

APPE Preceptor Information

Experiential Education



Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) places certain limitations on the disclosure of personally identifiable student information maintained by PCOM with respect to students; limits access to academic records; and gives students certain rights with respect to educational records, including the right to access, the right to obtain copies, the right to seek correction of such records through informal and formal internal procedures, and the right to place a statement in such educational records explaining any information that they believe to be inaccurate or misleading.

Family Educational Rights and Privacy Act Office

Department of Education

Room 4511, Switzer Building

400 Maryland Avenue, SW

Washington, D.C. 20202

For more information, visit www.ed.gov/offices/OM/fpc/index.html.



History of PCOM

- ▶ **January 24, 1899– Drs. Pressly and Snyder**
- ▶ **2005 Georgia Campus DO school**
 - Graduated 78 students (first class) in 2009
- ▶ **08/16/2010 – GA-PCOM School of Pharmacy**
 - Matriculated 79 students
 - Graduating May, 2014
 - Future plans are to matriculate 100 students/year

School of Pharmacy Mission

Is to educate caring, proactive pharmacists according to a model of patient-centered care, a practice of pharmacy in which the practitioner assumes responsibility for a patient's medication related needs and is held accountable for this commitment.

Educate pharmacists who will prepare and provide drug products and assume responsibility for the rational use of drugs by contributing to the design, implementation, monitoring and modification of therapeutic plans that will achieve defined goals and improve therapeutic outcomes.



Accreditation Council for Pharmacy Education

Certifies that

**PHILADELPHIA COLLEGE OF OSTEOPATHIC MEDICINE
SCHOOL OF PHARMACY**

**Has fulfilled the accreditation requirements set forth by ACPE for the
Professional Degree Program in Pharmacy and is hereby granted:**

Accreditation Status through June 30, 2020.

Peter A. Hano, Pharm. D.
Executive Director

J. Gregory Boyce
Associate Executive Director
Director, Professional Degree Program Accreditation

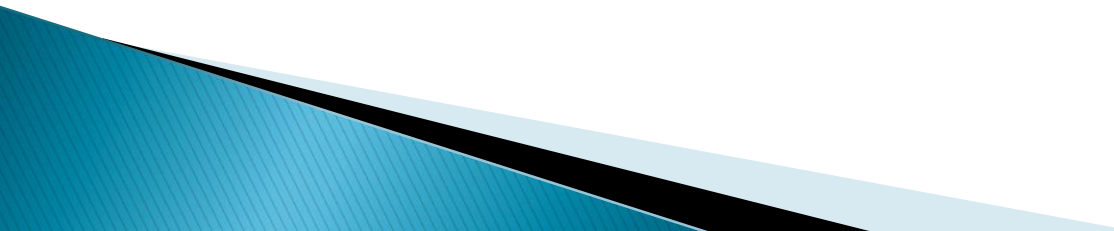


Accreditation Council for Pharmacy Education (ACPE)

