



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 aim 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

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 before, during, and at the end of the Program.

The Bureau of Private Postsecondary and Vocational Education (BPPVE) 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 two 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 (PLOs)

PLO 1: Scientific Thinking- The graduate can seek, analyze, integrate, and apply foundational knowledge of medications and pharmacy practice

PLO 2: Skills for Patient Centered Care- The graduate can identify, evaluate, and implement solutions to problems within the medication use system to optimize patient-centered and population health

PLO 3: Interpersonal Skills for Provision of Care and Interprofessional Communication- The graduate can effectively communicate and interact with patients and healthcare providers while exhibiting mutual respect to optimize patient-centered and population health

PLO 4: Professionalism and Pharmacist's Professional Identity- The graduate can exhibit adherence to ethical principles, behavioral norms, standards, and values of a professional community

PLO 5: Pharmacist Practice Readiness– The graduate can perform essential professional activities designed to gain the trust of the healthcare team and the public

PHARMACY PRACTICE EXPERIENCES OVERVIEW – IPPE AND APPE

The purpose of the experiential education component of the curriculum is to provide pharmacy students with practical experience in various aspects of the pharmacy profession. 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 enable the student to incorporate didactic knowledge into developing the skills necessary to become a competent pharmacy practitioner. A pharmacist preceptor will direct most practice experiences.

Experiential rotations are separated into Introductory Pharmacy Practice Experience (IPPE) and Advanced Pharmacy Practice Experience (APPE). Students participate in IPPE rotations to gain practical experience 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 complement the didactic curriculum and involve a variety of experiences, including interviewing and counseling patients, performing patient assessments, administering immunizations, reconciling medications, counseling on OTC products, and conducting 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:

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EXPERIENTIAL EDUCATION REGIONS

REGIONS

California Northstate University College of Pharmacy's OEE 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 benefit the Preceptor or site and be agreed upon by both the Preceptor and the student. The student should have prior approval from 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 lifelong 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 guest lectures by pharmacists and other healthcare practitioners, along with 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, which includes the curriculum vitae (CV) and complete projects that exemplify the best of their work, starting in 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 their 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 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 have the opportunity to develop introductory knowledge of the top 200 dispensed prescription medications.

PRC 610

Passing of pre-requisite Top 200 Drugs Exam and P1 Calculations Assessment with a 70% or better will be reported to Experiential Education to determine eligibility for IPPE rotation placement. The discretion of the Experiential Education Department solely determines advancement to IPPE requiring remediation.

Suppose a student receives a non-passing grade for the In-class P1 Calculations Assessment. In that case, the student will need to remediate and pass the Assessment before the deadline of the final exam week to RECEIVE THEIR FINAL cumulative grade and pass THE COURSE.

ADVANCED PHARMACY PRACTICE EXPERIENCES (APPE)

In the summer, immediately after completing the third academic year, students begin their Advanced Pharmacy Practice Experiences (APPEs). 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. Students are also required to complete an APPE checklist before being slotted for rotations. Please refer to the progression policy in the Student Handbook.

Throughout APPE rotations, students apply formal classroom training to pharmacy practice, developing clinical skills to function effectively in various 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 involve direct patient care (e.g., drug information, the pharmaceutical industry, research, education, etc.) but may still incorporate interactions with other health care professionals. Each student must complete Community Practice, Hospital/Health System, General Medicine, Ambulatory Care, and two Specialty rotations.

APPE Site Classification Guidance (Community, Ambulatory, Hospital/Health System, and Inpatient Adult General Medicine)

In alignment with ACPE Standards 2025, CNUCOP has adopted a standardized model for classifying Advanced Pharmacy Practice Experiences (APPEs). This model defines Community, Ambulatory Care, Hospital/Health System, and Inpatient Adult General Medicine experiences to ensure consistency in site expectations, student learning outcomes, and ACPE compliance. A detailed version of this guidance, including classification criteria, blended model rationale, and examples, is maintained by the Office of Experiential Education and appended to this handbook.

