



# CALIFORNIA NORTHSTATE UNIVERSITY

## EXPERIENTIAL EDUCATION HANDBOOK



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## FOREWORD

Welcome to the California Northstate University College of Pharmacy's (CNUCOP) Office of Experiential Education (OEE). The primary objective of this handbook is to describe the overall OEE structure and process. The secondary objective is to describe the roles and expectations of students, preceptors, faculty, and staff.

The Experiential Education handbook describes the individual courses, outcomes, expectations, and activities. As with all emerging academic programs, the OEE undergoes continuous quality improvement.

## MISSION, VISION, GOALS, AND VALUES

**MISSION OF CALIFORNIA NORTHSTATE UNIVERSITY COLLEGE OF PHARMACY (CNUCOP)**  
To Advance the Science and Art of Pharmacy

### VISION OF CNUCOP

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

### MISSION OF EXPERIENTIAL EDUCATION

- Application of classroom knowledge to clinical settings
- Problem-Solving
- Communication
- Leadership
- Professionalism
- Interprofessional Collaboration
- "Patient-Centered Care"

### VISION OF EXPERIENTIAL EDUCATION

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

## 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." [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 California's private postsecondary and vocational education institutes. The Bureau was established to foster and improve these institutions' educational programs and services while protecting the state's citizens 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).

## DOCTOR OF PHARMACY DEGREE REQUIREMENTS

### EDUCATIONAL PHILOSOPHY

The California Northstate University College of Pharmacy curriculum is designed to guide students to become active, self-directed, lifelong learners. 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.

### ACTIVE LEARNING

The faculty has adopted active learning methodologies throughout the didactic curriculum. Active learning is a well-defined educational strategy that California Northstate University College of Pharmacy will use throughout the first three years of the curriculum. ACTIVE LEARNING promotes judgment, mastery of content, communication, teamwork, problem-solving, and critical thinking. It also emphasizes the importance of individual accountability, group collaboration, and applying 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.

### DOCTOR OF PHARMACY CURRICULUM

Refer to the CNSU website under the PharmD Program and Curriculum section

<https://pharmacy.cnsu.edu/>

## 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 providing 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 AND 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. Each experience will allow the student to incorporate learned didactic information into developing the skills necessary to be a competent pharmacy practitioner. A pharmacist preceptor will direct most practice experiences.

The EE is divided into Introductory Pharmacy Practice Experience (IPPE) and Advanced Pharmacy Practice Experience (APPE). Students participate in IPPE rotations to gain actual practice experiences in community, institutional and specialty practice settings. Throughout IPPEs, the students practice and strengthen 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 not limited to interviewing and counseling patients, performing patient assessments, immunizations, medication reconciliation, counseling on OTC products, and performing pharmacy practice operations in multiple settings.



APPE rotations follow IPPE rotations and are delivered throughout the last year. APPEs are designed to develop the attitudes, knowledge, and behaviors necessary to perform patient-centered care and other activities competently and collaboratively in a variety of interprofessional, team-based health care settings.

The experiential curriculum includes core and specialty rotations in both the IPPEs and APPEs. Each specialty rotation is designed to allow the student to explore career opportunities and seek training in some of the pharmacy's non-traditional roles.

## CONTACT INFORMATION AND COMMUNICATIONS

The OEE and the students at CNUCOP use email as the primary method of communication. Successful preceptors and students must review and respond to email communication promptly. Our OEE can be reached at:

### TONY EID BS, PHARMD, REHS, BCMTM, APH, CHC, AACC

Assistant Dean of Experiential Education  
Associate Professor in the Clinical and Administrative Sciences  
Tony.eid@cnsu.edu  
(916) 686-8029

### WELLY MENTE, PHARMD, FCSHP

Director of Introductory Pharmacy Practice Experiences (IPPE)  
Associate Professor in the Clinical and Administrative Sciences  
wmente@cnsu.edu  
(916) 686-7380

### ELIZABETH (LIZ) SUAREZ, BSPH

EE Coordinator of Experiential Education  
Elizabeth.suarez@cnsu.edu  
(916) 686-8677

## EXPERIENTIAL EDUCATION REGIONS

### REGIONS

California Northstate University College of Pharmacy's EE continues to develop geographic regions. The designated regions are Greater Sacramento / Central Valley, Bay Area, Los Angeles, and Palm Springs. Other locations outside of these regions are available.

