



# **EXPERIENTIAL LEARNING PROGRAM (ELP)**

## **PRECEPTOR ORIENTATION/TRAINING POLICIES AND PROCEDURES MANUAL**

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**\*\*\*We reserve the right to modify content without notice\*\*\***

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## INTRODUCTION

The Experiential Learning Program (ELP) at the University of Maryland School of Pharmacy provides a structured curriculum of required and elective pharmacy practice experiences for student pharmacists. Learning takes place in a variety of practice settings, under the supervision of and interaction with qualified preceptors, and corresponds with content learned in the didactic courses. (See Appendix 1 pages 49-54 for Terminal Performance Outcomes).

Per *ACPE Accreditation Standards and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree*<sup>1</sup>, the curricular core for pharmacy practice experiences is categorized as **Introductory Pharmacy Practice Experiences (IPPEs)** and **Advanced Pharmacy Practice Experiences (APPEs)**. IPPE rotations occur concurrently with didactic courses during the first and third professional years (P1 and P3), and APPE rotations are sequenced after the completion of didactic courses and during the final professional year (P4). APPEs include required and elective experiences in community, health-system, acute care/general medicine, ambulatory care, other direct patient care, and administrative or general practice settings.

Satisfactory completion of the required and elective experiential courses meets the experience requirements for the NAPLEX examination in the State of Maryland.

## GOAL

The goal of the Experiential Learning Program is to develop in each student pharmacist the professional judgment and competencies needed to skillfully perform the functions and meet the responsibilities of a pharmacist in a wide range of practice environments.

## VISION

Our vision is to be the leader in high quality preceptors, sites and services that create the best learning experiences for our students.

## EXPERIENTIAL LEARNING COMMITTEE (ELC)

The Experiential Learning Committee serves as an advisory committee to the Curriculum Committee and the Assistant Dean of the ELP and is appointed by the Dean.

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<sup>1</sup> Accreditation Council for Pharmacy Education. Accreditation Standards and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree. Available at: <http://www.acpe-accredit.org/standards/> - Accessed March 7, 2016

## EXPERIENTIAL LEARNING COURSES

<https://www.pharmacy.umaryland.edu/about/offices/elp/>

Please Note: According to the ACPE standards, elective rotations allow students to explore areas of professional interest and/or expand their understanding of professional opportunities. According to the most recent accreditation standards, elective APPEs may include a **maximum of two experiences without a patient care focus (APEX).**

Rotation Type	Rotation Name (Description)	
IPPE	IPPE 100 Introduction to Pharmacy (1 week)	
IPPE	IPPE 300 Introduction to Community Pharmacy Practice and Patient Care (4 weeks)	
IPPE	IPPE 307 Quality & Safety in Health-System Practice (3 weeks)	
IPPE Elective	IPPE 400 Community Pharmacy Practice Intensive (3 – 5 weeks)	
IPPE Elective	IPPE 401 Global Health Experience (3 – 5 weeks)	
APPE	APPC Patient Care Elective (5 weeks)	APPE 450 Ambulatory Care (5 weeks)
APPE	APPE 451 Acute Care General Medicine (5 weeks)	<b>Electives (10 weeks) 2 blocks total (Any combination of APPE 453, APPE 451 (1 only), APPC or APEX qualify)</b>
APPE	APPE 401 Health System Pharmacy Practice (5 weeks)	APPE 453 Community Pharmacy Practice (5 weeks)
OFF	Vacation Block (5 weeks)	Open Block (5 weeks) <b>***Available for ELP use***</b>

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## **EXPERIENTIAL LEARNING COURSES**

[www.pharmacy.umaryland.edu/elp](http://www.pharmacy.umaryland.edu/elp)

### **Introductory Pharmacy Practice Experience (IPPE) Courses (320 hours Total)**

(Synopsis from Preceptor Application)

- **IPPE 100 – Introduction to Pharmacy (1 week – Spring): 40 hours (required)**

This IPPE course introduces students in the first professional year (P1) to the professional responsibilities of pharmacists in community or institutional practice settings. Students will also examine career opportunities available to today's pharmacists and begin to develop basic practice skills.

- **IPPE 300 – Introduction to Community Pharmacy Practice and Patient Care (4 weeks – Summer or Winter): 160 hours (required)**

This Introductory Pharmacy Practice Experience (IPPE) course will provide student pharmacists with the opportunity to assess quality pharmacy operations and safe medication use practices in a community pharmacy environment. Students will participate in pharmacy practice activities and will apply the knowledge and skills from Abilities Labs 1-4 and IPPE 100 to meet the course objectives, which promote patient safety.

This rotation will also introduce student pharmacists to the delivery of direct patient care services in community pharmacy settings. Students will be expected to utilize abilities learned previously in the curriculum to obtain relevant subjective and objective information from patients, caregivers and medical records, to review medication regimens and identify existing or potential medication related problems, to develop monitoring plans, and to document this information. This will be accomplished through a series of patient interactions and written SOAP notes. (Community pharmacy preceptors' precepting IPPE 100 should ideally also precept IPPE 300.)

- **IPPE 307 - Quality and Safety in Health-System Practice (3 weeks– Summer or Winter): 120 hours (required)**

This Introductory Pharmacy Practice Experience (IPPE) course will provide student pharmacists with opportunities to assess quality pharmacy operations and safe medication use practices in health-system environments. Students will participate in pharmacy practice activities and will apply the knowledge and skills from Abilities Labs 1-4 and IPPE 100 to meet the course objectives, which promote patient safety. (Health-system pharmacy preceptors' precepting IPPE 100 should ideally also precept IPPE 307.)

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- **IPPE 400 – Community Pharmacy Practice Intensive**

**(3 – 5 weeks, variable – Summer): 120 – 200 hours (elective), Pass/Fail**

This Introductory Pharmacy Practice Experience (IPPE) course will provide student pharmacists with the opportunity to further assess quality pharmacy operations and safe medication use practices in a community pharmacy environment. Students will participate in pharmacy practice activities and will apply the knowledge and skills from Abilities Labs 1-2 and previous IPPEs to meet the course objectives, which promote patient safety.

- **IPPE 401 – Global Health Experience**

**(3 – 5 weeks, variable – Summer): 120 – 200 hours (elective), Pass/Fail**

This Introductory Pharmacy Practice Experience (IPPE) will provide students the opportunity to gain insight into healthcare delivery in another country. Students will participate in pharmacy practice activities within the healthcare setting and gain an understanding of the cultural and ethical issues affecting healthcare in the host country.

For further questions regarding each described course, please contact the appropriate Course Manager as listed in Appendix 2, page 55-57



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## **Advanced Pharmacy Practice Experience (APPE) Courses (1440 hours total)**

All patient care rotations (APPE 450, APPE 451, APPE 453 and all APPC rotations) have incorporated the Pharmacists' Patient Care Process (PPCP). Students will be expected to utilize skills learned previously in the curriculum in order to participate in the PPCP, which includes collecting and assessing patient-specific information; developing and implementing individualized patient-centered care plans; and monitoring and evaluating the effectiveness of care plans, and to document this information.

- **APPE 401 Health-System Pharmacy Practice (5 weeks – Summer through Spring): 200 hours (required)**

This comprehensive advanced experience in health-system pharmacy will prepare students to meet several terminal performance outcomes as they compile and evaluate patient-specific information and collaborate with prescribers, patients, and caregivers to optimize drug regimens. In an interdisciplinary setting, students will use technology to effectively carry out professional functions, which may include monitoring patient outcomes, answering patient-specific or provider questions, providing medications for patient use, and participating in quality assurance processes. **When available**, preceptors should facilitate opportunities for students to **prepare** the most commonly prescribed drug products in acute settings (e.g., IV admixtures, total parenteral nutrition) and/or chronic care settings (e.g., oral suspensions, topical preparations) to meet practice standards. Students will also participate in health policy decision-making processes for managing drug use. Compliance with legal, regulatory/legislative, and medication safety requirements, as well as accreditation quality standards to maintain professional competence, will be emphasized.

- **APPE 450 Ambulatory Care (5 weeks – Summer through Spring): 200 hours (required)**

The goal of this rotation is to provide students experience in an ambulatory care environment. Ambulatory care pharmacy practice is the provision of integrated, accessible health care services by pharmacists who are accountable for addressing medication needs, developing sustained partnerships with patients, and practicing in the context of family and community.

For ambulatory care rotations, preceptors will provide opportunities for students to access patient medical records, interview and examine patients, use relevant assessment techniques appropriate to the clinic setting, assess and develop/implement pharmacotherapeutic recommendations, and document interventions in an ambulatory care environment. In contemporary pharmacy practice, “ambulatory care” has been expanded and is now practiced not only in ambulatory care clinics, but also in some community pharmacy and health system settings that deliver patient care in a comparable manner. Sites can include Medication Therapy Management (MTM), Collaborative Practice Services or Contemporary Community practice.

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## **Advanced Pharmacy Practice Experience (APPE) Courses (1440 hours total) cont'd**

Most sites are likely to operate under protocol-driven and/or collaborative management agreements with either direct or indirect supervision by physicians. Some sites may allow for fully independent management by the pharmacist (e.g., VA Healthcare Systems). This experience is expected to occur in settings with three - five full days of patient care or clinic time involving patient care, with the majority (>80%) of patient interactions occurring in person.

- **APPE 451 – Acute Care General Medicine (5 weeks – Summer through Spring): 200 hours (required)**  
For acute care general medicine rotations, students are required to routinely participate in rounds\*; the preceptor should participate in rounds most days of the week. The area in which students will participate in rounds is limited to caring for adult patients in the following areas: family medicine, internal medicine, cardiology (not including cardiothoracic surgery), endocrinology, geriatrics (not gero-psychiatry or dementia service), infectious disease, internal medicine, nephrology and pulmonology. Students will access the patient's medical records including laboratory data and medication administration records in order to conduct patient medication history review and provide medication counseling prior to discharge.

**\*Rounding is considered by the University of Maryland School of Pharmacy to be a routine meeting of members of the interprofessional health care team for the purposes of reviewing patients' medical needs and determining the goals and interventions for patients. The rounding pharmacist is a regular member of the interprofessional health care team rather than a consultant who is utilized on an as needed basis. The rounding team minimally includes an authorized prescriber and a pharmacist. Rounds may occur in any hospital setting (both community and academic) and can also take place either at the patient bedside or in a centralized location (e.g., a conference room). On a rounding service, the pharmacist actively participates in reviewing and discussing all patients on the service, not just selected patients.**

- **APPE 453 – Community Pharmacy Practice (5 weeks – Summer through Spring): 200 hours (required)**  
Community pharmacy preceptors will provide at least one of the following cognitive services for which they seek compensation, in addition to order fulfillment: Collaborative Drug Therapy Management (CDTM) under protocol, immunizations, the Maryland P3 Program, disease state management and/or Medication Therapy Management (MTM) Services. Students must be allowed to play a role in these services while at the practice site. Further, students will educate patients and health care professionals using appropriate drug information resources and a comprehensive approach to thoroughly analyze data, research questions, and provide appropriate answers. Advanced community sites will also provide self-care recommendations, health and wellness information, and/or blood pressure screenings.

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- **APPE 499 – Pharmacy Practice Pinnacle: (40 hours total over 20 weeks; Summer, Fall or Spring) (required)**

Pharmacists have a positive impact on the development, implementation, and growth of patient care services in a variety of pharmacy settings. This experiential course builds on the knowledge, skills, and abilities of student pharmacists to address an area of need in patient care or pharmacy practice or research. Student pharmacists will participate in a needs assessment, evaluate population-specific data, and develop potential interventions to address pharmacy practice issues. Projects vary by institution. Please see APPE 499 Syllabus for examples of projects that would qualify for this course.

