Documentation Form” *(or other acceptable form as approved by the preceptor)*

Student Name (printed):

Student Signature:

Module #:

Preceptor name (printed):

Preceptor Signature:

Date:
PHAR 6424 Institutional Pharmacy Syllabus

Course Title: ADVANCED PHARMACY PRACTICE EXPERIENCE (REQUIRED): Institutional

Course Number: PHAR 6424

Course Credit: 5 credit hours

Meeting Times and Location: Students are expected to be at their assigned practice sites for a minimum of 40 contact hours per week (240 contact hours for the 6 week APPE). Depending on the discretion of the preceptor, the student may agree to later arrival times and/or the APPE may include variable schedules (e.g., evenings, nights, weekends, holidays, etc.).

Course Coordinator: Dr. Darilyn McClain, APPE Director; DH 3088, 773.821.2191; dmccla20@csu.edu; office hours are by appointment only.

Course Instructors: Faculty and Preceptors for Chicago State University College of Pharmacy

Prerequisite(s): Completion of PHAR 6421 or consent of instructor and fourth professional year standing.

Course Description: During this 6 week APPE, students will be responsible for the provision of direct patient care as it relates to institutional pharmacy operations (medication preparation, dispensing, distribution, etc.). Students will: evaluate medication orders for appropriateness, provide drug information and therapeutic recommendations to physicians and other health care professionals and participate in quality assessment strategies utilized at the site to improve medication use in an institutional setting.

Course Learning Objectives: By the end of this APPE, the student should be able to:
1. Describe the roles and responsibilities of pharmacists in an institutional pharmacy practice setting as well as the services offered by the department of pharmacy.
2. Participate in the daily patient care activities as directed by the preceptor.
3. Explain the mechanism of action, pharmacokinetics, dosing/administration, adverse reactions, precautions/contraindications, and other related information of medications commonly dispensed.
4. Utilize a systematic problem-solving approach to gather and assess patient data:
   • Gather, interpret and integrate subjective and objective information in the drug therapy decision making process
   • Evaluate patient records for allergies, potential interactions, therapeutic duplications, and overall appropriateness of therapy prior to medication dispensing
5. Identify drug-related problems.
6. Design (or select), recommend, implement, monitor and document patient-specific drug therapy plans using evidence based medicine:
   • Evaluate medication orders for proper indication, dose, dosage form, safety, efficacy, accuracy, completeness and overall appropriateness of therapy
   • Solve pharmaceutical calculations as it relates to determining proper medication dosage
   • Interpret drug serum concentrations and perform pharmacokinetic calculations to recommend dosage adjustments as appropriate
7. Effectively communicate with other healthcare professionals:
   • Communicate therapeutic recommendations to other health care professionals
   • Prepare a formal in-service to pharmacy staff
8. Effectively communicate with patients/caregivers:
   • Obtain patient medication histories and perform medication reconciliation of patients admitted
   • Conduct patient discharge counseling
9. Effectively retrieve and evaluate drug information and literature:
   • Develop concise, applicable, comprehensive and timely responses for drug information requests
   • Complete a formal drug information consult
10. Participate in the various medication usage and delivery systems:
    • Demonstrate competency and accuracy in the preparation of compounded sterile products and other extemporaneous preparations according to site policies and established guidelines (e.g. USP 797)
    • Prepare, dispense, and compound medications (including topical preparations, reconstituted medications, etc.) for dispensing in consideration of local, state, and federal laws as well as site specific policies and procedures
    • Accurately repackage medications for unit-of-use
    • Utilize automation and point-of-care dispensing (Sure Med, Pyxis, Omnicell, pneumatic tube, etc.) technology to appropriately deliver medications from the pharmacy to patient-care areas
    • Utilize and adhere to site-specific policies and procedures as it relates to medication procurement storage and security
    • Identify and report medication errors according to the site’s policies and procedures
    • Discuss the management and investigational drugs
11. Apply sound management principles to all aspects of operations:
    • Utilize the site’s formulary in drug decision making
    • Attend pharmacy-related meetings (Pharmacy and Therapeutics, Patient Safety, etc.)
    • Discuss the role of human resource management, medication resource management, pharmacy data management systems, and financial performance as it relates to the department of pharmacy
    • Describe the intra-institutional relationship of pharmacy services with other departments and/or services
12. Demonstrate self-learning and self-assessment abilities and habits:
    • Explain and apply legal and ethical guidelines for protecting the confidentiality of patient information
13. Discuss the handling, distribution, and security of controlled substances as it relates to state and federal laws and regulations as well as site specific policies and procedures.
14. Discuss the role of various accrediting bodies (Joint Commission, etc.) and professional standards in the practice of pharmacy in an institutional setting.

**Course Assessment:** By the end of this APPE, the student should complete the following assignments (all topics to be approved by preceptor)

**APPE Assignments (assignment evaluations are listed in Core ELMS):**
1. Formal In-Service to Pharmacy Staff
2. Formal Drug Information Consult
3. Formal Journal Club Presentation
4. APPE General Skills Checklist: Institutional

**Course Grade Scale:** The student’s overall performance during the APPE will be evaluated using the “CSU-COP Student Evaluation Form for Institutional” which will constitute 70% of the overall final course grade. Additionally, APPE assignments will constitute 30% of the final course grade.

Final course grades for this APPE will be assigned based upon the following:

- **A:** ≥4.3
- **B:** 3.3-4.29
- **C:** 2.2-3.29
- **F:** <2.2

**Failure to upload the APPE General Skills Checklist within the corresponding course folder in Moodle at the conclusion of the APPE end of module meeting or attend will automatically result in a grade of “incomplete (I)” for the module until this requirement is satisfied.**


Cell Phones, Pagers, and other Communication Devices: Refer to OECPE Policies and Procedures.

Dress Code: Refer to OECPE Policies and Procedures.

Attendance and Participation: Refer to OECPE Policies and Procedures.

Important Dates: Refer to OECPE Policies and Procedures.
APPE General Skills Checklist: Institutional Pharmacy

The following activities have been identified as requirements for completion of the institutional APPE at CSU-COP.

**Preceptor:** Please check off the following activities for submission at end of the APPE. The student should minimally complete the following activities:

- Evaluate at least 30 medication orders for accuracy, completeness, and overall appropriateness of therapy prior to dispensing
- Dispense (and check) at least 30 medication orders after they have been evaluated for accuracy, completeness and overall appropriateness of therapy
- Provide responses to at least 10 drug information inquiries from patients, patient caregivers or health care professionals
- Attend at least two inter-departmental meeting (i.e., P and T Committee, Patient Safety Committee, etc.)
- Demonstrate proper aseptic technique by preparing at least 20 IV piggybacks (IVPB) and 20 large volume parenterals
- 5 documented clinical interventions utilizing the “APPE Clinical Interventions/Outcomes Documentation Form” (or other acceptable form as approved by the preceptor)

Student Name (printed):

Student Signature:

Module #:

Preceptor name (printed):

Preceptor Signature:

Date:
PHAR 6425 General Medicine Pharmacy Syllabus

Course Title: ADVANCED PHARMACY PRACTICE EXPERIENCE (REQUIRED): General Medicine

Course Number: PHAR 6425

Course Credit: 5 credit hours

Meeting Times and Location: Students are expected to be at their assigned practice sites for a minimum of 40 contact hours per week (240 contact hours for the 6 week APPE). Depending on the discretion of the preceptor, the student may agree to later arrival times and/or the APPE may include variable schedules (e.g., evenings, nights, weekends, holidays, etc.).

Course Coordinator: Dr. Darilyn McClain, APPE Director; DH 3088, 773.821.2191; dmccla20@csu.edu; office hours are by appointment only.

Course Instructors: Faculty and Preceptors for Chicago State University College of Pharmacy

Prerequisite(s): Completion of PHAR 6421 or consent of instructor and fourth professional year standing.

Course Description: During this 6 week APPE, students will be responsible for the provision of direct patient care for adult patients with a wide variety of acute and chronic illnesses. Students will: actively participate in daily patient rounds, consult with physicians and other health care professionals, routinely monitor patients, and provide therapeutic recommendations to ensure positive patient outcomes. The focus will be to provide patient-specific, evidence-based, pharmacotherapy, and to develop the essential skills necessary to promote appropriate and safe drug utilization and management in a general medicine (or specialty) setting.

Course Learning Objectives: By the end of this APPE, the student should be able to:
1. Describe the roles and responsibilities of pharmacists in a general medicine (or specialty) practice setting.
2. Participate in the daily patient care activities as directed by the preceptor.
3. Explain the pathophysiology, clinical presentation/symptomology, diagnosis and therapies of the most common disease states encountered at the practice site.
   • Deliver a formal pharmacotherapy-related in-service to healthcare professionals
4. Explain the mechanism of action, pharmacokinetics, dosing/administration, adverse reactions, precautions/contraindications, and other related information of medications used to treat the most common disease states encountered at the practice site.
5. Utilize a systematic problem-solving approach to gather and assess patient data:
   • Gather, interpret, and integrate patient subjective and objective information in the drug therapy decision making process
6. Identify drug-related problems.
7. Design (or select), recommend, implement, monitor and document patient-specific drug therapy plans using evidence based medicine:
   • Perform ongoing and daily drug therapy monitoring for a minimum of five patients
• Present a formal patient-case presentation
8. Effectively communicate with other healthcare professionals.
9. Effectively communicate with patients/caregivers:
    • Obtain patient medication histories
    • Conduct patient discharge counseling
10. Effectively retrieve and evaluate drug information and literature:
    • Critically assess a journal article from the primary literature and formally present the findings
    • Complete a formal drug information consult
11. Demonstrate self-learning and self-assessment abilities and habits consistent with professional growth and development.
12. Demonstrate professionalism and professional ethics.