## EXPERIENTIAL PROJECTS AND ASSESSMENTS

### CORE PROJECTS

APPE rotations require each student to develop at least one independent core project. The core project requirements vary with each APPE rotation. 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, this should be discussed with the Preceptor by the end of your second week. If the Preceptor or student needs assistance, the respective Director of Experiential Education for APPE rotations should be contacted for advice. The Preceptor will perform grading during the Final Student Assessment. Unless specifically requested by the Preceptor, students are not permitted to repeat the same project during their fourth year.

## SEMINAR COURSE

This is the first of a required, two-semester sequential course for pharmacy students during their advanced pharmacy practice experiences. This course is designed to: 1) prepare students for practice in the pharmacy profession, 2) build upon didactic knowledge gained previously in the Doctor of Pharmacy program, and 3) help students become life-long learners through self-assessment and reflection on learning. Course activities may include but are not limited to board exam preparation, quizzes, case presentations, disease state and/or drug information presentations/discussions, journal club presentations, self-reflection assignments, and/or guest lectures by pharmacists and other healthcare practitioners in addition to other region-specific activities. Students enrolled in Seminar courses will be given an exam to assess their knowledge of pharmacotherapy, jurisprudence, pharmacy calculations, and Drug Literature Review. Students must pass every exam with at least 69.95%. Failure to do so will require an examination retake.

Please see the course syllabi for further information.

## CALENDAR FOR THE EXPERIENTIAL EDUCATION

### 3-Year PharmD Program:

Year	COURSE	EXPERIENTIAL EDUCATION	HOURS
1	IPP 707	IPPE Community	150
1 – 2	IPP 807	IPPE Institution	75
1 – 2	IPP 808 or IPP 808B	IPPE Specialty	75
3	APP 901	APPE Community Practice	240
3	APP 902	APPE Hospital/Health System	240
3	APP 903	APPE General Medicine	240
3	APP 904	APPE Ambulatory Care	240
3	APP 905/906	APPE Specialty I	240
3	APP 905/906	APPE Specialty II	240

### 4-Year PharmD Program:

Year	COURSE	EXPERIENTIAL EDUCATION	HOURS
1	IPP 707	IPPE Community	150
1 – 3	IPP 807	IPPE Institution	75
1 – 3	IPP 808 or IPP 808B	IPPE Specialty	75
4	APP 901	APPE Community Practice	240
4	APP 902	APPE Hospital/Health System	240
4	APP 903	APPE General Medicine	240
4	APP 904	APPE Ambulatory Care	240
4	APP 905/906	APPE Specialty I	240
4	APP 905/906	APPE Specialty II	240

## STUDENT CURRICULUM VITAE (CV) AND E-PORTFOLIO

All students must develop and maintain an electronic portfolio containing the curriculum vitae (CV) and complete projects that exemplify the best of their work, beginning the second semester of the first year. This CV contains pertinent work experience, professional interests, leadership achievements, professional clubs, organizational involvement, and significant achievements (including major class projects, presentations, posters, publications, IPPE, and APPE rotations).

The CV and portfolio are designed to follow the student into their professional career. The student must regularly update the CV and portfolio with new achievements and insights. The student should share this CV and portfolio with their current and upcoming preceptors, faculty advisors and the OEE to enable the development of the most meaningful rotation possible.

## IPPE AND APPE OVERVIEW

### INTRODUCTORY PHARMACY PRACTICE EXPERIENCES (IPPE)

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

Students must complete all didactic courses and additional requirements (see current syllabi for all requirements) before the start of IPPEs. The institutional and specialty IPPEs are interchangeable by order, but both must be successfully completed to advance to APPEs.

Preceptors determine the schedule that works best for them and the student. Preceptors may also request the assistance of the OEE staff to establish a schedule that recognizes the students' didactic courses.

Students should not request any changes to the Preceptor's schedule for any purpose outside of an excused absence (see Excused Absence Policy). Failure to comply with the Preceptor's schedule will result in a withdrawal from the course (see the Attendance section below for additional information).