## Advanced Pharmacy Practice Experience (ELECTIVE) Courses

Advanced Practice Experience Electives: Administrative or General Practice (APEX) (Full-time; 5 weeks each, 200 hours)		Advanced Practice Patient Care Electives (APPC) (Full-time; 5 weeks each, 200 hours)	
402	Compounding	404	Contemporary Pharmacy Practice - Patient Care
403	Practice Based Research	418	Transitions/Continuity of Care
404	Contemporary Pharmacy Practice - Administrative	419	Medication Therapy Management
406	Clinical Pharmacology/Drug	425	Integrative Therapy – Patient Care
408	Drug Information	456	Ambulatory Clinic
410	Food and Drug Administration	458	Blood & Marrow Transplantation
411	Informatics	460	Cardiology
412	Investigational Drugs	462	Chemical Dependence
414	Legislative Experience	464	Clinical Pharmacokinetics
416	Managed Pharmacy Care	466	Critical Care/Emergency Medicine
417	Medication Safety	470	Geriatric Pharmacotherapy
418	Leadership and Management	472	Hematologic Malignancies
420	Public Health	474	HIV/AIDS
421	Radio/Nuclear Pharmacy	476	Infectious Diseases
424	Research Experience (Faculty Only)	478	Medical Oncology
425	Integrative Therapies - Administrative	480	Palliative Care
426	Teaching Experience	482	Pediatrics
430	Association Management	484	Poison Information
432	Pharmaceutical Industry	486	Psychiatry
434	Mail Order/Central Fill Pharmacy	488	Transplant
		492	Specialty Pharmacy
		494	Long-Term Care Pharmacy

- Additional Electives – Student Preference**

Students complete a total of three elective rotations, which allow them to pursue their own areas of interest and to develop greater skills, proficiencies, and confidence. Patient care electives in specialty therapeutic practices prepare students to competently care for patients and to monitor outcomes. From a broader population-based perspective, general electives explore the preceptors' roles, responsibilities, and expertise to advance the vision and goals of their organizations. One of the three total electives must be an APPC rotation. Students may choose from a combination of APEX, APPC, or APPE 453 to fulfill the remaining two electives. Students may take no more than two non-patient care (APEX) elective rotations.

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## **GENERAL SCHOOL OF PHARMACY & UNIVERSITY POLICIES**

Preceptors are to post and frequently review the site requirements on their respective CORE ELMS profiles

### **I. Background Checks and Drug Tests/Screens:**

Students are responsible for providing information to complete background security checks and/or drug testing/screening if required by the rotation site. If background checks and/or drug testing/screening are required, sites must include that information in CORE ELMS (under site requirements). Students have been instructed to allow sufficient time for completion and compliance with special requests from sites.

**Please post all necessary requirements for background checks and/or drug testing/screening on CORE ELMS (instructions to add this information are listed in item V., below). Per UMB Campus Policy, the ELP Office DOES NOT review the results of the criminal background checks**

### **II. Blood Borne Pathogens:**

Students are required to complete a web-based tutorial about blood-borne pathogens annually. At the time of initial contact, six to eight weeks before the start of the rotation, students are instructed to communicate with the preceptor to determine if additional training requirements related to blood borne pathogens are required for the site. **Please post all necessary requirements on CORE ELMS under your profile.**

### **III. Cardiopulmonary Resuscitation (CPR):**

Students are required to maintain active CPR certification throughout all four professional years and should be prepared to present proof of such certification, when requested by preceptors. You may verify your student's CPR certification by logging into CORE ELMS

- Click on the drop box "Select Student From Your Schedule" at the top of the page
- Choose the Student's Name from the drop box
- Scroll until you see "Student Requirements," CPR Certification
- Click the blue button that says "FILE" to open the document

### **IV. Confidentiality:**

Students are required to read and verify a confidentiality statement in the School portal each year. The "Release of Confidentiality" electronic form may be found in CORE ELMS.

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## GENERAL SCHOOL OF PHARMACY & UNIVERSITY POLICIES

### V. Drug and Alcohol Policy and Drug Screens:

The ELP Office will follow the School of Pharmacy policy Promoting Drug Free Learning Environments. This policy may be found [here](#).

**Please indicate on your site profile in CORE ELMS if your site requires drug testing prior to the rotation so students can plan accordingly. You can accomplish this by following the instructions below:**

- a. Login to [CORE ELMS](#)
- b. Click "Profile Information" on the left menu
- c. Click "Description" and type instructions to students (i.e., drug testing requirements)

### VI. HIPAA:

All first year students are required to complete a web-based HIPAA tutorial. Six to eight weeks prior to the start of the rotation, when students make the initial contact with their preceptors, they are to determine if the preceptor has any additional HIPAA-related requirements.

### VII. Immunizations:

The ELP Office will follow the University of Maryland policy UMB V - 1.00(A) - UMB IMMUNIZATION POLICY. This policy may be found [here](#).

Students are not allowed to register for courses if compliance is not met. **Preceptors are encouraged to post necessary site information on CORE ELMS under your "profile." Please follow the instructions below on how to post this information on CORE ELMS.**

- a. Login to [CORE ELMS](#)
- b. Click "Profile Information" on the left menu
- c. Click "Description" and type instructions to students (i.e., Immunization requirements, etc.)

**Please Note: Requests for medical information should be directed to the student.**

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# GENERAL SCHOOL OF PHARMACY & UNIVERSITY POLICIES

(cont'd)

## VIII. Liability Insurance:

The School will assure that each **active** practice site receives a professional liability insurance certificate applicable to acts or omissions of the student while participating in experiential learning. Active sites are those possessing a current affiliation agreement with the University of Maryland, Baltimore AND precepting at least one student during the current academic year. This insurance will be provided through a policy obtained by the Maryland State Treasurer for health occupations students in Maryland public colleges. The School will not provide professional liability insurance for the site, the site coordinator, the preceptor, or other site employees having responsibilities incidental to the experiential learning at the Site. The ELP Office will renew the policies annually. **Certificates of Insurance (COI) are provided to sites/preceptors upon request.** Students are strongly encouraged to maintain their own liability insurance.

**Please contact LaTia Few at [Lfew@rx.umaryland.edu](mailto:Lfew@rx.umaryland.edu) if you have questions regarding your site's insurance certificate.**

## IX. Discrimination Policy:

**Discrimination:** UMB does not tolerate discrimination in any form. UMB will take prompt and effective steps to prevent the occurrence of discrimination and remedy its discriminatory effects. In addition, UMB prohibits retaliation against anyone who files a complaint of discrimination, anyone with whom a complaint of discrimination is filed, or anyone who participates in an investigation of discrimination. For more information, please refer to the [UMB Nondiscrimination Statement](#).

Schools and programs do not investigate discrimination complaints. All complaints of discrimination should be directed to the [Office of Accountability and Compliance \(OAC\)](#) as follows:

- **Sex and Gender-Based Discrimination (Title IX):** Complaints alleging sexual misconduct, sexual violence, or sexual harassment, are governed by the [campus sexual misconduct policies and procedures](#)
- These complaints should be reported promptly to the [Title IX Coordinator](#). Any employee who receives a complaint of Prohibited Sex Discrimination (as defined in the policy) must promptly report the complaint to the Title IX Coordinator:
  - using the [online report form](#) or
  - Via email to [TitleIXCompliance@umaryland.edu](mailto:TitleIXCompliance@umaryland.edu).
- No employee is authorized to investigate or resolve complaints of Prohibited Sex Discrimination without the involvement of the Title IX Coordinator.

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## GENERAL SCHOOL OF PHARMACY & UNIVERSITY POLICIES

### (cont'd)

#### IX. Discrimination Policy (cont'd)

- **All Other Forms of Discrimination:** All other complaints, by employees, students, applicants, and third parties, alleging discrimination based on a decision of UMB faculty, staff, students, or third parties or contractors under UMB control are governed by the following policies:
  - VI 1.00(D): [Standard Operating Procedures for Resolution of Employee Complaints Alleging Discrimination](#)
  - VI 1.00(E): [Procedures for Resolution of Complaints Alleging Discrimination](#)
  - These complaints should be referred promptly to OAC:
    - using the [online report form](#) or
    - Via email to [equalaccess@umaryland.edu](mailto:equalaccess@umaryland.edu).

The ELP Office will refer all concerns about violations of University of Maryland, Baltimore's non-discrimination policy to the appropriate campus office.



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# GENERAL PRECEPTOR POLICIES

## RESPONSIBILITIES/ APPOINTMENT/DEVELOPMENT/TRAINING POLICIES

### I. Preceptor Responsibilities

Preceptor responsibilities include but are not limited to:

- Updating your site and preceptor profile on [CORE ELMS](#) regularly
  - Assuring that **students receive the required experiences to meet the learning objectives** of the course, as outlined in the syllabus, and when unable to do so, notify the experiential learning office immediately
  - **Promoting students' active learning** by asking questions and engaging them in discussion.
  - Providing individualized instruction, guidance, supervision, and assessment; and ensuring significant interaction with students.
  - Assessing student performance online ([CORE ELMS](#)) using the course-specific evaluation and providing regular feedback to the student.
  - Providing **timely documentation of student performance** according to established guidelines, and accessing email and the School's web-based resources regularly.
  - **Completing student Midpoint and Final evaluations on [CORE ELMS](#) by stated deadlines**
  - Assuring that adequate instructional time is given to each student per course syllabus.
  - **Providing information when requested** to the course manager and/or the ELP Office regarding professional credentials, the practice site, and availability.
  - **Reading and responding in a timely fashion to all emails that comes from the ELP Office and CORE ELMS messaging center. Please check your SPAM folders as emails from the ELP Office or CORE ELMS may end up there.**
  - Participating in **preceptor development and training activities** annually.
  - Maintaining membership in a state and/or national pharmacy organization.
  - **Completing necessary Experiential Learning Program requirements and posting to CORE ELMS (i.e., FERPA Requirement, Preceptor Development online modules, etc.) and adhere to deadlines set by the ELP office**
- Participating in continuing professional development per [ACPE Guidance document](#) (See page 19 of guidance document)

#### Furthermore, the ACPE standards state that:

Preceptors serve as positive role models for students by demonstrating the following qualities (as applicable to their area of practice):

- Practicing ethically and with compassion for patients
- Accepting personal responsibility for patient outcomes
- Having professional education, experience, and competence commensurate with their position

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## **GENERAL PRECEPTOR POLICIES**

### RESPONSIBILITIES/ APPOINTMENT/DEVELOPMENT/TRAINING POLICIES

- Utilizing clinical and scientific publications in clinical care decision-making and evidence based practice
- Desiring to educate others (patients, caregivers, other healthcare professionals, students, residents)
- Demonstrating the willingness and ability to advocate for patients and the profession
- Demonstrating creative thinking that fosters an innovative, entrepreneurial approach to problem solving
- Having an aptitude for facilitating learning
- Being competent in the documentation and assessment of student performance
- Having a systematic, self-directed approach to their own continuing professional development and actively participate in self-directed lifelong learning
- Collaborating with other healthcare professionals as a visible and contributing member of a team
- Being committed to their practice organization, professional societies, and the community

#### **II. Preceptor Use and Disclosure of Student Information (FERPA)**

Preceptors are reminded that federal privacy law (the Family Educational Rights and Privacy Act [FERPA]) limits use and disclosure of student information in much the same way as HIPAA protects patient health information. It is the policy of the university to limit disclosure of personally identifiable information from a student's education record to those who have a legitimate educational interest in the student. Preceptors should not re-disclose student information to persons who do not have a legitimate educational interest in the student's experiential learning education. Exceptions are permitted when the student provides written authorization for additional use or disclosure or when there is an emergency, and knowledge of information about the student is necessary.

#### **III. Preceptor Recruitment**

Preceptors are welcome to be involved in preceptor recruitment because of their contact with a diverse group of pharmacy practitioners and experts that impact the profession of pharmacy. Referrals are welcome from faculty and clinical faculty, existing site coordinators, regional managers, alumni, and students. Self-referrals are also encouraged.

When a preceptor identifies a pharmacist or other qualified individual as a potential preceptor for the experiential curriculum, he/she should refer the individual to apply online, [here](#). Alternatively, contact information may be obtained and forwarded to the ELP Office along with the name of the person making the referral.