APPE Type	Primary Focus	Key Student Activities	Example Sites
Community Pharmacy	Dispensing, counseling, OTC management, immunizations	Prescription processing, adherence programs, MTM (secondary)	Retail, chain, or independent pharmacies
Ambulatory Care	Patient-centered chronic disease management in clinic-like models	CPA-based services, follow-ups, and documentation	FQHCs, VA/DoD clinics, health-system outpatient clinics
Hospital/Health System Pharmacy	Operations and medication distribution systems	IV compounding, formulary management, and med-use evaluation	Acute care hospitals, centralized distribution sites
Inpatient Adult General Medicine	Direct patient care and pharmacotherapy	SOAP notes, care plans, rounds or structured case reviews	Internal medicine wards, hospital clinical teams

CNUCOP retains sole authority for determining final APPE classification based on site structure, student activities, and learning outcomes as documented in affiliation agreements, site descriptions, and course syllabi.

TIME EXPECTATIONS

Each APPE consists of no less than 240 hours (40+ hours/week) over six weeks. Each student must complete a whole 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 external studies will significantly increase the expected time demands.

ATTENDANCE

Full-time attendance is required for all experiential rotations. The minimum expectation for time at the IPPE site depends on the rotation type. For instance, IPP 707 requires a minimum of 150 hours, while IPP 807 and IPP 808 each require a minimum of 75 hours. APPE rotations require a minimum of 40 hours per week for each APPE experience; however, each rotation site and preceptor may require additional hours. Please note that preparation time for patient care, presentations, Professional meetings, and conferences, etc., is not included in the 40 hours per week. Leaving the experiential rotation sites without permission from the preceptor will be considered an unexcused absence. Any unexcused absence may result in a failing grade on an experiential rotation.

Students should expect to make up all missed time from an APPE.

- Unexcused tardiness to APPE site(s) is unprofessional and will affect the grade for the APPE and possibly disciplinary action, including failing an APPE rotation.
- A student may miss up to three (3) days on an APPE rotation for medical reasons or pre-approved absences (such as attending professional conferences, residency interviews, or career placement interviews). The preceptor will notify the OEE of any questions or concerns about absences. The preceptor may require proof of a visit to a medical professional for absences due to illness, including a release indicating when it is safe to return to the site. Students should expect to make up all missed time from an APPE.
- If the student is ill or has a personal emergency, the OEE and the student's preceptor must be contacted as early as possible on the day in question.

In the event of a natural disaster (i.e., earthquake, storm), students are to follow the procedure of the preceptor/site and to conduct themselves professionally, offering assistance as requested by the site. If incidents such as road hazards resulting from floods, earthquakes, etc., prevent the student from reporting to the site, the student must contact the preceptor and the OEE as soon as possible. Students summoned for jury duty must contact their RC for guidance as soon as they receive the summons notice.

Regardless of the reason for the missed days, the OEE may require that all or some of them be made up to meet educational objectives. An excused absence from a site does not relieve the student from completing any of the learning objectives, assigned projects, or other responsibilities. Permission to make up absences in excess of 3 days per APPE must be obtained from OEE.

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 provide students with opportunities to practice and work toward excellence in Pharmacy Practice, while also advancing knowledge in the profession. Core APPE rotations (APP901, APP902, APP903, APP904) must be completed at practice sites located within the United States, in accordance with ACPE accreditation standards; international practice experiences, when offered, may only be used as elective APPEs as defined by the curriculum, at the discretion of the Assistant Dean of Experiential Education.

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 OEE will review the site. OEE then decides 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 to whom the student reports 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, if applicable, the practice site's license to ensure validity and good standing. Once approved, a new preceptor will be entered into the CORE ELMS database, and login credentials will be sent 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 students 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 an 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 that 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 provided 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 Council 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 help build a strong foundation of preceptor skills.

LEADERSHIP AND PROFESSIONAL DEVELOPMENT

Students are encouraged to engage in professional growth and lifelong learning by actively participating in professional organizations, extracurricular training, and continuing education to pursue new knowledge, attitudes, and skills that enhance professional practice.

Preceptors should provide learning experiences that emphasize 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 providing patient care services.

