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## EXPERIENTIAL EDUCATION HANDBOOK

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APPENDIX V – PRECEPTOR/STUDENT CONCERN FORM

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## FOREWORD

Welcome to the California Northstate University College of Pharmacy's (CNUCOP) Experiential Education Department (EED). As with all emerging academic programs, the EED undergoes continuous quality improvement. The primary objective of this handbook is to describe the overall EED structure and process. The secondary objective is to describe the roles and expectations of students, preceptors, faculty, and staff. Additionally, this handbook describes the individual courses, outcomes, policies and activities.

Please forward any feedback to [Experiential@CNSU.edu](mailto:Experiential@CNSU.edu).

## MISSION, VISION, GOALS AND VALUES

### MISSION OF CNUCOP

To Advance the Science and Art of Pharmacy

### VISION OF CNUCOP

To innovate active learning strategies in educating students and practitioners, advance the practice of pharmacy, and improve the health of Californians, and beyond.

### VISION OF EXPERIENTIAL EDUCATION

Shaping future Pharmacist Practitioners to advance the art and science of pharmacy practice.

### MISSION OF EXPERIENTIAL EDUCATION

To facilitate the application of classroom knowledge to clinical settings as students assume the practice of patient-centered care, and learn to become competent pharmacist practitioners through collaboration with their peers, preceptors, and other health care professionals.

## ACCREDITING BODIES

### ACCREDITATION COUNCIL FOR PHARMACY EDUCATION (ACPE)

"California Northstate University's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60503, 312/664-3575; FAX 312/664-4652, web site [www.acpe-accredit.org](http://www.acpe-accredit.org)."

### BUREAU FOR PRIVATE POSTSECONDARY AND VOCATIONAL EDUCATION (BPPVE)

Approval to operate as a degree-granting college of pharmacy in California was obtained from the Bureau for Private and Postsecondary and Vocational Education (BPPVE) on April 15, 2007. Approval or approval to operate means that the Bureau has determined that an institution meets minimum standards established by the Bureau for integrity, financial stability, and educational quality, including the offering of

bona fide instruction by qualified faculty and the appropriate assessment of students' achievement prior to, during, and at the end of its program.

The BPPVE for Private Postsecondary and Vocational Education (Bureau) is a state regulatory agency within the California Department of Consumer Affairs (DCA), established in January 1998. The Bureau is responsible for approving and regulating private postsecondary and vocational institutes of education in California. The Bureau was established to foster and improve the educational programs and services of these institutions while protecting the citizens of the state from fraudulent or substandard operations (California Education Code §94705). In addition, the Bureau mediates complaints between students and institutions and investigates schools as necessary.

## WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC)

California Northstate University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), 985 Atlantic Avenue, #100, Alameda, CA 94501, 510.748.9001.

## DOCTOR OF PHARMACY DEGREE REQUIREMENTS

### EDUCATIONAL PHILOSOPHY

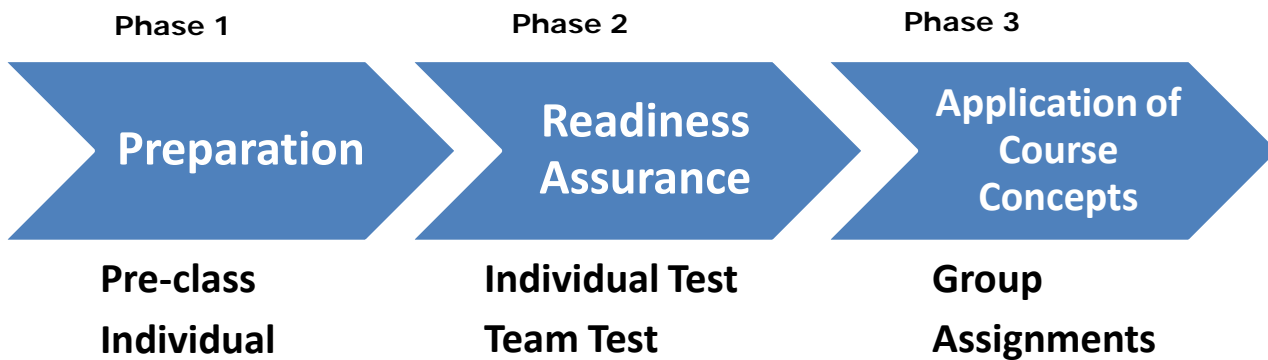
The California Northstate University College of Pharmacy curriculum is designed to guide the student to become an active, self-directed, lifelong learner. The four year curriculum has been carefully structured to facilitate and optimize student learning in a progressive and integrated manner both in didactic and experiential courses.

### TEAM-BASED LEARNING

The faculty has adopted Team-Based Learning (TBL) throughout the didactic curriculum. TBL is a well-defined educational strategy that California Northstate University College of Pharmacy will use throughout the first three years of the curriculum and a modified TBL may be used during the 4<sup>th</sup> year. TBL promotes judgment, mastery of content, communication, teamwork skills, problem-solving, and critical thinking. It also emphasizes the importance of individual accountability, group collaboration, and the application of basic concepts to work through team assignments. The role of the instructor is to clearly articulate the learning objectives, create challenging problems for students to solve, and probe their reasoning in reaching conclusions.

At the beginning of each course, the instructor will form teams comprised of five to seven students based on various criteria that will help achieve an even distribution of resources across all teams. Students remain with the same team throughout the semester for each course. All students are accountable for their individual and group work. Peer evaluations are performed once or twice a semester.

The format for TBL is comprised of three phases as shown in the diagram below.



In Phase 1, learners study independently outside of class to master identified objectives. This may involve audio taped mini lectures, reading assignments, or other activities. In Phase 2, individual learners complete a multiple choice exam to assure their readiness to apply the concepts learned during Phase 1. This is referred to as the Individual Readiness Assurance Test (IRAT). Then, together, teams retake the same multiple choice test and reach a consensus on the answer for each question. This is referred to as the Team Readiness Assurance Test (TRAT). Written appeals may be submitted by any team who would like to challenge the instructor on the correct answer or the adequacy of Phase 1 assignments. The instructor will provide immediate feedback on the concepts covered on the exam and will consider giving additional points to teams if their appeals are upheld. In Phase 3, which may last several class periods, teams will complete in-class assignments that promote collaboration, use of Phase 1 and Phase 2 knowledge, and identification of learning deficiencies. At designated times; all teams simultaneously share their team's answers to the assignment for easy comparison and immediate feedback. This three phase sequence may be repeated several times during the course.



## DOCTOR OF PHARMACY CURRICULUM

Semester seven and eight courses may be taken in an order other than what is listed below:

Course #	COURSE TITLE	Credits
<b>Semester I</b>		
PBS 601	Cellular and Molecular Biology and Biochemistry	5
PBS 603	Medicinal Chemistry & Physical Pharmacy	5
PBS 605	Biopharmaceutics, Drug Delivery and Calculations	5
IPP 607	Introduction to Pharmacy Practice and Professionalism	2
PRC 609	Longitudinal Practicum I	1
Semester total		18
<b>Semester II</b>		
PBS 602	Pathophysiology & Pharmacology I: (Neuro & Psychiatric)	6
PBS 604	Pharmacokinetics	4
CAS 606	Biostatistics and Pharmaco-epidemiology	3
CAS 608	Self Care	4
PRC 610	Longitudinal Practicum II	2
Semester total		19
<b>Semester III</b>		
PBS 701	Pathophysiology & Pharmacology II: (CV, Diabetes Mellitus & Thyroid)	6
CAS 703	Drug Literature Information & Evaluation	3
CAS 705	Pharmacotherapy I: (Neuro & Psychiatric)	6
IPP 707	Introductory Pharmacy Practice Experience, Community	4
PRC 709	Longitudinal Practicum III	2
Semester total		21
<b>Semester IV</b>		
CAS 702	Communications	2
PBS 704	Pathophysiology & Pharmacology III: (Pulmonary, Renal, GI & GU)	6
CAS 706	Pharmacotherapy II: (CV, Diabetes & Pulmonary)	6
PRC 710	Longitudinal Practicum IV	2
ELC 700	Elective I	2
Semester total		18
<b>Semester V</b>		
CAS 801	Pharmacy and the HealthCare System	3
PBS 803	Immunology and Rheumatology	4
CAS 805	Pharmacotherapy III: (Renal; GI; Hematology & Oncology)	6
IPP 807	Introductory Pharmacy Practice Experience, Institutional	2
PRC 809	Longitudinal Practicum V	2
ELC 800	Elective II	2
Semester total		19
<b>Semester VI</b>		
CAS 802	Pharmacy Law and Ethics	3
CAS 804	Pharmacy Management and Economic Principles	3
CAS 806	Pharmacotherapy IV: (Microbiology and Infectious Diseases)	6
IPP 808	Introductory Pharmacy Practice Experience, Specialty	2
PRC 810	Longitudinal Practicum VI	2
Semester total		16
<b>Semester VII and VIII</b>		
APP 901	Advanced Pharmacy Practice Experience: Community	6
APP 902	Advanced Pharmacy Practice Experience: Hospital/Health System	6
APP 903	Advanced Pharmacy Practice Experience: General Medicine	6
APP 904	Advanced Pharmacy Practice Experience: Am Care	6
APP 905	Advanced Pharmacy Practice Experience: Specialty I	6
APP 906	Advanced Pharmacy Practice Experience: Specialty II	6
Year total		36
<b>Program total</b>		<b>147</b>

## OUTCOMES

### PROGRAM LEARNING OUTCOMES

#### Program Learning Outcomes

PLO 1: Foundational Knowledge. Demonstrates the knowledge, skills, abilities, behaviors, and attitudes necessary to apply the foundational sciences to the provision of patient-centered care

PLO 2: Essentials for Practice and Care. Demonstrates the knowledge, skills, abilities, behaviors, and attitudes necessary to provide patient-centered care, manage medication use systems, promote health and wellness, and describe the influence of population-based care on patient-centered care

PLO 3: Approach to Practice and Care. Demonstrates the knowledge, skills, abilities, behaviors, and attitudes necessary to solve problems; educate, advocate, and collaborate, working with a broad range of people; recognize social determinants of health; and effectively communicate verbally and nonverbally

PLO 4: Personal and Professional Development. Uses the knowledge, skills, abilities, behaviors, and attitudes necessary to demonstrate self-awareness, leadership, innovation, entrepreneurship, and professionalism

PLO 5: Interprofessional Competence. Uses the knowledge, skills, abilities, behaviors, and attitudes necessary to demonstrate appropriate values and ethics, roles and responsibilities, communication, and teamwork for collaborative practice

### PHARMACY PRACTICE EXPERIENCES OVERVIEW – IPPE/APPE

The purpose of the experiential education component of the curriculum is to provide the pharmacy student with practical experience in various aspects of the profession of pharmacy. The student gains experience in problem solving and providing patient care services while applying the basic and pharmaceutical sciences learned in the classroom and practice laboratories. A pharmacist preceptor will direct the majority of practice experiences. Each experience will provide the student an opportunity to incorporate learned didactic information into the development of the skills necessary to be a competent pharmacy practitioner.