### IPP 607

IPP 607, Introduction to Pharmacy Practice and Professionalism, is taught within the first year. This didactic class prepares students for their IPPEs. It covers introductory and contemporary pharmacy issues, practice history, pharmacy organizations and medical terminology, and certificate programs as required by experiential practice experiences. Additionally, students will be introduced to pharmacy law and professional issues and will be provided with an opportunity to develop introductory knowledge of the top 200 dispensed prescription medications.

### ADVANCED PHARMACY PRACTICE EXPERIENCES (APPE)

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

Students are required to complete all didactic courses and IPPE rotations before advancing to APPE rotations. Please refer to the progression policy in the Student Handbook.

Throughout APPE rotations, students apply 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.

The APPE comprises at least six experiential rotations and allows the student to be directly involved in pharmacy operations and 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, the pharmaceutical industry, research, education, etc.) but incorporate interactions with other health care professionals. Each student must successfully complete Community Practice, Hospital/Health System, General Medicine, Ambulatory Care, and two Specialty rotations.

### 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 students 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.

### IPPE AND APPE ROTATION CALENDAR

See CORE ELMS for Preceptor & Student Schedule

## 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 APPROVAL PROCESS

Students are **NOT** allowed to contact sites directly to solicit IPPE or APPE rotations. If students want to know if a site is available, they can review the site listings on CORE ELMS. If the site in question is not on the site list, they can send a message to the OEE with the site's name and Preceptor contact information. The site will be reviewed by the OEE. OEE then makes the decision as to whether 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. The purpose of qualifying preceptors for involvement in the Office of Experiential Education is to ensure 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/or APPE (see Appendices I-IV). Upon initial assessment, the OEE will review the Preceptor's license/credentials and the license of their practice site, if applicable, to ensure validity and good standing. Once approved, a new preceptor will be entered into the CORE ELMS database and sent log-in credentials for accessing student evaluations, projects, and time logs.

## PRECEPTOR EXPECTATIONS AND REQUIREMENTS

### MINIMUM REQUIREMENTS FOR PRECEPTORS

Preceptors must actively practice in a healthcare-related field for the last 12 months or be currently enrolled in a recognized pharmacy residency program.

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

### ADJUNCT FACULTY

Preceptors may be appointed as Adjunct Faculty by the Dean of CNUCOP, starting as Instructor, Assistant or Associate Adjunct Professor. Certificates are provided.

Students are assigned a Preceptor of Record for each 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, and a surrogate preceptor may be necessary. In most cases, the Preceptor is expected to be present during the student's scheduled rotation. OEE should be contacted if the Preceptor cannot be present.

## TRAINING

### SPECIFIC CNUCOP PROGRAM TRAINING

Preceptor training is offered on and off campus or virtually by CNUCOP. Training classes vary in topic based on the needs of the preceptors and the OEE. The training includes an overview of the OEE and the 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.

CNUCOP is a provider of continuing education under the Accreditation Counsel for Pharmacy Education (ACPE). CE units are provided where appropriate.

### OTHER TRAINING OPTIONS

ACPE-accredited preceptor training is available. See the Preceptor Benefits Letter for additional resources and preceptor training opportunities. The OEE at CNUCOP encourages our preceptors to participate in a variety of programs to assist in building a strong foundation of preceptor skills.

### LEADERSHIP AND PROFESSIONAL DEVELOPMENT

Students are encouraged to engage in professional growth and lifelong learning through active participation in professional organizations, extracurricular training, 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 optimizing 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 providing patient care services.

## LIBRARY PRIVILEGES

Preceptors gain access to the growing CNUCOP Health Science Library for their commitment to educating future pharmacists. Library admittance allows access to physical and online text references, journals, and databases. For a current list of resources, please contact OEE. To access library resources, please refer to the CORE ELMS.

## 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 OEE 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 students. This relationship may last for several years after the rotation is complete.

Preceptors should reflect an attitude, professional stature, and character suitable for serving as a student role model. The Preceptor is expected to spend 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, 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.

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 beyond the typical preceptor-student relationship, the Preceptor's and student's responsibility is to contact the Director of IPPE or APPE as appropriate for the rotation. Transferring the student to another site may be necessary.

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, stepparents, or stepchildren. If possible, students should not be evaluated by a member of their immediate family. 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, if possible. The student and Preceptor are dually responsible for notifying the respective Experiential Education Directors of any conflicts of interest before selecting rotations or immediately when a conflict is known.

### COMMUNICATION

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

Unless otherwise assigned, preceptors should always be available to the student during each rotation.



