
Experiential Education Faculty Guide



Pharmacy | Plus TM

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DEVELOPING KNOWLEDGE FROM EXPERIENCE AND USING KNOWLEDGE
TO GAIN EXPERIENCE

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Welcome

Welcome to Belmont University School of Pharmacy's Experiential Education program. Our Pharmacy Practice Experience Program (PPEP) allows students to develop knowledge from experience and learn to use knowledge to gain experience and develop the link between practice, knowledge, and lifelong learning. A great experiential education faculty pool (full time, part time, and volunteer) and staff ensures quality experiences for our students.

Your role is significant. Through your guidance, students will learn to apply didactic and laboratory knowledge. They will also learn the ethos, traditions, and professionalism that are important to patients and the profession.

The Office of Experiential Education is your primary point of interface with the school. We are here to answer your questions, provide resources, and support your efforts to train tomorrow's pharmacists.

All faculty involved in Experiential Education (full time faculty, part time faculty, and affiliate faculty) will herein be collectively referred to as faculty in this document.

Statement of Purpose and Charge

The Experiential program ensures our students are prepared to enter the profession upon graduation. By engaging in hands-on learning beginning in their first professional year, students have ample opportunity to develop competencies and to determine career paths. To help students get the most from our PPEP, a distinct correlation is made when possible between experiential course objectives and students' concurrent didactic and laboratory course work. The Office of Experiential Education provides each experiential education faculty (hereinafter referred to as faculty) a set of core competencies for students to complete during each experience. The School will provide guidance as needed to ensure the students achieve the competencies by the end of the semester. The goal is for students to develop critical thinking skills, a continuing curiosity, ethical decision making, and care for every patient.

The Experiential Education Department and its affiliates are held accountable for adhering to the University's and School's stated Mission, Vision, and Goals.

Introduction

This handbook has been created to provide faculty clear policies and procedures regarding the school's expectations. As a part of the school's quality assessment and improvement program, the school seeks feedback on faculty's views on the policies and procedures contained in this document. Questions, concerns, and comments should be directed to the Director of Experiential Education.

A successful pharmacy program is not possible without the dedication and efforts of our faculty. Continual communication with one another and the Office of Experiential

Education will be essential to meet our goals of constant quality assessment and improvement. This document serves as the foundation for that communication.

Belmont University Faculty Handbook

Belmont University's Faculty Handbook is available online at http://www.belmont.edu/hr/pdf/fhb_2008.pdf. School of Pharmacy Affiliate Faculty will not receive payment for their services. A list of benefits for this service may be found in Appendix A of this document.

School of Pharmacy Student Handbook and Student Experiential Education Guidebook

These handbooks are available with online resources at <http://www.belmont.edu/pharmacy/Experiential%20Education/index.html>. Faculty should familiarize themselves with these to advance their knowledge of student requirements, expectations, and aid in their efforts in student counseling and advising.

Experiential Education Faculty and Staff Directory

Our Education Management System (EMS) is designed to provide pertinent information on experiential education practice sites. EMS contains a list of experiential education faculty, their off-campus educational sites, site descriptions, contact information, and experiences offered. It also includes telephone numbers and email addresses for the Office of Experiential Education faculty and staff.

It can be accessed at <https://www2.ems-webs.com/Belmont/>. Information on how to log-in and utilize the system will be given out prior to the time you are expected to take students.

Overview of the Pharmacy Practice Education Programs

Accreditation Council for Pharmacy Education (ACPE) Standard on Experiential Education

“Practice experiences must integrate, apply, reinforce, and advance the knowledge, skills, attitudes, and values developed through other curricular components. Student performance, nature and extent of patient and health care professional interactions, and the attainment of desired outcomes must be documented and assessed. The pharmacy practice experiences must include direct interaction with diverse patient populations in a variety of practice settings.”

School of Pharmacy Program Philosophy

The Experiential Program is progressive with assignments, expected competencies, and skills that build upon one another while integrating pharmaceutical sciences and pharmacy practice into daily activities. Our goal is to nurture students as they become

independent, life-long learners. Among our top priorities are graduates with innovative ideas to advance the profession of pharmacy and a compassion for diverse patient populations. Our model embeds these ideal characteristics and fosters a passion for the profession.

Phases of Pharmacy Practice Education

The Introductory PPEP (I-PPEP) spans the 2nd through 6th semesters of the curriculum. During semester one, a course titled Pharmaceutical Care I (PHM 6130) will contain a linked introduction to medical and prescription terminology, the top 200 medications, basic issues in pharmacy law, ethics, and diversity/equity in health care to support students in early practice experiences.

