



NOTRE DAME  
OF MARYLAND  
UNIVERSITY

SCHOOL OF PHARMACY

**Introductory Pharmacy Practice Experiences**

**PHRD 410: Community Pharmacy Practice**



Course Manual

Fall 2021

July 26 – August 13, 2021

**Educating Students...**



**...Creating Partnerships**

## **Section One**

**School of Pharmacy Vision, Mission, and Values**

**Office of Experiential Education Mission**

### **School of Pharmacy Vision**

To provide exceptional pharmacy education by creating a model learning community dedicated to the transformation of societal health.

### **School of Pharmacy Mission**

We educate student pharmacists to be compassionate, ethical professionals who improve medication use and provide quality patient care to a diverse population. We develop leaders and advance public health.

### **Our Values**

The faculty, staff and student pharmacists pledge to work together to achieve our vision and mission in an environment that lives by and embraces the following values:

- Altruism
- Collaboration
- Excellence
- Innovation
- Integrity

### **Office of Experiential Education Mission**

The Office of Experiential Education (OEE) at Notre Dame of Maryland University, School of Pharmacy is committed to student learning and pharmacy practice in an environment that embodies quality, values partnerships, and fosters collaboration. Our mission is to provide students with diverse and challenging Introductory and Advanced Pharmacy Practice Experiences that will prepare them to be successful practitioners in any practice setting.

**Office of Experiential Education**  
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## **Section Two**

### **Preceptor and Student Guidelines**

## **Preceptor and Student Guidelines**

### **1. Expectations of Students**

Students are required to read **all** sections of the Course Manual prior to the start of the rotation. Policies regarding professionalism, professional dress, confidentiality, etc. are clearly stated in the course manual. Students are expected to read these policies and act professional at all times during the rotation. It is important to recognize the pharmacist preceptor is busy and taking the time to help the students learn and succeed. It is imperative that the students be patient, appreciative of their support and time, and respectful of the confidentiality of patient and site information. Students should be assertive and ask for assistance when needed. Students should be proactive and always try to stay one-step ahead.

Preceptors may require students to sign confidentiality statements if required by the institution. Students who do not abide by the General Course Guidelines must be informed by the preceptor of their shortfalls, and recommendations for improvement should be provided. If problems continue to occur with the student despite prior warnings, the preceptor should contact the Office of Experiential Education (OEE).

### **2. Rotation Variability**

The sites to which students are assigned will vary somewhat in the type of experience they can provide. Each student will find his/her rotation experience may vary slightly from students at other sites. However, in order to ensure the same learning outcomes are achieved by all students, a standard set of learning objectives and activities, and method of evaluation will be utilized by all preceptors. As such, if a site cannot accommodate a standard learning activity, the preceptor may substitute another relevant activity/assignment.

The Course Manual provides a suggested schedule for the completion of activities. Preceptors may, however, modify this in order to accommodate their own practice environment. Preceptors may also **add** activities, experiences, and/or reading assignments that will be beneficial to students.

Due to site variability, preceptors may modify activities as appropriate and assign additional activities. These activities should be documented in the appropriate section of the competency assessment form.

### **3. Grading and Feedback**

It is important that students regularly be given timely and constructive feedback by preceptors. Feedback from preceptors can be both informal and formal. Informal feedback would include comments or suggestions made after a discussion, activity, or during the course of the rotation. Formal evaluations must include the mid-rotation and final student assessments. These evaluations are essential to the student. The mid-rotation evaluation is a valuable tool for students to receive concrete ways to improve their performance. In addition, for areas in which the student is doing well, it is a motivational tool and words of encouragement. Students are required to complete self-evaluations of the professionalism and competency assessments at the midpoint and end of the rotation. **Preceptors are strongly encouraged to provide a student's evaluation on or before the last day of the IPPE.**

**Please note that the student MUST earn a mean score of 2.5 or above (and no individual criteria score below a 2.0) on this competency assessment in order to PASS the rotation. Comments must be made for a final mean score of < 3.0 in order for the evaluation to be submitted through eValue. It is imperative for students to receive feedback as to what areas they need to improve upon as they progress through the experiential program. Comments are much more useful than numbers to students in helping them improve their performance.**

### **4. Attendance**

Students are required to complete 140 hours at their site for 3 weeks full-time.