Preceptors should communicate regularly with other community-based and campus-based faculty and the Experiential Education team to exchange teaching experiences and discuss, design, and implement ways of improving the student's learning experiences.

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).

Email or CORE ELMS (CNU's evaluation platform) may be used to communicate with preceptors, students, and the College.

Inappropriate, unprofessional, and/or unethical communication or incidents involving preceptors should be reported to the Director(s) of IPPE or APPE, 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 performance assessment for students in their IPPE and APPE rotations. As such, it is also a means by which the College receives feedback on how well our Program is preparing our students for their IPPE and APPE curriculum, as well as a tool to analyze any potential curriculum gaps.

Formal assessments are mandated by both WASC and ACPE standards.

The College will periodically request Preceptors' participation in the American Association of Colleges of Pharmacy (AACP) Preceptor Survey. The link for this survey will be sent to the Preceptor's individual email.

The student completes a self-assessment and evaluates the preceptor and practice site at the midpoint and end of each rotation. Assessments and evaluations are submitted via CORE ELMS. Subsequently, the data is forwarded for review by the IPPE and APPE Directors. The Curriculum and Assessment Committees also evaluate the assessment data and may recommend changes in the Program to the Department Chair or designee where necessary.

This feedback loop is essential for continued quality improvement. Information provided by students about their impressions of their Preceptor's performance is available in CORE ELMS.

## ROTATION SCHEDULING

### IPPE AND APPE SCHEDULING

The OEE conducts optimization of student/preceptor slot placement. The student selects preferences based on their individual professional interests or other factors. The match may or may not account for the student preferences when assigning rotations to students.

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 slot placement process. No promises are made or honored by the OEE or California Northstate University College of Pharmacy staff or faculty 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 whenever possible. A student employed by a facility may complete a rotation in a different area of the same facility.

Students cannot solicit, buy, or sell any placements with other students or Experiential Education Programs. Any requests for changes must be made according to the established procedures of the Experiential Education Program. No students are to directly communicate with Preceptors or sites with requests for the selection of any APPE site or APPE block of existing affiliations.

The College avoids any circumstances where matching a student and Preceptor might impair the learning outcomes. The OEE along with the IPPE and APPE Directors, have final authority on student placement. 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 regional preferences in selecting sites. When selecting slot preferences, the student is encouraged to consider their professional interests and potential employment desires. Preferences will be considered by the Office of Experiential Education but **are not** guaranteed.

### PLACEMENT AND SCHEDULING

The IPPE Director and Coordinator will estimate the capacity for each rotation. The College utilizes an outside vendor, CORE ELMS, to perform initial site placements. Working with de-identified data, CORE ELMS will optimize student site placement based on special consideration ranking and the student's preferences.

The IPPE Director and Coordinator 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 students at 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 IPPE Director may place certain restrictions on the site assignments to meet Preceptor workload concerns and ensure proper educational sequencing.

#### IPPE Rotation Schedule Changes are Prohibited.

Once the rotation schedule has been agreed upon by the Preceptor and student either verbally or in writing, any conceivable schedule change initiation by an IPPE student while on rotation must be approved by OEE first before communicating with the rotation site preceptor(s). Students found to be non-compliant are subject to Professional and Academic Standards Committee (PASC) review or possible disciplinary action.

## APPE SITE PLACEMENT

### SPECIAL CONSIDERATIONS

The College recognizes that there may be undue hardship in student relocation in certain situations. If a student can demonstrate that a potential hardship exists, the student's situation may be considered during the site placement process.

The APPE Director will review all applications for special consideration for consideration. Information will be de-identified and referred to the Department Chair or designee for approval or denial if warranted. Additionally, some requests may be considered by the PASC.

### PREFERENCES

Each student will be given the opportunity to express their preference for regional areas. A student who does not specify a preference during the designated APPE selection process will be placed in a regional area after those that expressed preference.

When selecting slot preferences, students are encouraged to consider their professional interests, potential employment desires, preferred off blocks, and necessary commute and living arrangements.