Early-PPEP Phase One

The primary focus of the Early-PPEP sequence is an introduction to traditional pharmacy through experiences in community pharmacies and distributive services of hospital pharmacy practice. Students are exposed to practical elements of pharmacy such as processing and dispensing medications, conducting patient interviews, calculations required to compound, dispensing and administering medications, interacting with health care professionals, assessing patient health literacy and compliance, and communicating effectively with patients and health care providers.

Early-PPEP Phase Two

Early-PPEP Phase Two builds on knowledge and skills formed in the prior experiences, with increasing levels of patients and interprofessional contact and student responsibility. For example, students will receive hands-on practice experience in patient assessments relevant to pharmaceutical care; advising patients about self-care products and devices; non-sterile and sterile compounding; multicultural patient needs; responding to drug information questions, and ambulatory care pharmacy services. The underlying focus of all of these competencies will be communication skills development.

At this stage, concepts in public health and population-based care will be introduced. Learning in these areas is hands-on under the direction of faculty with occasional instruction from other healthcare professionals and health system management experts. Students begin to focus on areas of individual interest in preparation for selecting a curricular concentration.

Intermediate-PPEP Phase Three

Intermediate-PPEP, Phase Three spans semesters five and six. The past and concurrent didactic course work will provide students with a broader knowledge base allowing them to learn and apply their knowledge at a higher skill level. One of these two experiences must be completed in the students chosen concentration.

Students will continue to develop skills in drug information and build the cognitive frame work to directly apply that information to patient-centered care. Communication skills are continually emphasized as students begin to develop integrative skills necessary to understand, differentiate, and manage real-life patient care problems.

Advanced PPEP

Advanced PPE allow students to continue to refine and develop practice skill sets. Due to the Introductory experiences, students will be more prepared for advanced practice rotations. Students will be exposed to increasingly complex issues in pharmacy management, informatics, pharmacotherapy decision making and monitoring, and public health. Of the four elective rotations, students must complete two in their chosen area of concentration.

Case-based learning will be emphasized along with common clinical teaching techniques and scenarios. Students will be responsible for completing activities such as grand rounds, in-service presentations, patient presentations, and journal clubs.

Learning Portfolio

The students are required to maintain a personal portfolio utilizing RxPortfolio, provided by RxInsider. The portfolio is an essential tool in promoting a culture of life-long learning and pride in academic accomplishments. It will be a longitudinal record of activity that the students are expected to keep up to date. The portfolios should be current for use during all midpoint and final evaluations to help determine if competencies have been met.

Standards for Student Evaluations and Grading

Our experiential curriculum is designed to track and evaluate three key competencies throughout the four-year curriculum: pharmaceutical care, systems management, and public health.

The Center for Advancement of Pharmaceutical Education (CAPE) Outcomes state students should:

“Provide pharmaceutical care in cooperation with patients, prescribers, and other members of an interprofessional health care team based upon sound therapeutic principles and evidence-based data, taking into account relevant legal, ethical, social, economic, and professional issues, emerging technologies, and evolving pharmaceutical, biomedical, sociobehavioral, and clinical sciences that may impact therapeutic outcomes.”

“manage and use resources of the health care system, in cooperation with patients, prescribers, other health care providers, and administrative and supportive personnel, to promote health; to provide, assess, and coordinate safe, accurate, and time-sensitive medication distribution; and to improve therapeutic outcomes of medication use.”

“Promote health improvement, wellness, and disease prevention in cooperation with patients, communities, at-risk populations, and other members of an interprofessional team of health care providers.”

For more detailed information regarding the CAPE Educational Outcomes, please visit http://www.aacp.org/Docs/MainNavigation/Resources/6075_CAPE2004.pdf

Student evaluations are an essential component of their learning experiences. The evaluation is a core responsibility of each faculty member. Objective feedback with specific examples is the most useful form of evaluation to students. All criticism should be constructive and based on identifiable weaknesses to maintain a good relationship with the student and encourage student participation and improvement. It is imperative for evaluations to be conducted in a professional manner with integrity and the best interest of the student in mind.

Students will be informally evaluated on a continual basis. Informal evaluation most commonly occurs verbally and can occur as frequently as deemed necessary. The more feedback a student receives, the more likely they are to meet faculty expectations.

IPPEs will be assessed in four dimensions: Site Activity Assessments, Projects, Reflective Seminars and a Final Examination. Specific requirements for each semester will be published in the appropriate syllabus.