The EED is divided into two parts; Introductory Pharmacy Practice Experience (IPPE) and Advanced Pharmacy Practice Experience (APPE). In the summers following P1 and P2 years the student participates in Introductory Pharmacy Practice Experiences to gain actual practice experiences in community, institutional and specialty practice settings. Throughout the IPPEs, the student practices and strengthens their patient care and communication skills through a wide array of pharmacy practice experiences. The IPPEs compliment the didactic curriculum and involve a variety of experiences including shadowing pharmacists, interviewing and counseling patients, performing patient assessments and performing practice operations in multiple settings.

APPE follows IPPE, and is delivered over the entirety of the 4<sup>th</sup> year of the curriculum. APPE is designed to develop the attitudes, knowledge and behaviors necessary to competently and collaboratively perform patient-centered care and other activities, in a variety of interprofessional, team-based health care settings.

Both the IPPE and APPE have “Required” and “Specialty” elements to the curriculum. Each “Specialty” course is designed to give the student the opportunity to explore career opportunities and seek training in some of pharmacy’s less traditional roles. Student will take at least one Specialty APPE rotation which involves direct patient care.

## CONTACT INFORMATION AND COMMUNICATIONS

The EED and the students at CNUCOP use email as the primary method of communication. Successful preceptors and students must review and respond to email communication in a timely manner. Our EED office can be reached at:

### GENERAL CONTACT

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## APPE HUBS AND EXPERIENTIAL EDUCATION AREA COORDINATOR

### REGIONAL HUBS

California Northstate University College of Pharmacy's EED continues to develop geographic regions or hubs. Currently, the designated hubs are North Coast, Bay Area, Santa Rosa, Reno/Tahoe, and SoCal.

## EXPERIENTIAL PROJECTS AND ASSESSMENTS

### CORE PROJECTS

APPE rotations require each student to develop an independent Core Project. The Core Project requirements vary with each APPE rotation. On rare occasions, larger scope group projects may be approved by the EEAC.

The Core Project should be beneficial to the preceptor or site and should be agreed upon between the preceptor and the student. The student should have prior approval by the preceptor by the end of Week 2. If the preceptor or student needs assistance, the EEAC should be contacted for advice. Grading will be performed by the preceptor during the Final Student Assessment. Unless specifically requested from the preceptor, students are not permitted to repeat the same project during their fourth year. The completed project should be uploaded in MyFolio on E\*Value.

### LONGITUDINAL PHARMACY PRACTICE KNOWLEDGE EXAM

During every assigned APPE, each student will undertake an examination to assess their knowledge of pharmacotherapy, jurisprudence, pharmacy calculations and Drug Literature Review. The exam will be open book/open notes. Remediation is required for those achieving less than a 70% score. Both the exam and remediation will be offered after-hours from their APPE experience.

## CALENDAR FOR THE EXPERIENTIAL EDUCATION

Semester	Class	Experiential Education	Hours	
1	IPP 607	Introduction to Pharmacy Practice	60	Fall 2016
3	IPP 707	IPPE Community	150	Summer 2017
5	IPP 807	IPPE Institution/Specialty	75	Summer-Fall 2017
6	IPP 808	IPPE Institution/Specialty	75	Winter 2017- Spring 2018
7 & 8	APP 901	APPE Community Practice	240	Summer 2017
	APP 902	APPE Hospital Pharmacy Practice	240	
	APP 903	APPE General Medicine	240	Thru  Spring 2018
	APP 904	APPE Ambulatory Care	240	
	APP 905	APPE Specialty I	240	
	APP 906	APPE Specialty II	240	

## STUDENT CV AND MYFOLIO

It is recommended that students keep curriculum vitae (CV) beginning the second semester of the first year. This CV contains pertinent leadership achievements, work experience, professional interests, professional clubs, organizations, fraternities and the student's involvement in these organizations, as well as significant achievements including major class projects, presentations, IPPE and APPE rotations. Beginning in the summer, 2016, APPE students are required to maintain an electronic portfolio (MyFolio, in E\*Value) that contains the CV as well as completed projects that exemplify the best of their work.

The student should update the CV and portfolio on a regular basis with new achievements and insights. The student should share this CV and portfolio with their current and upcoming preceptors, faculty advisors and the EED to enable the development of the most meaningful rotation possible. The CV and portfolio is designed to follow the student into their professional career.

## IPP 607 AND COLLEGE 30

A moderate amount of time is allocated during IPP 607, Introduction to Pharmacy Practice and Professionalism, in the fall semester for the first year pharmacy students, to facilitate their preparation for IPPE. Such topics typically covered include professionalism, site placement process, Board of Pharmacy requirements, pharmacy law, medical terminology, top 100 drugs, and preceptor and program expectations.

College 30 is a designated session of 30 minutes a week devoted to the preparation of the students for continuing their IPPE, launching into their APPE and engaging with Student Affairs. Student participation is mandatory.

## IPPE AND APPE OVERVIEW

### INTRODUCTORY PHARMACY PRACTICE EXPERIENCES (IPPE)

The Introductory Pharmacy Practice Experiences are based in community, institutional, and a variety of specialty practice settings. The sum of hours of all IPPE rotations will consist of no less than 300 total onsite hours.

Students are required to successfully complete Self Care as well as Introduction to Pharmacy Practice and Professionalism in order to participate in the first IPPE, Community. After the student's second didactic year the Institutional and Specialty IPPEs are interchangeable by order—but both must be successfully completed in order to advance to APPEs.

Preceptors are encouraged to determine the schedule that works best for them and the student. Preceptors may also request the assistance of the EED staff to establish a schedule which recognizes the students' didactic courses. The EED staff will maximize summer IPPE rotations with schedules to accommodate a large number of students. Student should not request any changes to the preceptor's schedule for any purpose outside of an excused absence (see Excused Absence Policy). Failure of the student to accept the preceptor's schedule will result in a grade of "F" and failure of the IPPE course.

## ADVANCED PHARMACY PRACTICE EXPERIENCES (APPE)

In the summer immediately following the completion of the third academic year, students may begin their Advanced Pharmacy Practice Experiences (APPE). APPEs are offered in community pharmacies, hospitals, outpatient facilities, community clinics and a variety of other practice settings.

Students are required to successfully complete all P1, P2, and P3 didactic courses before advancing to APPE courses. Refer to the progression policy in the Student Handbook.

Throughout APPEs, the student applies formal classroom training to pharmacy practice as clinical skills are developed to function effectively in a variety of pharmacy and patient care settings. The student is under the direct supervision of preceptors who are Adjunct Clinical Instructor at CNUCOP.

The APPE is comprised of at least six experiential rotations and allows the student to be directly involved in pharmacy operations as well as in direct patient care in specific clinical areas (e.g., internal medicine, oncology, cardiology, pediatrics, etc.). Some of these rotations may not have direct patient care (e.g., drug information, pharmaceutical industry, research, education, etc.) but incorporate interactions with other health care professionals.

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### TIME EXPECTATIONS

Each APPE consists of no less than 240 hours (40+ hours/week) over six weeks. Each student must complete a full six-week block as defined by the preceptor. The student must be flexible with their schedules to accommodate a variety of learning activities. Learning activities include projects, interprofessional collaboration, community service and special events that may occur during business hours, nights and weekends. Core Projects and outside studies will add significantly to the expected time demands.

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### APPE ROTATION CALENDAR

Block	Start	End
<b>A</b>	5/15/17	6/23/17
<b>B</b>	6/26/17	8/4/17
<b>Break</b>	8/5/17	8/13/17
<b>C</b>	8/14/17	9/22/17
<b>D</b>	9/25/17	11/3/17
<b>E</b>	11/6/17	12/15/17
<b>Break</b>	12/16/17	1/7/18
<b>F</b>	1/8/18	2/16/18
<b>G</b>	2/19/18	3/30/18
<b>H</b>	4/2/18	5/11/18
<b>Break</b>	5/12/18	5/20/18

## PRACTICE SITES

### EXPERIENTIAL EDUCATION PRACTICE SITES

The site in which the preceptor practices must meet minimum standards to allow for appropriate educational experiences for the student. The site must offer an opportunity for the student to obtain practice and work toward excellence in Pharmacy Practice and allow for the advancement of knowledge in the profession.

### SITE SELECTION PROCESS

The site will be presented to the EED for review. The Department then makes the decision as to whether or not the site meets the minimum standards for approval as an IPPE/APPE site.

### MINIMUM SITE QUALIFICATIONS

All sites must meet the following qualifications:

- Meet all standards set by governmental agencies and applicable accrediting bodies
- Maintain adequate staffing to allow the student a meaningful educational experience
- Be free of any unresolved violations of state and/or federal laws
- Reflect a professional image
- All staff at the site must maintain an outstanding ethical and legal compliance record
- Be suitable to provide a rich learning environment including a well-rounded scope of services and volume of activities to allow the student to accomplish the required learning objectives for the courses offered
- Sufficient reference materials should be available for the provision of information to patients, pharmacists, and other health professionals

## BECOMING A PRECEPTOR

A preceptor is an individual who the student reports to for a specific experiential education course. Preceptors must be qualified to provide services as an Adjunct Clinical Instructor. The purpose of qualifying preceptors for involvement in the Experiential Education Department is to ensure a quality education and experience for the students. Each preceptor must submit a Site Qualification and Profile Form (unless previously provided by another preceptor or administrator at that specific site), a Preceptor Information Form and a Preceptor Availability Form for IPPE and APPE (see Appendices I-IV). The EED will review preceptor's licenses and the license of their practice site on or near expiration to ensure validity and good standing. Once approved, a new preceptor will be entered into the E\*Value database and sent log-in credentials for accessing student evaluations, projects and time logs.