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## **GENERAL PRECEPTOR POLICIES**

### RESPONSIBILITIES/ APPOINTMENT/DEVELOPMENT/TRAINING POLICIES

#### **IV. Academy of Preceptors**

The Academy of Preceptors Dinner is offered once per year in the spring as a live interactive CE opportunity for development and networking. All University of Maryland School of Pharmacy preceptors are invited. The evening includes a buffet dinner followed by a preceptor-related CE presentation. Preceptors may attend at either the Baltimore or Shady Grove Campus.

#### **V. Preceptor Appointment**

Individuals who provide student education in experiential learning courses on a regular basis are required to hold a limited-term, contractual faculty appointment with the University of Maryland School of Pharmacy. Such part-time faculty appointments include the ranks of Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor. Please refer to the University of Maryland School of Pharmacy Faculty Handbook for policies and procedures regarding clinical faculty appointments, available [here](#).

Preceptor appointments are made four times a year. A pharmacist requesting appointment as a preceptor completes the [preceptor application](#) process and uploads a copy of his/her curriculum vitae or resume. Preceptors will receive a preliminary appointment and will have thirty days to complete mandatory requirements: complete online modules [here](#) and schedule an ELP orientation. The candidate's credential portfolio is reviewed by the ELP Assistant Dean, and then forwarded to the Chair of the Department of Pharmacy Practice and Science, who reviews the materials and addresses any questions to the ELP Assistant Dean. The portfolio is then forwarded to the Dean for final approval and appointment. Once approved, each new preceptor's information is finalized in [CORE ELMS](#).

#### **Complete applications are processed on the following dates:**

##### **Applications received between:**

- **December 2 and March 15** are processed on **March 15**
  - **Preliminary appointments on or about March 31**
- **March 16 and June 15** are processed on **June 15**
  - **Preliminary appointments on or about June 30**
- **June 16 and September 15** are processed on **September 15**
  - **Preliminary appointments on or about September 30**
- **September 16 and December 1** are processed on **December 1**
  - **Preliminary appointments on or about December 15**

# GENERAL PRECEPTOR POLICIES

## RESPONSIBILITIES/ APPOINTMENT/DEVELOPMENT/TRAINING POLICIES

**Note: If a preceptor has not submitted availability for three (3) consecutive years, the ELP Office will contact the individual to confirm his/her willingness to precept students.** If the ELP Office does not receive a response or the preceptor fails to submit availability for the upcoming year, the preceptor account will be inactivated in CORE ELMS, and the individual must reapply to become a preceptor.

### VI. Preceptor Reappointment

Preceptor appointment must be renewed every five (5) years. The Assistant Dean and Chair of the PPS department review the credentials of preceptors with terms that are expiring and issue reappointment letters via email, if appropriate. To be eligible for reappointment, preceptors must complete two (2) hours CE related to precepting *within the last year*, title IX training (if applicable) and upload a current curriculum vitae (CV) to [CORE ELMS](#). Preceptors with employers who require at least two hours of preceptor development annually do not need to complete ELP provided continuing education upon reappointment. **The employer must provide documentation of the continuing education requirement.**

Should you no longer wish to serve as a preceptor, please inform the ELP Office by emailing [elp@rx.umaryland.edu](mailto:elp@rx.umaryland.edu). If you are unable to meet the requirements for reappointment, your [CORE ELMS](#) account will be deleted and you must reapply if you want to precept University of Maryland School of Pharmacy students in the future.

**Note: If a preceptor has not submitted availability for three (3) consecutive years, the ELP Office will contact the individual to confirm his/her willingness to precept students for the upcoming school year.** If the ELP Office does not receive a response or the preceptor fails to submit availability for the upcoming year, the preceptor account will be deleted in CORE ELMS, and the individual must reapply to become a preceptor should he/she want to precept University of Maryland School of Pharmacy students in the future.

### VII. Resident and Fellow Clinical Instructor Appointments

University of Maryland Residents and Fellows who are at least 12 months post-graduation are automatically appointed as Clinical Instructors by the ELP Office. Residents' and fellows' names are provided to the Chair for approval.

Any Resident from another site interested in appointment as a preceptor, who is at least 12 months post-graduation, must complete the preceptor application (available [here](#)) and upload a copy of his/her current curriculum vitae or resume. Such applications will follow the same preceptor appointment process as above.

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## **GENERAL PRECEPTOR POLICIES**

### RESPONSIBILITIES/ APPOINTMENT/DEVELOPMENT/TRAINING POLICIES

#### **VIII. Preceptor Orientation**

Upon approval of the Chair of the PPS Department, the ELP Office will email the newly appointed preceptor an appointment letter. A SSN request letter for honoraria payments and information/documents needed by the ELP Office to complete the file will be sent via email, if applicable. The following documents will be stored on the "Document Library" of the CORE ELMS learning management system; syllabi, sample learning contract, preceptor benefits, honorarium payment fee schedule, preceptor development and training, preceptor orientation & training manual and how to navigate CORE ELMS document.

The ELP Office will ensure that new preceptors are adequately oriented, prepared and trained to assume teaching responsibilities for their courses prior to student assignment. Please click on this [link](#) to review the webcasts, which provide an overview of the ELP program and additional teaching resources to assist in the precepting role at your site.

**Please Note: Individuals who have applied to serve as preceptors for the University of Maryland School of Pharmacy but have not completed all the ELP requirements will NOT be assigned students until all requirements are met.**

#### **IX. Preceptor Development Opportunities**

Preceptor development is the constellation of educational and continuing education activities, resources (including faculty and mentors), and preceptor events and recognition. Education empowers preceptors to optimally facilitate experiential courses and nurtures professional satisfaction. **ALL preceptors must complete two (2) hours of preceptor development training at initial appointment and upon renewal.** In addition to other resources that offer preceptor training, the School provides online preceptor development modules at the following [site](#).

**ACPE credit is provided. In order to receive credit, you must complete the post-test for each module.**

The topics covered include:

- [I am a Pharmacist, Not a Mind Reader: Setting Goals and Expectations](#)
- [The Pharmacists' Patient Care Process \(PPCP\)](#)
- [Starting Your Rotation Off on the Right Foot](#)
- [Update on the Doctor of Pharmacy Accreditation Standards 2016](#)
- [Enhancing the Student Pharmacist Precepting Experience](#)
- [Framing the Experience: Setting Rotation Expectations](#)
- [Preceptor Perspectives: Utilizing and Motivating Students to Function as Pharmacist Extenders in Daily Workflow Activities](#)
- [Providing Constructive Feedback on Rotations](#)

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**GENERAL PRECEPTOR POLICIES (cont'd)**  
RESPONSIBILITIES/ APPOINTMENT/DEVELOPMENT/TRAINING POLICIES

In addition, the School seeks to stimulate preceptor development through the Academy of Preceptors to:

- Promote excellence in the Experiential Learning Program
- Improve the delivery of experiential learning courses
- Develop the educational expertise of preceptors
- Facilitate networking opportunities among preceptors
- Foster professional growth

**X. Changing Practice Sites**

**Please contact the ELP Office at (410) 706-2432 or [elp@rx.umaryland.edu](mailto:elp@rx.umaryland.edu) if your practice site changes or any other information has changed.** Preceptors who change practice sites will be evaluated by the ELP Assistant Dean and/or Assistant Director to determine course assignment. If your new site does not have a current affiliation agreement with University of Maryland School of Pharmacy, please contact LaTia Few at [Lfew@rx.umaryland.edu](mailto:Lfew@rx.umaryland.edu) for more information. The preceptor's performance and teaching interests will also be evaluated. The preceptor may continue as an active preceptor if he/she plans to continue to precept students at the new site. Upon appointment, a preceptor is classified as "Active," and remains classified as such for the entire length of his/her appointment unless he/she requests a change in classification from the ELP Office or fails to submit availability.

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## PRECEPTOR BENEFITS/AWARDS/PROMOTION POLICIES

### I. Preceptor Database Benefits

One of the benefits of being a University of Maryland preceptor is having offsite access to *Facts and Comparisons Online* and *Micromedex* from the University's Health Sciences and Human Services Library (HS/HSL). **Access is limited to pharmacy preceptors who are scheduled to precept at least one (1) student for at least one (1) block during the current academic year. This is due to the HS/HSL's licensing agreements with publishers.** If you receive a 30-day expiration email from the helpdesk, the ELP office receives the same email and at that time the ELP office will renew your account if you have a student scheduled during the current school year. If you still do not have access, please contact Ms. LaTia Few, Senior Program Specialist at [lfew@rx.umaryland.edu](mailto:lfew@rx.umaryland.edu) to inquire. Should you have questions, please contact Alexa Mayo, [amayo@hshsl.umaryland.edu](mailto:amayo@hshsl.umaryland.edu) or 410-706-1316.

### II. Honorarium Payments

Honorarium Payments are processed annually each May for rotation assignments that occurred **between May 1 of the previous year and April 30 of the current year. In order to process preceptor honorarium payments, the ELP Office must have the following information on file by the first Friday in March of the current year.**

- **Social Security Number (SSN) for US citizens** OR Federal Employer Identification Number (FEIN) for sites- Please Note: If you have previously received honorarium payments, your SSN or site's FEIN is most likely on file. The Senior Program Specialist will request SSN or FEIN information of preceptors only if we do not have the information on file.
- **UPDATED Home Address** (noted as "Secondary Address" in [CORE ELMS](#))

Failure to provide the information by the deadline will result in forfeiture of the honorarium. Individual preceptors and sites will receive payments from the Comptroller of Maryland between June and August. Please contact LaTia Few, Senior Program Specialist at [lfew@rx.umaryland.edu](mailto:lfew@rx.umaryland.edu) if you do not receive payment by August 31.



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## PRECEPTOR BENEFITS/AWARDS/PROMOTION POLICIES (cont'd)

### Honorarium Fee Schedule

IPPE 100:	\$100.00 per student per rotation (1 week)
IPPE 300	\$300.00 per student per rotation (4 weeks)
IPPE 307	\$300.00 per student per rotation (3 weeks)
APPE 401/APPE 451:	\$325.00 per student per rotation (5 weeks)
APPE 450:	\$425.00 per student per rotation (5 weeks)
APPE 453:	\$325.00 per student per rotation (5 weeks)
APEX/APPC Electives:	\$325.00 per student per rotation (5 weeks)

**No honorarium is paid to preceptors for the APPE 499 (Pinnacle Project)**

**Please Note:** The ELP Office does not issue the 1099 forms. If you did not receive a copy of your 1099, you can get a copy by clicking following [link](#)

### III. Preceptor Awards

Preceptors may be nominated for several awards, which include the

1. Introductory Pharmacy Practice Experience (IPPE) Preceptor of the Year,
2. Advanced Pharmacy Practice Experience (APPE) Preceptor of the Year,
3. Outstanding New Preceptor of the Year and
4. Faculty Preceptor of the Year.

*Eligibility for awards is as follows:*

- IPPE and APPE Preceptor of the Year candidates must have served as a preceptor for the School for at least three consecutive years AND must have precepted a minimum of three (3) students each year AND must not have received the award within the last five years.
- The Outstanding New Preceptor of the Year has served fewer than three years since his/her academic appointment.
- Consistent record of timely submission of completed student evaluations in [CORE ELMS](#) and other ELP requirements



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## PRECEPTOR BENEFITS/AWARDS/PROMOTION POLICIES

Nominations will be accepted from students, staff, faculty, clinical faculty and alumni within their first post-graduate year. Self-nominations are also permitted. Any student may nominate a preceptor for IPPE Preceptor of the Year, but only students in their fourth year may nominate preceptors for the APPE Preceptor of the Year and Faculty Preceptor of the Year. Nomination forms may be found on [CORE ELMS](#) under the "Document Library." Nominations may be submitted throughout the year. Nominations for the current year close on of March 1.