Formal assessments for site activities will occur at the midpoint of the student's experience and at the conclusion of the experience. The assessment forms include the competencies the students are to achieve during the experience. The form will be completed and discussed with the student before it is submitted to the Office of Experiential Education.

If a faculty member cannot provide an appropriate evaluation to a student at the midpoint or conclusion of an experience, they should contact the instructor of record and discuss the reasons an evaluation cannot be conducted. If this is a foreseeable problem, the instructor of record should be contacted as soon as the problem is identified.

Continual communication and informal evaluation should prevent or minimize any misunderstandings regarding evaluations or grades. If a student wishes to contest a grade or evaluation received during a PPE, it is the responsibility of the student to schedule a meeting with the faculty member to discuss the grade/evaluation and their reasons for contesting. All parties involved should conduct themselves in an appropriate professional manner and listen objectively. If an agreement or conclusion cannot be reached between the faculty member and student, the student is to submit a written request to the instructor of record. The instructor of record will evaluate the request and discussions with the student and faculty member will ensue separately. Best efforts will be made to resolve the issue with the best interest of all parties involved.

If the student is unsatisfied with the decision of the instructor of record, a written appeal may be made to the Chair, Pharmacy Practice. This must occur by the mid-term point of the next semester for Introductory Experiences. Written appeals to the Chair, Pharmacy Practice for Advanced Experiences must be made by midpoint of the next rotation period. In the written appeal, the student must be prepared to demonstrate and document an unusual circumstance that warrants a review of the grade and evidence of the grade s/he believes should have been given by the instructor. All written appeals will be reviewed within one month of receipt and responded to in writing either confirming or changing the posted final grade. A copy of this response will go to the Registrar's Office for the student's record.

Further appeal is through the Associate Dean of Academic Affairs, Dean, School of

Pharmacy, Dean, College of Health Sciences and Nursing and then to the Provost. Any appeal must be in writing and include appropriate documentation to support the student's position that a grade change is warranted. The following conclusion reached will be the final determination of the grade or evaluation. The Office of Experiential Education will not influence the decision of those further consulted if the student decides to continue to appeal the grade.

Students are expected to maintain a 2.3 GPA to advance in the curriculum. Faculty must submit a notice of Academic Jeopardy to the Director, Experiential Education four weeks before the conclusion of the semester for IPPE's and at the Midterm Evaluation for APPEs. for students who are at risk for making unsatisfactory progression. For academic progression information, please refer to the Belmont University Graduate Catalog available at <http://www.belmont.edu/catalog/grad2008jun/index.html>. For Introductory Experiences, grades will be submitted according to the University's Academic Calendar. For Advanced experiences, grades must be submitted within five business days of conclusion of the rotation.

Honor Code

The Belmont University Honor Code, outlined in the Bruin Guide (www.belmont.edu/studentaffairs/bruinguide) serves as the foundation of academic integrity. Dishonesty, cheating, and plagiarism are not tolerated and may serve as possible grounds for dismissal from the Program. Such behavior is inconsistent with being a professional responsible for providing service to others. Experiential education faculty are required to report violations of the Honor Code to the Office of Experiential Education.

Process for Practice Site Validation and Certification

The Office of Experiential Education ensures the integrity of each site utilized for the PPEP. The Director of Experiential Education develops a site profile for each educational site, containing information on site characteristics that reflect the site's ability to meet the needs of the student, fulfill accreditation requirements, and support the school's educational mission. Upon validation, each site receives a certificate that states the site meets the expectations of a pharmacy practice experience for students. Site monitoring is continual *via* student evaluations and on-site visits. A review of site educational goal attainment will also be conducted each semester. If a deficiency is identified, more frequent monitoring will be required. On-site visits to assess individual student performance also occur periodically and may be announced or unannounced.

Experiential Education Faculty play an important role in the ongoing process of site certification, development and maintenance. Communication between Experiential Education Faculty and the Office of Experiential Education will be key to the success of this program. It is the responsibility of the Experiential Education Faculty to communicate significant changes in site structure, management, or availability to the Office of Experiential Education. Any significant changes in availability should be given to the Office of Experiential Education *via* written communication two months before the next rotation cycle is to begin. For IPPEs, that would be 2 months before the conclusion of the current

semester. For APPEs, that would be 2 months before the change is to go into effect. This is essential to ensure that student experiences are not compromised and an adequate amount of time is available to reassign students to different practice sites if needed.