## PRECEPTOR EXPECTATIONS AND REQUIREMENTS

### MINIMUM REQUIREMENTS FOR PRECEPTORS

Each preceptor must actively practice in a field related to pharmacy for the last 12 months or be currently enrolled in a recognized pharmacy residency program.

- Preceptors' licenses must be in good standing with a current recognized licensing body.
- Preceptors must commit to regular contact and supervision of the student.
- Preceptors should attend CNUCOP provided training or other approved preceptor trainings.
- Preceptors must maintain ongoing communication with the student and EED.
- Preceptors must adhere to all guidelines of the Program.

## ADJUNCT FACULTY

Each preceptor is appointed as Adjunct Clinical Faculty by the Dean of CNUCOP, starting as Instructor or Assistant Clinical Professor. Certificates are provided.

Each student is assigned one Preceptor of Record for each specific rotation site (there may be multiple primary preceptors per site). All pharmacists at a given site who are willing to precept a student may become a preceptor if they meet the minimum requirements.

It is understood the preceptor's schedule may change from time to time and a surrogate preceptor may be necessary. In most cases, it is expected the preceptor will be present during the majority of the student's scheduled rotation. If this is difficult to achieve, the student should contact the EED.

## APPE OR IPPE WITH FULL TIME FACULTY MEMBERS

Students may choose an elective IPPE specialty rotation with a faculty member. Students should expect to be assigned one APPE rotation with a CNUCOP faculty member as the preceptor when possible.

## TRAINING

### SPECIFIC CNUCOP PROGRAM TRAINING

Preceptor training is offered on and off campus by CNUCOP. Training classes vary in topic based on the needs of the preceptors and the EED. The training includes an overview of the EED and basic skills and expectations of the preceptor. This class is offered in sufficient quantity to encourage new preceptor participation. Additionally Preceptor and Pharmacist CE will be offered by expert speakers.

California Northstate University College of Pharmacy uses evaluations to assess the effectiveness and usefulness of each training course. The data collected is analyzed by the Department Co-Directors and Assessment Committee. The Co-Directors for Experiential Education further evaluate the assessments and implements changes as indicated.

CNUCOP is a provider of continuing education under California Accreditation for Pharmacy Education (CAPE) and ACPE. CE units are provided where appropriate. Preceptors are highly encouraged to participate in these trainings.



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## OTHER TRAINING OPTIONS

Pharmacist's Letter offers a variety of free preceptor training courses available to our preceptors. Pharmacist's Letter provides ACPE accredited Continuing Education for preceptors via interactive webinar and online courses. Pharmacist's Letter can be reached at [www.pharmacistsletter.com](http://www.pharmacistsletter.com) or directly at 3120 W. March Lane, PO Box 8190, Stockton, CA 95208, Tel: (209) 472-2240 Fax: (209) 472-2249.

ACPE accredited preceptor trainings are available from a variety of other sources. The EED at CNUCOP encourages our preceptors to participate in a breadth of programs to assist in building a strong foundation of preceptor skills.

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## LEADERSHIP AND PROFESSIONAL DEVELOPMENT

Preceptors should engage in professional growth and lifelong learning through active participation in professional organizations, preceptor trainings, and continuing education in the pursuit of new knowledge, attitudes, and skills related to enhancing professional practice.

Preceptors should provide learning experiences that stress the responsible provision of pharmaceutical care and the optimization of patient medication outcomes in a collaborative, interprofessional environment.

Preceptors should foster student outcomes consistent with experiential education objectives.

Preceptors should be receptive to new ideas for the provision of patient care services.

## LIBRARY PRIVILEGES

Preceptors have access to the growing CNUCOP Health Science Library. Library admittance allows access to physical text references, online journals and databases. For a current list of resources, please contact Scott Minor, Health Science Librarian, at (916) 686-8363 or [SMminor@CNSU.edu](mailto:SMminor@CNSU.edu). To access library resources, please refer to the E\*Value Home Page. Updated login information will be listed here for all active preceptors.

## PRECEPTOR INFORMATION DATABASE

Information regarding the preceptor's place of employment, education, skill sets, background, and previous precepting experience is collected and entered into the College's database. This private database allows our EED to assess the qualifications of each potential preceptor. A limited amount of this information is released to the student to aid in listing preceptor preferences prior to the match process and IPPE/APPE experiences that most closely meet their learning goals.

## GUIDELINES FOR PRECEPTORS

### PROFESSIONALISM

Preceptors should possess a high degree of professional competency and motivation, common sense, good judgment, and an unquestionable standard of ethics. Preceptors are natural mentors to the student. This relationship may last for several years after the rotation is complete.

Preceptors should reflect an attitude, professional stature, and character which is suitable in serving as a role model for the student. It is expected that the preceptor spend one-on-one time with the student while assessing and communicating the student's progress.

### RELATIONSHIPS

Preceptors are encouraged to build a relationship with the student that models a Mentor-Mentee relationship and not a more common Employer-Employee relationship. The focus for the student should be on learning and not necessarily on productivity. Nonetheless, students should learn to be productive in the pharmacy practice setting and should understand the value of learning through repetition. With the proper perspective from the student, preceptor, and the College a balance can be reached.

Relationships with students that extend beyond professional mentoring are not advised or supported by the College. Every effort should be made by the preceptor and the student to ensure this does not happen. A particular area of importance is balanced and fair treatment during rotational assignments as well as grading. Should a relationship develop that extends beyond the typical preceptor-student relationship, it is both the preceptor's and student's responsibility to contact the Director of APPE or IPPE, as appropriate for the rotation. Transferring the student to another site may be necessary.

Students may not be evaluated by a member of their immediate family. Immediate family is defined as wife, husband, domestic partner, son, daughter, mother, father, legal guardian, brother, sister, grandmother, grandfather, mother-in-law, father-in-law, brother-in-law, sister-in-law, aunt, uncle, niece, nephew, step-parents, or step-children. In addition, students may not be evaluated by a preceptor who reports to a member of their immediate family (e.g. administration) as defined above.

### COMMUNICATION

The preceptor should thoroughly communicate all expectations of the rotation to the student at the beginning of the experience. The preceptor should verbally evaluate the student's performance weekly for APPE and complete the electronic evaluations on E\*Value at the midpoint and the end of the rotation for both IPPE and APPE rotations.

Preceptors should meet with key healthcare personnel (e.g. physicians, chief resident, charge nurse, staff, etc.) the student may interact with to explain the role of the pharmacy student in the clinical setting, the duration of the rotation, and the protocol should problems arise.

Unless otherwise assigned, preceptors should be available at all times to the student during each site visit.

Preceptors should communicate at regular intervals with other community-based and campus-based faculty and the Experiential Education team to exchange teaching experiences and to discuss, design, and implement ways of improving the learning experiences of the students.

Preceptors should properly orient the student to the rotation site (tour of the site, discussion of expectations, review of syllabus and schedule, introduction to key personnel, computer access and basic training including proper facility nametags if needed).

Preceptors should have access to the internet and email on site. The student routinely uses email to communicate with preceptors and the College.

Inappropriate, unprofessional, and/or unethical communication or incidents involving preceptors should be reported to the Co-Director of APPE or IPPE, as appropriate for the experience.

## ASSESSMENTS AND EVALUATIONS

Timely, constructive feedback, both verbally and in writing, is the most effective tool for aiding students to improve their performance toward achieving competency as practicing pharmacists. The final evaluation represents the cumulative, final performance assessment for students in their IPPE and APPE courses. As such, it is also a means by which the college receives feedback on how well our program is doing in preparing our students for their IPPE and APPE coursework, as well as a tool from which to analyze any potential curriculum gaps. Formal assessments are mandated by both WASC and ACPE standards.

Preceptors evaluate the student at the midpoint and end of the rotation. Every two years, the College will request Preceptors' participation in the American Association of Colleges of Pharmacy (AACCP) Preceptor Survey. The link for this survey will be sent to the Preceptor's individual email.

The student evaluates the preceptor and practice site at the midpoint and end of each rotation.

Assessments and evaluations are submitted via E\*Value. Subsequently, the data is forwarded for review by the APPE and IPPE Co-Directors. The data is then forwarded to the Director of Institutional Effectiveness and the Curriculum and Assessment Committees. The Curriculum Committee further evaluates the assessment data and may recommend changes in the program to the Department Co-Directors where necessary. The Assessment Committee follows up regarding the changes made based on the data collection and ensures these changes are effective.

This feedback loop is essential for continued quality improvement. Periodically and upon request, the information provided by the student about their impressions of their preceptor's performance is shared with the employers of the preceptors.

## ROTATION SCHEDULING

### IPPE AND APPE SCHEDULING OPTIMIZATION

Optimization or student/preceptor slot placement is conducted by the EED. The student may be given the opportunity to select preferences based on their individual professional interests or other factors. The match may or may not account for the student preferences when assigning sites to the student.

The Doctor of Pharmacy student is placed to the appropriate experiential rotation site as determined by their level of education. All students are required to complete all rotations assigned. There are no exemptions to the curriculum, regardless of previous experience.

Preceptors' preferences for specific students are not accepted or integrated into the match process. No promises are made or honored by the staff or faculty of the EED or California Northstate University College of Pharmacy representing a specific slot, time, place, preceptor, site or practice setting.

A student may not be assigned to a preceptor if they are related or if the student has worked or is currently employed alongside the preceptor. A student who is employed by a facility may complete a rotation in a different area of the same facility as long as the rotation differs significantly from their job description at work.

The student is not allowed to solicit, buy, sell or exchange any placements with other students or other Experiential Education Programs. Any requests for changes must be made according to established procedures of the Experiential Education Program. No students are to directly communicate with Preceptors or sites with requests for selection of any APPE site or APPE Block.