### PLACEMENT AND SCHEDULING

The College utilizes an outside vendor, CORE ELMS, to perform initial slot placements. CORE ELMS will optimize regional student placement based on special consideration (priority) ranking and the student's preferences. The OEE and the APPE Director will estimate the capacity for each region. 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 the students' slots in the region where they were assigned, however, should limited capacity exist, placements outside of the area may become necessary. It is understood the Preceptor or Director may place certain restrictions on the slot assignments to meet the Preceptor's workload concerns and ensure proper educational sequencing.

### APPE EXCHANGE REQUEST

Each student will be allowed to participate in the exchange process to optimize 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. All APPE exchange requests are based on the discretion of the Director.

### ADDITIONAL SPECIALTY 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 many rotation slots offered are precepted by volunteer faculty members. Furthermore, it is quite reasonable to consider that, from time to time, the 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 AND ONBOARDING

Orientation and on-boarding requirements vary from site to site. Students are to contact their assigned rotation site(s) for specific details on orientation and on-boarding requirements at least six weeks in advance from the start of each rotation. Failure of completion of onboarding assignments of any scheduled rotation that are not successfully completed on time will result in failure of the assigned rotation that student is already scheduled to start.

### 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

The individual Preceptor chooses whether 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 after-hours 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, if applicable.

### 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 schedule. 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 prior to the start of the rotation. Straying from the schedule could result in the failure of the course for the student. Students should generally be prepared to work at any time or on any day, per preceptor designation.

Additionally, some preceptors may require a mandatory orientation. The College expects students to 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, the Preceptor should notify the student during orientation. The information will then be passed on to the student, and professionalism will be appropriately evaluated. See Dress Code Policy in the Student Handbook.

## 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.

## ENTRUSTABLE PROFESSIONAL ACTIVITIES (EPAs)

Preceptors should initially and periodically (daily/weekly) review planned activities with students, reviewing the student's accomplishments during previous visits and considering the level of supervision required based on entrustable professional activities (EPAs).

Entrustable Professional Activities (EPAs) are units of professional practice or descriptors of work, defined as specific tasks or responsibilities that trainees are entrusted to perform without direct supervision once they have attained sufficient competence. EPAs are independently executable, observable, and measurable in their process and outcome. EPAs for New Pharmacy Graduates are discrete, essential activities and tasks that all new pharmacy graduates must be able to perform without direct supervision upon entering practice or postgraduate training. EPAs support pharmacists (in training and in practice) to assume greater responsibility and accountability for improving the health outcomes of patients through pharmacy expertise. They are a means to translate competencies (personal descriptors) into clinical practice (work descriptors). They are executable in a specific, observable, and measurable timeframe to determine one's ability to perform a defined clinical task. (See EPA domains listed in each CORE APPE Syllabi.) In so doing, they provide the learner and assessor with valuable feedback on progress towards ever higher levels of practice.

## EPA LEVELS

It is expected that last year students on APPE rotation must be at a level of 3 or higher, as defined by the table below. Students who achieve less than a 3 will need to remediate the rotation and identify the

area of weakness(s) in a last year student encounters on rotations. Please refer to the APPE syllabi for EPA domain mapping and expected activities that must be met per each CORE APPE rotation.

LEVEL		DESCRIPTION
I.	Observe Only	Learner observes only; not entrusted to perform the task even with direct supervision.
II.	Direct Supervision	Learner performs tasks with direct and proactive supervision.
III.	Reactive Supervision	Learner performs tasks with indirect/reactive supervision (i.e., preceptor/supervisor is readily available to assist if needed).
IV.	Intermittent Supervision	Learner independently performs tasks with supervision at a distance or post-hoc.
V.	General Direction	Learner independently decides what tasks need to be performed and can direct/supervise the activities of others.

## 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 OEE using the online database CORE ELMS.

The Preceptor and student should schedule time in advance to conduct a 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 and self-assessment and share constructive feedback. It is recommended that the Preceptor is prepared 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)
- Preceptor's Evaluation of Student (Midpoint and Final)

## POLICIES AND PROCEDURES

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

See IPPE and APPE rotation syllabi for additional mandatory requirements.

## ATTENDANCE

The Preceptor will determine the schedule for the student during their rotation. Apart from the student's class schedule and mandatory College events, it is at the sole discretion of the Preceptor to determine the student's schedule. The preceptors may not be 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. Students must make up any missed time during their rotations, completing at least 240 hours during their APPE rotation or 75-150 hours for respective IPPE rotations. If, while on rotation, a holiday 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 missed hours. The closing of the academic campus for a holiday (s) or vacation does NOT automatically determine an off day for the IPPE or APPE student. For any reason, there is a maximum of three (3) days missed during any rotation before a student fails the rotation.