### *Nominated preceptors will demonstrate:*

- High standards of professionalism: e.g., pharmacy leadership, service, and involvement; expression of genuine concern for patients; development of innovative or progressive practice; demonstration of a continuous desire to enhance practice/professional skills; employment of mutual respect, patience, and a constructive/positive attitude with students, fellow practitioners, and other health professionals; consistent exhibition of professional ethics within the constraints of professional standards and the federal and state laws that govern the profession
- A spirit of cooperation with the School of Pharmacy: e.g., presence at preceptor programs; open communication between the preceptor and the school; flexibility in accepting students; timeliness of evaluation submission and quality of documentation; enthusiasm for working with students
- Commitment to students as a professional mentor and teacher: e.g., development of unique teaching techniques; development of student-specific programs at the site; involvement of students in pharmacist-specific activities; ongoing professional involvement with student after the rotation has ended; provision of regular feedback, encouragement, and support; ability to establish goals, expectations, and valuable learning activities for the rotation; consistently excellent/outstanding student evaluations

Awardees are honored at the Academy of Preceptors dinner

### **IV. Preceptor Promotion**

For criteria and procedures for promotion, refer to the School's Web site, [here](#). The promotion process may be initiated by the ELP Assistant Dean in consultation with the Chair of Pharmacy Practice and Science, or it may be initiated by the clinical faculty member. Please see detailed information on the contents of the packet at the link provided.

The ELP Assistant Dean and Chair of the Department of Pharmacy Practice and Science are responsible for the detailed evaluation of the candidate's credentials. **The Faculty Affairs Committee will review the documentation and forward a letter of recommendation to the Dean.**

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## **DISMISSAL/GRIEVANCE/TERMINATION POLICIES**

### **I. Preceptor Dismissal from a Course:**

Preceptors may be dismissed from a course for the following reasons:

- The ELP Assistant Dean determines that the preceptor no longer meets course requirements.
- Changes in a preceptor's job responsibilities do not allow him/her to adequately precept students for a particular course.
- The ELP Assistant Dean and/or Assistant Director determines that the preceptor does not exhibit the characteristics of a role model as defined by ACPE or is unable to meet the expectations of the role.
- Preceptor has a suspended or revoked pharmacy license.  
Site has a suspended or revoked pharmacy license.

The Assistant Dean in collaboration with the Assistant Director will determine, based on the evidence, if the dismissal is temporary or permanent. Such documentation or evidence will be placed in the preceptor's file for future reference. Please see process below under "**Investigations of site and preceptor issues.**"

**Please Note:** For any reports of discrimination ELP will follow campus policies

#### **Investigations of site and preceptor issues will be as follows:**

- If improvement opportunities are identified, the ELP Assistant Dean and/or Assistant Director, in consultation with related course manager(s) will gather past student evaluations of the site and preceptor and any other written documentation regarding student experiences.
- Further investigation may include a phone call and/or a site visit consultation with the preceptor depending on the nature of the concern. Other relevant individuals at the site may be consulted as well.
- After gathering the appropriate information, the ELP Assistant Dean, in consultation with the Assistant Director, will determine a course of action, which may include dismissal from the course, remediation, or recommendation for revocation of preceptor appointment.
- The preceptor may be requested by the ELP Office to make revisions to current activities at the site to better fit course requirements, and a re-evaluation by the ELP Assistant Dean or Assistant Director will occur. If no change has occurred within a reasonable period of time, the preceptor will be removed from the course. The preceptor may precept other courses as deemed appropriate.
- Preceptors who have resolved ELP concerns satisfactorily per the Assistant Dean and Assistant Director will be reinstated.
- To initiate the preceptor's removal from a UMB clinical appointment, the ELP Assistant Dean must submit a written request to the Chair of the Department of Pharmacy Practice and Science and the Dean.

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## SITE INFORMATION

1. The site coordinator/preceptor should update the site requirements for the student rotations on [CORE ELMS](#) in a timely fashion. For sites without a designated coordinator, this responsibility falls to the individual preceptor(s).
2. The preceptor should update the student requirements for the students' rotations on [CORE ELMS](#).
3. Students are to review and comply with ALL preceptor and site policies, requirements and expectations for conduct on rotation. **Students have been encouraged to review the site requirements six to eight weeks in advance of their scheduled rotation and to contact the preceptor for clarification.**

### I. Criteria and Responsibilities of the Practice Site

1. Executing a written affiliation agreement with the University of Maryland School of Pharmacy
2. Meeting all state and federal laws related to the practice of pharmacy
3. Facilitating learning by having sufficient work for students
4. Ensuring student activities and experiences meet the learning objectives of the Introductory and/or Advanced experiential education courses
5. Providing a conducive learning environment for the student
6. Providing time for students to take breaks and lunch  
Designating a site coordinator where appropriate (usually for Health-Systems or large chain organizations)

### II. Responsibilities of the Site Coordinator

1. Providing details of site requirements to students by posting on the site profile in CORE ELMS and updating it on a regular basis
  - i. Login to [CORE ELMS](#)
  - ii. Click "Profile Information" on the left menu
  - iii. Click "Description" to type instructions to students
2. Communicating changes to the preceptors at the site
3. Liaising with the ELP Office for rotation availability and student assignments
4. Liaising with the ELP Office for honorarium payments, affiliation agreements, where appropriate, and other preceptor requirements. Ensuring preceptors complete requirements by the stated deadlines (i.e., FERPA, Preceptor development, evaluation submissions, reappointment requirements etc.)
5. Making changes to the preceptor assignment where needed after the schedules have been released.
6. Ensuring preceptors provide daily feedback and opportunities for students to ask questions
7. Ensuring preceptors commit to the education and learning of pharmacy students

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## SITE INFORMATION (cont'd)

### III. Site Responsibilities

Per the [ACPE standards guidance](#) document, sites used for required pharmacy practice experiences typically have:

- A patient population that exhibits diversity in ethnic and/or socioeconomic culture, medical conditions, gender, and age
  - A patient population that supports the learning objectives for the experience
  - Access to learning and information resources
  - A commitment to the education of pharmacy students
  - A practice environment that nurtures and supports professional interactions between students, pharmacists, and patients and their caregivers
  - Adequate resources to ensure that students receive oversight, professional guidance, and performance feedback from preceptors
  - Equipment and technology that reflect contemporary practice and support student education for that practice
  - Contemporary services for individual and group patient care, such as Medication Therapy Management (MTM)
  - Collaborative professional relationships with other healthcare providers
- A strong commitment to health promotion, disease prevention, and patient safety, as reflected by the services provided (e.g., provision of health screening, tobacco cessation counseling, immunizations) and/or products made available (e.g., not stocking cigarettes and other tobacco products)

### IV. Affiliation Agreement Process

The School of Pharmacy must maintain Affiliation Agreements with all experiential education sites. **The SOP Standard Affiliation Agreement is effective for three (3) years and must be renewed before the agreement expires.** The School and site establish a partnership through the affiliation agreement with the purpose of providing educational experiences to pharmacy students. Sites may use the School's Standard Agreement, or provide one of its own. **Please Note: Per ACPE standards, an affiliation agreement must be in place at all sites where students complete rotations.**

#### *School's Standard Agreement:*

- The ELP Office initiates an Affiliation Agreement with a new site by providing the site with the University of Maryland standard agreement
- The site will review the agreement and inform the ELP Office if changes to the standard agreement are necessary

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## **SITE INFORMATION (cont'd)**

- If the site has requested changes, the ELP Office designate and legal counsel will review to see if the changes are acceptable
- If the changes are acceptable, the site will sign the agreement and forward it to the ELP Office to obtain a signature from the Senior Associate Dean of Administration & Finance
- If the changes are not acceptable, the School and site enter into negotiations to arrive at an acceptable agreement
- Once all signatures are obtained, the ELP Office will send the site a fully executed agreement
- The Affiliation Agreement will then be uploaded to CORE ELMS "site" requirements and each affiliate "preceptor" account

*Site's Own Agreement (Please Note that the process may vary from site to site):*

- The site will provide the ELP Office with a copy of its agreement to review with legal counsel
- Negotiations begin
- The School completes the Affiliation Agreement by following the process indicated above

**Questions: Please contact Ms. LaTia Few at [Lfew@rx.umaryland.edu](mailto:Lfew@rx.umaryland.edu)**

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# PRECEPTORS' EXPECTATIONS OF STUDENTS AT ROTATION SITES

## I. Professionalism Criteria:

The following are the Professionalism criteria approved by the Curriculum Committee. **Preceptors are encouraged to convey to their students VERY CLEARLY how the criteria will be interpreted and what their expectations are on day 1 of the rotation.**

### Professionalism and Behavior Criteria

The evaluation of the professionalism criteria should be completed by the preceptor at both the mid-point and at the conclusion of the student rotation. By the end of the rotation, a student must earn "Acceptable" for all five professionalism criteria in order to pass the rotation. These criteria do not count toward the evaluation points for a grade. **However, an "Unacceptable" rating on any professionalism metric at the final evaluation will result in a student's failure in the course.** Preceptors are encouraged to provide timely and direct feedback to the student and submit documentation to the ELP office for any student who performs in an unacceptable manner on rotations.

- **Altruism:** Student makes an unselfish commitment to serve the best interests of the patient and rotation via prioritizing rotation requirements, demonstrating effective listening skills, interacting with others in a compassionate manner, and developing trusting relationships.
- **Honesty and Integrity:** Student displays honesty and integrity via abiding by patient (HIPAA) and student (FERPA) confidentiality requirements, and maintaining academic honesty.
- **Respect for Others:** Student treats others as he/she would want to be treated via arriving on time for rotation activities, respecting the feelings, needs, thoughts, and opinions of the preceptor/faculty/colleagues, demonstrating ability to receive constructive feedback, and providing constructive feedback in a respectful and educational manner.
- **Professional Presence:** Student instills trust via attending and participating in rotation requirements, dressing appropriately for the rotation, and accepting responsibility for one's own actions.
- **Dedication and Commitment to Excellence:** Student strives for excellence and assumes responsibility for his/her learning and professional development via adequately preparing for all rotation sessions, embracing responsibility for one's own learning, and actively seeking guidance and mentoring as needed.

## II. Student Rotation Attire/Dress Code:

Students are expected to wear attire that is professional in appearance (e.g., appropriate to the culture of the institution/site as defined by the preceptor, site dress code, and/or professional norms). Students should also be well groomed and minimize wearing of jewelry in patient care areas. Students should adhere to the dress code determined by the site.

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## PRECEPTORS' EXPECTATIONS OF STUDENTS AT ROTATION SITES

Where applicable, students will meet professional attire expectations by complying with the Pharmacy Practice Abilities Lab dress policy at rotation sites. At a minimum, business casual attire is encouraged. Dress shirt, tie, slacks, dress or skirt of appropriate length is preferred. **No jeans or flip-flops.**

Clean and pressed laboratory coat (hip-length consultation coat) with School of Pharmacy name badge must be worn during all rotations unless otherwise specified by the preceptor.

Please post any additional dress requirements for your site to the site profile on [CORE ELMS](#).

## IPPE AND APPE CRITERIA FOR EVALUATIONS & GRADING POLICIES

### **I. Rotation Requirements:**

Rotation activities and responsibilities are determined by the course objectives in the syllabus. Preceptors may incorporate these into site-specific learning contracts and provide copies to students at orientation, first day of rotation, by email or post on the preceptor profile on CORE ELMS. **All ELP course syllabi and sample learning contracts are found on the [CORE ELMS](#) "Document Library."**

Students are appraised using a variety of learning assessments: evaluations of on-site learning, outcomes and professionalism, projects, journal clubs, checklists, reflections and observation.

1. It is expected that ALL students review the course syllabus well in advance of each rotation.
2. At the beginning of every rotation, preceptors and students should review the list of performance outcomes/criteria on each syllabus as a guide for what is expected to be accomplished on rotations.
3. Students are strongly encouraged to politely request feedback from preceptors on completed tasks projects and assignments during the course of the rotation. **At a minimum, feedback should be provided at Midpoint and Final evaluations.**
4. Ideally, a face-to-face final evaluation should be scheduled by the preceptor before the last week of rotation.