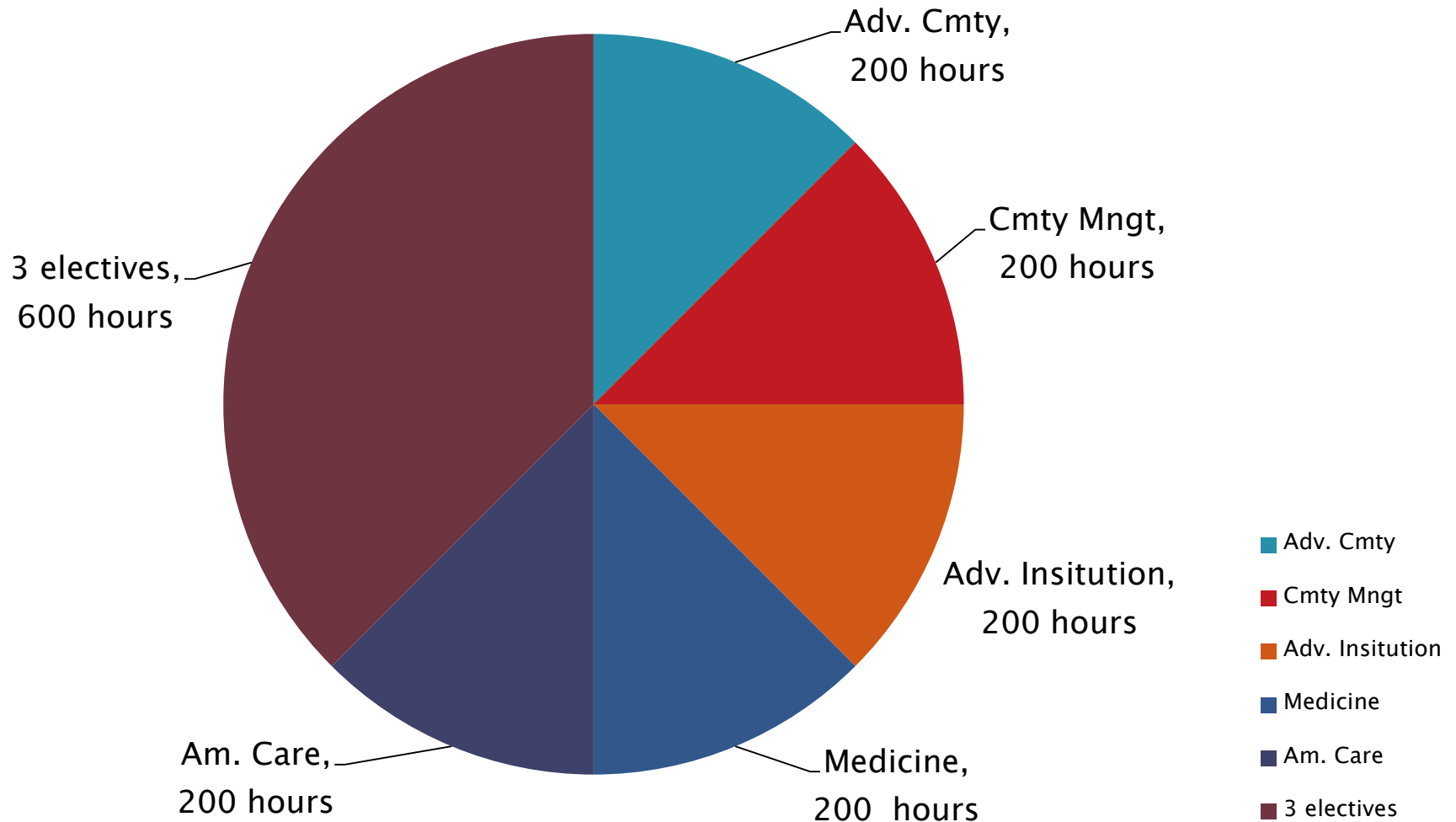
- IPPE
 - 300 hours divided by community, institutional pharmacy long-term care and service learning
- APPE
 - 1600 hours (8 five week rotations)
 - 5 mandatory experiences
 - Community Pharmacy
 - Community Management
 - Hospital or Health-system Pharmacy
 - Ambulatory Care
 - Inpatient/acute care general medicine
 - 3 elective experiences

ACPE Standards

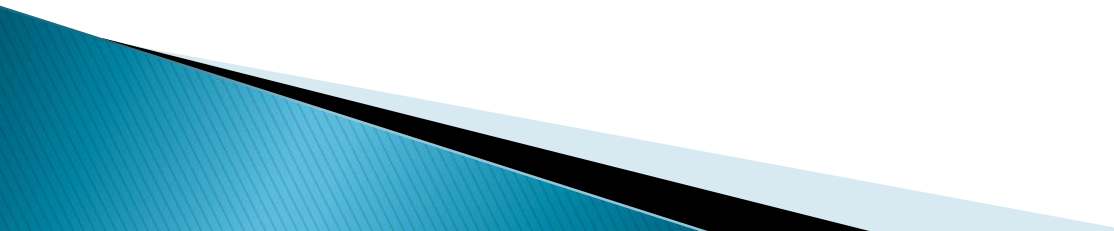
Standard 14: the pharmacy practice experiences must include direct interaction with diverse patient populations in a variety of practice settings and involve collaboration with other health care professionals.