## PROFESSIONAL MEETING ATTENDANCE OR RESIDENCY INTERVIEWS

The student must request permission from their Preceptor and the Office of Experiential Education if the student is to miss any training days for the purpose of attending a professional meeting or residency interviews. The OEE, 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.

To attend a professional meeting or residency interview, the student must make up any missed time during their rotations, completing at least 240 hours during their APPE rotation or 75-150 hours for respective IPPE rotations. (See ATTENDANCE above.) Professional dress, as described above, is required for attendance at all professional meetings. Refer to the Dress Code Policy.

## IPPE HOURS

The student must participate in at least 300 total 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 various 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 OEE and Preceptor. Any absences must be coordinated with OEE and their Preceptor (s).

## APPE HOURS

The student must participate in at least 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.

## EXCUSED ABSENCE

The student is responsible for notifying their Preceptor and the OEE (or coordinator) in the event of an excused absence. ALL excused absences are required to be made up at the discretion of the Preceptor. See ATTENDANCE above.

The student attending a professional meeting will follow this handbook's Professional Meeting Attendance section.

## UNEXCUSED ABSENCE

Unexcused absences are not permitted during rotations.

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 2) will result in the grade "F" and failure of the course. (See "Tardiness" section below.)

## DROPPING AN IPPE OR APPE ROTATION

Students will be given a limited period of 5 days after registration although no later than 5 business days prior to the start of a rotation, to drop their IPPE or APPE 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. Once a student has begun their rotation, the rotation will conclude with the student receiving a passing grade, failing grade, incomplete grade "I", withdraw grade "W," leave of absence or dismissal from the college. A student may not withdraw from the rotation once they have begun.

Scenarios:

Student who have started their IPPE or APPE, but did not fail nor completed it, then:

- A. If they get rescheduled WITHIN THE SAME academic Term/Semester
  - Students in this scenario will get an "I" (Incomplete Grade).
- B. If they get rescheduled AFTER the academic Term/Semester
  - Students in this scenario will receive a "W" (Withdrawal Grade).

## EMERGENCY LEAVE OF ABSENCE DURING APPE ROTATIONS

Students in the pharmacy program who find themselves in an emergency 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 is 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. The student will be charged the remaining unpaid amount if payments have not been completed. 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 beginning 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 their 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.

### 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 student's responsibility 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, as required according to respective IPPE/APPE 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 OEE interacts with many partners throughout the community, it is expected there will be adjustments to the background and drug screening policy. The Experiential Education 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 and 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 OEE 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.

## EXPENSES INCURRED BY STUDENTS

Students are responsible for expenses incurred for ALL rotation-related as well as compliance-related purposes. For instance, expenses associated are NOT limited to costs incurred for performing student background checks, drug screening requirements, parking fees, toll bridges, vehicle usage, transportation, document retrievals, childcare, meals, etc. The College of Pharmacy cannot reimburse these.

## FINANCIAL COMPENSATION

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

## CONCURRENT EMPLOYMENT

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

## CONFLICT RESOLUTION

Conflicts are anticipated to occur during the natural course of student and preceptor interaction and the educational process. If appropriate, the student and Preceptor are encouraged to resolve all issues themselves. If this effort does not resolve the conflict, the student or Preceptor should contact the OEE 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 Coordinator or Director as early as possible of any potentially negative or problematic situations and issues concerning students. These include but are not limited to attendance issues, severe clinical performance issues, medication dispensing errors that might have consequences to the patient, Preceptor or institution, and matters relating to breaches in professional behavior. Please refer to the Preceptor/Student Concern Form (Appendix V) to address the concern.

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

Suppose students cannot complete the curriculum based on a family situation or serious health condition. In that case, they should speak with their faculty advisor or student affairs about considering a leave of absence. Students with special family situations or serious health conditions not recognized by

the ADA, including broken bones, sprained joints, pregnancy, traumatic injuries, or other temporary conditions, will not be granted preferential placement for the block, Preceptor, site, or topic. Please see the Student Handbook under the topic of "Leave of Absence."