### **5. Activities**

Refer to the manual for a list of coursework students must complete throughout the rotation. The activities should be completed during the three-week, full-time course. Students should complete portions of these activities at various times throughout the rotation until complete. Each activity's learning objectives help students focus on the desired learning outcomes.

If an activity is not available at a site, students must still complete the activity through preceptor discussion, research, or reading to fully comprehend the material and/or topic. Students are expected to routinely upload activities to eValue. All activities will be reviewed and signed off in eValue by preceptors that the coursework has been accurately completed.

This course is part of a four-course sequence designed to introduce students to a variety of practice settings with particular emphasis on community. The experiences are intended to increase in time and complexity as students' progress through the curriculum. This course sequence supplements the introductory experiences embedded into Pharmacist Care Lab I & II, Developing the Leader Within, Pharmacy Practice Management and Care of Diverse Populations. Students will gain experiences in a variety of settings dealing with issues pertinent to community pharmacy practice. Communication skills and professionalism along with the importance of an interdisciplinary approach to patient care will be emphasized throughout the sequence.

In this course, students will complete 140 hours over a three-week period of which will be full-time in a community pharmacy setting. This experience is intended to prepare students for the Advanced Pharmacy Practice Experiences by introducing them to community pharmacy practice in which an emphasis will be placed on learning about prescription processing, medication therapy management, pharmacy management and operations, health promotion and wellness, and patient counseling. Students will have the opportunity to participate in patient-oriented activities and communicate with other health care professionals.

**Students are responsible for completing all coursework before the last day of their IPPE rotation.**

## **6. Preceptor and Student Support**

In addition to this manual, the OEE is available to answer questions regarding the student, preceptor, or rotation. The goal of the OEE is to support the delivery of quality experiences for students and preceptors. If you have any questions or concerns, please do not hesitate to contact the OEE. Preceptor participation in the education of our students is greatly appreciated!



## **Section Three**

# **Community Introductory Pharmacy Practice Experience Overview**

**Course title**

PHRD 410 Introductory Pharmacy Practice Experience I: Community Pharmacy Practice – 3 credits

**Course description**

This course is part of a two-course sequence designed to introduce students to a variety of practice settings with emphasis on community pharmacy practice. The experiences are intended to increase in time and complexity as students' progress through the curriculum. This course sequence supplements the introductory experiences embedded into Pharmacist Care Lab I & II, Leadership and Pharmacy Practice, Practice Management and Care of Diverse Populations. Students will gain experiences in a variety of settings dealing with issues pertinent to community pharmacy practice. Communication skills and professionalism along with the importance of an interdisciplinary approach to patient care will be emphasized throughout the sequence.

In this course, students will complete 140 hours over a three-week period which will be full-time in a community pharmacy setting. This experience prepares students for the Advanced Pharmacy Practice Experiences by introducing them to community pharmacy practice in which an emphasis will be placed on prescription processing, medication therapy management, pharmacy management and operations, health promotion and wellness, and patient counseling. Students will have the opportunity to participate in patient-oriented activities and communicate with other health care professionals.

## **Learning Outcomes**

This course provides the foundational knowledge and skills needed for the achievement of the following terminal learning outcomes at the conclusion of the professional program. Please refer to the Student Learning Outcomes Document for detailed information. The numbers correspond to the actual number of the outcome in the Student Outcomes Document.