LIBRARY PRIVILEGES

Preceptors gain access to the growing CNUCOP Health Science Library in recognition of 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 get in touch with OEE. To access library resources, please refer to 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 help them list preceptor preferences before 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 dynamic, rather than 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 the balanced and fair treatment during rotational assignments and 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, unless necessary. The student and the Preceptor are dually responsible for notifying the respective Experiential Education Directors should disclose 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 regularly communicate with community-based and campus-based faculty, as well as the Experiential Education team, to exchange teaching experiences and discuss, design, and implement ways to improve students' 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 and constructive feedback, both verbal and written, is the most effective tool for helping students 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 prepares students for their IPPE and APPE curricula, and it serves as a tool to analyze potential curriculum gaps. Both WASC and ACPE standards mandate formal assessments. 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.

The student's participation in IPPE/APPE rotations affects patient care. Students must always strive to provide the best possible care, recognizing that preceptors will offer feedback and experiences designed to improve their abilities.

Preceptors will evaluate the student at the midpoint and final of each APPE, using the evaluation methodology provided for each IPPE/APPE rotation via CORE ELMS. The preceptor will receive an email notification containing the link to the pending evaluation in CORE ELMS. Alternatively, the preceptor can log onto CORE ELMS directly at <https://corehighered.com/login-elms> using the username and password provided by the OEE. Students will self-evaluate/reflect on their performance by completing the midpoint and final self-evaluation in CORE ELMS before meeting with the preceptor. If the preceptor does not initiate a midpoint

evaluation, it is the student's responsibility to remind the preceptor to do so. If, after reminding the preceptor of the midpoint evaluation, the evaluation is still not completed, the student will notify the OEE. Only the final evaluation counts toward the student's IPPE/APPE grade.

The student's performance on each IPPE/APPE rotation will be evaluated in various general competency areas, which may include, as applicable to IPPE/APPE rotations, professionalism, Practice Knowledge, Therapeutic Knowledge/Drug Information, and Oral and Written Communication Skills.

Specific IPPE/APPE rotations may not offer demonstrable activities related to each of these competencies, in which case, the preceptor will rate the competency as "not applicable."

If a student receives an average score of less than 3.0 for any competency section (e.g., "Professionalism" or "Oral and Written Communication Skills") or a score of 1 on any one evaluation point on the Final Evaluation, the student will automatically fail the IPPE/APPE rotation. Evaluation scales and objectives are contained in the Course Syllabus and CORE ELMS to facilitate the evaluation process.

The preceptor or another official of the affiliated site has the authority to remove a student or request their removal for any reason deemed necessary. Consequences for students removed from a site may include a failing grade for the rotation, removal from the site, removal from the region, or dismissal from the program, depending on the reason for removal.

ROTATION SCHEDULING

IPPE AND APPE SCHEDULING

The OEE conducts APPE and IPPE 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 student preferences when assigning rotations. For all other IPPE rotations, slotting is based on site availability. All students are required to complete all rotations assigned. There are no exceptions 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, California Northstate University College of Pharmacy staff, or faculty regarding a specific slot, time, place, Preceptor, site, or practice setting.

A student may not be assigned to a preceptor if they are related to the preceptor or if the student has worked with or is currently employed by the preceptor. 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 in accordance with 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 IPPE site or APPE blocks of existing affiliations.

The College avoids any circumstances in which matching a student and a Preceptor might impair learning outcomes. The OEE, along with the IPPE and APPE Directors, has 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 allowed to indicate regional preferences when selecting IPPE 707 sites. When choosing slot preferences, the student is encouraged to consider their professional interests and potential employment desires. The Office of Experiential Education will consider preferences, but they **are not** guaranteed.

PLACEMENT AND SCHEDULING

The IPPE Director and Coordinator will estimate each rotation's capacity.

The IPPE Director and Coordinator will make any final adjustments to meet Preceptor and Program needs before releasing the placements for student review. Reasonable efforts will be made to place all students at the assigned site; however, if capacity is limited, placements at a different site may be necessary. It is understood that 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 review by the Professional and Academic Standards Committee (PASC) or possible disciplinary action.