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# IPPE AND APPE CRITERIA FOR EVALUATIONS & GRADING POLICIES

(cont'd)

## II. Preceptor Evaluation of Student:

Students will be evaluated by preceptors who hold a clinical faculty appointment with the University of Maryland School of Pharmacy. Preceptors have the authority to rate student performance using course-specific assessment tools.

- The student will be assessed by the preceptor on performance and professionalism at the midpoint and at the end of the rotation.
- **The midpoint evaluation is required and should be conducted at the midpoint of the rotation. A midpoint evaluation is NOT required for IPPE 100.**
- The midpoint evaluation will NOT be used in the calculation of the student's final grade; however, it will provide a basis for feedback regarding the student's progress, including action items, where necessary, to be implemented for the successful completion of the rotation.
- ELP Office staff will receive notifications from [CORE ELMS](#) when a failing grade is assigned at midpoint.
- In cases where a failing grade is assigned at midpoint, ELP Office staff will follow its midpoint failures policy and notify the respective course manager and Assistant Dean accordingly.
- If a student receives a failing final grade for a rotation, the ELP Office will follow the school's Remediation Policy and Grade Appeal Policy. The process is located under "Academic Status Policies" [here](#).

**ALL "Preceptor Evaluations of Students" are DUE one week after the rotation ends and must be completed and submitted via [CORE ELMS](#) unless otherwise noted. Should preceptors not complete student evaluations within 30 days after the completion of rotation blocks, the ELP Office may suspend their schedules and reassign any students scheduled for future rotation blocks.**

To access CORE ELMS midpoint and final student evaluations, please do the following:

- Login in [CORE ELMS](#)
- Click "Evaluations" on the left-hand side panel
- Click "Evaluation of Student"
- Locate the student's name and click "course name"
- Click "Start Evaluation"
- Once you complete the evaluation, please remember to click "Save Changes" then "Submit"



# IPPE AND APPE CRITERIA FOR EVALUATIONS & GRADING POLICIES

(cont'd)

A sample of the rubrics to be used to assess each rotation's outcomes, skills and competencies is provided below:

## Approved Competency levels and Descriptors for ELP Evaluations

The student may fit into more than one category; Please select the competency level using the corresponding examples that best describe the student's performance at the point of assessment.

	Absent	Beginning	Developing	Intermediate	Proficient	Highly proficient
<b>Awareness</b>	Not aware of how to approach the skill	Aware of the deficiency in the skill and <b>attempts</b> to determine effort required to become competent	<p><b>Initiates</b> practice of the skill</p> <p><b>Not able</b> to consistently perform the skill.</p> <p><b>Rarely</b> able to identify or solve problems related to the skill</p>	<p><b>Familiarity</b> with skill develops through practice</p> <p><b>Mostly consistent</b> in identifying or solving problems related to the skill</p>	<p><b>Consistently</b> demonstrates <b>accurate</b> performance of the skill</p> <p><b>Can identify and solve</b> problems related to the skill</p>	<p><b>Demonstrates</b> skill to a less experienced <b>learner</b></p> <p><b>Takes initiative</b> to identify and solve problems related to the skill</p> <p>Performance is <b>above graduate level</b></p>
<b>Ability</b>	Lacks <b>ability</b> to independently complete the skill	<b>Sporadically</b> , but <b>rarely</b> able to perform the skill	Sometimes able to complete this skill	Ability to complete this skill is <b>adequate, but not independent</b>	Able to <b>independently</b> complete the skill	<p>Student is <b>consistently</b> confident and able to complete the skill</p> <p>Demonstrates excellent depth and breadth of understanding of <b>key content</b> and knowledge and <b>applies consistently</b></p>

<b>Supervision</b>	Requires <b>major supervision</b> to complete the skill	<b>Constant supervision</b> and feedback are required to completed the skill	<b>Supervision</b> and feedback are required but <b>need is decreasing</b>	<b>Supervision</b> needed to master <b>major</b> concepts	<b>Supervision is minimal</b>  May seek feedback from preceptor with <b>specific questions</b> about performance	<b>Rarely</b> needs intervention  Functions <b>independently</b>  <b>Incorporates</b> feedback
	<b>Major</b> mistakes are <b>many</b> when student attempts to complete the skill  <b>Patient safety is at risk</b>	<b>Major</b> mistakes are <b>common</b> when student attempts to complete the skill  <b>Unable</b> to self-correct	<b>Major</b> mistakes are <b>limited</b>  Minor mistakes occur  <b>Unable</b> to self-correct most errors	<b>No major</b> mistakes  Minor mistakes occur  Able to <b>self-correct</b>	<b>Occasional</b> minor mistakes	<b>Rare</b> minor mistakes

Adapted with permission from the [University of Pittsburgh School of Pharmacy](#)

## II. Preceptor Evaluation of Student (cont'd):

**A red box appearing on the evaluation form in CORE ELMS** indicates a professionalism failure or incomplete abilities checklist.

ELP Letter grades are based on final scores as follows:

<b>A</b>	≥90-100%
<b>B</b>	≥80-89.999%
<b>C</b>	≥70-79.999%
<b>F</b>	0-69.999%

## III. Student Evaluations of Self/Preceptor/Site:

Students will submit self-, preceptor-, and site-evaluations at the end of every rotation. Students are encouraged to provide thoughtful, constructive, and professional evaluations. The information is compiled and provided to preceptors in aggregate in a de-identified format twice a year in December and June as a quality measure to affirm best practices and to improve rotations.

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# IPPE AND APPE CRITERIA FOR EVALUATIONS & GRADING POLICIES

## (cont'd)

After notification by the ELP Office, summaries of student evaluations of preceptors will be viewable by preceptors in CORE ELMS. **Please note that de-identified evaluations will be released to those preceptors who have precepted two (2) or more students during that evaluation cycle.**

**The instructions to view the aggregate evaluations report follow:**

- 1.) Log into [CORE ELMS](#)
- 2.) Click on "Reporting"
- 3.) Click on "RUN" next to the list of dates that are included on the report
- 4.) Select the evaluation type from the drop-down list
- 5.) Aggregate scores for each question in the evaluation will be shown

#### IV. **Completing Evaluations:**

Preceptors use the online [CORE ELMS](#) system to evaluate and grade students' professionalism and competencies. Students also use [CORE ELMS](#) to complete self-evaluations and evaluations of preceptors and sites. Student self-evaluations reflect the competencies and skills the preceptor will use to evaluate the student. Preceptors should use the self-evaluation as an opportunity to engage the student in dialogue.

##### *Instructions for Completing Evaluations:*

- Preceptors will receive an email notification that an evaluation is due soon or is past due. A URL is embedded in the email that, if clicked, will take the preceptor directly to the evaluation. Logging into CORE ELMS directly will allow the preceptor to view the student's self-evaluation or past-completed evaluations by clicking "Evaluations" in the left menu.
- Click "Evaluation of Student" to see a list of incomplete evaluations. To see the list of completed evaluations, the button for "Completed Evaluations" should be clicked.
- Preceptors should click on the student's name that he/she would like to evaluate, and click the blue hyperlinked "Evaluation" to access the online evaluation form(s).
- Using the rubrics, the preceptor may select a score for each item by clicking the option from the dropdown menu.
- It is highly recommended that preceptors submit written comments to provide constructive feedback and/or make suggestions to improve the student's performance.
- **Click "Save Changes" at the end of the evaluation**
- Click "Submit Midpoint Score" or "Submit Final Score." The evaluation list will now show an 'M' when the midpoint evaluation has been submitted and an 'F' when the final evaluation has been submitted.

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## ROTATION SPECIFIC POLICIES

### I. Continuing Professional Development per ACPE Standards

The Accreditation Council for Pharmacy Education (ACPE) recently revised its professional degree program Standards. A number of factors have been reassessed; one of those factors that received great emphasis is a new clause in the student and preceptor evaluations (on [CORE ELMS](#)) focused on continuing professional development (CPD) efforts. As a preceptor, you play a critical role in student training; please take some time to discuss opportunities for lifelong learning and your approach to CPD with your student during rotation. In an effort to promote self-development, students submit learning goals at the beginning of the rotations, periodic self-reflections on their rotation experiences, and a final reflective journal of their overall learning during the APPE curriculum.

To learn more about CPD, please review the information [here](#).

### II. Incomplete Rotations

The Preceptor and/or Course Manager must notify the ELP Office if a student does not complete a rotation or assignments on schedule (i.e., the student has to make up missed days, and/or assignments have not been completed before the scheduled conclusion of the rotation). The final evaluation should not be completed until the student has accomplished ALL requirements of the rotation.

**Preceptors must notify the ELP Office if the student has not completed the appropriate number of hours for the course as stated in the syllabus.** The preceptor may assign the student additional activities during times outside regular rotation hours to make up the time. **Students should complete all rotation requirements and hours by stated deadlines to ensure timely graduation.**

### III. Rotation Assignments and Approvals:

The following procedures will be followed for all rotation assignments and approvals:

1. Students will be notified of their assignments for the academic year no later than April 1<sup>st</sup>.
2. Students are required to contact each preceptor (at least six to eight weeks ahead of the start date is recommended) for instructions and site-specific requirements.
3. **Preceptors are strongly encouraged to post requirements on [CORE ELMS](#) prior to the beginning of rotations and update as appropriate,**
4. Students submit rotation preferences requests by the date specified by ELP Office.
5. The ELP Office will oversee “optimization” of rotation schedules by [CORE ELMS](#), which assigns students to rotation sites based on preceptor availability and the experiential curricular requirements.

**Generally, each preceptor will be limited to a maximum of two (2) students per rotation block, regardless of rotation type, unless specific permission is given by the Assistant Dean.**

6. Preceptors will be notified of the student schedules no later than Mid-March

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## ROTATION SPECIFIC POLICIES (cont'd)

Given that student rotation selections are largely based on preceptor information posted and reviewed on each preceptor's site profile on [CORE ELMS](#), preceptors and sites are expected to maximize the information posted by sharing:

- What students should expect on rotation
- What happens on day one
- Learning activities
- Expected hours on rotation
- Any additional expectations
- Assignments, projects or readings
- Testimonials from past students
- Learning contract
- Communication preferences
- Parking information
- Inclement weather policy (particularly during winter months)

Students are instructed to ask their preceptor about the above information on the first day of each rotation.

Students are instructed to follow the procedure below for the initial contact with preceptors:

1. Students will contact preceptors well in advance of their scheduled rotations (six to eight weeks prior to the start of the rotation is recommended). The initial contact should be by email
2. If no response in 48 hours (not including weekends), students are to confirm the preceptor's email address and resend the email.
3. If no response 48 hours after second email (not including weekends), students will phone the preceptor and leave a detailed message.
4. If still no response 48 hours after phone call (not including weekends), students will send another email and copy the ELP Office ([elp@rx.umaryland.edu](mailto:elp@rx.umaryland.edu)).
5. If no response from that email, students will notify the ELP Office. A timely response to students is appreciated.

### **IV. ELP Rotation Switching and Change Policy**

#### **Rotation Changes:**

*Changes requested by the student:*

Attempts will be made to assign each student's rotations from his/her preference lists. Once rotations are assigned, requests for changes may be submitted for the circumstances listed below. The ELP Office will re-assign rotations based on preceptor availability.

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## **ROTATION SPECIFIC POLICIES (cont'd)**

Prior to the rotation schedule release, students may contact preceptors who do not have availability listed in the CORE ELMS Research Center to inquire about their availability to precept them for a specific rotation. However, **once the rotation schedule is released, students must not contact preceptors to discuss changing a rotation assignment under any circumstance without obtaining permission from the ELP Office.**

Students may discuss in-rotation changes with their assigned preceptor, such as, requesting days off, or modification of working hours/days, making up missed time, etc.

Changes to rotation schedules may occur throughout the year based on the policies below and can cause alterations in student site and preceptor assignments. Please Note: students are not permitted to cancel rotations once they have been assigned. Please feel free to redirect students to the ELP Office when approached with such requests.