2. Evaluate and apply scientific and clinical literature to patient care
3. Display professional behavior when interacting with patients, caregivers, other health care professionals and the public
4. Develop treatment plans to ensure optimal therapeutic and disease outcomes
5. Communicate with patients, caregivers, health care professionals and the public to provide safe and optimal use of medications and related devices
7. Ensure the safe and accurate delivery of medications and related devices
8. Comply with and uphold the laws and ethical standards of and related to the practice of pharmacy
9. Manage pharmacy systems and personnel in the delivery of medications and related devices
11. Lead the profession to promote safe medication use and to improve health care
12. Maintain professional competence

## **Course Objectives**

The following course objectives were designed to support the development of the knowledge and skills needed for achievement of terminal student learning outcomes listed above. In turn, all student activities and assignments will support the achievement of the course objectives listed below.

### Professionalism

1. Display professional behavior when interacting with patients and other health care professionals.
2. Provide ethical patient care.
3. Demonstrate the actions needed for life-long learning abilities.

### Patient Care and Communication

4. Identify, retrieve, and evaluate clinical literature to answer drug information questions.
5. Identify and resolve medication therapy problems.
6. Accurately and completely reconcile medications across the continuum of care.
7. Counsel patients regarding drug therapy.
8. Document patient care interventions.
9. Explain how continuous quality improvement initiatives are utilized to improve and ensure quality patient care.
10. Demonstrate critical thinking skills to facilitate decision making.

### Practice Management and Pharmacy Operations

11. Perform professional activities in compliance with HIPAA.
12. Comply with federal, state and local regulations that govern the practice of pharmacy.
13. Discuss pharmacy management and operations issues.
14. Discuss the roles and responsibilities of personnel necessary to effectively operate the pharmacy
15. Evaluate and fill a prescription in compliance with state and federal laws.
16. Describe and evaluate the drug distribution system.
17. Demonstrate proficiency in reading and understanding common medical terminology.
19. Perform calculations required to compound, dispense and administer medications.
20. Discuss drug and pharmacy service issues.
21. Discuss the expanding role of technology and informatics in the practice of pharmacy and patient care
22. Explain and participate in inventory management and purchasing including ordering, receiving, storing, and returning merchandise.
23. Describe the organizational structure of the pharmacy and its relationship to the parent organization.

## Interprofessional Practice

24. Demonstrate effective communication skills when interacting with diverse patient and professional populations.
25. Describe the responsibility of the pharmacist in communicating and collaborating with physicians, nurses, and other health-care professionals in optimizing the medication use process.
26. Describe the roles and responsibilities of other members of the health care team.

## **Learning Strategies/Methodologies**

A variety of learning strategies are used in this course to provide students with opportunities to acquire the knowledge, attitudes, and practice skills necessary to achieve the course objectives. These strategies include but are not limited to:

### IPPE Coursework

Assigned activities will require students to integrate what they observe, learn and do at the practice site along with assigned readings to fully comprehend a specific topic. Depending on the specific activity, it may be completed within one site visit or may require the student to complete the work over several weeks throughout the rotation. Additionally, students should expect that some of the work must be completed at home in preparation for an on-site activity. The eValue home page provides preceptors with coursework forms to provide guidance for completion of the activity. Students must complete and submit each activity in eValue to allow viewing ability. All activities will be reviewed and signed off in eValue by preceptors that they have been accurately completed. Preceptors will be required to review and then verify each completed assignment in eValue.

### Preceptor Discussions

Active participation in the medication use process and discussions with preceptors and other pharmacists and staff will help students to learn as much as they can from the rotation. Preceptors may assign students relevant topics for research and discussion.

### Final Reflection

Students must complete a final reflection of their overall rotation experience and submit it in eValue by the end of the rotation. Final reflections are not graded, but instead reviewed by the Office of Experiential Education in order to continually improve the IPPE experience.

## **Section Four**

# **Policies and Procedures**

## **Policies and Procedures**

### **Attendance Policy**

Students will complete 140 hours total over a three-week period in the assigned community pharmacy.

**Attendance is mandatory for IPPE rotations.** Students are required to report to their scheduled site on time. In case of an emergency, illness or tardiness, students must notify the preceptor and the OEE, via email (if possible) and telephone immediately. Students must arrange with the preceptor to make up missed time. The student must also complete and submit the 'Experiential Education Absence Request Form' to the preceptor and OEE for any absence. The form must have arrangements documented for how the missed time will be made up, the preceptor's signature and uploaded for the experiential assistant director's review.