APPE SITE PLACEMENT

SPECIAL CONSIDERATIONS

The College recognizes that student relocation may pose an undue hardship 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. 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 allowed to express their preference for regional areas. A student who does not specify a choice during the designated APPE selection process will be placed in a regional area after those who expressed a 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 final adjustments to meet the needs of the Preceptor and Program before 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, if capacity is limited, placements outside the area may become necessary. It is understood that 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 according to their preferences. Each student must 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 allowed to register for additional APPE rotations, subject to capacity. Any additional rotations will be graded, and the student will earn six academic units while adhering 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 volunteer faculty members precept many rotation slots offered. Furthermore, it is pretty reasonable to consider that, from time to time, the Preceptor's needs, capacity, and employment may change. It is also understood that practice sites have a dynamic nature in their business, and the site may not be able to fulfill its commitments to the student for various reasons. The student must remain flexible to accommodate any necessary changes that may present either far in advance, at the last minute, or even during the student's rotations.

APPE ROTATION HELPFUL HINTS & NOTES FOR STUDENTS

At least 6 weeks before each of your rotations, contact your next preceptor to obtain such information as:

- What time should you come on your first day?
- Where do you meet?

- Where do you park?
- What you should wear (especially with respect to lab coats)?
- What do you need to bring with you?
- When are you generally expected to arrive and leave each day?
- What evening, weekend, or holiday commitments would you have?

Realize that your APPE rotation commitments take priority over any outside employment commitments, including evenings, weekends, or holidays. Do not expect to be excused from APPE to attend work, even if the request is made in advance.

If the student sees a potential schedule conflict, make arrangements with the preceptor as soon as possible to resolve it in a timely and professional manner.

Failure to submit all evaluations on CORE ELMS by the prescribed deadlines may delay graduation and/or taking the licensure examination.

Students are required to adhere to the University's course registration procedures. Update addresses. Phone numbers are available on the CORE ELMS website throughout the year.

Students on APPE are not given time off for Fall Break, Spring Break, or other University holidays. APPE students follow the schedule of the site to which they are assigned. Attendance at professional meetings must be cleared in advance by OEE and the preceptor.

Students are responsible for travel, housing, transportation, and all other necessary resources required to complete rotations.

Professional and courteous communication is one of the keys to successful resolution of issues during APPEs. The communication may include preceptors, other members of the health care team, and the school. Addressing problems or concerns in a professional and timely manner may prevent serious complications later.

THE ROTATION

BEGINNING

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

ORIENTATION AND ONBOARDING

Orientation and onboarding requirements vary from site to site. Students should contact their assigned rotation site(s) for specific details on orientation and onboarding requirements at least six weeks before the start of each rotation. Failure to complete onboarding assignments for any scheduled rotation that is not finished on time will result in course failure for the rotation the student is expected 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 essential.

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 (APPE & IPPE)

The Preceptor and student should prepare a schedule. Suppose the student has any academic, specific religious, or cultural scheduling requests. In that case, they should be ready to present them to the Preceptor for consideration before the start of the rotation. Straying from the schedule could result in the student failing the course. Students should generally be prepared to work at any time or on any day, as designated by the preceptor. Additionally, some preceptors may require mandatory orientation. The College expects students to be prepared, 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. Students must exhibit a professional appearance both in behavior and dress.

Students must adhere to the standards of dress and behavior specified by their preceptor and site policy. Students are required to wear their university-issued photographic identification badges and may also be required to wear site-issued identification badges.

In general, men should wear a short white laboratory coat, dress pants, a dress shirt, and dress shoes. Women should wear a short white laboratory coat, business pants or skirt, dress blouse, sweater, or jacket, and business shoes with an appropriate heel height. Long white laboratory coats should not be worn by pharmacy students in patient care settings unless directed by the preceptor. Students should avoid excessive jewelry, make-up, and artificial nails. No cologne or perfume should be worn at any time while on APPE to avoid potential allergic reactions from patients and staff members. In patient care

areas, students may be required to wear proper socks/stockings and closed-toe shoes. See Dress Code Policy in the Student Handbook.

TASKS, ASSIGNMENTS, AND PROJECTS

The Preceptor should select a list of tasks, assignments, and projects for the rotation and communicate them 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, review the student's accomplishments during previous visits, and consider the level of supervision required based on Entrustable Professional Activities (EPAs).