### **The following student-requested rotation change applies to all student classes:**

- **Medical or family emergency** – Rotations may be changed in the case of medical or family emergency. The student must provide documentation that supports the need for a change. A medical emergency may result in a student taking medical leave, which will require him/her to make up missed time or complete rotations at a later date (“off-track”).

**Student-to-Student Rotation Exchanges** – Once per year, students may arrange to exchange one (1) assigned rotation with another student in the same graduating class.

### **The following student-requested rotation changes apply to the specific student classes indicated:**

#### **P4 students, only:**

- **Rotation Switch** – Once per year, P4 students may request one (1) switch of a rotation. **P4 students may not request more than one (1) switch or exchange and may not request both a switch and an exchange.**

#### ***Changes requested by preceptor or site coordinator:***

Preceptors may also request changes to rotation availability and/or student assignments at their site after the schedule is released. If a preceptor is no longer available, the **preceptor is encouraged to identify a colleague at the site suitable to precept the student where possible.** The ELP Office will implement necessary changes as rapidly as possible and will notify students via CORE ELMS.

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## ROTATION SPECIFIC POLICIES (cont'd)

### IV. ELP Rotation Switching and Change Policy (cont'd)

After schedules are released, a preceptor may request that a specific student select his/her site for a rotation. If that student agrees to replace a current rotation with this preceptor's rotation, the student must submit a switch or exchange request. Such a request will count as that student's one switch/exchange per ELP Rotation Switching and Change Policy.

#### *Changes requested by Course Manager:*

- Course managers may request changes to rotation assignments based on student performance or change in preceptor ability to administer the outcomes of rotation or when a student is in an environment that does not meet course objectives or is subjected to unprofessional behavior or inappropriate activities including, but not limited to, those violating state pharmacy law, discrimination, sexual harassment or conflict of interest. Rarely, students may be removed from a rotation once it has started based on the reasons stated above, for medical reasons, or for a leave of absence approved by Student Affairs
- If a student is removed from a rotation for unprofessional behavior or legal infractions, a grade of 'F' will be assigned regardless of the amount of time completed.
- The course manager considering rotation changes for a student based on any of the above must provide substantial and significant justification for the change to ELP.

Students may appeal the decision to the ELP Assistant Dean.

#### *Dropping a rotation once started:*

If a site desires to drop a student from a current rotation, it is done in accordance with the site affiliation agreement on record with ELP Office. The ELP Office will notify the student as soon as possible in such cases. When reassignment is necessary, the preceptor is encouraged to identify a colleague at the site suitable to precept the student where possible and if not in violation of the site agreement.

### V. Attendance Policy:

Extenuating circumstances may arise that cause students to miss rotation time. The preceptor will determine if the absence is excused or unexcused. Please reference the professionalism criteria in the syllabus as you assess whether the student's absence is excused or unexcused. All expectations regarding student attendance at your site should be clearly written and discussed at the beginning of the rotation, including attendance during holidays and inclement weather.

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## ROTATION SPECIFIC POLICIES (cont'd)

### VI. Excused Absences:

The student should provide advance notice to the preceptor about excused absences, i.e., at the beginning of or prior to the start of a rotation, so that appropriate arrangements can be made. Examples of excused absences that require prior notice and approval by and at the discretion of the preceptor include:

- Participation in professional development activities (e.g., attendance and active engagement at national, regional or local professional meetings, professional events at the school).
- Participation in interviews (e.g., employment or residency interviews).
- Jury duty. All students are instructed to notify preceptors immediately if summoned for jury duty. Students will provide documentation of jury duty summons to the preceptor and the Student Affairs and ELP Offices. While it is the responsibility of the student to discuss with his/her preceptor how he/she plans to make up any time missed due to jury duty, the preceptor is asked to provide reasonable options to allow time to be made up during the current rotation block, so the student can perform his or her civic duty as well as complete the rotation.

Students are informed to make every effort to minimize time away from rotations when making appointments and travel plans. Any request for more than five days should be discussed with the ELP.

For unanticipated absences (illness, emergencies, etc.), the student should notify the preceptor as soon as possible using the preceptor's preferred communication method, for example, email, text, phone, etc. Emergencies are defined as medical problems that could cause death or permanent injury if not treated quickly or disaster situations where all methods of communication are inoperable. An appointment in a medical provider's office or urgent care facility is not considered emergent; however, treatment in an emergency department or transportation via ambulance is considered emergent. The student must provide the preceptor with a note from his or her provider stating that the student was examined by the provider in order for the absence to be considered excused. **Note: The preceptor will determine if the absence is excused or unexcused.**

The preceptor may assign make-up work or activities for time lost due to the excused absence. If the minimum number of rotation hours cannot be met, preceptors may incorporate active learning strategies to account for some of the missed time. For example, students may be asked to attend specific sessions or activities at a national meeting and report when they return to the site or to present their residency interview presentation and to reflect on the interview experience in a journal or oral presentation. As much as possible please provide a plan to the student about how to make up the rotation hours or any rotation activities at the beginning of the block. Preceptors should not expect students to miss time from rotations to make up missed time from past rotations.



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## **ROTATION SPECIFIC POLICIES (cont'd)**

**Please note:** Based on ACPE requirements and Board of Pharmacy licensure rotation prerequisites, the preceptor's decision on excused absences may vary from rotation to rotation and student to student and should be respected. Students have been instructed that any concerns about the preceptor's decision should first be discussed with the preceptor and then directed to the appropriate course manager, where needed, and ultimately to the Assistant Dean for ELP.

**The ELP Office will not authorize time off for any student on rotation without directly contacting the preceptor.**

### **VII. Unexcused Absences:**

**An unexcused absence or three or more repeated tardiness may result in an automatic failure for the rotation (see professionalism criteria). Preceptors should report an unexcused absence to the ELP Assistant Dean as soon as possible after it occurs.**

Examples of unexcused absences are:

- Leaving a rotation for a non ELP class or work, such as evening or weekend employment
- Failure to notify a preceptor in advance of an absence
- Leaving a rotation without approval of the preceptor
- Failure to begin a rotation on the first day as scheduled without ELP Office approval

### **VIII. Holiday Policy:**

Due to the cultural diversity of University of Maryland School of Pharmacy students, time off for religious holidays should be accommodated if possible. Students are not to assume that they will receive time off for their desired religious holidays or the holidays as dictated by the UMB schedule. **Instead, students should discuss with their preceptor if time off for holidays will be allowed.** Students expect that they may be required to work on any given holiday and should not make travel plans, etc., until confirming time off with their preceptor. A preceptor may ask the student to make up any time missed for holidays if he/she feels that the student needs to do so to meet minimum rotation hours. The ELP Office relies on the preceptor to ensure that the rotation hours were completed in accordance with ACPE and State Board of Pharmacy requirements.

**The ELP Office will not authorize time off for any student on rotation without directly contacting the preceptor.**

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## **ROTATION SPECIFIC POLICIES (cont'd)**

### **IX. Inclement Weather Policy:**

In the case of inclement weather, it is imperative that preceptors contact their student(s) to provide instructions on whether attendance on-site is mandatory for the day in question. Students are instructed to follow the inclement weather policy for each individual practice site. Preceptors should discuss inclement weather expectations with students at the beginning of the rotation and during the orientation.

**Preceptors: please take into consideration student concerns for travel safety; make up time or alternate activities may be considered. The office relies on the preceptor to ensure that the rotation hours are completed in accordance with ACPE and State Board of Pharmacy requirements.**

### **X. Guidelines for Avoiding Conflicts of Interest: Employment, Family/Relative, and Other Relationships:**

The following criteria must be met in order for students to be assigned to a rotation in an institution/organization with which they are currently or have been previously employed and/or have potential conflicts of interest:

- For community/ambulatory practice, students may not be assigned to the same pharmacy/store or clinic in which they work or have previously worked.
- For institutional practice, students may not be assigned to the same satellite or division in which they work or have previously worked.
- The preceptor should not be a person to whom the student has reported as an employee. If the site is the student's former employer, the rotation roles, responsibilities, and activities must be substantially different from those performed while the student was employed.
- The preceptor must not be a family member, domestic partner, or significant other of the student. A family member is defined as all relatives, such as, but not limited to the following: spouses, relatives by marriage, children (including step- children and foster children, parents, parents, step-parents, grandparents, in-laws, cousins, aunts, and uncles.
- The preceptor must not report to an employer/supervisor who is the student's family member, domestic partner, and/or significant other.

### **XI. Individuals with Disabilities**

Special considerations will be given for individuals with physical disabilities as supported by the [Americans with Disabilities Act](#).

### **XII. Out-of-State and New Rotation Process:**

All interested preceptors must complete the preceptor application process and have a signed affiliation agreement in place by **January 15 of the experiential year** before they can be assigned a student.

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## ROTATION SPECIFIC POLICIES (cont'd)

### XIII. Preceptor Availability

All preceptors should submit availability for their assigned rotations during the availability submissions timeframe in CORE ELMS. Preceptors may start to enter their availability for the following year's rotations when notified by the ELP Office (typically October). The deadline for submissions is typically January 20.

After the deadline, availability must be submitted by email directly to the [ELP Office](#). **Any availability submitted after the deadline may reduce the preceptor's ability to have a student assigned to his/her rotation.**

Preceptors are allowed to submit availability for rotations for which they have been assigned, only. If a preceptor wishes to submit availability for a rotation specialty that was not assigned, the ELP Assistant Dean must review the preceptor's credentials and rotation description before approval can be granted for that rotation specialty.

A site visit may be needed to verify ability to meet the rotation objectives. Preceptors are allowed to precept no more than two (2) APPE students per rotation block without the approval of the ELP Assistant Dean.

*Please follow the following instructions to upload your availability through [CORE ELMS](#):*

Step 1: Login to [CORE ELMS](#)

Step 2: Click "Scheduling/Availability" on the left-side panel and then "Submit Availability"

Step 3: Choose the rotation date and how many students you are able to precept during each specific rotation

**Please Note: Preceptors must repeat this process for each rotation date that they are available. Rotation type and specialty are optional. Please see Appendix 3, p. 58-60 for the rotation assignment process for ELP.**

### XIV. Rotation Hours:

Students are expected to complete the hours specified for each experiential course. These hours vary, but generally are equivalent to 40 experiential hours per academic credit. Many rotations will require that students spend more time on site than 40 hours weekly, and it is expected that students accept this as part of their professional responsibility. Scheduling is at the discretion of each individual preceptor, and students may be required to be present at a rotation site during an evening, night, or weekend shift to complete rotation responsibilities.

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## **ROTATION SPECIFIC POLICIES (cont'd)**

**If this is the case, please post the expected schedule on CORE ELMS for the students to review prior to selecting rotations.** It is recommended that the preceptor and student discuss the rotation schedule at the beginning of the rotation during the orientation period.

Any special scheduling needs should be addressed by the student and preceptor prior to starting the rotation, and any unresolved issues should be directed to the ELP Assistant Dean. Students must complete ALL requirements of rotations.

### **XV. Special Rotations**

- Students are to submit their special rotation applications including clinical track, international, and pathway applications by the specified ELP deadlines.
- Once a student is assigned to a special rotation, **it cannot be exchanged, switched or canceled.**

### **XVI. Transportation and Parking:**

**Students must have reliable transportation when on rotations. Lodging and travel arrangements to and from clinical rotation and externship sites are the responsibility of the student.**

Preceptors should notify students, via their posted profile on CORE ELMS, if their site requires students to pay for parking or if travel to additional sites will be involved.

**Students are advised to ask the preceptor about parking availability and costs well in advance of the rotation dates.**

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## **EXPERIENTIAL LEARNING COURSE MANAGERS' RESPONSIBILITIES**

Academic oversight of experiential courses is the responsibility of the course manager. The complex and interactive nature of the components of experiential learning requires that course managers work closely and communicate regularly with the ELP Office and Experiential Learning Committee (ELC).