## 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 applying these standards to pharmacy practice.

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 ethics should be discussed with the student and Preceptor and forwarded to the IPPE or APPE Director, as appropriate. Violations may be reviewed by PASC as described in the Student Handbook.

## GRADING

Refer to individual course syllabi for grading policies and procedures. A passing grade indicates the Preceptor confirms that the student has fulfilled all the required hours of the rotation and has met passing requirements as defined by the syllabus.

## 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 The 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 of Academic Affairs and the Registrar while returning the original copy to the student in case they wish to pursue the matter further.

Suppose the Course Coordinator and Department Chair approve the appeal. In that case, 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**

Suppose the course coordinator/department chair denies the appeal, and the student wishes to pursue the matter further. In that case, 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 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 Associate Dean approves the appeal of Academic Affairs, 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.

If 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**

Suppose the Associate Dean of Academic Affairs denies the appeal, and the student wishes to pursue the matter further. In that case, 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 OEE. At their discretion, the OEE will seek additional opinions to assist with additional views of the student performance and professionalism. The results of the inquiry will be anonymously shared with the student upon request and incorporated in the appeal process. Students are instructed **NOT** to contact the pharmacists or healthcare providers from the practice site after completing the rotation to appeal their grade.

### **HEALTH INSURANCE PORTABILITY AND ACCOUNT ABILITY ACT (HIPAA)**

All students participating in the OEE 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 a 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 experience. Instances involving such conduct will be reported to the EEO. The OEE and/or PASC will review any misconduct or complaints and determine an appropriate course of action.

Failure to respect and comply with rules and regulations relating to patient and worksite confidentiality is considered unprofessional behavior and therefore constitute a violation of the Honor Code which

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

### 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 workplace (rotation site). Breaches of confidentiality can result in immediate dismissal from the practice site, failure of the rotation and/or dismissal from the Doctor of Pharmacy program.

### 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, 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).

### 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 goodwill amongst our diverse population and uphold all persons' autonomy, dignity, and moral integrity. 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.

### 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. Teamwork 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 violating 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 embrace the Oath of the Pharmacist and the principles embodied within. We display professional attitudes, values, and behaviors in the classroom, at preceptor sites, and in the community. We encourage teamwork 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.

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 OEE. It is understood that teamwork is necessary for ensuring and sustaining an environment and culture that support these core principles and related values.

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.*

## HONOR CODE VIOLATIONS AND CONSEQUENCES

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.

## CORE PRINCIPLES OF THE HONOR CODE

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.*

## 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.

## 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. All routine medical, dental, and surgical care are expected to be completed before the beginning of the semester. Refer to the Student Handbook for specific requirements for documenting immunizations and physical examinations.

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

## LEGAL

The student must follow the Federal, State, and County regulations where they are interning in pharmacy practice. If the student is unaware of or unfamiliar with these laws and regulations, they must confer with their Preceptor. The student recognizes that each state and county's laws can and do vary. 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 always carried while on rotations.

## LIABILITY/MALPRACTICE INSURANCE

All students currently enrolled at CNUCOP are members of the 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 aggregate.

## LICENSURE

Before starting any Experiential 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 the student is assigned for an IPPE or APPE. Specifically, the student must obtain in a timely manner (as deemed by the OEE) 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 OEE) all respective license(s) into the appropriate database specified by OEE. Intern license verification will be conducted by the Office of Experiential Education 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 IPPE/APPE site procedures.

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



## CPR CERTIFICATION

Before starting the first IPPE rotation, the student is required to become CPR certified. CPR certification must be maintained throughout the Professional Program.

## MENTAL HEALTH AND COUNSELING

Mental health counseling is available to the 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. A student who has elected to use the Student Health Insurance offered by the school and administered by Western Health Advantage 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.

## 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. 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. The College believes that diversity enhances and enriches the quality of our academic Program.

## PREREQUISITE COURSES

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

## PERSONAL COMMUNICATION

Students are reminded that using cell phones (or other electronic devices) for personal conversations or text messaging is strictly forbidden during the OEE 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 Office of Experiential Education if the student insists on having their electronic device with them and on during the rotation.