Entrustable Professional Activities (EPAs) are units of professional practice or work descriptors, 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 both their processes and outcomes. 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's 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 three will need to remediate the rotation and identify the area of weakness(s) in a last year student encounter on rotations. Please refer to the APPE syllabi for EPA domain mapping and expected activities that must be met for each CORE APPE rotation.

LEVEL		DESCRIPTION
I.	Observe Only	The learner observes only and is 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 before 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 evaluation of the student, the student's self-assessment, and to 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)
- 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 student's schedule 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 before 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, during a rotation, a holiday closes the rotation site or a student is called back to campus, the student must 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 they are to miss any training days to attend 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, which includes three rotations: Community (150 hours), Institution (75 hours), and Specialty (75 hours). The Preceptor may require the student to be present at the site for various shifts (e.g., evening, night, or weekend hours) to expose them to 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 the 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 failing the rotation. The Preceptor may require the student to be present at the site for various shifts (e.g., evening, night, or weekend hours), which may expose the student to 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 the Professional Meeting Attendance section of this handbook.

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 an "F," failing 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 have a limited period of 5 days after registration, but no later than five business days before 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 before 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:

Students who have started their IPPE or APPE, but did not fail nor complete 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 are permitted to do so without being charged additional tuition, under the limited specific circumstances and following the specific procedures outlined in this policy. CNUCOP disapproves and grants 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 applies 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 this policy, emergencies include, but are not limited to, personal medical emergencies (including injuries from accidents/mishaps), family medical emergencies, or personal or family medical crises that prevent the student from concentrating and functioning in their 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 the completed re-admission form to the Registrar when ready to return to their APPE rotations. 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. This includes the specialties the

student needs to complete to fulfill graduation requirements and the rotation sites where the student will complete their rotations.

Students can participate in their commencement ceremony. However, the student will not receive their 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 before beginning any IPPE or APPE rotations. It is the student's responsibility to obtain such background/drug screening and ensure that both the requesting facility and the College receive the final report before the rotation begins. 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 before admission to CNUCOP. The second background check occurs before progressing into the rotations, depending on on-site requirements. The student who does not receive a cleared background check at any stage will not progress into upcoming rotations 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 that 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 before introductory and advanced pharmacy practice experiences.

Any student refusing to test or testing positive and subsequently not cleared up by the Medical Review Officer during drug screening will be referred to the Professional and Academic Standards Committee (PASC) before proceeding with their rotations. The PASC must notify the OEE if and when 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 a failure of the course.

EXPENSES INCURRED BY STUDENTS

Students are responsible for expenses incurred for ALL rotation-related and 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, and other related activities. 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 harmful 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 from their preceptors to meet a disability as defined by the Americans with Disabilities Act (ADA) of 1990 should first discuss their needs with the Office of Student Affairs and Admission. If approved before 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."

ETHICS

Pharmacy practice is based on a foundation of values and ethical practice. Each student and Preceptor is 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, respect for the patient, honesty, integrity, and service to 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 that the Preceptor confirms the student has fulfilled all the required hours of the rotation and has met the 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 three 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 five 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. The original copy will be returned 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 three business days from the date the Course Coordinator returns the form to sign and complete section IV, then 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 five 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 three 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 five 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, if a student appeals their grade and wishes for the appeal process to consider 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 gain further insights into the student's performance and professionalism. The results of the inquiry will be shared anonymously with the student upon request and incorporated into 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 ACCOUNTABILITY ACT (HIPAA)

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

Students must 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 obtain through their rotational activities and experience must be treated as 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 for the rotation site, the patient, and the family members involved. Situations involving a HIPAA breach and the disclosure of PHI are not only illegal but also subject to legal consequences. Still, they can also damage the relationship and trust with the site's preceptors, which could serve as grounds for the student's termination from the 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 regarding patient and worksite confidentiality is considered unprofessional behavior and constitutes a violation of the Honor Code, which could result in failing the course and 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, and financial information, and, in some instances, the practice site's financial information. In accordance with HIPAA regulations, none of this information is to be discussed outside the workplace (rotation site) or removed from the workplace without preceptor review and approval.