The APPE and IPPE Directors have final authority of student placement. The college avoids any circumstances where matching a student and preceptor might impair the learning outcomes. Any appeals to the results of this process are referred to the Professional and Academic Standards Committee (PASC).

## IPPE SITE PLACEMENT

### PREFERENCES

Each student will be given an opportunity to indicate preferences on selecting sites. The student is encouraged to consider their professional interests and potential employment desires when selecting slot preferences.

### PLACEMENT

The IPPE Director will estimate the capacity for each rotation. Working with de-identified data, E\*Value will optimize student site placement based on special consideration ranking and the student's preferences.

### SCHEDULING OPTIMIZATION

The college utilizes an outside vendor, E\*Value, to perform initial site placements. The Director will make any final adjustments to meet preceptor and program needs prior to releasing the placements for student review. Reasonable efforts will be made to place all of the students in the site where they were assigned, however, should limited capacity exist, placements at a different site may become necessary.

It is understood the preceptor or Director may place certain restrictions on the site assignments in order to meet Preceptor workload concerns and ensure proper educational sequencing.

## APPE HUB PLACEMENT

### SPECIAL CONSIDERATIONS

The college recognizes that there may undue hardship in student relocation in certain situations. If a student is able to demonstrate a potential hardship exists, the student's situation may be considered during the hub placement process.

All applications for special consideration will be de-identified and reviewed by the APPE Director for approval or denial. Additionally, some requests may be considered by the PASC.

### PREFERENCES

Each student will be given the opportunity to express their preference for hub placements. A student who fails to state a preference will be placed in a hub after those that expressed preference.

### PLACEMENT

The APPE Director will estimate the capacity for each hub. Working with de-identified data, E\*Value will optimize student hub placement based on special consideration ranking and the student's preferences.

## APPE SLOT PLACEMENT

### PREFERENCES

Each student will be given an opportunity to indicate preferences on selecting rotations. The student is encouraged to consider their professional interests, potential employment desires, preferred off blocks and necessary commute and living arrangements when selecting slot preferences.

### SCHEDULING OPTIMIZATIONS

The college utilizes an outside vendor, E\*Value, to perform initial slot placements. The Director will make any final adjustments to meet preceptor and program needs prior to releasing the placements for student review. Reasonable efforts will be made to place all of the student's slots in the hub where they were assigned, however, should limited capacity exist, placements outside of the hub may become necessary.

It is understood the preceptor or Director may place certain restrictions on the slot assignments in order to meet Preceptor workload concerns and ensure proper educational sequencing.

### EXCHANGE

Each student will be given an opportunity to participate in the exchange process with the goal of optimizing their APPE rotations to meet student preferences. Each student must successfully complete Community Practice, Hospital Pharmacy Practice, General Medicine, Ambulatory Care and two Specialty Rotations. (At least one Specialty Rotation must involve direct patient care.) All exchange requests must be for APPE available within their assigned Hub, with the following exception: The student may be allowed

to select from Specialty Elective rotations outside of their assigned hub within limits. All exchange requests are subject to denial based on program restrictions.

## ADDITIONAL ELECTIVE ROTATIONS

Once the Exchange is completed, students may be given the opportunity to register for any additional APPE rotations as capacity allows. Any additional rotations will be graded; the student will earn 6 academic units and will be required to adhere to all syllabi requirements.

The APPE Director, at their sole discretion, may cancel a student's additional rotation if it becomes necessary to accommodate another student's graduation requirement. Students are referred to the Business Office for any additional tuition requirements.

## DYNAMIC APPE SCHEDULING

It is understood that a majority of rotation slots offered are precepted by volunteer faculty members. Furthermore, it is quite reasonable to consider that, from time to time, preceptor's needs, capacity and employment may change. It is also understood that practice sites additionally have a dynamic nature to their business and the site may not be able to execute their commitments to the student for a variety of reasons. The student must remain flexible to accommodate any necessary changes that may present either far in advance, last minute or even during the student's rotations.

## THE ROTATION

### BEGINNING

The first day of the rotation is the most important day. The preceptor should be prepared to discuss the following items with the student:

#### ORIENTATION

Orientation varies from site to site, so students are to contact their assigned rotation site(s) for specific details on orientation dates and times.

#### INTRODUCTIONS

A personal introduction between the staff members and the student assists each party to get started on the right foot. This is a great time to compliment staff members on their importance to the organization by reflecting on their responsibilities.

#### UNIQUE SITES

CNUCOP recognizes that every practice site is different. The preceptor should show the student which aspects of the site are unique and why these aspects are important.

#### PRECEPTOR AND STUDENT CONTACT INFORMATION

It is the individual preceptor's choice whether or not to provide their cellular or home phone numbers. There may be a time when the preceptor may need to contact the student outside of the rotation time. Exchanging afterhours contact information may be helpful.

## LOCATION OF REFERENCES

The student needs access to text and internet references. Students should be shown where these are located and how to access the internet at the site.

## SECURITY OR EMERGENCIES

Discuss policies for evacuation, fire, or robbery. Orientation is the ideal setting to discuss the best way to handle these and other types of issues.

## STUDENT AND PRECEPTOR SCHEDULE

The preceptor and student should prepare a written schedule for the student. Should the student have any academic or specific religious or cultural scheduling requests they should be prepared to present these to the preceptor for consideration. Straying from the schedule could result in failure of the course for the student. In general, students should be prepared to work at any time or at any day, per preceptor designation.

Additionally, some preceptors may require a mandatory orientation. It is the College's expectation that students be prepared, and will attend and treat this session as part of their experiential rotation.

## DRESS CODE

Business attire is required for all visits during the rotation. If the site requires a different type of dress standard, please contact the EED. The information will then be passed on to the student and updated in the records. See Dress Code Policy.

## TASKS, ASSIGNMENTS AND PROJECTS

The preceptor should choose a list of tasks, assignments, and projects for the rotation and communicate these items to the student. Ideally, these activities should be developed based on the student's experience, interests and educational goals in mind.

## HIPAA

The students should review the sites' privacy policy to ensure there are no inadvertent breaches of protected health information. Each student is required to complete HIPAA training through Pharmacist Letter or a similar nationally recognized training vendor before beginning rotations.

## THROUGHOUT THE ROTATION

The student should check in with the preceptor upon arrival of each visit. The student and preceptor should review the planned activities for the day. The preceptor can take this opportunity to review the student's accomplishments during the previous visit as well as consider the level of supervision the student may need for the day.

## MIDPOINT AND FINAL EVALUATIONS

The student should complete all evaluation forms prior to receiving their final review. All assessments and evaluations will be submitted to the EED using the online database, E\*Value.

The preceptor and student should schedule time in advance to conduct a private review and assessment of the rotation. The preceptor will meet with the student at the midpoint and completion of the rotation to discuss the preceptor's assessment of the student, the student's self-assessment and share constructive feedback. It is recommended that the preceptor be prepared with the printed copy of the completed evaluation form while offering constructive feedback to the student. The student should come prepared with a printed copy of the completed self-evaluation.

The preceptor and student should focus on specific examples in which the student performed well and where there is room for improvement. The more specific the evaluator can be, the more the student and preceptor will learn from this interaction.

All Evaluation Forms must be completed for each rotation:

- Student's Evaluation of Preceptor (Midpoint and Final)
- Student's Evaluation of the Site (Midpoint and Final)
- Student's Self Evaluation (Midpoint and Final)
  - Supplemental Evaluations for APPE Specialties (as applicable)
- Preceptor's Evaluation of Student (Midpoint and Final)
  - Supplemental Evaluations for APPE Specialties (as applicable)

## PROTOCOLS, POLICIES AND PROCEDURES

The student and preceptors are expected to continue to observe the policies, protocols and academic regulations of California Northstate University College of Pharmacy during all rotations.

### ATTENDANCE

The preceptor will determine the schedule for the student during their rotation. With the exception of the student's class schedule and mandatory College events, it is the sole discretion of the preceptor to determine the student's schedule. The preceptors may, but are not required to, respect documented and significant religious or cultural dates. However, students must present such special requests to the preceptor as early as possible.

Students must complete their entire six week APPE rotation regardless of earning 240 hours prior to the final day.

If, while on rotation, a holiday occurs which closes the rotation site or a student is called back to campus, the student is to coordinate a time with the preceptor to make up all hours missed. The closing of the academic campus for holiday(s) or vacation does NOT automatically determine an off-day for the IPPE or APPE student.



## IPPE

The student is required to participate in a minimum of 300 total onsite hours; three rotations (Community 150 hrs, Institution 75 hrs and Specialty 75 hrs). The preceptor may require the student to be present at the site for a variety of shifts (e.g. evening, night, or weekend hours) so the student may be exposed to the differences in practice experience, workload or pace. All IPPE hours must be completed onsite only, unless otherwise approved by the EED and preceptor. Any absences must be coordinated with EED and preceptor.

## APPE

The student is required to participate in a minimum of 240 hours for each of six (6) APPE rotations. Failure to complete the 240 hours will result in failure of the rotation. The preceptor may require the student to be present at the site for a variety of shifts (e.g. evening, night, or weekend hours) so the student may be exposed to the differences in practice experience, workload or pace.

Any student who has missed greater than one hour of a scheduled rotation day must report the occurrence within 24 hours to their Experiential Education Area Coordinator.

### APPE EXCUSED ABSENCE

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Greater than three (3) excused absences may result in the grade "F" and failure of the course.

The student is responsible to notify their preceptor and Experiential Education Area Coordinator in the event of an excused absence. ALL excused absences are required to be made up at the discretion of the preceptor.

The student who attends a professional meeting will follow the Professional Meeting Attendance section of this handbook. Attendance at a professional meeting is considered an "Excused Absence" and is included in the maximum of three (3) total "Excused Absence" days missed.

### APPE UNEXCUSED ABSENCE

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Unexcused absences are not permitted.

An unexcused absence will result in a grade reduction of one letter grade. A grade of "C" will be reduced to "F" and failure of the course.

Any additional unexcused absences (above 1) will result in the grade "F" and failure of the course.