The course manager's responsibilities include:

1. Developing and revising experiential course syllabi as needed.
2. Establishing course-specific preceptor and patient qualifications.
3. Reviewing and verifying student grades.
4. Developing within-rotation remediation plans for students assigned failing grades at the midpoint evaluation in accordance with the School's Remediation policy, found [here](#).
5. Submitting "grade change forms" for students who received an incomplete grade due to not completing a rotation
6. Following the grade appeal process as outlined in accordance with the School's Grade appeal policy, found [here](#).
7. Annually reviewing course evaluations, identifying any needed action items, and recommending what party/parties should be responsible for implementing those action items.
8. Remediating abilities checklist with students
9. Contacting new preceptors to introduce themselves and provide a *brief* course overview.
10. Addressing student and preceptors concerns related to performance

**Appendix 2, page 55-57 lists the current course managers for each ELP Course.**

## WHO TO CONTACT IN THE ELP OFFICE

Scheduling conflicts (need to drop, add student)	Nathaniel Thomas, Office Manager <a href="mailto:nthomas@rx.umaryland.edu">nthomas@rx.umaryland.edu</a>
Change of practice site	ELP Assistant Dean, Agnes Ann Feemster <a href="mailto:afeemster@rx.umaryland.edu">afeemster@rx.umaryland.edu</a>  <i>or</i> Mark Brueckl, Assistant Director <a href="mailto:mbrueckl@rx.umaryland.edu">mbrueckl@rx.umaryland.edu</a>
Academic ability of student	Course Manager
Site Visits/ELP Orientation	(Community, Specialty, Other) Mark Brueckl, Assistant Director <a href="mailto:mbrueckl@rx.umaryland.edu">mbrueckl@rx.umaryland.edu</a> (Health Systems) Joanna Lyon, Clinical Pharmacist <a href="mailto:jlyon@rx.umaryland.edu">jlyon@rx.umaryland.edu</a>
Professionalism or behavior issues with students. Clinical Track Program General guidance on student related matters	ELP Assistant Dean, Agnes Ann Feemster <a href="mailto:afeemster@rx.umaryland.edu">afeemster@rx.umaryland.edu</a>
Affiliation Agreements, Evaluations & Grades, Honorarium Payments and Certificates of Insurance	LaTia Few, Senior Program Specialist <a href="mailto:Lfew@rx.umaryland.edu">Lfew@rx.umaryland.edu</a>

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## ELP STAFF

For general questions related to experiential learning, call (410) 706.2432 or email [elp@rx.umaryland.edu](mailto:elp@rx.umaryland.edu)



### **Assistant Dean**

Agnes Ann Feemster, PharmD, BCPS

[afeemster@rx.umaryland.edu](mailto:afeemster@rx.umaryland.edu)

**Responsibilities:** Program Oversight, Recruitment, Sustainability and Growth



### **Assistant Director**

Mark Brueckl, RPh, MBA

410.706.8347

[mbrueckl@rx.umaryland.edu](mailto:mbrueckl@rx.umaryland.edu)

**Responsibilities:** Site Visits, Preceptor Development, Academy of Preceptors Dinner and Continuing Education Program



### **Senior Program Specialist**

LaTia Few, MBA

410.706.7118

[lfew@rx.umaryland.edu](mailto:lfew@rx.umaryland.edu)

**Responsibilities:** Operations Oversight, Grades and Evaluations, Site Affiliation Agreements, Insurance of Certificates, Reports, and Honorarium Payments



### **Office Manager**

Nathaniel Thomas, BA

410.706.0773

[nthomas@rx.umaryland.edu](mailto:nthomas@rx.umaryland.edu)

**Responsibilities:** Scheduling, Scheduling Changes, Background Checks, International students and exchanges



**Clinical Pharmacist**

Joanna Lyon, PharmD, MEd, MHS

410.706.1495

[jlyon@rx.umaryland.edu](mailto:jlyon@rx.umaryland.edu)

**Responsibilities:** Site Visits and Preceptor Recruitment and Development



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## APPENDIX 1

### Terminal Performance Outcomes (TPOs)

The 43 University of Maryland School of Pharmacy Terminal Performance Outcomes (TPOs) are aligned with the educational outcomes set forth by the Accreditation Council for Pharmacy Education (ACPE) Standards 2016, having been deemed essential to the contemporary practice of pharmacy in a healthcare environment that demands interprofessional collaboration and professional accountability for holistic patient well-being. ACPE Standards and Key Elements are listed below, along with the corresponding TPOs:

**Standard 1, Foundational Knowledge:** The professional program leading to the Doctor of Pharmacy degree develops in the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to apply the foundational sciences to the provision of patient-centered care.

**Key Element 1.1. Foundational knowledge** – The graduate develops, integrates, and applies knowledge from the foundational sciences (i.e., biomedical, pharmaceutical, social/ behavioral/ administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.

#### TPO

1. Utilize knowledge of chemistry, biology and related disciplines to optimize patient-centered therapeutic plans.
2. Apply pharmacogenomics principles to select optimal, patient specific drug recommendations.
3. Apply experimental concepts developed in laboratories to the therapeutic experiment conducted on patients.

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

**Key Element 2.1. Patient-centered care** – The graduate is able to provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).

#### TPO

5. Collaborate with physicians, other prescribers, patients, and caregivers in the development of patient-specific therapeutic plans. 5. Establish therapeutic objectives and select the appropriate dosage form, formulation, route of drug administration, and /or drug delivery system

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## APPENDIX 1 (cont'd)

### Terminal Performance Outcomes (TPOs)

6. Develop monitoring plans to determine if the therapeutic objective is being achieved, to detect adverse drug effects, and to evaluate the actual or potential impact of drug-drug and drug-food interactions on patient outcomes
7. Assess an existing drug regimen and recommend modifications
8. Employ professional practice standards to administer drug products to patients
9. Identify and manage the medication-related healthcare needs of patients during transitions of care
10. Utilize drug formularies to optimize drug therapy recommendations

**Key Element 2.2. Medication use systems management** – The graduate is able to manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.

#### TPO

11. Oversee a drug delivery system that provides drug products to patients in a timely, safe, and efficient manner
12. Use technologies effectively to carry out professional functions including dispensing medications and maintaining patient records
13. Ensure the security, integrity, and proper storage of drug products
14. Ensure that drug products are labeled appropriately
15. Employ professional practice standards to compound the most commonly prescribed drug products in acute (e.g. IV admixtures, total parenteral nutrition) and chronic care (e.g. oral suspensions, topical preparations) settings
16. Use electronic payment systems effectively to receive payment for professional services and products
17. Supervise pharmacy technician activities

**Key Element 2.3. Health and wellness** – The graduate is able to design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.

#### TPO

18. Collaborate with physicians, other prescribers, patients, and caregivers to develop monitoring plans
19. When appropriate, recommend self-care regimens that optimize the benefit-to-risk ratio of the selected therapies
20. Participate in and perform drug use evaluations

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## APPENDIX 1 (cont'd)

### Terminal Performance Outcomes (TPOs)

**Key Element 2.4. Population-based care** – The graduate is able to describe how population- based care influences patient-centered care and the development of practice guidelines and evidence-based best practices.

#### TPO

21. Identify the root cause(s) of patient safety problems related to drug use and make recommendations to optimize population outcomes
22. Explain the process of therapeutic protocol development for an organization/health-system
23. Understand the process for developing drug formularies at an organization/health-system

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

**3.1. Problem solving** – The graduate is able to identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.

#### TPO

24. Maximize patient-specific appropriate drug use behaviors by determining the patient's level of adherence and self-monitoring
25. Collaborate in the patient monitoring process by interviewing patients and performing targeted physical examinations
26. Document findings of patient-specific monitoring data in an organized manner using appropriate medical terminology

**Key Element 3.2. Education** – The graduate is able to educate all audiences by determining the most effective and enduring ways to impart information and assess learning.

#### TPO

27. Assure that patients and caregivers understand the importance, nature, scope, and potential benefits and risks of the therapeutic plan being recommended
28. Determine if patients and caregivers are able to appropriately use the drug regimen included in their therapeutic plan
29. Respond to general drug information requests from patients, health professionals, and lay media
30. Prepare and deliver educational programs to lay audiences regarding health promotion and appropriate drug use
31. Prepare and deliver educational programs to health professionals regarding drug therapy

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## APPENDIX 1 (cont'd)

### Terminal Performance Outcomes (TPOs)

**Key Element 3.3. Patient advocacy** – The graduate is able to represent the patients' best interests.

#### TPO

32. Participate in health policy decision-making processes related to drug use by evaluating primary literature to assist policy makers and prescribers with making well-informed decisions about drug therapy

**Key Element 3.4. Interprofessional collaboration** – The graduate is able to actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

#### TPO

33. Actively participate as an interprofessional healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

**Key Element 3.5. Cultural sensitivity** – The graduate is able to recognize social determinants of health to diminish disparities and inequities in access to quality care.

#### TPO

34. Incorporate patients' cultural beliefs and practices into patient care activities while maintaining patient safety.

**Key Element 3.6. Communication** – The graduate is able to effectively communicate verbally and nonverbally when interacting with individuals, groups, and organizations.

#### TPO

35. Identify appropriate sources of information and evaluate primary literature to synthesize answers to patient or provider-specific questions

36. Influence patients to improve adherence to recommended lifestyle behaviors, drug regimens, and self-monitoring

37. Communicate information to physicians, other prescribers, patients, and caregivers in a timely and effective manner

38. Modify communications to meet the health literacy needs of patients and caregivers. Standard 4, Personal and Professional Development: The program imparts to the graduate the knowledge, skills, abilities, behaviors and attitudes necessary to demonstrate self-awareness, leadership, innovation and entrepreneurship, and professionalism.

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## APPENDIX 1 (cont'd)

### Terminal Performance Outcomes (TPOs)

**Key Element 4.1. Self-awareness** – The graduate is able to examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.

#### TPO

39. Recognize situations, which are beyond one's own scope of practice or professional competence and refer patients to other health care professionals or institutions for advanced levels of care

40. Demonstrate self-awareness, identify self-learning needs, and engage in a process of continual professional development

**Key Element 4.2. Leadership** – The graduate is able to demonstrate responsibility for creating and achieving shared goals, regardless of position.

#### TPO

41. Identify, analyze and advocate to improve emerging issues related to drug therapy and health

**Key Element 4.3. Innovation and entrepreneurship** – The graduate is able to engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.

**TPO 42.** Explain the steps involved in the drug-approval process in the United States, including specialty and investigational drugs.

**Key Element 4.4. Professionalism** – The graduate is able to exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

**TPO 43.** Carry out responsibilities in accordance with legal, ethical, social, economic, and professional norms

I acknowledge and agree that some of the information I obtain as a student during my experiential learning rotations is strictly confidential under law or by policy of the site. Confidential Information specifically includes, but is not limited to, employee information, patient information, computer or access password(s) issued to me, financial information, business activity information, details about the computer systems and software, displayed and printed information, and proprietary vendor information. I may receive Confidential Information through patient, visitor, staff, student, preceptor, or community contact; from written records; or through use of a site's computer systems.

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## APPENDIX 1 (cont'd)

### Terminal Performance Outcomes (TPOs)

I will:

1. use Confidential Information strictly in connection with, and for the sole purpose of, performing my assigned educational and patient care responsibilities;
2. not disclose or communicate any Confidential Information to any person or entity whatsoever, except in performance of my assigned educational and patient care responsibilities at the site or in the classroom;
3. not disclose to any other person or entity, password(s) issued to me;
4. always clear Confidential Information from my terminal screen and sign off the system when my tasks are completed;
5. report immediately to my preceptor or course manager any unauthorized use, duplication, disclosure, or dissemination of Confidential Information by any person, including other students;
6. when presenting Confidential Information orally or in writing, as part of my assigned educational and/or patient care duties, mask the identity of the patient or employee, and site, taking the following precautions:
  1. not reveal in writing or orally names (patient, employee, student, or site), addresses, phone numbers, social security numbers, or other specific identifiers;
  2. not reveal any other specific details that may inadvertently compromise the confidentiality of said information.
7. consult with the preceptor or his/her designee if in doubt about the confidentiality of any information or the extent to which Confidential Information may be disclosed.