Course Assessment: By the end of this APPE, the student should complete the following assignments (all topics to be approved by preceptor)

APPE Assignments (assignment evaluations are listed in Core ELMS):
1. Formal Patient Case Presentation
2. Formal Drug Information Consult
3. Formal Journal Club Presentation
4. APPE General Skills Checklist: General Medicine

Course Grade Scale: The student’s overall performance during the APPE will be evaluated using the “CSU-COP Student Evaluation Form for General Medicine” which will constitute 70% of the overall final course grade. Additionally, APPE assignments will constitute 30% of the final course grade.

Final course grades for this APPE will be assigned based upon the following:

A: ≥4.3
B: 3.3-4.29
C: 2.2-3.29
F: <2.2

Failure to upload the APPE General Skills Checklist within the corresponding course folder in Moodle at the conclusion of the APPE end of module meeting or attend will automatically result in a grade of “incomplete (I)” for the module until this requirement is satisfied.


Cell Phones, Pagers, and other Communication Devices: Refer to OECPE Policies and Procedures.

Dress Code: Refer to OECPE Policies and Procedures.
Attendance and Participation: Refer to OECPE Policies and Procedures.

Important Dates: Refer to OECPE Policies and Procedures.
APPE General Skills Checklist: General Medicine

The following activities have been identified as requirements for completion of general medicine APPE at CSU-COP.

Preceptor: Please check off the following activities for submission at end of the APPE. The student should minimally complete the following activities:

- 2 pharmacokinetic evaluations and notes
- 1 nutrition evaluation with appropriate SOAP note.
- 10 medication history consultations and/or medication reconciliation consultations with appropriate SOAP note.
- 10 discharge counseling notes
- 5 documented clinical interventions utilizing the “APPE Clinical Interventions/Outcomes Documentation Form” (or other acceptable form as approved by the preceptor)

Student Name (printed):

Student Signature:

Module #:

Preceptor name (printed):

Preceptor Signature:

Date:
APPE Electives-Direct Patient Care Pharmacy Syllabus

Course Title: ADVANCED PHARMACY PRACTICE EXPERIENCE (Elective): See Course Titles and Corresponding Course Number Below

Course Number: PHAR 6426 (Advanced Ambulatory Care); PHAR 6427 (Advanced Community); PHAR 6428 (Advanced Medicine); PHAR 6429 (Critical Care); PHAR 6431 (Geriatrics); PHAR 6432 (Pharmacokinetics); PHAR 6433 (Nutrition); PHAR 6434 (Pediatrics); PHAR 6435 (Psychiatry); PHAR 6436 (Surgery); PHAR 6437 (Home Health); PHAR 6438 (Advanced Specialty); PHAR 6445 (Veterinary); PHAR 6446 (Nuclear); PHAR 6447 (Infectious Disease); and PHAR 6448 (Oncology).

Course Credit: 5 credit hours

Meeting Times and Location: Students are expected to be at their assigned practice sites for a minimum of 40 contact hours per week (240 contact hours for the 6 week APPE). Depending on the discretion of the preceptor, the student may agree to later arrival times and/or the APPE may include variable schedules (e.g., evenings, nights, weekends, holidays, etc.).

Course Coordinator: Dr. Darilyn McClain, APPE Director; DH 3088, 773.821.2191; dmccla20@csu.edu; office hours are by appointment only.

Course Instructors: Faculty and Preceptors for Chicago State University College of Pharmacy

Prerequisite(s): Completion of PHAR 6421 or consent of instructor and fourth professional year standing.

Course Description: During this 6 week APPE, students will be responsible for the provision of direct patient care as it relates to a variety of disease states and patient populations, allowing students to hone skills during inpatient assessment, pharmacotherapeutic decision making and monitoring processes. Students will: evaluate appropriateness of therapy, provide drug information and therapeutic recommendations to physicians and other health care professionals; develop and implement services; and be involved in other activities as assigned based upon the advanced direct patient-care elective.

Course Learning Objectives: By the end of this APPE, the student should be able to:
1. Describe the roles and responsibilities of pharmacists at the assigned practice site as well as the services offered by the department of pharmacy.
2. Participate in the daily patient care activities as directed by the preceptor.
3. Explain the mechanism of action, pharmacokinetics, dosing/administration, adverse reactions, precautions/contraindications, and other related information of medications used to treat the most common disease states encountered at the practice site.
4. Utilize a systematic problem-solving approach to gather and assess patient data.
5. Identify drug-related problems.
6. Design (or select), recommend, implement, monitor and document patient-specific drug therapy plans using evidence based medicine.
7. Effectively communicate with other health care professionals.
8. Effectively communicate with patients/caregivers.
9. Effectively retrieve and evaluate drug information and literature.
10. Participate in the various medication usage and delivery systems.
11. Apply sound management principles to all aspects of operations.
12. Demonstrate self-learning and self-assessment abilities and habits consistent with professional growth and development.
13. Demonstrate professionalism and professional ethics.

**Course Assessment:** By the end of this APPE, the student should complete at least two of the following assignments (all projects and topics to be approved by preceptor)

**APPE Assignments (assignment evaluations are listed in Core ELMS):**
1. Formal In-Service or General Topic Presentation to Pharmacy Staff and/or students
2. Formal Drug Information Consult
3. Formal Journal Club Presentation
4. Formal Patient Case Presentation
5. Formal Project Development
6. APPE General Skills Checklist: Direct Patient Care Elective

**Course Grade Scale:** The student’s overall performance during the APPE will be evaluated using the “CSU-COP Student Evaluation Form for Direct Patient Care” which will constitute 70% of the overall final course grade. Additionally, APPE assignments will constitute 30% of the final course grade.

Final course grades for this APPE will be assigned based upon the following:

A: ≥4.3  
B: 3.3-4.29  
C: 2.2-3.29  
F: <2.2

**Failure to upload the APPE General Skills Checklist within the corresponding course folder in Moodle at the conclusion of the APPE end of module meeting or attend will automatically result in a grade of “incomplete (I)” for the module until this requirement is satisfied.**


Cell Phones, Pagers, and other Communication Devices: Refer to OECPE Policies and Procedures.

Dress Code: Refer to OECPE Policies and Procedures.

Attendance and Participation: Refer to OECPE Policies and Procedures.
Important Dates: Refer to OECPE Policies and Procedures.
APPE General Skills Checklist: Direct Patient Care Elective

The following activities have been identified as requirements for completion of a direct patient care APPE elective at CSU-COP.

Preceptor: Please check off the following activities for submission at end of the APPE. The student should complete **at least two** of the following activities:

- Patient Care Activity (i.e. Brown bag, MTM, Medication Counseling)
- Prepare a case report (i.e. unique clinical finding, adverse drug event, drug interaction)
- Journal Club
- Disease Topic Presentation
- Formal Oral Presentation to staff and/or students
- Patient Case Presentation

Student Name (printed):

Student Signature:

Module #:

Preceptor name (printed):

Preceptor Signature:

Date:
APPE Electives-Non-Direct Patient Care Pharmacy Syllabus

Course Title: ADVANCED PHARMACY PRACTICE EXPERIENCE (Elective): See Course Titles and Corresponding Course Number Below

Course Number: PHAR 6430 (Drug Information); PHAR 6438 (Advanced Specialty); PHAR 6439 (Administrative); PHAR 6442 (Research); PHAR 6443 (Regulatory); and PHAR 6444 (Academia).

Course Credit: 5 credit hours

Meeting Times and Location: Students are expected to be at their assigned practice sites for a minimum of 40 contact hours per week (240 contact hours for the 6 week APPE). Depending on the discretion of the preceptor, the student may agree to later arrival times and/or the APPE may include variable schedules (e.g., evenings, nights, weekends, holidays, etc.).

Course Coordinator: Dr. Darilyn McClain, APPE Director; DH 3088, 773.821.2191; dmccla20@csu.edu; office hours are by appointment only.

Course Instructors: Faculty and Preceptors for Chicago State University College of Pharmacy

Prerequisite(s): Completion of PHAR 6421 or consent of instructor and fourth professional year standing.

Course Description: During this 6 week APPE, students will be responsible for participating in focused activities as determined by the preceptor, practice site, and the type of no-direct patient care elective. Students will hone skills in rational decision making, problem solving, and communication.