Advanced Pharmacy Practice Experience (APPE) 1600 Hours Total



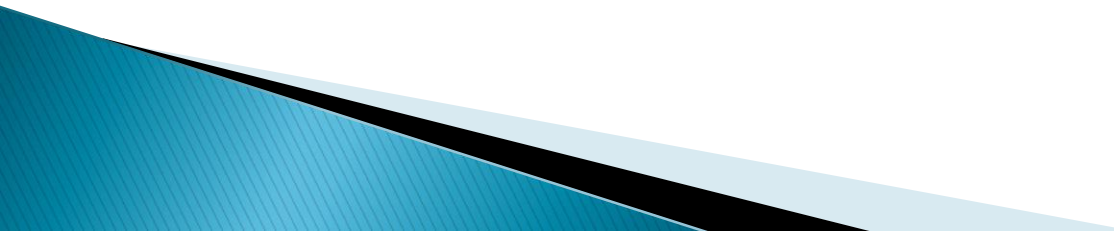
ACPE Standards

- **Guideline 14.1** – Preceptors should hold full, shared, adjunct, or other defined positions in the college or school and should be well versed in the outcomes expected of students and the pedagogical methods that best enhance learning. In this regard, the college or school must ensure that preceptors receive orientation, especially for first-time preceptors prior to assuming their responsibilities, ongoing training, and development.
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P1 Rotations

- ▶ Community Rotation
 - Observational
 - Written Essay
 - Basic interaction with patients
 - Flow of the pharmacy
 - Technology in prescription processing

Rotation Requirements

- ▶ Professional liability insurance
 - ▶ Drug screening
 - ▶ Health and immunization clearance
 - ▶ Health insurance
 - ▶ Affiliation agreement
 - ▶ All information is on file at the School of Pharmacy
 - ▶ BCLS
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Evaluations



- ▶ Evaluations
 - If there is an issue at **any** time, please notify us.
 - ▶ Mid-Point Evaluations
 - It is appreciated that you document any deficiencies discussed with the student. If progress is positive please share that, as well.
 - ▶ Final Evaluations
 - If the student has remained the same since the Mid-Point Evaluation, that evaluation may be converted to be the Final Evaluation.
- The students appreciate the time that you take to record comments.
- Please submit by due date as we are required to turn in grades by a certain date.

ROLES and RESPONSIBILITIES

- ▶ PCOM–GA School of Pharmacy
 - Ensure students meet requirement before going on rotations
 - Provide support to preceptor and site
 - Provides regular feedback on evaluations
 - Ensure the rotations logistically run smooth

ROLES and RESPONSIBILITIES

▶ Student

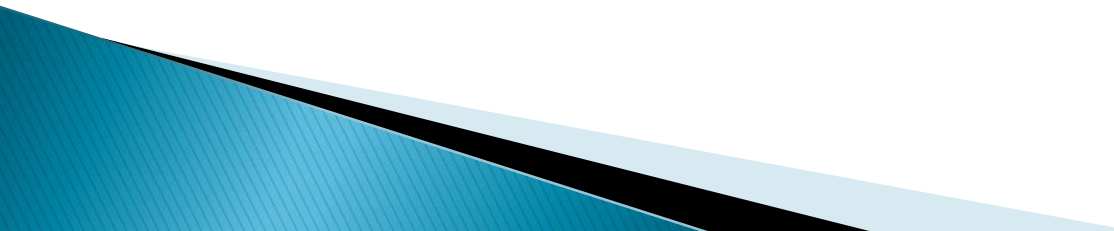
- Professional (attitude and dress)
- On time and attends all rotations
- Follows instruction
- Ensure projects are completed in a timely manner
- Adheres to Student Handbook



ROLES and RESPONSIBILITIES

- ▶ Preceptor
 - Professionalism
 - Role model
 - Patience
 - Communicate regularly during the rotation
 - Submit evaluations in a timely manner
 - Report any problems immediately and document:
 - Tardiness, absences, inadequate knowledge base, communication skills, attitude and unprofessional behavior

Preceptor Tips

- ▶ Positive reinforcement
 - ▶ Provide regular feedback
 - NEVER hesitate to call us!
 - ▶ Set expectations
 - ▶ Treat the students as part of your team!
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Preceptor Checklist

- ▶ Review goals and objectives of the rotation
- ▶ Review weekly “suggested” assignments
 - Feel free to add additional assignments
- ▶ Have information available regarding parking, permits, etc.
- ▶ Remind staff of arrival of student



“Professional excellence is more than any destination or achievement; it includes the journey itself”



**Perspective: The Journey to Professional Excellence
by Billy Woodward; AJHP Apr. 1998**

Thank you for your time