### EMERGENCY LEAVE OF ABSENCE DURING APPE ROTATIONS

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Students in the pharmacy program who find themselves in an emergency situation for which they must take a Leave of Absence that will not allow them to return to and complete APPE coursework until the following academic calendar year will be allowed to do so without being charged additional tuition, under

the limited specific circumstances and following the specific procedures set forth in this policy. CNUCOP does not approve and grant a Leave of Absence that will last longer than one year.

The student will not be charged additional tuition for completing the APPE rotations provided the rotations are completed within the academic calendar year of the anticipated return date and the student has completed the tuition payments for the APPE rotations. If payments have not been completed, the student will be charged the remaining unpaid amount. Any delinquent payments must be brought up-to-date before the student will be allowed to return to any APPE rotation.

For the purpose of this policy, emergency situations include, but are not limited to, personal medical emergencies (including injuries due to accidents/mishaps), family medical emergencies, or personal or family medical crises that prohibit the student from being able to concentrate and function in his or her APPE rotations.

The student or a family member of the student must complete and submit an official CNUCOP Leave of Absence Form indicating the beginning date of the Leave of Absence and the anticipated date of return to APPE coursework. The return date must coincide with the beginning date of an APPE rotation block. The student must submit a re-admission form when ready to return to his or her APPE rotations by submitting the completed re-admission form to the Registrar. The student must complete the remaining APPE rotations within one year of the beginning of the Leave of Absence. The student will schedule a meeting with the Director of Experiential Education to determine the remaining sequence of APPE rotations including the specialties that the student needs to complete to fulfill graduation requirements and the rotation sites where the student will complete his or her rotations. Students can participate in his or her commencement ceremony. However, the student will not receive his or her diploma until all APPE and coursework requirements for graduation are satisfactorily completed as described in the General Catalog.

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## BACKGROUND CHECKS AND DRUG SCREENS

The student will be required to have a background check and/or a drug screen prior to beginning any IPPE or APPE rotations. It is the responsibility of the student to obtain such background/drug screening and make sure the requesting facility and the College both receive the final report prior to the beginning of the rotation. The student may be responsible for any financial obligations for such screenings, and reporting to the College and as required according to respective APPE/IPPE site procedures.

The first background check is completed prior to admission to CNUCOP. The second background check occurs prior to progression into the first APPE. The student not receiving a cleared background check at both stages will not progress to the APPE and may be disqualified from the Doctor of Pharmacy program. See Student Handbook for details.

Since the EED interacts with many partners throughout the community, it is expected there will be adjustments to the background and drug screening policy. The Experiential Education Department Director or support staff will notify the student of any additional background or drug screening requirements needed prior to introductory and advanced pharmacy practice experiences.

Any student refusing to test or testing positive (subsequently not cleared by the Medical Review Officer during drug screening) will be referred to the Professional and Academic Standards Committee (PASC) prior to proceeding with their rotations. The PASC must notify the EED when and if the student is cleared to continue their IPPE or APPE rotations. A student missing a drug test will be required to complete the drug screening within 2 days at their expense.

Failure to complete drug screening will result in forfeiting the scheduled rotation and may result in a failure of the course.

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## COMPENSATION FOR THE STUDENT

**The student is not compensated financially for experiential training.** The student receives academic credit toward graduation and intern hour credit for each training period as determined by the applicable Board of Pharmacy.

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## CONCURRENT EMPLOYMENT

The student may choose to work while on rotation; however, employment during rotations must not interfere with attendance to and performance at rotation site. Some rotations may involve evening, night, and/or weekends.

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## CONFIDENTIALITY/HIPAA

During all clinical rotations, the student has access to privileged information about patients' health, insurance information, financial information, and in some instances, the financial information of the practice site. In accordance with HIPAA regulations, none of this information is ever to be discussed outside or removed from (without preceptor review and approval) the work place (rotation site). Breaches in confidentiality can result in immediate dismissal from the practice site, failure of the rotation and/or dismissal from the Doctor of Pharmacy program.

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## CONFLICT RESOLUTION

During the natural course of student and preceptor interaction and educational process, conflicts are anticipated to occur. If appropriate, the student and preceptor are encouraged to resolve all issues themselves. If this effort does not successfully resolve the conflict, either the student or preceptor should contact the EED for assistance.

Preceptors or students should refer any IPPE related complaints or concerns to the IPPE Director for Experiential Education. Preceptors or students with APPE related complaints or concerns should refer those to the APPE Director for Experiential Education. If necessary, preceptors should notify the Regional Hub Coordinator as early as possible of any potentially negative or problematic situations and issues concerning students. These include but are not limited to attendance issues, serious clinical performance issues, medication dispensing errors that might have consequences to the patient, preceptor or institution, and matters relating to breaches in professional behavior. To address the concern, please refer to the Preceptor/Student Concern Form (Appendix V).

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## DISABILITIES, SERIOUS HEALTH CONDITIONS AND FAMILY SITUATIONS

Students seeking special accommodations by their preceptors to meet a disability as defined by the American Disabilities Act (ADA) of 1990, should first discuss their needs with the Office of Student Affairs and Admission. If approved prior to the assignment of rotations, the Office of Student Affairs and

Admissions will notify the EED to select sites and preceptors who might best accommodate the student's needs. Site and preceptor assignments may be modified to reasonably accommodate the student's disability. Please see the Student Handbook under the topic of "Disability Services" and "Disability Services and Accommodations".

Those students with special family situation or serious health conditions that are not recognized by the ADA, including broken bones, sprained joints, pregnancy, traumatic injuries or other temporary conditions, will not be granted preferential placement for block, preceptor, site or topic. If students are unable to complete the curriculum based on a family situation or serious health condition should speak with their faculty advisor or student affairs about considering a leave of absence. Please see Student Handbook under the topic of "Leave of Absence".

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## ETHICS

Pharmacy practice is based on a foundation of values and ethical practice. Each student and preceptor are likewise held to these values. The student and preceptor are encouraged to have open discussions regarding the application of these standards to the practice of pharmacy.

The "*Code of Ethics for Pharmacists*" is stated in the Student Handbook. This code addresses patient confidentiality, respecting the patient, honesty, integrity, and serving the individual and community. Violations of the code of ethic should be discussed with the student and preceptor and forwarded to the Director of IPPE or APPE, as appropriate. Violations may be reviewed by PASC as described in the Student Handbook.

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## GRADING

Refer to individual course syllabi for grading policies and procedures.

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## GRADE APPEAL

Students may file an appeal if there is a disagreement with a final course grade. Students wishing to appeal a grade received in a College of Pharmacy course must follow the three steps listed below:

### First Step - Student statement to course coordinator

A student can initiate the formal grade appeal process in writing using the Course Grade Appeal Form. The student must complete sections I and II and submit the form to the Course Coordinator within 3 business days of online grade posting.

The Course Coordinator, in collaboration with the Department Chair, will respond to the student's grade appeal in writing within 5 business days of receipt of the appeal. The Course Coordinator will return copies of the grade appeal form, with section III completed, to the Associate Dean for Academic Affairs and the Registrar, while returning the original copy to the student in case they wish to pursue the matter further. If the appeal is approved by the Course Coordinator and Department Chair, the Course Coordinator returns the completed grade appeal form to the Office of the Registrar along with a completed Grade Change Form. If the appeal is denied, and the student accepts the outcome, the process ends here.

### Second Step - Appeal to the Senior Associate Dean of Academic Affairs

If the appeal is denied by the course coordinator/department chair, and the student wishes to pursue the matter further, the student has 3 business days from the date the Course Coordinator returns the form to sign and complete section IV of the form, and submit it to the Senior Associate Dean of Academic Affairs.

The Senior Associate Dean of Academic Affairs will render a decision in writing to the student within 5 business days of receipt of the formal appeal. If the appeal is approved by the Senior Associate Dean of Academics, the form will be returned to the Office of the Registrar with a completed Grade Change Form. If the appeal is denied, and the student accepts the outcome, the process ends here.

In the event the Course Coordinator is the Senior Associate Dean of Academics, the student may appeal the decision directly to the Dean.

### Third Step – The Dean of the College

If the Senior Associate Dean of Academic Affairs denies the appeal, and the student wishes to pursue the matter further, the student has 3 business days from receipt of the decision from the Senior Associate Dean of Academic Affairs to submit an appeal in writing to the College Dean. The Dean will render the final decision in writing within 5 business days of receipt of the formal appeal. The final Course Grade Appeal form must be submitted to the Office of the Registrar for processing. The Grade Appeal Policy and associated Grade Appeal Request Form can be found in the Academic Affairs section of the CNUCOP webpage, located at: <http://pharmacy.cnsu.edu/policies-and-procedures>.

Additionally, should a student appeal their grade and would like the appeal process to consider additional opinions from other pharmacists or healthcare providers, the student is instructed to contact the EED. The EED, at their discretion, will reach out to seek additional opinions to assist with additional views of the student performance and professionalism. Results of the inquiry will be anonymously shared with the student upon request and incorporated in the appeal process. Students are instructed to NOT contact the pharmacists or healthcare providers from the practice site after the completion of the rotation for the purpose of appealing their grade.

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### HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT

All students participating in the EED are required to complete training on HIPAA. Additionally, sites may require this or additional documentation from the student.

Students must successfully complete HIPAA training and print their certificate of completion. This certificate may be required to be submitted to the course coordinator.

Students acknowledge that any patient information they gain through their rotational activities and experience must be considered confidential and personal. Acquired Protected Health Information (PHI) must not be circulated or discussed outside the realms of the clinical rotation. Violation of the patient's or preceptor's trust can have harmful consequences to the rotation site as well as for the patient and family members involved. Situations involving breach of HIPAA and disclosure of PHI is not only illegal, but can damage the relationship and trust of the site's preceptors and is grounds for termination of the student

from the experience. Instances involving such conduct will be reported to the EED. The EED and/or PASC will review any misconduct or complaints and determine an appropriate course of action.

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## HONOR CODE OF CALIFORNIA NORTHSTATE UNIVERSITY COLLEGE OF PHARMACY

The Honor Code of California Northstate University College of Pharmacy (CNUCOP) is a formal code of conduct that emphasizes the four core principles of respect, honesty and integrity, legal and ethical behavior, and professionalism, to which all students, faculty, and staff are held responsible for maintaining.