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 four core principles: respect, honesty and integrity, legal and ethical behavior, and professionalism. All students, faculty, and staff are held responsible for maintaining these principles.

Any violations of the Honor Code could result in failing the course and 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, respecting 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 where all individuals are personally accountable and adhere to the tenets of honesty and integrity both 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 should primarily reflect the effort of the individual, with outside resources credited where used. 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 completed with the utmost 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, along with any other acts violating 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 all federal, state, and local laws and regulations. We encourage everyone to act ethically in developing and advocating a culture that considers the 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 make the best decision on behalf of those who depend on us.

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, along with any other acts violating legal standards and ethical behavior principles, 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, respecting the differing points of view of team members. At the same time, we expect individual competence, performance, and accountability to be demonstrated professionally. We serve as optimistic advocates for our profession by striving for excellence in our duties, 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, along with other acts violating 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, professionalism, and legal and ethical behavior.

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 to ensure and sustain an environment and culture that supports 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 proper 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 governing body responsible. 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 violates 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 is 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.

STUDENT REQUIREMENTS

Immunizations	Certifications	Other Important Documents
<ul style="list-style-type: none">○ TB Test (Yearly)○ Chest X-Ray or QuantiFERON (if PPD +) (Yearly)○ Influenza Vaccination (Yearly)○ Tdap (every 10 years)○ Hep B Titer○ MMR Titer○ Varicella Titer○ COVID-19 vaccine + BOOSTER	<ul style="list-style-type: none">○ BLS/CPR○ APhA Immunization Certificate HIPAA Privacy Training Certificate○ HIPAA Security Training Certificate○ Combat Methamphetamine Certificate○ Bloodborne Pathogen Training Certificate	<ul style="list-style-type: none">○ Criminal Background Check Drug Screen○ Pharmacy Intern License○ Handbook Acknowledgement Health Insurance○ Driver's License

Students are responsible for meeting all requirements and providing the requested documentation promptly. Failure to do so will result in not being scheduled for rotations and may lead to dismissal from the program.

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 always be carried while on rotations.

LIABILITY/MALPRACTICE INSURANCE

All students currently enrolled at CNUCOP are members of the California Pharmacists Association (CPhA) and are therefore covered under CPhA's general commercial and professional liability insurance, with limits of up to \$1 million per occurrence and \$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 they are assigned for an IPPE or APPE. Specifically, the student must promptly obtain (as deemed by the OEE) the licensure(s) required by the state(s) in which the student plans to practice or is assigned for an IPPE or APPE. Additionally, the student will initially upload all respective license (s) promptly (as deemed by the OEE) into the appropriate database specified by OEE. The Office of Experiential Education will conduct intern license verification before allowing students to go on rotation. The student is responsible for any financial obligations related to obtaining, maintaining, and reporting current intern licensure(s) to the College, as required by 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 students 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 has 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 based on 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/APPE) must be completed before the student may begin their first rotation.

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 that 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 are 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 at least six weeks before 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 is 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, midribs, 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 have a limited period, usually 5 days after registration, but no later than five business days before 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 before the closure of the add/drop period.

REMEDIATION 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 before 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 the sections on 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 start 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 promptly. 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 failing 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 fail 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 primary 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 are considered unexcused absences, and the course grade will be reduced by 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 transit 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.



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:

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: _____



California Northstate University College of Pharmacy (CNUCOP)
APPE Classification Guidance Document on Community vs Ambulatory Care and
Hospital/Health System Pharmacy vs. Inpatient Adult General Medicine

Purpose

California Northstate University College of Pharmacy (CNUCOP) defines how Advanced Pharmacy Practice Experiences (APPEs) are classified in alignment with ACPE Standards 2025. ACPE requires four distinct APPE types—Community Pharmacy, Ambulatory Care, Hospital/Health System Pharmacy, and Inpatient Adult Patient Care—but does not prescribe exact site definitions. Therefore, CNUCOP establishes the following criteria to ensure consistent classification and compliance.

(Standards 2025 Alignment – Integrated Model Approach)

Community Pharmacy APPE

Retail, chain, or independent pharmacies are primarily engaged in dispensing and patient counseling. Students participate in prescription processing, counseling, OTC recommendations, immunizations, adherence programs, and workflow management. Enhanced services (e.g., MTM, point-of-care testing) may be included but are not the dominant focus of the experience.