## PROFESSIONAL APPEARANCE

A vital component of professionalism is appearance. As the student is preparing to practice in a healthcare environment, appropriate dress and proper attention to personal hygiene is of utmost importance. Specific activities and settings require particular attire; 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 six weeks before reporting for the first day of the rotation to become familiar with any special requirements. The OEE must approve additional or alternative dress requirements. Dress Code for all IPPE and APPE rotations are as follows:

#### MEN MUST WEAR:

Dress shirt, Necktie, Slacks.

#### WOMEN MUST WEAR:

Dress, blouse, sweater, or dress shirt.

Skirt or slacks.

Dresses and skirts must be at or below the knee.

#### ALL EXPERIENTIAL STUDENTS MUST WEAR:

Dress shoes (closed toe, no spiked heels).

Professional attire.

Ironed, clean, white laboratory coat.

College issued photo identification.

#### THE STUDENT MUST NOT:

Wear tee shirts, midriffs, tank tops

Wear denim, short skirts, or short dresses

Wear flip-flops, sandals, tennis shoes or athletic shoes

Have visible tattoos or body piercings (other than conservative earrings)

Have unnatural hair color

Wear perfume or cologne

Wear artificial nails

Dirty or unpressed CNUCOP issued white coat

#### 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.

## REGISTRATION

The student must meet all the registration requirements of California Northstate University College of Pharmacy before attending any IPPE or APPE rotations. Suppose the student is not fully compliant with the registration requirements or process. In that case, the student will be asked not to 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. Specific calendars are released on an annual basis.

The student will be given a very limited period, usually 5 days after registration, although no later than 5 business days prior to the start of a rotation, 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.

## REMEDICATION AND RESCHEDULING OF FAILED ROTATIONS

See the progression policy in the current General Catalog.

A grade of "D" is not offered for IPPE or APPE.

When repeating an 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 and repeated rotations. When possible, full-time faculty will be the primary choice for precepting students who fail the same course in a previous rotation.

## REMOVAL FROM EXPERIENTIAL 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 on patient safety, the risk to preceptor or site licensure, student effort, academic preparedness, and/or professionalism. Suppose 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. In that case, 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 OEE. The Preceptor and student must notify a faculty or staff member of the OEE that a student has been released from that site. The student will be contacted by a representative of the OEE as soon as possible. A student asked by the Preceptor, the Preceptor's representative, or a faculty member to be removed or dismissed from the site before 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.

## BEGINNING OF A 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 the 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.

## 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 describe 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 fail to identify oneself as an "Intern" or "Student." These stated policies apply to 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.

## STUDENT HEALTH INSURANCE, INJURY, AND ILLNESS

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 OEE for questions or directions.

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. The site may require students to provide proof of insurance on demand. Neither the facility nor California Northstate University will be financially or otherwise responsible for medical treatment expenses necessitated by injury or illness at an experiential site. The student and site must complete Appendix IV and return the form to the Program APPE/IPPE Directors as soon as possible.

## TARDINESS

Any student who has missed more than one hour of a scheduled rotation day must report the occurrence within 24 hours to the OEE (or coordinator) and Preceptor. The student is required to make up for any time lost due to tardiness.

The student must report repetitive tardiness to the IPPE or APPE Director, as appropriate. Each student is responsible for allowing sufficient time for traffic, parking, or other routine delays. Three tardy days of

any duration is considered an unexcused absence, and the course grade will be dropped one letter grade.

## TRANSPORTATION

Each student is expected to provide independent, reliable transportation to facilitate their learning in various 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.



# STUDENT OR PRECEPTOR CONCERN FORM

The Office of Experiential Education  
9700 West Taron Drive Elk Grove, CA 95757  
916-686-7400

## INSTRUCTIONS

- Submit your completed form to The Office of Experiential Education (OEE) 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 / phone*

Student Name: \_\_\_\_\_  
*First Middle Last Contact email / phone*

Student ID# \_\_\_\_\_ Class of \_\_\_\_\_

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

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

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

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: \_\_\_\_\_

Form Submitted By: \_\_\_\_\_



## OEE ACCIDENT AND INJURY FORM

The Office of Experiential Education  
 9700 West Taron Drive Elk Grove, CA 95757  
 916-686-7400

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

### Persons Involved and Information:

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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: \_\_\_\_\_

## ADDITIONAL COLLEGE OF PHARMACY INFORMATION

College Website: <http://pharmacy.cnsu.edu/>

Experiential Education Website: <https://pharmacy.cnsu.edu/directory/ee.php>