Course Learning Objectives: By the end of this APPE, the student should be able to:
1. Describe the roles and responsibilities of pharmacists at the assigned practice site as well as the services offered by the department of pharmacy.
2. Participate in the daily patient care activities as directed by the preceptor.
3. Utilize a systematic problem-solving approach to make rational and responsible decisions to complete practice site specific tasks.
4. Utilize a systematic problem-solving approach to make rational and responsible decisions to answer questions and/or solve problems appropriate to the practice site.
5. Effectively communicate with other healthcare professionals.
6. Effectively retrieve and evaluate drug information and literature appropriate to the practice site.
7. Participate in the various medication usage and delivery systems.
8. Apply sound management principles to all aspects of operations.
9. Demonstrate self-learning and self-assessment abilities and habits consistent with professional growth and development.
10. Demonstrate professionalism and professional ethics.

Course Assessment: By the end of this APPE, the student should complete at least two of the following assignments (all projects and topics to be approved by preceptor)
APPE Assignments (assignment evaluations are listed in Core ELMS):
1. Formal In-Service or General Topic Presentation to Pharmacy Staff and/or students
2. Formal Drug Information Consult
3. Formal Journal Club Presentation
4. Formal Project Development
5. APPE General Skills Checklist: Non-Direct Patient Care Elective

Course Grade Scale: The student’s overall performance during the APPE will be evaluated using the “CSU-COP Student Evaluation Form for Non-Direct Patient Care” which will constitute 70% of the overall final course grade. Additionally, APPE assignments will constitute 30% of the final course grade.

Final course grades for this APPE will be assigned based upon the following:

A: >4.3
B: 3.3-4.29
C: 2.2-3.29
F: <2.2

Failure to upload the APPE General Skills Checklist within the corresponding course folder in Moodle at the conclusion of the APPE end of module meeting or attend will automatically result in a grade of “incomplete (I)” for the module until this requirement is satisfied.


Cell Phones, Pagers, and other Communication Devices: Refer to OECPE Policies and Procedures.

Dress Code: Refer to OECPE Policies and Procedures.

Attendance and Participation: Refer to OECPE Policies and Procedures.

Important Dates: Refer to OECPE Policies and Procedures.
APPE General Skills Checklist: Non-Direct Patient Care Elective

The following activities have been identified as requirements for completion of non-direct patient care APPE elective at CSU-COP.

**Preceptor:** Please check off the following activities for submission at end of the APPE. The student should complete _at least two_ of the following activities:

- Quality Assurance Activity
- Journal Club
- Formal Oral Presentation to staff and/or students
- Management Projects
- Participate in the development or revision of a departmental or institutional policy
- Drug Information Consult
- Other, please explain:

Student Name (printed):

Student Signature:

Module #:

Preceptor name (printed):

Preceptor Signature:

Date:
SECTION 3: POLICIES AND PROCEDURES

Compliance with Practice Site Policies and Procedures
Students must comply with all policies, procedures, rules, laws and regulations that relate to the practice site, including, but not limited to, confidentiality, infection control, and safety.

Violation of Experiential Education Policies
Contact the OECPE Associate Dean to report verbally and/or in writing violation of experiential education program policies. Incidents concerning alleged ethical and legal violations of the practice of pharmacy, alleged sexual harassment, verbal abuse, inappropriate and/or offensive physical contact and all forms of discrimination should NOT be reported on the evaluation forms at the end of the practicum. These incidents should be reported immediately through e-mail or telephone to the APPE Director in order to ensure the appropriate action will be taken in accordance with University/College guidelines.

Pharmacy Intern Registration

Illinois Department of Financial and Professional Regulation (IDFPR) and Indiana Licensing
All core APPE rotations will be completed in the State of Illinois and Northwest Indiana. Prior to beginning any pharmacy practice experience academic coursework, students must possess a current a valid pharmacy technician (P-1) or student pharmacist-pharmacy technician (P-2 through P-4) license issued by the Illinois Department of Financial and Professional Regulation (IDFPR) and the Indiana Professional Licensing Agency. The license must remain in good standing throughout the entire tenure at the College and students should carry proof of licensure at all times. Per the CSU-COP Student Handbook, “Any student who does not have and maintain the appropriate valid Pharmacy Technician’s License may be refused further registration in the program and will not be eligible to take any course with experiential component. Additionally, any student that fails to submit proof of their Illinois Pharmacy Technician license renewal by March 1st of every year will automatically receive an “F” for the applicable professional practice course they are currently enrolled (any of the APPE courses for P-4 students). This may be done by going online to the Illinois Department of Financial & Professional Regulation website, (http://www.idfpr.com) and the Indiana Professional Licensing Agency (https://www.in.gov/pla/professions/indiana-board-of-pharmacy/) where the renewal process can be completed. The box indicating “pharmacy student” should be checked prior to submission and a verification of “student in good standing status” will need to be submitted from the Office of Student Affairs. Once received, a copy of the license must be, uploaded to My Record Tracker, and CORE Elms. Violation of this policy will result in removal from the practice site with the possibility for immediate failure of the rotation. (Note: if you have moved since your last renewal, you inform the IDFPR of your new address. Failure to do this may cause your license to lapse, as your renewal notice will NOT be forwarded). On the first day of the rotation, students MUST present a copy of their IDFPR student pharmacist-pharmacy technician license to their preceptor. Students not presenting their IDFPR student pharmacy technician license to their preceptor on the first day may be prohibited from starting the rotation.

Out of State Student Pharmacist Licensing
For rotations completed outside of Illinois (with the prior arrangement/approval of the APPE Director), proof of compliance with that state’s technician or student internship licensure requirements/regulations is required prior to beginning the rotation. Verification must be submitted to the APPE Director at least 30 days prior to the start
date of the rotation. Proof of licensure should be carried at all times during the rotation.

Registration
All student pharmacists are expected to register for APPE courses using the online process. Student pharmacists must clear all financial and registration holds as required to complete this registration process before the semester begins. All financial responsibilities and other academic requirements must be satisfied before a student is allowed to commence APPE.

Non-Compensation of Students
A student is not an employee of the practice site and therefore should not be financially compensated for any rotation activities. Violation of this policy will result in removal of the student from the practice site and may result in immediate failure of the rotation. Housing and food, when provided by the site, are allowed.

Student Employment
• Concurrent employment during the APPE’s typical 8 am- 5 pm day is prohibited. The APPE experiences are minimally 40 hours/week, therefore student pharmacists are not permitted to work during the required 40 hours/week. Under no circumstance should a student pharmacist request of a preceptor that his/her APPE schedule be modified to accommodate a work schedule. All student pharmacists are required to complete the “OECPE Student Data & Release Authorization Form for APPEs” whether employed or not. It should be submitted to the APPE Director during the fall semester of the P-3 year. Furthermore, if this employment is at an assigned APPE site, the student pharmacist is expected to adhere to information provided in the “guidance” given for the ACPE Standard 10.16, which states the following:
  o “Students may be placed in an IPPE or APPE in a pharmacy where they are employed as long as their experiential education and employee roles are clearly differentiated and do not overlap. For example, a student may be employed in one area of the facility and be assigned to an IPPE or APPE in a clearly distinct capacity area of the health system.”
• Misrepresenting your employment status on the “OECPE Student Data & Release Authorization Form” will result in removal of the student from the practice site and may result in immediate failure of the rotation.
• Exceptions would include the selection of a direct patient care APPE in an area where they will not have substantial daily contact with their usual assigned work area (e.g., student employees of a medical central pharmacy may not select the Institutional/Hospital APPE but may select a Critical Care APPE at that location; student employees of a community pharmacy site may not select the Community APPE but may select an Administrative APPE with the company, etc.).

Student/Preceptor Relationship
• Students are prohibited from completing a practice experience with a preceptor with whom they have ever worked with as a pharmacy technician or ancillary pharmacy staff, are currently working with, or are currently related to in any way without approval from the Associate Dean of OECPE.
• Violation of this policy will result in removal of the student from the practice site and may result in immediate failure of the rotation.

Professional Liability Insurance
Chicago State University College of Pharmacy provides and maintains comprehensive professional liability insurance for students.
Health Insurance
It is a requirement and responsibility of the individual student to secure and maintain current health insurance coverage. In the event that a student does not possess private health insurance, students may enroll in a comprehensive health insurance program provided for students through Chicago State University. The College does not cover treatment for injuries that students may sustain or health conditions they may contract while participating in the experiential education program. Any other insurance coverage (i.e., life, auto, etc.) is the responsibility of the individual student.

Confidentiality
• During the rotations, students will have access to privileged information, such as (but not limited to) patients’ health and medical conditions, insurance information and financial information. Students may also have access to site-related information, such as (but not limited to) business operations and/or trade secrets. Such confidential information may be verbal, on paper, contained in software, visible on screen displays, in computer readable form, or otherwise. Students are strictly prohibited from accessing, using, removing, disclosing, coping, releasing, selling, loaning, altering or destroying any confidential information except as authorized by the preceptor and/or facility.

• Breach of confidentiality will result in immediate failure of rotation and may also result in criminal prosecution under appropriate state and federal laws (i.e., HIPAA).

• Students will not discuss patient care or patient cases with anyone, including other health care providers, who are not participating in the patient’s care, except for permissible communication on behalf of the patient’s continuity of care or for permissible educational purposes.