My failure to fulfill any of the obligations set forth in this confidentiality agreement or my violation of any of the terms of this agreement may result in:

1. disciplinary action by the University of Maryland School of Pharmacy, including but not limited to, action taken under the School's academic dishonesty policy,
2. disciplinary action by the site, according to the site's policies and procedures, including removal from the site;
3. appropriate legal action, including, but not limited to, civil or criminal prosecution.

**By accepting this statement, I acknowledge that I have read and understood the agreement above, and that I intend to be bound by my signature. I understand and agree that my electronic signature is the equivalent of a manual signature and that the School and UMB may rely on it as such.**

Reviewed University Counsel 5-8-03

## APPENDIX 2

### ELP Course Managers

#### Required Courses

Required Courses	Course Title	Course Manager	Phone	@rx.umaryland.edu
IPPE 100	Intro to Pharmacy Practice	Mark Brueckl	(410) 706-8347	mbrueckl
IPPE 300/307	Quality and Safety in Community and Health System Practice	Mark Brueckl	(410) 706-8347	mbrueckl
APPE 401	Health System Pharmacy Practice	Bethany DiPaula	(410) 970-7136	bdipaula
APPE 450	Ambulatory Care	Charmaine Rochester	(410) 706-4336	crochest
APPE 451	Acute Care General Medicine	James Trovato	(410) 706-2751	jtrovato
APPE 453	Community Pharmacy Practice	Cherokee Layson-Wolf	(410) 706-1067	cwolf
APPE 499	Pharmacy Practice Pinnacle	Agnes Ann Feemster	(410) 706-7150	afeemster

#### Introductory Pharmacy Practice Electives

IPPE Elective Courses	Course Title	Course Manager	Phone	@rx.umaryland.edu
400	Community Pharmacy Practice Intensive	Mark Brueckl Agnes Ann Feemster	(410) 706-8347 (410) 706-7150	mbrueckl afeemster
401	Global Health Experience	Mark Brueckl Agnes Ann Feemster	(410) 706-8347 (410) 706-7150	mbrueckl afeemster

#### Advanced Pharmacy Patient Care Electives

APPC Courses	Course Title	Course Manager	Phone	@rx.umaryland.edu
404	Contemporary Pharmacy Practice-Patient Care	Erin VanMeter	(301) 738-6004	evanmeter
418	Transitions/Continuity of Care	Jill Morgan	(410) 706-4332	Jmorgan

419	Medication Therapy Management	Cherokee Layson-Wolf	(410) 706-1067	cwolf
425	Integrative Therapies-Patient Care	Agnes Ann Feemster	(410) 706-7150	afeemster
456	Ambulatory Clinic	Charmaine Rochester	(410) 706-4336	crochest
458	Blood & Marrow Transplantation	James Trovato	(410) 706-2751	jtrovato
460	Cardiology	Sandeep Devabhakthuni	(410) 706-5842	sdevabha
462	Chemical Dependence	Bethany DiPaula	(410) 970-7136	bdipaula
464	Clinical Pharmacokinetics	Jill Morgan	(410) 706-4332	jmorgan
466	Critical Care/Emergency Medicine	Mojdeh Heavner	(410) 706-3498	mheavner
470	Geriatric Pharmacotherapy	Nicole Brandt	(410) 706-1491	nbrandt
472	Hematologic Malignancies	James Trovato	(410) 706-2751	jtrovato
474	HIV/AIDS	Neha Pandit	(410) 706-2997	npandit
476	Infectious Diseases	Kimberly Claeys	(410) 706-3215	kclaeys
478	Medical Oncology	James Trovato	(410) 706-2751	jtrovato
480	Palliative Care	Lynn McPherson	(410) 706-3682	mmcphers
482	Pediatrics	Jill Morgan	(410) 706-4332	jmorgan
484	Poison Information	Bruce Anderson	(410) 563-5580	banderso
486	Psychiatry	Bethany DiPaula	(410) 970-7136	bdipaula
488	Transplant	James Trovato	(410) 706-2751	jtrovato
492	Specialty Pharmacy	Agnes Ann Feemster	(410) 706-7150	afeemster
494	Long-Term Care Pharmacy	Agnes Ann Feemster	(410) 706-7150	afeemster

### Administrative or General Practice Electives

APEX Courses	Course Title	Course Manager	Phone	@rx.umaryland.edu
402	Compounding	James E. Polli	(410) 706-8292	jpolti
403	Practice Based Research	Agnes Ann Feemster	(410) 706-7150	afeemster
404	Contemporary Pharmacy Practice-Administrative	Agnes Ann Feemster	(410) 706-7150	afeemster
406	Clinical Pharmacology/Drug Development	James Trovato	(410) 706-2751	jtrovato



408	Drug Information	Agnes Ann Feemster	(410) 706-7150	afeemster
410	Food and Drug Administration (FDA)	Agnes Ann Feemster	(410) 706-7150	afeemster
411	Informatics	Agnes Ann Feemster	(410) 706-7150	afeemster
412	Investigational Drugs	Agnes Ann Feemster	(410) 706-7150	afeemster
414	Legislative Drugs	Agnes Ann Feemster	(410) 706-7150	afeemster
416	Managed Pharmacy Care	Agnes Ann Feemster	(410) 706-7150	afeemster
417	Medication Safety	Agnes Ann Feemster	(410) 706-7150	afeemster
418	Leadership and Management	James Trovato	(410) 706-2751	jtrovato
420	Public Health	Agnes Ann Feemster	(410) 706-7150	afeemster
421	Radio/Nuclear Pharmacy	Agnes Ann Feemster	(410) 706-7150	afeemster
425	Integrative Therapies – Administrative	Agnes Ann Feemster	(410) 706-7150	afeemster
426	Teaching Experience	Amy Ives Deanna Tran	(301) 738-6394 (410) 706-7290	aives dtran
430	Association Management	Agnes Ann Feemster	(410) 706-7150	afeemster
432	Pharmaceutical Industry	Agnes Ann Feemster	(410) 706-7150	afeemster
434	Mail Order/Central Fill Pharmacy	Agnes Ann Feemster	(410) 706-7150	afeemster

**Research Experience APEX 424**

Department	Course Manager	Phone	@rx.umaryland.edu
PHSR	Fadia T. Shaya	(410) 706-5392	fshaya
PSC	Paul Shapiro	(410) 706-8522	pshapiro
PPS	Neha Pandit Sheth	(410) 706-2997	npandit

## APPENDIX 3

### ELP Yearly Process for Rotation Selection Information

Date	Task
Sept	<ul style="list-style-type: none"> <li>• ELP office meets with P3 students about <b>Clinical Track Program</b> and <b>special rotations</b></li> <li>• ELP office meets with P1 students about IPPE 100 rotation</li> <li>• ELP Request availability from IPPE 100 preceptors</li> </ul>
October	<ul style="list-style-type: none"> <li>• ELP meets with P3 students about <b>APPE rotations</b></li> <li>• ELP meets with P2 students about IPPE rotations</li> <li>• ELP Request availability from ALL preceptors</li> <li>• Interested students submit online clinical track applications and clinical track program</li> <li>• APPE Fair</li> </ul>
November - December	<ul style="list-style-type: none"> <li>• Applications for <b>special/International rotations</b> due. Varies for each program</li> <li>• ELP meets with P3 student – APPE Q&amp;A Overview Session</li> <li>• ELP releases IPPE 100 schedules to preceptors</li> </ul>
Early January	<ul style="list-style-type: none"> <li>• <b>Pathway Directors</b> will send ELP the list of pathway students</li> </ul>
Mid-January	<ul style="list-style-type: none"> <li>• P3 students overview sessions – <b>Available rotations</b></li> </ul>

	<ul style="list-style-type: none"> <li>• CORE ELMS availability submission closes end of January</li> <li>• ELP receives assignments from sites for all Clinical Track students and hand slots(pre enters) into CORE ELMS</li> </ul>
January Ending	<ul style="list-style-type: none"> <li>• Pathway students preferences due to program director</li> </ul>
February	<ul style="list-style-type: none"> <li>• Research Center is opened on CORE ELMS</li> <li>• Clinical Track students receive rotation assignments <b>directly from site</b></li> <li>• <b>Pathway students receive rotation assignments from ELP</b></li> <li>• ELP releases IPPE 100 schedules to students.</li> <li>• ELP meets with IPPE 100 students – IPPE 100 rotation schedules</li> </ul>
Late February	<ul style="list-style-type: none"> <li>• ELP Meets with P2 and P3 students about <b>rotation selections – Live demonstration</b></li> <li>• <b>Research Center closes, selections open</b></li> <li>• Clinical Track select last few rotations via CORE ELMS</li> <li>• <b>All</b> students make rotation selections in Learning management system CORE ELMS</li> </ul>
March	<ul style="list-style-type: none"> <li>• Rotation Lottery/optimization is done</li> <li>• Quality Assurance check for all rotation assignments</li> <li>• Student rotations released to preceptors and verified</li> </ul>

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Late March	<ul style="list-style-type: none"><li>• Student rotation released to students</li><li>• ELP Office meets with P3 students – Post lottery meeting</li><li>• ELP Office meets with P2 students – Post lottery meeting</li></ul>
April	<ul style="list-style-type: none"><li>• Orientation for APPE and IPPE Courses</li><li>• Academy of Preceptors dinner</li></ul>

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## APPENDIX 4

### Experiential Course Midpoint Failures Policy

Preceptors of experiential courses are required to provide midpoint evaluations of students' progress in the rotation. The midpoint evaluation gives the student a snapshot of his/her development of the knowledge and skills required of the rotation, and provides an opportunity for the student and preceptor to make adjustments to ensure that the performance outcomes will be achieved by the rotation's end.

All midpoint evaluations are to be submitted to the Experiential Learning Program Office through the Learning Management System, [CORE ELMS](#). ELP Office staff monitors [CORE ELMS](#) and is notified of all midpoint evaluations that are submitted with failing grades.

- A failing grade at midpoint does not always mean that a student is performing poorly. Therefore, it must be determined if it is truly a failing grade, or due to the fact that the preceptor has not had the opportunity to expose the student to all of the required performance outcomes during the first half of the rotation. The following procedure will be followed by the ELP Office to establish whether further action is warranted:
  - **Note: Because the midpoint evaluation typically occurs during week three of a five week APPE rotation (or week two of a three week IPPE rotation), it is imperative that all parties work as quickly as possible towards resolution, as there is little time to implement corrective action, if necessary.**
- a. Within one business day of the notification of a failing midpoint grade, the ELP Office will send an email to the preceptor. The course manager will also be copied on the correspondence.
    - If no response is received from the preceptor within 48 hours of the email being sent, the ELP Office will notify the course manager. The course manager will then attempt to contact the preceptor.
    - If the preceptor has responded within the timeframe, but has not copied the course manager on the response, the ELP Office will forward the preceptor's response to the course manager. Conversely, if the preceptor responds to the course manager but does not copy the ELP Office, the course manager will forward the preceptor's email to the ELP Office.
  - b. If the preceptor responds that the failing midpoint grade is due to lack of opportunity to complete all the learning objectives or to highlight areas of improvement for the student, no further action is needed.

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## APPENDIX 4

### Experiential Course Midpoint Failures Policy (cont'd)

- c. If, however, the preceptor's response indicates that the failing midpoint grade is due to poor performance and/or professionalism infractions, the course manager will immediately implement the school's remediation policy:
- 1.) The student will work with the course manager and the preceptor to develop a written education plan addressing the areas of needed improvement and/or significant deficiency identified on the midpoint evaluation.
  - 2.) The course manager will deliver the final plan in writing to the preceptor, ELP Office and the student's faculty advisor. It is the responsibility of the course manager to oversee this process.
- The full remediation policy may be found [here](#).