If a site is determined to be inadequate for student learning during the initial site evaluation, follow up site visits, or through student evaluations, a developmental plan will be recommended for the site with a provided timeline for completion. The site will then be reevaluated. If expectations have not been met, use of the site will be discontinued. If the site is seen as adequate, it will be placed back into the pool of sites for student experiences. This entire process is a part of the Quality Assessment and Improvement Program established by the Office of Experiential Education.

Process for Affiliate Faculty Appointments

Upon validation of the site, the designated qualified individuals at the site will have an official appointment to the School of Pharmacy as Affiliate Faculty. For this appointment, the faculty member must be identified through the use of his/her practice site and must submit an application, curriculum vitae or resume, degree verification, and a copy of active licenses and any certificates.

The above materials should be submitted to the Office of Experiential Education upon solicitation. After review, the applicant will be notified of their status with the School of Pharmacy and begin receiving the benefits associated with serving the school as an Affiliate Faculty member. All such appointments are voluntary positions and thus serve without payment. All appointments are at the pleasure of the school. All appointments will be reviewed annually by the Director of Experiential Education and recommendations made to the Dean of School of Pharmacy for continuance or discontinuance.

Important Dates

Belmont University's Academic Calendar may be accessed at <http://www.belmont.edu/academic/>. Specific activities related to the school are available on the pharmacy school's website, distributed via email announcements, or distribution of *Inquiry*, the school's newsletter. It is the faculty member's responsibility to be aware of dates, in particular dates for submission of student evaluations and other key dates in the academic calendar.

During the Introductory PPEP (semesters 2-6), students will follow the holiday closings of the University. During the Advanced PPEP (semesters 7 and 8), students are expected to follow the holiday policy of the practice site where they are assigned.

Student Attendance

Students are expected to arrive on time to their assigned rotation. If a student anticipates being more than 10 minutes late, they must contact the faculty member. Should an unexpected absence occur, it is the student's responsibility to notify the faculty member they will not attend. All unexpected absences must be made up (ie, illness, weather). ACPE sets the standard for how many hours students are required to complete on rotations. Our

experiential education structure was developed to ensure students meet these requirements. It is the responsibility of the faculty member to notify the Office of Experiential education if completion of the required hours during their rotation is a problem.

Student Pharmacists may not aggregate experiential hours into blocks other than those designated for the rotations. This is to ensure experiences are paced over the rotation period and are in sync with other components of the curriculum and program syllabus.

Adverse Weather Policy

Refer to the Belmont University Bruin Guide for general procedures on university closures due to weather. If the university or site is closed, it will count as an excused absence. Excused absences due to weather must be made up. It is the obligation of the Student Pharmacist to schedule make up time for this absence.

Privacy Rights of Students

Belmont University is subject to the provisions of the Family Educational Rights and Privacy Act (FERPA). This federal law affords students rights of access to education records, and imposes regulations on the university in the release and disclosure of education records to third parties.

For a complete description of the policy and how the University complies, see the Belmont University Faculty Handbooks, Section 2.19 Privacy Rights of Students. All Experiential Education Faculty will be required to complete FERPA training.

Policies Governing Interactions with Students

Belmont University has a policy regarding interactions and relationships with students. Please review the policy in the Belmont University Faculty Handbook to ensure that you are in compliance. It is located under Section 2.11. Faculty Rights and Responsibilities, 2.11.9.

Chemically Impaired Students

If a student is suspected of coming to their rotation or school activities/functions chemically impaired, the issue should be addressed immediately before patient care activities occur. The student should be consulted regarding the matter and the Office of Experiential Education should be contacted *via* phone immediately for further direction. The Office of Experiential Education will involve the Assistant Dean of Student Affairs.

Policies Governing On-Site and Off-Site Activities

Students are expected to adhere to all of the policies and procedures delineated in the School of Pharmacy Student Handbook as well as the site specific regulations. Pertinent site information should be relayed to the student during the orientation and specific points should be outlined in the site specific syllabus. Experiential Education Faculty are encouraged to have the students follow their individual work schedule and students are encouraged to attend on and off-site activities if that involvement will enhance their

experience and contribute to their education. A student can be invited, but not be required, to attend activities that are after normal work hours, during weekends, or will cause the student to accrue additional costs.

Student Supervision

The assigned faculty at each practice site will assume primary responsibility of students when they are on rotation. Should the faculty member be away from the site while the student is scheduled to be there, it is their responsibility to arrange for an appropriate proxy. If the faculty member cannot make other arrangements, the Office of Experiential Education needs to be contacted in advance to make other arrangements for the student.