Ambulatory Care APPE (CNUCOP Definition)

Clinic-based pharmacy practices operating under a Collaborative Practice Agreement (CPA) and/or Community pharmacies with structured MTM or chronic disease management services that function in a clinic-like model, where students spend the majority of their time in patient care. Activities include scheduled visits, chronic disease state management, longitudinal follow-up, and interprofessional communication with prescribers.

Examples

Examples

Category

Community Pharmacy	Chains, Independent Pharmacies (dispensing + counseling, MTM as secondary)
Ambulatory Care	FQHC pharmacist clinics, DoD/VA outpatient clinics, health-system ambulatory clinics, independent or chain sites with CPA-based services, community pharmacies with robust MTM/chronic care services

Hospital/Health System Pharmacy APPE (Operations-Focused)

In practice, many hospital-based sites integrate operational services and clinical care activities within a single experience. CNUCOP recognizes that these experiences may overlap in structure and function and, therefore, adopts an integrated classification model that allows for flexibility while maintaining compliance with Standards 3.2 and 7.3.

Emphasizes safe and effective medication distribution systems within a hospital or health system.

Student activities may include:

- Medication order verification and processing
- Sterile compounding (IV admixtures, chemotherapy, TPN)
- Automated dispensing systems and crash cart workflows
- Formulary management, P&T processes, and medication safety
- Observation or limited participation in clinical services
- Many of these sites also maintain inpatient clinical protocols (e.g., anticoagulation, insulin, renal dosing) that students are expected to follow when participating in care.

Inpatient Adult General Medicine APPE (Clinical-Focused)

Emphasizes direct patient care for hospitalized adult patients on internal medicine or equivalent services.

Student activities may include:

- Developing care plans using site-specific clinical protocols
- Monitoring therapy, adjusting doses, and identifying drug-related problems
- Communicating with prescribers, nurses, and other healthcare professionals
- Documenting in SOAP notes, care plans, or site-specific tools

Sites may or may not conduct daily rounding; structured patient case reviews and provider communication are acceptable alternatives.

Primary emphasis: clinical pharmacotherapy and patient-centered care in the inpatient environment.

Blended Model Rationale

Many CNUCOP sites are hospital-based and provide both distributive and clinical activities within a single rotation. These experiences are still classified into two required APPE types, but the distinction is based on the primary emphasis of the rotation:

Primary Emphasis	Classified As
Medication distribution, verification, compounding, and formulary management	Hospital/Health System Pharmacy APPE
Patient care, clinical decision-making, documentation, and provider communication	Inpatient Adult General Medicine APPE

Governing Clinical Protocols

All CNUCOP hospital-based APPEs follow inpatient clinical protocols, which ensure that students learn evidence-based clinical decision-making, whether they are on an operation or clinical APPE.

Classification Criteria

Category	Hospital/Health System Pharmacy	Inpatient Adult General Medicine
Primary Focus	Medication distribution systems, operations, compounding, and formulary	Direct patient care, therapeutic monitoring, and care planning
Student Role	Observe/participate in operational workflows; may shadow clinical services.	Actively contribute to patient care using site protocols; document and communicate.
Documentation	Workflow reflections, safety projects, and med-use evaluations	SOAP notes, care plans, or structured patient case documentation
Collaboration	Primarily within the pharmacy department	With physicians, nurses, and other team members (rounds or structured reviews)
Protocols Used	Institutional protocols guide dispensing and compounding	Same protocols guide therapeutic decision-making and monitoring

Special Notes

Sites without daily rounding still qualify as General Medicine if students actively review cases, develop care plans, and communicate with providers.

Authority Statement

CNUCOP retains sole authority to determine APPE site classification. Final designation is based on the majority of student activities, syllabus learning objectives, and the site's structure of care delivery. This classification is documented in all affiliation agreements, site descriptions, and course syllabi in complete alignment with ACPE Standards 3.2.a-d and 7.3.c-d.

Contact

Office of Experiential Education
California Northstate University College of Pharmacy