• Prior to starting APPEs, all students must sign the CSU Confidentiality Agreement during PHAR 6421 Intro to APPE course. The site may also request that the student sign a site-specific confidentiality of information document.

Academic Honesty
• Academic honesty and integrity are expected of all students throughout their course of study at Chicago State University College of Pharmacy.

• Any violation is considered to be a serious academic violation and may result in a written warning, reprimand, academic and/or disciplinary probation, suspension, or dismissal.

• Academic dishonesty constitutes a breach of academic integrity that violates the academic foundation of an institution and compromises the integrity and well-being of the educational program.

• The policies on students’ academic and professional responsibilities are included in the Chicago State University College of Pharmacy Student Handbook. http://www.csu.edu/collegeofpharmacy/studentaffairs/documents/StudentHandbook.pdf

Preceptor Site Approval
All APPE sites are acquired by the APPE Director. Approval of the sites is based on the guidelines set forth under Preceptor Site Selection in this manual.

Parking, Transportation, and Accommodations
• Students are required to have reliable transportation to allow them to get to and from APPE practice sites, to and from campus, and participate in other community activities as required. Students are encouraged to organize car pools with other students, if feasible. Lack of transportation will not be accepted as an excused absence for non-attendance or tardiness at site.
• Students are responsible for their own housing accommodations during the APPE year, with some limited exceptions. For sites located outside of the Chicago metropolitan area, OECPE may be able to assist with obtaining housing, but the student is responsible for the cost and other requirements.

• Parking arrangements are site-dependent. Students should check with their preceptors prior to the start of the experience for additional information. Any costs associated with parking or transportation is the responsibility of the student.

Changing of APPE Sites

• Final placement and registration of all fourth-year students is solely the responsibility of OECPE. Under NO circumstances may students arrange for their own preceptors.

• OECPE makes any schedule changes as necessary to include site cancellation or cancellation of the affiliation agreement on behalf of the University.

• If students have a suggestion for a new site or a request for a change of schedule, OECPE should be contacted, NOT the preceptor.

• A student may submit a request for a change in their assignment within the guidelines below:
  
  o Site change requests will be addressed on a case-by-case basis depending on the nature of the request. Example reasons include (but are not limited to) the following:
    ▪ Preceptor leaving rotation site or no longer able to take a student
    ▪ Personal health issues
    ▪ Family emergent issues
    ▪ Other programmatic issues
  
  o Students may request preceptor availabilities in Core ELMS through email to the APPE Director at any given time. Please remember that these numbers can and will change throughout the year and because the preceptor seems available in Core ELMS does not necessarily mean that they are still available. Likewise, a new site could open up during the year which was previously not available. Announcements of such sites will be made as program needs dictate.

  o Students will also be notified if a need to make an assignment change occurs. All changes in APPE assignments after the completion of registration must be handled through OECPE. In reassigning a rotation site, the student will be included in the selection of an alternative. However, the final placement is the responsibility of OECPE.

Out of State APPE Requests

Out of state experiences must not interfere with the student pharmacist’s curricular requirements that all student pharmacists are accountable for.

• Prior approval must be given directly by the APPE Director.
• The site must be affiliated with a College/School of Pharmacy within that jurisdiction (city/state).
• The student pharmacist may not exceed a maximum of completing 3 APPE rotations out of state.
• The student pharmacist may complete any 3 APPE rotations out of state.
• The student pharmacist must provide proof of out of state licensure.
• The student pharmacist is expected to return to campus for end of module meetings and all on-site curricular requirements, comprehensive exam sessions, career fair, and any other that may be required of the entire class cohort.
• It is the student pharmacist’s responsibility to inform his/her preceptor of this specific requirement of this out of state experience.
International APPEs

- According to accreditation guidelines, all required APPEs must be completed in the United States or its territories and possessions.
- Elective rotations conducted outside of the above mentioned locales must be approved to address the development of the competencies expected of the graduate. Both the preceptor and site must be vetted by the APPE Director to the quality of the experience.
- The site must be affiliated with a College/School of Pharmacy within the United States or its territories and possessions.

Repeating of APPE Courses

- If a student fails to earn a grade of C or better on an advanced pharmacy practice experience, the student pharmacist must repeat the same type of experience.
- After consideration of the circumstances, the Academic Standing Committee may grant the re-take with additional requirement which can include:
  - The student to undergo a period of directed independent study to correct knowledge deficiencies
  - The student being placed on a leave of absence before repeating the experience
- Actions of the Academic Standing Committee are not limited to the above and decisions will be determined on a case-by-case basis.
- The time of the repeat will be as early as possible once the student has satisfied the Committee’s requirements and is subject to availability of experiential sites as determined by OECPE.
- If the repeat is granted, it must be completed within 12 calendar months.
- Students are allowed only one repeat of an APPE while enrolled at CSU-COP.
- Failure to earn a C or better on a second advanced pharmacy practice experience may result in a recommendation for dismissal.

Inclement Weather

In the event of inclement weather, the student must adhere to the instructions of the preceptor and site (not CSU). Absences due to inclement weather (as approved by the preceptor) must be made up prior to the end of the APPE.
SECTION 4: STUDENT REQUIREMENTS AND EXPECTATIONS

Professional Conduct and Dress Code

All students are expected to continue to adhere to the “Code of Conduct” (as listed in Chicago State University College of Pharmacy Student Handbook) and Dress code of the College. Failure to comply with the conduct rules will result in disciplinary action that could include failure of the rotation or dismissal from the program.

The following Dress Code is mandatory and must be adhered to by ALL students:

1. All students must wear a neat, clean, pressed, short white lab jacket with the College of Pharmacy insignia embroidery as well as their CSU-COP name badge.
2. Female students must wear skirts, dresses, or dress slacks with appropriate hosiery and shoes (no tennis shoes or open-toed shoes).
3. Male students must wear dress slacks, dress shirts and ties, socks, and appropriate shoes (no tennis shoes or open-toed shoes).
4. Jeans, shorts, athletic shoes, flip-flops, T-shirts, athletic outfits, spandex, halter-tops or other revealing clothing, hospital scrubs (unless indicated) are not acceptable and are not allowed.
5. Jewelry, sunglasses, perfumes, etc. should be minimized.
6. All students must maintain good personal hygiene at all times.

Each site may have additional dress requirements that must be followed. Each student should check with their preceptor at least three weeks before reporting for the first day of the experience to determine the place and time to report as well as become familiar with any special requirements.

Cell Phone and Other Electronic Devices Policy

The use of cell phones and other electronic devices for personal phone calls, text messaging, social media, or web surfing while on rotation is not allowed. Each site may have an individual policy on the use of cell phones and electronic devices for drug information and other patient care related activities. Students are to follow the policies of each site in accordance with the directions of their preceptor in regards to the use of electronic devices.

Social Media Policy

Social Media sites such as Facebook, Twitter, Instagram, Snapchat, LinkedIn, TikTok, etc., are great places to share “the human experience” with friends and family. Some professors and preceptors in the College also enjoy using these media sites; however, there are situations where student pharmacists can get into big trouble, which include:

- Posting patient information. It is easy to make a mistake and release identifiable patient information even when you don’t think you are doing so. Posting that someone picked up a particular medication at a certain pharmacy during a certain period of time may be enough to identify the patient. Date of service is legally a “patient identifier” under HIPAA, as is the city the patient lives in, the name of the patient’s employer, and other data elements that you may not realize. Putting patient information on any media site is grounds for dismissal from the College and possible criminal prosecution.
- Do not post unprofessional material. Many employers will take a list of applicants and search each one on Facebook to see if there is anything unprofessional. Remember, pharmacy is a small world.
• Social media posting at all on any social media platform can result in disciplinary action.

Communication
Email is the normal means of communication between Chicago State University College of Pharmacy faculty, administration, and students. Students are expected to check his or her email regularly and frequently.

Attendance

Attendance is MANDATORY; Punctuality is expected, and Tardiness will not be tolerated. Any UNEXCUSED absence can result in a failing grade.