Any violations of the Honor Code could result in failure of the course as well as being called before the Professional Academic Standards Committee (PASC).

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### RESPECT

CNUCOP is dedicated to teaching, scholarly activity, research, and service with honesty and integrity, both on and off campus. We respect one another, our supporters, our colleagues, and our patients. We extend this respect to all persons, regardless of race, color, national origin, ancestry, citizenship, gender, gender identity, sexual orientation, age, religion, physical or mental disability, or veteran status. We promote good will amongst our diverse population and uphold the autonomy, dignity, and moral integrity of all persons. We respect the abilities, customs, beliefs, values, and opinions of others. As members of the pharmacy community, we promote the good of every person in a caring, compassionate, and confidential manner, with respect to their right to privacy.

*The following examples include, but are not limited to, acts that violate the respect principle of the Honor Code and will be subject to non-academic disciplinary action: assault, battery, or other act of physical violence against any person; theft or destruction of property owned by or in the possession or control of CNUCOP or a member of the CNUCOP community; slander, libel, or defamation (slander, libel, and defamation all involve lying) against CNUCOP or a member of the CNUCOP community; a hate crime against a member of the CNUCOP community. The acts described in the preceding sentence and other acts in violation of the respect principle will be subject to disciplinary action if they occur on or off campus.*

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### HONESTY AND INTEGRITY

Pharmacists and pharmacy students have a duty to be truthful in professional and professional-patient relationships. We are committed to teaching, scholarly activity, and professional preparation in a team-based learning environment, in which all individuals are personally accountable and adhere to the tenets of honesty and integrity in the classroom and in the community. Cheating, plagiarism, and other forms of academic dishonesty are not tolerated and lead to dismissal from the program. Individual work is to be based primarily on the effort of the individual with outside resources credited where utilized. Team work and professional relationships are to be based on individual contributions and collaboration from all team members. All examinations, projects, and in or out-of-classroom assignments, whether individual or team-based, are expected to be performed and completed with the utmost degree of honesty and integrity.

*The following examples include, but are not limited to, acts that violate the honesty and integrity principle of the Honor Code and will be subject to academic disciplinary action: cheating; plagiarism; claiming authorship of written material not so authored; claiming credit for research not so performed; claiming participation on a team project while not participating in the project; any form of academic dishonesty; theft or destruction of academic materials owned by CNUCOP or a member of the CNUCOP community; theft or destruction of research materials owned by CNUCOP or a member of the CNUCOP community.*

*The acts described in the preceding sentence and other acts in violation of the honesty and integrity principle will be subject to disciplinary action if they occur on or off campus.*

## LEGAL STANDARDS AND ETHICAL BEHAVIOR

CNUCOP is dedicated to behavior that follows legal and ethical standards in teaching, scholarly activity, research, and service. We are committed to following the law, professional practice standards, and the APhA Code of Conduct. We comply with and adhere to all federal, state, and local laws and regulations. We encourage all to act ethically in developing and advocating a culture of consideration for codes of ethics, values, and moral convictions of those who could be affected by our decisions. Whenever appropriate, we seek advice and counsel to determine the right course of action and to make the best decision on behalf of those who depend on us to do so.

*The following examples include, but are not limited to, acts that violate the legal standards and ethical behavior principle of the Honor Code and will be subject to academic disciplinary action or non-academic disciplinary action as appropriate: any behavior which violates federal, state or local laws, or the policies or rules of any College or formal affiliate; violation of the pharmacy and health care related laws and regulations of the State of California and the California Board of Pharmacy; violation of the written standards of practice of the preceptors and practice sites participating in the CNUCOP experiential education program. The acts described in the preceding sentence and other acts in violation of the legal standards and ethical behavior principle will be subject to disciplinary action if they occur on or off campus.*

## PROFESSIONALISM

CNUCOP is committed to providing teaching, scholarly activity, research and service in a professional manner. We display professional attitudes, values, and behaviors in the classroom, at preceptor sites, and in the community. We encourage team work and team-based learning, with respect for differing points of views of team members. At the same time we expect individual competence, performance, and accountability in a professional manner. We serve as positive advocates for our profession by striving for excellence in the performance of our duties, while protecting the health and autonomy of our patients, and serving individual, community, and societal needs. We embrace the Oath of the Pharmacist and the principles embodied within.

*The following examples include, but are not limited to, acts that violate the professionalism principle of the Honor Code and will be subject to academic disciplinary action or non-academic disciplinary action as appropriate: any behavior which violates federal, state, or local laws, or the policies or rules of any College or formal affiliate; lewd, obscene or indecent conduct on any College owned or controlled building or property; unauthorized manufacture, sale, possession or use of any substance that causes chemical dependence or impairment; hazing; harassment; possession of a deadly weapon on campus or practice site. The acts described in the preceding sentence and other acts in violation of the professionalism principle will be subject to disciplinary action if they occur on or off campus.*

## PERSONAL ACCOUNTABILITY AND EXPECTATIONS

All students, faculty, and staff of the CNUCOP community are required to follow all applicable provisions of this Honor Code. We are all personally responsible and accountable for maintaining an environment and culture of respect, honesty, integrity, legal and ethical behavior, and professionalism.



This environment and culture shall be extended off campus when dealing with a CNUCOP related matter or a member of the CNUCOP community, including, but not limited to patients, preceptors and practice sites participating in the CNUCOP EED. It is understood that teamwork is necessary for ensuring and sustaining an environment and culture that support these core principles and related values.

As such, it is expected that all students, faculty, and staff of CNUCOP shall:

*Know the Honor Code,  
Uphold the Honor Code in daily life both on and off-campus,  
Promote the Honor Code and an environment and culture of respect, honesty, integrity, legal and ethical behavior, and professionalism,  
Report Honor Code violations to the appropriate personnel,  
Seek appropriate advice if unsure or in doubt, and  
Cooperate with investigations of Honor Code violations.*

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## CONSEQUENCES

Any and all violations of the Honor Code shall be processed as appropriate through the PASC, the Office for Academic Affairs, the Office for Student Affairs, or the responsible governing body. Any person accused of academic or non-academic violations will be afforded fair jurisprudence and due process of law. Violations of an academic, professional, or other nature will be subject to appropriate disciplinary action, which may include, but is not limited to, warning, probation, remediation, suspension, dismissal, expulsion, or legal prosecution.

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## NON-RETALIATION

CNUCOP does not tolerate retaliation against individuals who report hateful, dishonest, illegal, unethical, unprofessional, or otherwise inappropriate acts. Anyone who retaliates against these individuals is in violation of the Honor Code and is subject to disciplinary action for that Honor Code violation.

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## REWARDS

By knowing, understanding, embracing, and following the core principles of this Honor Code, we can ensure that CNUCOP will sustain an environment and culture that supports:

- An effective learning environment,
- An effective teaching environment,
- An effective working environment, and
- An institution with high quality members.

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## IMMUNIZATIONS AND PHYSICAL EXAM

To achieve academic success and be an active advocate for health, students should strive to achieve good physical and mental health themselves. It is expected that all routine medical, dental, and surgical care



have been completed prior to the beginning of the semester. Refer to the Student Handbook for specific requirements for documenting immunizations and physical examination.

Students must comply with immunization requirements for the experiential education practice component of the program. Meeting all immunization requirements is mandatory for all students.

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## LEGAL

It is the student's responsibility to follow the Federal, State and County regulations where they are interning in pharmacy practice. The student recognizes that each state and county laws can, and do, vary. If the student is unaware or unfamiliar with these laws and regulations, it is their responsibility to confer with their preceptor. Ignorance of the law is not an excuse for an illegal act. All students must possess a valid intern license in California and any other state where they practice. The intern license must be carried at all times while on rotations.

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## LIABILITY/MALPRACTICE INSURANCE

All students currently enrolled at CNUCOP are members of California Pharmacists Association (CPhA) and therefore are covered through CPhA's general commercial and professional liability insurance at up to \$1 million per occurrence and up to \$2 million in the aggregate.

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## LICENSURE

Before starting any rotation, the student must provide proof of a current California intern license as well as any other state in which they plan to practice or in which student is assigned for an IPPE or APPE. Specifically; the student must obtain in a timely manner (as deemed by the EED) the requisite licensure(s) required by the respective state(s) in which the student plans to practice or in which the student is assigned for an IPPE or APPE. Additionally; the student will initially upload in a timely manner (as deemed by the EED) all respective license(s) into the Certiphi/Certified Database tracker. Intern license verification will be conducted by the Experiential Education Department prior to allowing students to go on rotation. The student is responsible for any financial obligations for obtaining, maintaining and reporting current intern licensure(s) to the College and as required according to respective APPE/IPPE site procedures.

These licenses must be maintained by the student and kept in good standing according to respective state board of pharmacy regulations. Written exceptions may be granted by the Department Chair for experiences where an intern license is not required.

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## CPR CERTIFICATION

Before starting your first IPPE rotation, the student is required to become CPR certified...

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## MENTAL HEALTH AND COUNSELING

Mental health counseling is available to student at CNUCOP through the school's student health insurance program, the county of Sacramento and private counselors in the area (by referral only). A list of referrals is available through the Office of Student Affairs and Admissions. Student who have elected to use the Student Health Insurance offered by the school and administered by Kaiser Permanente have access to mental health counseling as part of their policy. A small co-pay may be required.

Additional services are available by calling "Talk One 2 One". The student can call the hotline at (800) 756-3124, 24 hours a day, 7 days a week.

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## NON DISCRIMINATION

California Northstate University College of Pharmacy is committed to cultivating a diverse community that recognizes and values inherent worth in individuals, fosters mutual respect, and encourages individual growth. The College believes that diversity enhances and enriches the quality of our academic program. CNUCOP provides equal opportunity in education and does not discriminate on the basis of race, color, creed, religion, national origin, sexual orientation, veteran status, age or gender.

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## PREREQUISITE COURSES

All required didactic and experiential courses (IPPE) must be completed before the student may begin their first APPE course.

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## PERSONAL COMMUNICATION

Students are reminded that the use of cell phones (or other electronic devices) for personal conversations or text messaging is strictly forbidden during the course of the EED rotations. For infractions beyond reasonable personal use, Preceptors are encouraged to collect the devices and return them at the end of the day's rotation or immediately send the student to place their device in a safe, off-site location such as their car. Should an electronic device be an ongoing distraction, the preceptor may insist all devices be left off site during each rotation.