Experiential Education Site Assignments

All Experiential Education Faculty will be contacted in writing to determine availability for upcoming assignments of students. The availability form should be completed and mailed back to the Office of Experiential Education within 10 days of receipt. After student assignments are made, the faculty member will be notified if a student was assigned to their site, the student's name, and when the rotation will begin and end. The correspondence will also contain specific calendar items relating to Experiential Education. This notification must be signed and returned to the Office of Experiential Education within ten days of receipt.

Site assignments will be made utilizing the education management system (EMS). All efforts will be made to give site assignments to faculty and students at least eight weeks in advance. Students will be held responsible for informing the Experiential Education Office of work experience and all efforts will be made to ensure a student does not have a rotation at a site where they have been employed. Students have the opportunity to provide preferences for their experiences. For example, if a student has significant work experience in an independent, compounding pharmacy, the student can request their community experience to occur in a chain or mass market setting. Due to the availability of sites/faculty, it cannot be guaranteed that all requests will be granted. Students are not to contact Experiential Education Faculty for availability or placement.

Students are required to contact their upcoming faculty member 10 business days in advance of their first day on rotation to receive individual instruction specific to that rotation. Students should receive information on when and where to meet on the first day, specific institutional dress requirements, materials to bring, directions, and parking instructions if needed. If a student does not comply with these requirements, the faculty member should contact the Office of Experiential Education.

Student Counseling and Concern Reporting

Should an Experiential Education Faculty member encounter a student with academic difficulties or problems with professional behavior during their rotation, immediate action is required. The problem should be addressed with the student with specific solutions identified and agreed upon. This agreement should be documented with a clear timeline established for solving the problem as part of the formal midpoint assessment. Feedback

should be provided to the student on a continual basis after the problem and solution has been identified to ensure the student remains on track for correcting the deficiencies. Once the allotted time for improvement has passed, the problem should be revisited with the findings documented as follow-up. If there is still no correction in behavior or academic standing, faculty should provide the Director of Experiential Education with all documentation. After review, this information will be provided to the Assistant Dean of Student Affairs and others appropriate to the School or University for action.

Student At-Risk (StAR) Initiatives

All efforts should be made by faculty to identify students at risk and seek appropriate attention. At-risk students exhibit one or more indicators that they are in trouble academically, socially, and/or psychologically. These may include:

- excessive absences
- change in behavior
- difficulty in concentrating
- apparent loneliness or isolation
- evidence of not being integrated into the Belmont Community or in rotation activities

Faculty members can often detect these indicators and assist in getting the student whatever assistance they need. First steps could be informing Director of Experiential Education who can then provide the report to the Office of the Dean of Students.

Experiential Education Faculty Development and Training

To ensure the effectiveness of experiential education programs, ACPE requires experiential education faculty to demonstrate participation in available development programs relevant to delivery of experiential education. These development programs are created in a way to maximize learning in an efficient amount of time.

The School of Pharmacy will provide all faculty with an orientation session prior to the use of their practice site. The orientation will be scheduled and available in a manner that will ensure all required attendees have access to information. The objectives of the orientation program are to familiarize faculty with the history, mission, vision, and values of Belmont University, the policies and procedures of the School and the Experiential program, provide tutorials on FERPA, demonstrate the use of available online resources, and develop and improve teaching and mentoring of students in an effective manner. Additional programs, some for continuing education credit, may be provided throughout the year. Training in areas such as types of precepting and mentoring techniques, delivering effective evaluations, and creating a valuable experience to ensure the student achieves stated competencies are examples. Every faculty member benefits from professional growth and development.

The required training must be completed before students are assigned to practice sites. Information on available orientation sessions and professional development series offerings are available on the Experiential Education website.

Appendix A: Benefits for Pharmacy Affiliate Faculty Members

All Experiential Education Affiliate Faculty

- Belmont University Name Tag
- Belmont University ID Card
- Free Parking on Campus for School of Pharmacy sponsored events
- Restricted access to the university's library and internet resources
- School of Pharmacy Sponsored Live CE annually
- Professional Development Courses offered throughout the year
- Free Basketball tickets (2) to all Bruins home games
- Free tickets (2) to Belmont University music and theatre productions
- 10% Cafeteria Discounts
- 20% discount on items purchased from the University Bookstore

Experiential Education Faculty with > 10 Students per Academic Year

Same as above, plus:

- Potential research and publication opportunities
- Opportunity to serve on School of Pharmacy Committees
 - This will provide you an opportunity to voice your opinion on school issues and be a part of defining our culture at School of Pharmacy