A Student Pharmacist is expected to:
• Be at their assigned practice site for a minimum of 40 contact hours per week (240 hours or more during the 6-week rotation) in order to complete the 1,440 hours of advanced pharmacy experience contact hours required for graduation
• Report to their assigned practice site as schedule and be punctual. Adhere to the rotation schedule and check in and out with the preceptor (or an identified designee) every experiential day
• Contact both the preceptor and the APPE Director if there is an unplanned absence from the experience; if the preceptor and APPE Director cannot be reached directly, it is important to leave a message for the preceptor and APPE Director and follow-up with notification to the APPE Director

****There are no sick days or personal days built into rotations. Student pharmacist will be permitted a maximum of 10 days of excused absences during the entire academic year. All missed days MUST BE MADE UP. Exceptions to this rule will be handled on a case-by-case basis. An excused day off is a privilege and not a right. These days are reserved to cover emergent needs. Making up ALL work missed, regardless of the reason for the excused absence, is expected.****

<table>
<thead>
<tr>
<th>Types of Absence</th>
<th>Description and Action</th>
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<tbody>
<tr>
<td>Excused Absence</td>
<td><strong>An excused absence is when the student pharmacist may experience a life event. In case of an emergency or illness, it is the responsibility of the student to contact their preceptor and APPE Director via telephone, voicemail, &amp;/or email as early as possible, preferably before the start of the day or expected time of arrival. Text messages are NOT acceptable methods for notification unless directed by your preceptor.</strong> Examples of excused absences include:</td>
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<td>• Medical necessity: An unpredictable or serious illness of the student or an immediate family member</td>
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<td></td>
<td>• Death of a family member; Death of a spouse, child or significant other in the immediate family. Also includes parents, grandparents and siblings of student, spouse or significant other.</td>
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<td></td>
<td><strong>Documentation from a physician in cases where a student is absent due to illness more than TWO (2) DAYS is required.</strong> Students and preceptors must agree on a plan to complete these missed hours within the six-week time period. All instances of a student missing any days must be reported by the student to the APPE Director, with submission of the CSU-COP Absence Request/Approval Form describing how the missed hours will be completed. This form must be signed and dated by the student and</td>
</tr>
</tbody>
</table>
Exceptions to the above requirements to make up missed time at the practice site are the Career Fair, mandatory class meetings, core rotation assessments, and/or related occurrences.

| Pre-Planned Absence | The preceptor & APPE Director must be contacted at least **TWO WEEKS** before the day(s) in question. Preceptors are not required to grant time off for pre-planned absences. All scheduling conflicts must be resolved prior to student commitment to said activity. Examples of pre-planned excused absences include:
| | • Routine physician or other health care practitioner visits: As approved by the preceptor & APPE Director.
| | • Professional activities:
| | • Job or Residency Interviews
| | • Religious Observances
| | **All pre-planned excused absences must be approved by the preceptor and APPE Director.**
| | Students will be expected to complete additional work in concert with or in addition to attending the professional activity at the discretion of the preceptor.

| Unexcused Absence | An unexcused absence is when the absence is not acknowledged with the appropriate notification to both the preceptor and APPE Director.
| | • A written explanation to the preceptor (with any supporting documentation) with a copy to the APPE Director is required within 48 hours of an absence without the appropriate notification.
| | • Make-up time as directed by the preceptor must be performed.
| | • The first unexcused absence will result in a grade reduction of one letter grade.
| | • 2 unexcused absences can result in a dismissal from the site and a failure for the experience.
| | • The dismissal from the site and subsequent failure of the rotation will result in a delay in graduation. The College is not obligated to reassign a student pharmacist for breaches in professionalism that result in dismissal from site.

| Extended Excused Absence | Occurs when a student misses more than 5 days during any given module; the student will need to withdraw from the course and required to register for an equivalent module at the beginning of the next APPE rotation year.

| Pregnancy/prolonged illness | • Must contact the APPE Director and the Assistant Dean of the Office of Student Affairs as soon as possible once pregnancy or prolonged illness is known.
| | • Must provide medical documentation of the pregnancy or prolonged illness from a health care provider to the above mentioned. The documentation must state the anticipated duration of absence, including the date the student will be able to return to rotation.
| | • Must provide a signed statement from the healthcare provider that gives clearance to return to experiential duties after the pregnancy or prolonged illness has resolved.

| Other Absences | Jury Duty: Students summoned for jury duty must contact the APPE Director immediately.
| | Holidays: The student’s rotation site may or may not be open on Federal holidays. Attendance on these days is at the discretion of the preceptor. If the student is not required to attend, this should be documented in the final evaluation. Students should review holiday coverage with their preceptor.
before reporting to the site to determine whether additional project work will be required to complete the minimum total hours (240 contact hours) required for the APPE rotation.

Unmet Requirements: If the student is excused from the site due to unmet rotation requirements, the student must contact the APPE Director. If the student leaves the rotation site for any reason other than illness, the student should contact the APPE Director.

Extenuating Circumstances unforeseen by this policy: Students with extenuating circumstances not addressed by these policies should contact the APPE Director.

**Coronavirus (COVID-19) policy**

To protect our community, all students are expected to comply with the protocols and guidelines articulated in this document. Failure to do so jeopardizes the safety and well-being of our students and colleagues. In alignment with the University’s Year 2021-22 Operating plan the current policies are in place:

a. All students must adhere to CDC and State of Illinois public health guidelines, including social distancing and wearing masks while on campus or in any CSU facility. These guidelines will be enforced.

b. The University will make health information for students available via email and on Moodle.

c. Any student who has been diagnosed with COVID-19 or exhibits symptoms must not come to campus or practice site. Any student who is sick, or suspects they may be getting sick, must inform the APPE Director and preceptor and not come to campus, any CSU facility or practice site and should follow the necessary precautions outlined below:

   1. Step 1: Inform your physician or health care provider, and report to CSU by alerting the APPE Director, the Assistant Dean of Student Affairs, the Office of the Provost, and CSU COVID-19 Task Force Director by filling out the COVID-19 Report Form (available on Cougar Connect under the Home tab).

   2. Step 2: Do not come to campus; self-isolate for the minimum of days that the prevailing health protocols require; stay home except to receive medical care and monitor symptoms.

   3. Step 3: Provide proof of a negative COVID-19 test through your health care provider to safely return to campus and practice site. This information should be forwarded to the APPE Director.

d. Any student who has been exposed to a person with COVID-19, or suspect that they have been exposed to COVID-19, must self-quarantine for a minimum of days that the prevailing health protocols require.

e. The University encourages all students who are eligible to receive the COVID-19 vaccination as they are able and in consultation with their personal physicians.

f. Any student who is unable to report to site due to being exposed to COVID-19, it will be discussed with the preceptor if the student is allowed to complete assignments virtually to stay on track.

g. Any student, who is not allowed to complete assignments virtually due to being exposed to COVID-19, will receive an “incomplete” grade for the course and the course will be made up during the next academic year.

**Immunizations and Physical Exam**

Students accepted into the College of Pharmacy must complete the required vaccination, immunization, and health screenings. Failure to obtain all required vaccinations, immunizations, and health screenings may result in dismissal from the College. Each student must provide the University Wellness Center with documented proof of all required vaccinations, immunizations, proof of immunities, and health screenings. Additionally, students
will be required to upload vaccinations, immunizations, and health screenings documentation to (My Record Tracker). Students should also maintain documented proof of all required vaccinations, immunizations, proof of immunities, and health screening should an experiential education site request such documentation.

The student must have immunizations and show proof of immunity (titers), at a minimum, for the following:

- Measles (Rubeola)
- Mumps
- Rubella
- Polio (proof of immunization only)
- Varicella
- Hepatitis B
- Tetanus, Diphtheria, and Pertussis (proof of immunization only)

Additionally, students must annually obtain and show proof of either a negative tuberculosis skin test or, if the skin test is positive or has been positive in the past, a chest x-ray showing lack of active disease. Any student that has had a positive tuberculosis skin test will also be required to submit an Annual Statement of Health. Likewise, an annual seasonal flu vaccination is required for all students at Chicago State University College of Pharmacy—documentation of the receipt of annual seasonal flu vaccine should be uploaded to My Record Tracker no later than September 15th annually. Some experiential education sites may require additional immunizations as well as documentation of more frequent screenings. Any student that fails to meet required deadlines for completion/submission of annual or booster immunizations is subject to forfeiture of future/current enrollment in the College of Pharmacy.

**Criminal Background Checking and Drug Screening**

Chicago State University College of Pharmacy requires criminal background checks of all students enrolled in the Doctor of Pharmacy program. Background checks will be initially completed during the first semester of the Doctor of Pharmacy program and each subsequent fall semester of professional years 2 and 3. The final criminal background check will be completed prior to beginning the advanced pharmacy practice experience (APPE) in the spring semester of the 3rd professional year. However, the College-initiated criminal background checks do not preclude any experiential education site from conducting their own criminal background check process (including fingerprinting) based on their operational policy. Additional criminal background checks may be required as dictated by changes in experiential education site requirements.

The Chicago State University College of Pharmacy is committed to educating student professionals who are free from alcohol abuse, cannabis abuse, or the use of illegal drugs (Illegal drugs include any substance which is not legally obtainable or which may be obtainable but has not been legally obtained or which is used in a manner or for a purpose other than as prescribed in compliance with applicable state and federal laws). Students may not report to the College or experiential education sites under the influence of drugs or alcohol nor consume alcoholic beverages, cannabis, or take illegal drugs while at the College or at any experiential education site. Drug screenings will be initially run during the first semester of the Doctor of Pharmacy program and each subsequent fall semester of professional years 2 and 3. The final drug screen will be completed prior to beginning the advanced pharmacy practice experience (APPE) in the spring semester of the 3rd professional year.

**Cardiopulmonary Resuscitation (CPR) Certification**

- All student pharmacists are required to obtain and maintain CPR certification prior to the beginning of the APPE year during spring semester of professional year 3.
- Proof of this certification should be uploaded in Core ELMS & Moodle by the student pharmacist.
• If the certification expires before the student completes the APPE year, recertification must be completed, and proof of this recertification must also be uploaded into Core ELMS for immediate retrieval if needed at a given site.
• Failure to comply with this requirement may affect the submission of attestation forms on behalf of the student pharmacist as required by certain sites. Failure to provide this proof of compliance to the rotation site on behalf of the student may result in cancellation of the APPE slot which could result in a delay in graduation because the College is not obligated to find a replacement site due to non-compliance.