The preceptor should notify the Experiential Education Department if the student insists on having their electronic device with them and on during the rotation.

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## PROFESSIONAL APPEARANCE

A vital component of professionalism is appearance. As the student is preparing to practice in a health care environment, appropriate dress and proper attention to personal hygiene is of utmost importance. Specific activities and settings require particular attire and the student must be aware of and adhere to these requirements.

Each clinical site may have additional or alternative dress requirements that must be adhered to while on rotation. Each student should check with their preceptor no less than two weeks before reporting for the first day of the rotation to become familiar with any special requirements. Additional or alternative dress requirements must be approved by the EED.

Dress Code for all IPPE and APPE rotations are as follows:

#### MEN MUST WEAR:

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Dress shirt Necktie Slacks

#### WOMEN MUST WEAR:

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Dress, blouse, sweater, or dress shirt  
Skirt or slacks  
Dresses and skirts must be at or below the knee

#### EACH STUDENT MUST WEAR:

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Dress shoes (closed toe, no  
spiked heels)  
Professional attire at all times  
White laboratory coat and college issued photo ID

#### THE STUDENT MUST NOT WEAR:

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Tee Shirts, midriffs, tank tops  
Denim, short skirts or short dresses  
Flip-flops, sandals, tennis shoes or athletic shoes

#### ADDITIONALLY

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No visible tattoos or body piercings (other than conservative  
earrings)  
No unnatural hair color  
No perfume or cologne  
No artificial nails  
Required clean and pressed CNUCOP issued white coat  
CNUCOP issued photo ID at collar or shirt pocket

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#### PROFESSIONAL CONDUCT

The student is expected to continue to adhere to the "Code of Conduct" (as listed in California Northstate University College of Pharmacy Student Handbook). Failure to comply with the conduct rules will result in disciplinary action that could include failure of the course or dismissal from the program.

Any preceptor, representative of the preceptor, faculty or staff of the college who observes a student's breach of professionalism should report the incident to the IPPE or APPE Director, as appropriate for the experience.

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#### PROFESSIONAL MEETING ATTENDANCE OR RESIDENCY INTERVIEWS

The student must request permission from their preceptor and Experiential Education Director if the student is to miss any training days for the purpose of attending a professional meeting or

residency interviews. The IPPE or APPE Director, as appropriate, must approve the absence from the rotation in writing.

Proper documentation of attendance by the sponsoring organization is required.

Regardless of the attendance at a professional meeting or residency interview, student must make up any missed time during their rotations completing at a minimum, 240 hours during their APPE rotation or 75-150 hours for respective IPPE rotations. For any reason, there is a maximum of three (3) days missed during any rotation before a student fails the rotation.

Professional dress as described above is required for attendance to all professional meetings. Refer to the Dress Code Policy.

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## REGISTRATION

The student is required to meet all of the registration requirements of California Northstate University College of Pharmacy prior to attending any IPPE or APPE rotations. If the student is not fully compliant with the registration requirements or process, the student will be asked to not attend or leave the practice site and will not receive any academic or chronological credit for this time until registration is complete. Students who are not compliant are required to complete the Late Registration procedure. All late registration paperwork and fees will apply.

The Director or IPPE or APPE will determine the number of available rotation slots for each block of IPPE or APPE. The student will be given an opportunity to register for their preferred block as space is available.

IPPE courses are preferably scheduled during summer after P1 or P2 years. Spring, Winter, or Fall rotations may be performed as specified by EED. Specific calendars are released on an annual basis.

The student will be given a very limited period, usually 5 days after registration, to drop their IPPE course without receiving a failing grade. Students will not be allowed to see their preceptor or site assignments prior to the closure of the add/drop period.

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## REMEDICATION AND RESCHEDULING FAILED ROTATIONS

### **The grade of "D" is not offered for IPPE or APPE.**

Students receiving an incomplete "I" (e.g., due to an incomplete assignment, incomplete final evaluation by a preceptor, incomplete evaluation of a preceptor/site) must resolve the grade by repeating the session, or as designated by EED. Incomplete grades will result in a grade of "F" after 21 days if not resolved in didactic coursework, but this period may be extended by EED to accommodate IPPE and APPE scheduling. Similarly, a "W" (withdrawal) may be considered on a case by case basis by EED.

Remediation is not offered for the student who receives a grade of "F" (Fail) for any IPPE or APPE. If the student receives a grade of "F", "I" or "W", the entire block of IPPE or APPE must be repeated. If the student does not successfully repeat the course, the student will be dismissed from the program.

For any student needing to repeat IPPE or APPE rotation, reasonable efforts will be made to

schedule the student in the next available rotation while avoiding the same practice site or preceptor. For APPE it is suggested to allow at least one APPE block between the failed rotation and the repeated rotation. When possible, full time faculty will be the primary choice for precepting students who fail the same course in a previous rotation.

See progression policy in the current General Catalog for details.

## REMOVAL FROM SITE

The preceptor retains the right to determine if the student is suited to perform the duties of an Intern Pharmacist during the rotation at their practice site. This determination may be based upon, but not limited to, patient safety, risk to preceptor or site licensure, student effort, academic preparedness, and/or professionalism. If a preceptor or preceptor's representative determines prior to the completion of the rotation that a student is not suited to practice as an Intern Pharmacist at their site, the preceptor or the preceptor's representative may ask the student to leave the site and not return. Should this occur, the student must collect their personal belongings, leave immediately and contact the EED. If the preceptor notifies a faculty or staff member of the EED that a student has been released from that site, the student will be contacted by a representative of the EED either immediately or after the close of the day's rotation as determined by the preceptor.

A student who is asked by the preceptor, the preceptor's representative, or a faculty member, to be removed or dismissed from the site prior to completing the rotation, will fail the rotation and receive a grade of "F" for the rotation. Please refer to the Progression Policy in the Course Catalog and remediation and rescheduling rotations in this handbook for further details.

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## ROTATION

A student is considered to have begun their IPPE or APPE rotation by reporting to their preceptor or preceptor's representative, with the intent to begin their rotation, on their first scheduled day of the rotation or any subsequent day of their rotation but only as determined/approved by the Preceptor of Record and which must be communicated to the respective EEAC in a timely manner. Once a student has begun their rotation, the rotation will conclude with the student receiving a passing grade, failing grade, "I", "W", leave of absence or dismissal from the college. A student may not withdraw from a rotation once they have begun.

A student who has been granted a leave of absence will be rescheduled for their remaining rotation(s) at the discretion of the IPPE or APPE Directors

Refer to individual course syllabi for grading policies and procedures.

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## STUDENT CONDUCT

"Policies on Student Conduct" are stated in the Student Handbook. These policies further define Cheating, Plagiarism, Academic Theft, Lying and Forgery. Furthermore, these policies describes placing patients at increased risk, disclosing private information, participating in patient care activities while under the influence of alcohol or any substance that may impair judgment or function or failing to identify oneself as a "Intern" or "Student". These stated policies apply for all didactic classes and experiential education courses.

Cheating, Plagiarism, Academic Theft, Lying and Forgery will result in failure of the course.

Violations of the "Policies on Student Conduct" are subject to the review of the "Honor Council" and "Judicial Disciplinary Hearing" as described in the Student Handbook.

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## STUDENT HEALTH INSURANCE

The student is required to maintain health care insurance while attending California Northstate University College of Pharmacy. Please refer to the Student Handbook for specific options and requirements.

For healthcare needs during an APPE rotation, a student must contact their insurance provider to find covered services in the area. For other student services, the student may contact the EED for questions or direction.

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## TARDINESS

The student is required to make up any time lost due to tardiness. Repetitive tardiness or single incident over one (1) hour must be reported by the student to the IPPE or APPE Director, as appropriate. It is the responsibility of each student to allow sufficient time for traffic, parking, or other routine delays.

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## TRANSPORTATION

IPPE rotations are spread throughout the Greater Sacramento and surrounding areas. There may also be some availability in the APPE hub designations.

APPE rotations are regionalized in hubs throughout California and Nevada.

Each student is expected to provide themselves independent, reliable transportation in order to facilitate their learning in a variety of practice sites. Failure to provide independent, reliable transportation may lead to failure of the IPPE or APPE rotation and may further lead to delay in graduation or dismissal from the program. Students should not depend solely on public transportation or shared transportation as these methods may not be suitable for many practice sites.

### Injury/Illness

In the event a student suffers an injury or illness at the facility while completing an experiential course, it is the student's responsibility to obtain medical treatment for the injury/illness. Students are required to maintain major medical insurance throughout their enrollment in the doctor of pharmacy program. Students may be required by the site to provide proof of insurance on demand. Neither the facility nor the California Northstate University will be financially or otherwise responsible for the expenses of medical treatment necessitated by injury or illness at an experiential site. The student and site must complete Appendix VI and return to the form to the program APPE/IPPE directors as soon possible.



Experiential Education Program  
 9700 West Taron Drive  
 Elk Grove, CA 95757  
 Phone: (916) 686-7400  
 Fax: (916) 686-8142  
 Email: [experiential@cnsu.edu](mailto:experiential@cnsu.edu)

**SITE QUALIFICATION AND PROFILE FORM**

Date: \_\_\_\_\_

Site Name \_\_\_\_\_ Store # \_\_\_\_\_

Site Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Office Phone \_\_\_\_\_ Fax \_\_\_\_\_

Primary contact's name and preferred email\* \_\_\_\_\_

**\*Note: We must have an email address as it is our primary method of communication.**

Pharmacy's Board License Number \_\_\_\_\_ Expiration Date \_\_\_\_\_

License is in good standing with the Board of Pharmacy?  Yes  No (if no, please explain)

**Site Schedule (hours of operation):**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

**Clientele**

Please list any language(s) or cultural experience that may be useful while working at this site.

\_\_\_\_\_  
 \_\_\_\_\_

<b>Average orders/Rx filled per day</b>	<input type="checkbox"/> < 100 <input type="checkbox"/> 100-300 <input type="checkbox"/> 301-500 <input type="checkbox"/> > 500 <input type="checkbox"/> N/A
<b>Staffing</b>	Number of Pharmacists: _____ Number of Technicians: _____

**Site Qualification Assessment:**

Site representative should assess the following criteria. CNCP Assessor may also interview the site representative using the same criteria and document below.