In unusual circumstances in which the student must plan for an absence, prior approval must be obtained from the OEE and the preceptor. The student must complete and upload the 'Experiential Education Absence Request Form' to eValue. The form must have arrangements documented for how the missed time will be made up, signed by the preceptor, and uploaded to eValue for the experiential assistant director. Failure of a student to notify their preceptor of any absence will be considered an unexcused absence and may result in failure of the rotation.

### **Professionalism:**

Professionalism is defined as the active demonstration of the attributes of a professional. These attributes include but are not limited to: commitment to self-improvement of skills and knowledge, pride in the profession, consciousness and trustworthiness, and building relationships with patients, caregivers, and other health care professionals. Professional socialization is the process by which an individual develops the attitudes, values and beliefs of a professional. The goal of professional socialization is to develop professionalism as described below and this process must begin at the beginning of an individual's professional education. Therefore, as consistent with expectations of the practice environment, professional behavior and attitudes are expected for all students enrolled in the School.

Emotional Intelligence:

Emotional intelligence (EQ) is a set of emotional and social skills that collectively establish how well we perceive and express ourselves, develop and maintain social relationships, cope with challenges, and use emotional information in an effective and meaningful way. It is proven that emotional intelligence accounts for leadership success more than cognitive intelligence. The expected professionalism attributes are linked to emotional intelligence elements below. \*EQ-i 2.0

<b>Emotional Intelligence Elements per EQ-I 2.0</b>	<b>Professionalism Assessment Area</b>
<p><b>Self-Actualization</b> The ability and tendency to want to grow, to stretch and to strive—to see your full potential, set meaningful goals and work toward your betterment and fulfillment.</p>	<ul style="list-style-type: none"> <li>• <b>Student is self-motivated</b> (is an active learner – seeks knowledge; asks questions, searches for information, takes responsibility for own learning)</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Student accepts constructive criticism and modifies behavior if necessary</b></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Student demonstrates a desire to exceed expectations</b> (goes “above and beyond the call of duty”, attempts to exceed minimal standards and requirements for tasks/assignments/responsibilities)</li> </ul>
<p><b>Self-Regard</b> The ability and the tendency for you—in light of both your positive and negative qualities—to both like and have confidence in yourself.</p>	<ul style="list-style-type: none"> <li>• <b>Student demonstrates confidence</b> (acts and communicates in a self-assured manner, yet with modesty and humility)</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Student maintains good hygiene and grooming habits</b> (refer to dress code policy)</li> </ul>
<p><b>Independence</b> Your ability and tendency to be self-directed in your thinking, feeling, and actions—to go at it alone when needed.</p>	<ul style="list-style-type: none"> <li>• <b>Student utilizes time efficiently</b> (allocates and utilizes appropriate amounts of time to fulfill responsibilities; utilizes others’ time wisely)</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Student is punctual</b> (arrives to class/practice setting and meetings on time, meets deadlines, etc)</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Student takes responsibilities for one’s own actions</b> (does not try to blame others for insufficient or untimely work)</li> </ul>