HIPAA Training
• All student pharmacists are required to obtain HIPAA training through Pharmacist’s Letter.
• Proof of this training must be uploaded to Core ELMS and Moodle by the student pharmacist.
• Failure to comply with this requirement may affect the submission of attestation forms on behalf of the student pharmacist as required by certain sites. This proof of compliance on behalf of the student may result in cancellation of the APPE slot which could result in a delay in graduation because the College is not obligated to find a replacement site due to non-compliance.

Blood Borne Pathogens Training and Exposure
• Universal Precautions:
  o Precautions must be observed when dealing with body fluids of any type and amounts. All students performing tasks with educational exposure shall practice universal precautions. As such, all human blood or other potentially infectious materials (OPIM) shall be considered to be infectious for HIV, HBV, HCV, and other blood borne pathogens (BBP), regardless of the perceived status of the source individual. All students performing tasks with a potential for educational exposure shall perform such tasks in a manner consistent with universal precautions.
• Exposure Incident:
  o “Exposure incident” means a specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with bloom or OPIM that result from the performance of a student’s duties. An individual who sustains an exposure incident shall immediately conduct first aid. When such an exposure (or “needle-stick”) occurs, the following steps must be followed:
    1. The exposure site should first be thoroughly washed with soap and water and/or irrigated for 15 minutes.
    2. The student should immediately report the incident to the supervising faculty member or preceptor.
    3. A Blood Fluid/Needle Stick Incident Exposure Report Form must be completed on what happened. The contact information of all involved parties should be obtained as part of this document.
    4. The student should seek immediate evaluation at one of the following locations (as applicable):
       ▪ During regular business hours: Chicago State University Wellness Center, ADM 131. 773.995.2010
       ▪ After regular business hours: Advocate Trinity Hospital, 2320 East 93rd Street, Chicago, IL 60617, 773.967.2000, or the closest hospital emergency room.
         a. Identify yourself as a CSU College of Pharmacy student and that you have just experienced an exposure to possible blood borne pathogens.
b. You will be referred to a special team of professionals trained to handle this situation. It is possible that some facilities may insist that you follow their procedures and seek treatment in their institution. The student should seek guidance from the supervising faculty member or preceptor on what to do.
c. The student should have a post-exposure evaluation completed. A post-exposure evaluation (PEP) should include a risk assessment of the potential for HIV transmission based on the type of body substance involved, as well as the route and severity of the exposure.
d. For incidents that involve a specific patient, arrangements should be made to evaluate the person whose blood or body fluid was the source of the exposure. That patient should be asked to accompany the student to or report on her/his own to a Hospital Emergency Department for evaluation as well (at no cost to the patient). This is generally done through established institutional protocols that will be initiated by the health care provider evaluating your exposure, and may include serological assessment of hepatitis B, hepatitis C, and HIV infection. In the absence of known-source HIV status, clinical information about the source, if known, will be used to suggest or rule out possible HIV infection. The risk assessment of both the severity of the exposure and the HIV status of the source will help determine whether post-exposure prophylaxis (PEP) for HIV is recommended. If indicated, PEP should be initiated as soon as possible after an exposure (i.e., within a few hours). It is important that the post-exposure evaluation be completed as soon as possible. If HIV PEP is initiated, then medical follow up, further lab studies, and additional counseling should occur.

e. The student will generally undergo baseline testing for susceptibility to BBP at the time of the exposure including the antibody to HIV. The need for an appropriate interval for follow-up testing will depend to some degree on the source patient’s test results as well as the student’s baseline status. It is important to note that there is no recommended post-exposure prophylaxis for hepatitis C, which is a more prevalent blood borne pathogen than HIV. Thus, follow-up testing after an exposure to a source infected with hepatitis C is extremely important.

5. The supervising faculty member or preceptor must submit the Blood Fluid/Needle Stick Incident Exposure Report Form and the student must report in detail all subsequent actions taken to the Office of Experiential and Continuing Professional Education (OECPE) within 24 hours. OECPE will notify the Director of the Wellness Center and the CSU Life Safety Specialist of the incident.

6. Students should cooperate with the evaluation, treatment, and follow-up recommendations made at the time of their exposure assessment.

7. Student are responsible for all expenses incurred in the management/treatment of these exposures and should seek payment/reimbursement through their health insurance company.
Questions regarding the Blood Borne Pathogen policy and procedures should be directed to the Associate Dean of OECPE, Dr. Charisse Johnson (773.821.2587), the Director of the Wellness Center, Dr. Lisa Young (773.995.2011), or the CSU Life Safety Specialist Mr. Fred Williams (773.995.3675). For further information, consult the CSU Blood Borne Pathogen Exposure Control Plan.
SECTION 5: PRECEPTOR REQUIREMENTS AND EXPECTATIONS

Preceptors
Preceptors are critical to the success of our program by providing learning experiences that help ensure the transition of student pharmacists into effective and responsible pharmacy practitioners. Thus, preceptors have key responsibilities in the success of the experiential program. When the student arrives, preceptors should conduct an orientation with the student as soon as possible, which should include at tour, detailed explanation of the workflow, introductions to staff, and overview of policies and procedures.

Guidelines for Preceptors
1. The Preceptor’s role is multidimensional- a role model, teacher, mentor and co-worker.
2. The Preceptor should promote cooperation between student pharmacists and other members of the health care team (i.e. physicians, nurse, social workers, lab technicians, etc.).
3. The Preceptor should indoctrinate the student pharmacists with the principles of professional ethics by deeds as well as words.
4. The Preceptor should always explain in detail, what is expected of a student pharmacist, with respect to appearance, attitude, and method of practice and make certain that both he/she and his/her associates adhere to the same standards.
5. The Preceptor must insist on communication with the student pharmacist at all times and be willing to discuss any aspect of professional practice that does not violate his/her responsibility to his/her employer or employees.
6. The Preceptor should afford the student pharmacist the mutual respect and patience needed to ensure an optimal learning experience.
7. The Preceptor should never assume a student pharmacist’s competency but determine it by reviewing his/her work profile and by discussion and experience.
8. The Preceptor should provide criticism that is constructive and empathetic; it should be conveyed to the student pharmacist privately, whenever possible.
9. The Preceptor should stimulate (simulate) a positive attitude in all aspects of professional practice.
10. The Preceptor should promote, at all times, a constructive and positive attitude toward fellow practitioners and other members of the health professions.
11. The Preceptor should not discuss personal matters with the student pharmacist unless they relate to his/her professional practice.
12. The Preceptor must keep in mind that fair and constructive evaluation of the student pharmacist’s ability to perform designated activities is a serious responsibility, which affects the student pharmacist’s progress and performance as a future practitioner.

Taken from:
General Provisions
If a difficult situation with a student arises, the preceptor should discuss the situation with the student immediately and maintain detailed documentation of the situation.

- Consultation with the APPE Director is encouraged for input regarding the situation.
- Preceptors should also contact the OECPE Associate Dean to report verbally and/or in writing violations of experiential education program polices.
- Incidents concerning alleged ethical and legal violations of the practice of pharmacy, alleged sexual harassment, verbal abuse, inappropriate and offensive physical contact and all forms of discrimination should NOT be reported on the evaluation forms at the end of the practicum.
- These incidents should be reported immediately through email or telephone in order to ensure the appropriate action will be taken in accordance with University/College guidelines.

Preceptor Site Selection
The following are the criteria used to select preceptors for CSU-COP professional practice experiences:

- The preceptor must be licensed and in good standing by the respective Board of Pharmacy as required by the practice environment;
- The preceptor must have at least one year of pharmacy practice experience as a pharmacist with at least six months of experience at the respective practice site;
- The preceptor should be willing to attend University and/or College sponsored educational and training programs aimed to expand the knowledge base in effective teaching strategies, pedagogical theories and application, and other techniques to facilitate student learning;
- The preceptor must complete a Preceptor Application Form; and
- The preceptor must adhere to a philosophy of education that is consistent with the educational mission of CSU-COP and adhere to all guidelines of the program.

Practice Site Selection
The following are the criteria used to select a practice site for CSU-COP professional practice experiences:

- The practice site must be licensed and in good standing by the respective Board of Pharmacy and other applicable regulatory entities as required by the practice environment;
- The practice site must, in conjunction with CSU-COP, fully execute and abide by all conditions and requirements as contained within the “Affiliation Agreement for Student Placements in a Practice Setting” or other agreement as mutually agreed upon by the practice site and CSU-COP;
- The practice site must submit a “Pharmacy Practice Experience Site Profile” to the Office of Experiential and Continuing Professional Education (OECPE);
- The practice site must exhibit a commitment to the education of student pharmacists by fostering an environment that nurtures student learning, encourages adequate and meaningful interactions with patients and staff, and possess the appropriate technology and resources to support student pharmacy training; and
- The practice site must be devoted to providing patient-centered care consistent with contemporary pharmacy practice.