Criteria	Assessment	Preceptor		CNCP Assessor	
		Self Assessment		Met	Not Met
		Met	Not Met		
Meet Legal and Professional Standards	<b>BOP Self-Assessment Document, License, No pending BOP action against the site</b>				
Access to Learning and Information Resources	<b>References: Site provides adequate professional references to support patient care</b>				
Site expressed commitment to education of pharmacy students	<b>Interview pharmacist for commitment</b>				
Management expressed commitment to education of pharmacy students	<b>Interview manager for commitment</b>				
Commit to daily contact with preceptor or a qualified designee to ensure that students receive feedback and have opportunity to ask questions	<b>Interview preceptor or qualified designee (&gt; 1 year of experience)</b>				
Equipped with technology needed to support student training and to reflect contemporary practice	<b>Computer dispensing system, Online drug info system</b>				
Adequate staffing: Pharmacist, Technician and clerical staff ratio	<b>List and assess: One preceptor to one or two students</b>				

**Preceptor:** \_\_\_\_\_  
 (print)  
 \_\_\_\_\_  
 (signed)

**Title:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

**For EEP Use Only**  
**CNCP Assessor:** \_\_\_\_\_  
 (print)  
 \_\_\_\_\_  
 (signed)

**Title:** \_\_\_\_\_  
**Date of Visit:** \_\_\_\_\_





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9700 West Taron Drive  
Elk Grove, Ca 95757  
Phone: (916) 686-7400  
Fax: (916) 686-8142  
Email: [experiential@cnsu.edu](mailto:experiential@cnsu.edu)

Thank you for your interest in becoming a Preceptor for California Northstate University College of Pharmacy students!

To certify your eligibility, please complete the items contained within this packet:

Preceptor Information Form  
Include a copy of your CV

Please send the completed items to the CNU COP Experiential Education Department:

Email: [Experiential@cnsu.edu](mailto:Experiential@cnsu.edu)

Questions may be directed to Mallory Smith: [Mallory.smith@cnsu.edu](mailto:Mallory.smith@cnsu.edu)

With Regard,

The Experiential Education Department



Experiential Education  
 9700 West Taron Drive  
 Elk Grove, Ca 95757  
 Phone: (916) 686-7400  
 Fax: (916) 686-8142  
 Email: [experiential@cnsu.edu](mailto:experiential@cnsu.edu)

**PRECEPTOR INFORMATION FORM**

**Date:** \_\_\_\_\_

First Name \_\_\_\_\_ M \_\_\_\_\_ Last Name \_\_\_\_\_

Gender  M  F

Site Name (include store # if applicable) \_\_\_\_\_

Position/Title \_\_\_\_\_

Office Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Primary Email\* \_\_\_\_\_ Alternate Email \_\_\_\_\_

**\*Note: We must have an email address as it is our primary method of communication.**

Do you precept students at any other sites?

Yes  No

Pharmacist's License Number & State \_\_\_\_\_

Expiration Date \_\_\_\_\_

Effective Date \_\_\_\_\_

License is in good standing with the Board of Pharmacy?  Yes  No

If no, please explain: \_\_\_\_\_

**Precepting and Professional Experience**

List Previous Precepting Experience	
Years of Precepting Experience	

[ ] From time to time, CNUCOP uses names and photographs of preceptors in promotional material for recruiting and supporting students and preceptors. By initialing this box, you are indicating that you prefer to not be included in promotional material



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**IPPE Preceptor Availability**  
**Winter 2016-2017; Spring 2017** (rotation dates projected below; subject to change)

Please indicate in the appropriate columns, the number of students you would be willing to precept for the upcoming WINTER and SPRING blocks (at 75 hours per student/per block):

ROTATIONS		Winter 2016-17 (12/15 – 1/03)	Spring 2017 (1/04 – 04/25)
		Next to each rotation, please indicate total # of students you are willing to precept during the above dates.	Next to each rotation, please indicate total # of students you are willing to precept during the above dates.
Community Practice			
Hospital Pharmacy Practice			
Specialty Practice	Administration – Community		
	Administration – Hospital		
	Ambulatory Care		
	Compounding		
	Education		
	Government Services		
	Hematology/Oncology		
	HMO Pharmacy		
	Home Infusion		
	Long Term Care		
	Mental Health		
	Pharmacy Benefit Manager		
	Professional Association		
	Student Health		
	Toxicology		
Other:			
<b>TOTAL</b>			

Additional Notes: \_\_\_\_\_

I agree to accept a total of \_\_\_\_\_ CNU COP IPPE students for the above IPPE rotations.

\_\_\_\_\_  
 Preceptor Name (Please print)

\_\_\_\_\_  
 Site Name (and store # if applicable)

\_\_\_\_\_  
 Preceptor Signature

\_\_\_\_\_  
 Date



Experiential Education  
 9700 West Taron Drive  
 Elk Grove, CA 95757  
 Phone: (916) 686-7400  
 Fax: (916) 686-8142  
 Email: experiential@cnsu.edu

**APPE Preceptor Availability**

(May 2017 -2018)			A	B		C	D	E		F	G	H	
Course	Rotation	Preceptor	05/15/17	06/26/17	08/05/17	08/14/17	09/25/17	11/06/17	12/16/17	01/08/18	02/19/18	04/02/18	05/12/18
		06/23/17	08/04/17	08/13/17	09/22/17	11/03/17	12/15/17	01/07/18	02/16/18	03/30/18	05/11/18	05/20/18	
Community Practice													
Hospital Pharmacy Practice													
General Medicine													
Ambulatory Care	Anticoagulation												
	HIV/AIDS												
	HMO												
	Infusion Clinic												
	MTM												
	Primary Care												
	Other:												
Specialty Practice	Admin – Community				1 week break				3 week break				1 week break
	Admin – HMO/DEC												
	Admin – Hospital												
	Cardiology												
	Compounding												
	Critical Care												
	Education												
	Emergency Department												
	Hematology/Oncology												
	HMO Pharmacy												
	Infectious Disease												
	Long Term Care												
	Mental Health												
	Nuclear Pharmacy												
	Pediatrics												
	Pharmacy Benefit Mgr												
	Professional Association												
	Public Health												
	Research												
	Trauma												
Other:													

I agree to accept the above number of students for APPE rotations:

\_\_\_\_\_  
 Preceptor Name

\_\_\_\_\_  
 Site Name

\_\_\_\_\_  
 Preceptor's Signature

\_\_\_\_\_  
 Date

\*Please circle the number of students entered in the respective blocks to indicate Must-Fill.



## Student or Preceptor Concern Form

Experiential Education Department  
 experiential@cnsu.edu  
 9700 West Taron Drive  
 Elk Grove, CA 95757  
 (P) 916-686-7400

### INSTRUCTIONS

- Submit your completed form to the Experiential Education (EE) Department within 7 business days.
- A Director of Experiential Education (IPPE or APPE) will email you upon receiving your completed form.

### STUDENT AND PRECEPTOR INFORMATION

Preceptor Name: \_\_\_\_\_  
*First Middle Last Contact Email*

Student Name: \_\_\_\_\_  
*First Middle Last Contact Email*

Student ID#: \_\_\_\_\_ Class of: \_\_\_\_\_ Phone: \_\_\_\_\_ (circle: student / preceptor)

Incident date(s): \_\_\_\_\_ Start Date: \_\_\_\_\_

**Please briefly state the nature of the event:**

TO BE COMPLETED BY STUDENT or PRECEPTOR	TO BE COMPLETED BY THE DIRECTOR
Circle: IPPE / APPE Course: _____ Preceptor: _____ Site: _____ Rotation: _____	- For issues related to this matter, Student Handbook will be referred to. <input type="checkbox"/> Yes <input type="checkbox"/> No - Has the student or preceptor provided evidence of complaint? <input type="checkbox"/> Yes <input type="checkbox"/> No - Has the student or preceptor met with party involved regarding this concern? <input type="checkbox"/> Yes <input type="checkbox"/> No
Who else was involved? What actions were taken by the student or preceptor if any? State "none" if no action was taken. Are the parties requesting to meet?	- Student or preceptor confronted the party involved regarding this concern. <input type="checkbox"/> Yes <input type="checkbox"/> No - The party involved has been made aware of this concern. <input type="checkbox"/> Yes <input type="checkbox"/> No - The supervisor or site manager is aware of this concern. <input type="checkbox"/> Yes <input type="checkbox"/> No
Are you willing to face the student or preceptor if a meeting is needed? Yes No (please explain): _____	- EE Director needs to contact supervisor. <input type="checkbox"/> Yes <input type="checkbox"/> No - Student and EE Director will do a root cause analysis to try and improve and address the concern. <input type="checkbox"/> Yes <input type="checkbox"/> No - This situation has been resolved by the EE Director. <input type="checkbox"/> Yes <input type="checkbox"/> No

*In signing this form, I confirm that the event described above is accurate, and true to my knowledge. I understand that I may be asked for more information to help resolve this concern.*

Student or Preceptor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

EXPERIENTIAL EDUCATION DEPARTMENT USE ONLY			<b>Notes:</b>
Summary of event determined By Experiential Department	Y / N Investigated	Y / N Site notified	Y / N Resolved
Date Received _____	Director Signature: _____		Date: _____

APPENDIX VI Accident / Injury Form



OFFICE OF EXPERIENTIAL EDUCATION  
ACCIDENT / INJURY FORM

Student Name:		Experiential Site:	
Student Assignment:			
Telephone:		Experiential Site Representative:	

Persons Involved and Information:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date of Report: \_\_\_\_\_

Date of Incident:
Location of incident:
Nature of Injury:
Severity of Injury:
Action Taken:
Signature of Person Completing Form
Print Name of Person Signing Form
_____
Title

Office of Experiential Education: \_\_\_\_\_

Date: \_\_\_\_\_

Signature / Title

Please email or fax back at [experiential@cnsu.edu](mailto:experiential@cnsu.edu) / fax: (916) 686-8142