Experiential Site Expectations:

- Meets all state and federal laws related to the practice of pharmacy;
- Provides adequate patient population information based on the learning objectives for the rotation;
- Provides patient care services for diverse populations (as applicable);
• Provides access to library and learning resources (as applicable) sufficient to support the rotation objectives and expectations;
• Demonstrated commitment to the education of student pharmacists;
• Reinforces ethical behavior related to the practice of pharmacy;
• Supports professional staff involvement in the education of student pharmacists;
• Nurtures and supports pharmacist and student pharmacist interactions with patients (as applicable) in the practice environment;
• Provides daily contact with the preceptor or a qualified designee to ensure that students receive feedback and have opportunities to ask questions;
• Provides adequate technology in support of the rotation objectives and expectations; and
• Encourages pharmacists’ participation with multidisciplinary/interdisciplinary healthcare professionals.

Preceptor Benefits

Adjunct Appointment/Accessing CSU Library Remotely
The College realizes the time and resources preceptors dedicate to our students. Therefore, all preceptors will be granted an adjunct appointment to the University.

The adjunct appointment affords preceptors certain benefits and privileges, such as a CSU email account for communication with the University community, access to faculty development opportunities, and remote Internet access to the University Library. Your User Name, password (which are also used to access remote library services) and email address will be mailed to you by the CSU Information Technology Division. If you do not receive your User Name, password, and email account, please contact the Office of Experiential and Continuing Professional Education at 773.821.2152 or at OEE@csu.edu.

To access pharmacy specific databases from the Library, visit http://library.csu.edu; under “Information” click “Journals via databases” and then under “Subject List of Databases” click “Pharmacy”; you will be prompted to enter your User Name and password.

Access to College and University Events
Preceptors also receive invitations to and recognition during special events held by the College, in College-published newsletters, receive reduced fees for attendance at selected College and/or University-sponsored education events, and have access to University athletic facilities (with a University-issued ID card).

Preceptor Education and Training Program (Faculty Development)
The College offers programming designed to ensure that preceptors have the knowledge and tools necessary to be effective teachers by providing various seminars focusing on topics such as educational methodologies, preceptor roles and responsibilities, and continuing professional development.

Collaborative Education Institute (CEI)
With the CEImpact Preceptor and Pharmacist Library, preceptors gain access to online resources, practical tools, continuing education and group discussions to advance teaching skills and engage students and residents. Courses (ACPE accredited) in patient safety, law, immunization, and drug therapy are also available.
How to access CEI:

1. Login to CEImpact at www.CEImpact.com
2. Access any course in the Preceptor or Pharmacist Library. Click on the course name and register.
4. Your course will be in your profile. If you do not have a profile in CEI, please create one before registering for a course. Click Login, then “New to CEI”.

Core ELMS Software

Core ELMS is the online data management system utilized by the CSU-COP to administer and manage the professional practice program. Core ELMS permits student selection of practice sites and submission of assignments. It also allows preceptors to access student-specific data and submit evaluations and grades. All students and preceptors are issued User IDs and passwords to access Core ELMS. Students and preceptors can do the following:

1. Update student contact information throughout the year.
   a. Address change- IMPORTANT NOTE: A primary/current address is required. Upon initial login you will want to update this information as it will say “unknown”. You can also add/update your permanent address if it differs from your primary.
   b. A current cell phone number is required.
   c. Adding additional email addresses are acceptable.
2. Update preceptor contact information.
   a. Preceptors must submit a “Preceptor Site Profile Form” to the APPE Director in order to update practice site information.
3. View assigned sites and site information.
4. Access preceptor and site contact information.
5. Access student contact information.
6. Complete student evaluations.
7. Complete preceptor/practice site evaluations.
8. Verify student rotation hours.

Core ELMS website can be accessed at the following link:

https://www.academicsuiterx.com/experiential_login.php

The user will be prompted to login. For first time users, the user name was sent via email from Core ELMS. After logging in you will be able to change your user name and password. Please remember your password for future use as your user name and password will follow you throughout your academic career; it is not course-specific.

For Core ELMS login and password information, please contact Tamaria Thomas, Program Specialist, in OECPE at 773.821.2503 or via email at thoma37@csu.edu.
Evaluations

During each rotation, the student and preceptor will complete evaluation tools to monitor the student’s progress through the educational experience. All forms are available online in the Core ELMS system.

Required Preceptor Evaluations

1. Preceptor Evaluation of the Student
   a. Midpoint Evaluation (formative): The preceptor completes a midpoint student evaluation (approximately 3 weeks into the rotation) using the Advanced Pharmacy Practice Experience (APPE) Student Rotation Evaluation Form for each rotation type (Community, Institutional, Ambulatory Care, General Medicine, Direct Patient Care, or Non-Direct Patient Care). This evaluation provides an opportunity for the preceptor to reinforce strengths and identify weaknesses and challenges. Additionally, it is an opportunity for setting new goals and strategies for improvement. This evaluation should be reviewed with the student at that time.
   b. Final Evaluation (summative): The preceptor completes a final student evaluation during the final week of the rotation. The preceptor will evaluate the student’s overall performance during the rotation, issue a grade, and verify that required hours (240 contact hours) were completed by the student. The evaluation should be completed prior to meeting with the student. It is important to include examples to support your evaluation and that speak directly to the student’s specific positive attributes as well as areas for improvement.

2. Preceptor Evaluation of the Experiential Education Program
   a. To help ensure that OECPE provides the support (e.g., information, communication, supplies, etc.) that is essential for preceptor success.
   b. A component of the College’s experiential program quality assurance process includes the preceptor completing an evaluation of the experiential education program.
   c. There will be an annual evaluation submission by each preceptor and a more comprehensive periodic evaluation (American Association of Colleges of Pharmacy-AACP) provided for this purpose.

Preceptors should inform OECPE immediately if any of the following occurs:
   • If a minimum of 240 contact hours has not been completed by the student during the 6-week rotation block.
   • The student does not show up for the rotation and has not called to inform you of delay or illness.
   • The student is failing the rotation.
   • The student has experienced a needle stick, or any other injury at the site.
   • There are behavioral or professional issues with the student.
   • The student has violated HIPAA.
   • The student is not in compliance with the APPE sick day and/or planned absence policy.

Required Student Pharmacist Evaluations

1. Student Self-Assessment: The student completes an initial assessment, using the Advanced Pharmacy Practice Experiences (APPE) Student Self-Assessment: Direct Patient Care or Non-Direct Patient Care Evaluation Form, at the beginning of each rotation. This allows the student to initially assess his/her skills and competency prior to the start of the rotation and gauge his/her knowledge and skills growth at the end
of the rotation. This assessment also assists the student to be more actively involved in their own learning process to enhance independent thinking and life-long learning.

2. **Preceptor/Practice Site Evaluation:** The student must submit a Preceptor/Practice Site Evaluation at the end of each rotation. The information and comments submitted on this form are considered confidential and a composite of the information is shared with the preceptor only after all rotations have ended. The evaluation form also provided the student with an opportunity to nominate a preceptor for the “Preceptor of the Year” award in recognition of their contributions to the student’s experience.

It is the responsibility of the student pharmacist to encourage the preceptor to complete the appropriate on-line evaluations. Failure of the preceptor to complete the evaluations should be reported to the APPE Director within five (5) days following the completion of the APPE.

**Conflict Resolution**

It is always better to address issues or concerns early in the APPE so that there is time for intervention and resolution. A delay in reporting an issue or concern until the end of the APPE when completing the preceptor and site evaluation may not provide an opportunity for intervention or resolution. Therefore, in resolving a conflict with a preceptor, the student pharmacist should:

- Request individual conference time with the preceptor; be sure to express his/her concerns in a non-confrontational way
- Be explicit about how expectations are not being met, or about what changes could be made to help in understanding the rotation or possibly improve the experience
- Be specific in a grade dispute about which of the preceptor’s comments and/or other indications of evaluation criteria that are not clear
- Make contact with the APPE Director if resolution of any conflict is not obtained through these measures. The APPE Director will need some information, so a series of questions might be asked before specific suggestions can be offered on further steps that might be taken in working with the preceptor, or in some circumstances, will work with both the student pharmacist and the preceptor until the conflict is resolved

The student pharmacist should:

1. Determine if the situation requires action to be taken
2. Analyze possible courses of action and the potential effect
3. List a number of possible solutions for each cause
4. Approach the preceptor in a calm, composed professional manner to discuss his/her concerns and/or issues
5. If the situation is not resolved, an email should be sent to the APPE Director stating the situation, background, your assessment, and recommendation as to how to resolve the issue. **SBAR (Situation-Background-Assessment-Recommendation)**
6. The APPE Director will document and make a recommendation to help resolve the situation.

**APPE Clinical Interventions/Outcomes Documentation**

An important component of providing clinical pharmacy services is the documentation of the services provided. This not only occurs in the completion of a SOAP note as a written communication for other healthcare professionals engaged in the care of the patient but also can include an intervention documentation form that categorizes and further analyzes the type of intervention provided as its resultant outcomes. This type of documentation is also included as an element in the justification of provided services, utilizing cost-avoidance
calculations described in the pharmacy and medical literature. Thus, student pharmacists are required to complete an APPE Clinical Intervention/Outcomes Documentation Form for each clinical intervention performed during an APPE rotation.

Students should record all interventions for which they were directly responsible for at the site as it relates to the identification and/or resolution of drug related problems. Intervention types include: identification and/or resolution of untreated indication, duplicative therapy, allergies, sub therapeutic dosage, over dosage, adverse drug reactions, medication errors, and contraindications. The student should submit the form to the preceptor for review, feedback and approval signature. In lieu of the APPE Clinical Interventions/Outcome Documentation form, the student may use another form (electronic, etc.) as approved by the preceptor.

**College Responsibilities**

The Office of Experiential and Continuing Professional Education (OECPE) will ensure that the students and preceptors are provided with the necessary resources and materials. The OECPE will also ensure that both students and preceptors adhere to the guidelines of the program.
Communication Tips

1. Discuss with your preceptor where you are at in your rotations and what you want to get out of the coming rotation.
2. Determine what time and where to be on the first day of rotation.
3. Discuss other items including:
   a. Parking
   b. Attire: name badge, white coat, etc.
   c. Hours of the rotation
   d. Assignments or projects (preceptor may be willing to provide you with a syllabus in advance)

Example Email Script to Preceptor:

Good Morning Dr./Ms./Mr. Preceptor,

My name is ______________. I am a Pharmacy Student from Chicago State University and I am scheduled to begin my rotation with you in 3 weeks. I wanted to determine what requirements you need me to complete before my rotation begins. Are there any pre-rotation readings you would like me to complete? I have had the following rotations thus far this year, __________, __________, __________. I hope to learn about __________, __________, __________ while on rotation at your site. Where should I meet you on the first day? What time should I be there? Is there any additional information you need from me at this time?

Best Regards,
“Your name”

During Rotation

- Develop a calendar to schedule required responsibilities (i.e. journal club, topic discussion, project due dates, etc..) while on rotation.
- Keep an open mind about each rotation.
- Remember you aren’t expected to know everything and it is okay to say I don’t know.
- Discuss expectations at the beginning of the APPE and throughout the APPE.
- Take an active role in your learning.
- Advice or direction from the preceptor should be viewed as a learning experience. Students should never publicly question the advice or directions of the preceptor; these issues should be discussed in private. The student and the preceptor are encouraged to discuss differences or conflicts with the APPE Director.
- Student should take an active role in communicating with pharmacists, patients, and other health care professional, but only under the direct supervision and authorization of the preceptor. Students should seek advice regarding methods of communication that are appropriate for various types of encounters.
CSU-COP Professional Program Competencies (updated December 2016)

Pharmacy graduates of the CSU-COP will be able to demonstrate the following competencies:

**Foundational Knowledge and Skills:** Demonstrate strong foundational knowledge and skills in biomedical, pharmaceutical sciences, social/administrative/behavioral, and clinical sciences.

**Provide Patient Care:** Utilizing problem solving skills, provide patient-centered care through the design, implementation, monitoring, documentation, evaluation, and adjustment of pharmacy care plans that are patient-specific, address social and cultural factors, and are evidence-based and reflect the standard of care, while serving as the patient’s advocate, through the provision of a trusting and established patient provider relationship.

**Provide Population-Based Care:** Provide population-based care through the ability to develop population-specific, evidence-based disease management programs and protocols based upon analysis of epidemiologic and pharmaco-economic data, medication-use criteria, medication use review, knowledge of healthcare systems, and risk-reduction strategies.

**Manage Resources and Medication Systems:** Manage and evaluate human, physical, medical, informational, and technological resources, in the provision of patient care to implement safe and effective medication usage, identify population and patient-specific data, apply research outcomes, participate in drug use and health policy.

**Promote Disease Prevention and Health Promotion:** Promote the availability of effective health and disease prevention services and health policy through the application of population-specific data, quality improvement strategies, informatics, and research processes to identify and solve public health problems, and to help develop health policy, manage chronic disease, and improve overall health and wellness.

**Manage Literature and Information Effectively:** Retrieve, analyze, and interpret literature to implement evidence-based practice.

**Communicate Effectively:** Communicate and collaborate (verbally, non-verbally and in writing), with patients, caregivers, physicians, nurses, other healthcare providers, policy makers, members of the community, and administrative and support personnel to engender a team approach to patient care.

**Demonstrate Moral Reasoning, Clinical Ethics, Professional and Legal Responsibility:** Carry out pharmacy duties in accordance with legal, ethical, social, economic, and professional standards.

**Demonstrate Personal and Professional Development:** Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.
NAPLEX COMPETENCY STATEMENTS

Revised Competency Statements (Effective January 1, 2021)

AREA 1- Obtain, Interpret, or Assess Data, Medical or Patient Information (Approximately 18% of Test)

- 1.1-From instruments, screening tools, laboratory, genomic or genetic information, or diagnostic findings
- 1.2-From patients: treatment adherence, or medication-taking behavior; chief complaint, medication history, medical history, family history, social history, lifestyle habits, socioeconomic background
- 1.3-From practitioners: treatment adherence, or medication-taking behavior; chief complaint, medication history, medical history, family history, social history, lifestyle habits, socioeconomic background
- 1.4-From medical records: treatment adherence, or medication-taking behavior; chief complaint, medication history, medical history, family history, social history, lifestyle habits, socioeconomic background
- 1.5-Signs or symptoms of medical conditions, healthy physiology, etiology of diseases, or pathophysiology
- 1.6-Risk factors or maintenance of health and wellness
- 1.7-Evidence-based literature or studies using primary, secondary, and tertiary references

AREA 2- Identify Drug Characteristics (Approximately 14% of Test)

- 2.1-Pharmacology, mechanism of action, or therapeutic class
- 2.2-Commercial availability; prescription or non-prescription status; brand, generic, or biosimilar names; physical descriptions; or how supplied
- 2.3-Boxed warnings or REMS
- 2.4-Pregnancy or lactation

AREA 3-Develop or Manage Treatment Plans (Approximately 35% of Test)

- 3.1-Triage or medical referral
- 3.2-Therapeutic goals or outcomes and clinical endpoints
- 3.3-Medication reconciliation; indication or therapeutic uses; lack of indication; inappropriate indication; duplication of therapy; omissions
- 3.4-Drug dosing or dosing adjustments duration of therapy
- 3.5-Drug route of administration, dosage forms, or delivery systems
- 3.6-Drug contraindications, allergies, or precautions
- 3.7-Adverse drug effects, toxicology, or overdose
- 3.8-Drug interactions
- 3.9-Therapeutic monitoring parameters, monitoring techniques, monitoring tools, or monitoring frequency
- 3.10-Drug pharmacokinetics or pharmacodynamics
• 3.11-Evidence-based practice
• 3.12-Non-drug therapy: lifestyle, self-care, first-aid, complementary and alternative medicine, or medical equipment

AREA 4-Perform Calculations (Approximately 14% of Test)
• 4.1-Patient parameters or laboratory measures
• 4.2-Quantities of drugs to be dispensed or administered
• 4.3-Rates of administration
• 4.4-Dose conversions
• 4.5-Drug concentrations, ratio strengths, osmolarity, osmolality, or extent of ionization
• 4.6-Quantities of drugs or ingredients to be compounded
• 4.7-Nutritional needs and the content of nutrient sources
• 4.8-Biostatistics, epidemiological, or pharmacoeconomic measures
• 4.9-Pharmacokinetic parameters

AREA 5-Compound, Dispense, or Administer Drugs, or Manage Delivery Systems (Approximately 11% of Test)
• 5.1-Physicochemical properties of drug products affecting compatibility, stability, delivery, absorption, onset, duration, distribution, metabolism, or elimination
• 5.2-Techniques, procedures, or equipment for hazardous or non-hazardous sterile products
• 5.3-Techniques, procedures, or equipment for hazardous or non-hazardous non-sterile products
• 5.4-Equipment or delivery systems
• 5.5-Instructions or techniques for drug administration
• 5.6-Packaging, storage, handling, or disposal

AREA 6-Develop or Manage Practice or Medication-Use Systems to Ensure Safety and Quality (Approximately 7% of Test)
• 6.1-Interdisciplinary practice, collaborative practice, or expanded practice responsibilities
• 6.2-Continuity of care or transitions of care
• 6.3-Disease prevention or screening programs; or stewardship
• 6.4-Vulnerable populations, special populations, or risk prevention programs
• 6.5-Pharmacy informatics
PHARMACIST PATIENT CARE PROCESS

Pharmacists use a patient-centered approach in collaboration with other providers on the health care team to optimize patient health and medication outcomes. An essential first step is the establishment of a patient–pharmacist relationship that supports engagement and effective communication with patients, families, and caregivers throughout the process. In addition, at the core of the process, pharmacists continually collaborate, document, and communicate with physicians, other pharmacists, and other health care professionals in the provision of safe, effective, and coordinated care. This process is enhanced through the use of interoperable information technology systems that facilitate efficient and effective communication among all individuals involved in patient care.