	<ul style="list-style-type: none"> <li>• <b>Student is reliable, dependable and follows through with responsibilities</b> (can be counted on; if task is left incomplete or problem is left unresolved, student seeks aid)</li> </ul>
<p><b>Interpersonal Relationships</b> Your ability and tendency to give and receive trust and compassion, and to establish and maintain satisfying personal relationships.</p>	<ul style="list-style-type: none"> <li>• <b>Student is respectful</b> (demonstrates regard for patients, peers, superiors, other personnel and property)</li> <li>• <b>Student is cooperative</b> (non-argumentative; willing and helpful)</li> <li>• <b>Student displays honesty and integrity in all interactions with patients and other health care professionals</b> (truthful and straightforward; behaves in an ethical manner)</li> </ul>
<p><b>Empathy</b> Your ability and willingness to take notice of and be sensitive to other people’s needs and feelings.</p>	<ul style="list-style-type: none"> <li>• <b>Student is non-judgmental</b> (demonstrates an attitude of open-mindedness towards others and situations; does not “stereotype” others or prejudge situations)</li> <li>• <b>Student is compassionate and empathetic</b> (demonstrates appreciation of others’ positions; attempts to identify with others’ perspectives; demonstrates consideration towards patients and others)</li> </ul>
<p><b>Social Responsibility</b> Your ability and tendency to cooperate and contribute to the welfare of a larger social system, to have and act in accordance with a social conscience and to show concern for the greater community.</p>	<ul style="list-style-type: none"> <li>• <b>Social awareness and responsibility</b> (takes responsibility for adapting and providing quality patient care to diverse patient populations)</li> </ul>
<p><b>Impulse Control</b> The ability to resist or delay a drive or temptation to do or say something or to decide too quickly or rashly.</p>	<ul style="list-style-type: none"> <li>• <b>Student is diplomatic</b> (fair and tactful in all dealings with patients, superiors, peers, and other personnel; Avoids inappropriate comments and gestures)</li> <li>• <b>Student displays self-control</b> (thinks through thoughts before speaking; control emotional responses)</li> </ul>
<p><b>Stress Tolerance</b> our ability and tendency to live your life effectively in the face of stress.</p>	<ul style="list-style-type: none"> <li>• <b>Student appropriately handles stress</b> (remains calm, levelheaded, composed in critical or difficult situations)</li> </ul>

**Optimism**

Your ability and tendency to look at the brighter side of life and to maintain a positive attitude even in the face of adversity. You are hopeful and are enabled to see the future as a positive, inviting place.

- **Student leads the profession to promote safe medication use and to improve health care; Student maintains professional competence** (advocates for the profession; promotes life-long learning)

Students who violate any part of the professionalism policy as determined by the session /course instructor will incur a **1.0-point deduction from the final course grade for each occurrence within a course**. Faculty members have the prerogative of including additional penalties. Faculty members have the option to include additional penalties. All violations of the professionalism policy that incurs a penalty will also be filed in the Office of the Dean.

**Professional Dress Policy**

Students will dress professionally and pay attention to personal hygiene in the practice environment. Attire and personal grooming should not distract from nor compromise the professional integrity of the School of Pharmacy or the pharmacy profession. The following is considered appropriate attire:

- **all** students are to wear a clean, white, long-sleeved lab jacket (provided in the P-1 year) with the School of Pharmacy logo and a name badge
- men: slacks, collared shirt with tie, dress shoes and socks
- women: slacks, skirts, dresses, dress shoes
- hair (including facial hair) is to be neatly trimmed and styled
- fingernails are to be neat, clean and well maintained – acrylic nails and nail polish is not permitted at any time during the experience as it is in violation of USP 797 clean room standards
- body piercings should have limited visibility and tattoos should be covered
- perfume and scented creams are not allowed in the practice environment due to the potential to exacerbate patient allergies and lung conditions

**Students are expected to adhere to any other site-specific dress policies.**

Mini-skirts, jeans, sneakers, low-cut dresses, tee shirts, torn clothing, baseball caps, etc. are **NOT** professional dress. Students should note the difference between professional attire and fashionable attire. In addition, students will be spending a great deal of time standing and walking, please wear appropriate shoes.

The following types of clothing are not allowed at any time:

- Hats, caps or other headgear are not to be worn indoors. Head covers that are required for religious purposes or to honor cultural tradition are permitted.
- Tank tops, tube tops, halter tops, spaghetti string or off the shoulder tops
- Clothes that are sheer, low cut, revealing or tops that do not cover to the waist; slacks, skirts or pants that expose skin below the waist
- Short shorts, mini-skirts, pajama bottoms
- Flip flops, thong sandals, shower shoes
- Clothing with obscene or lewd text or pictures, depictions of alcohol, drugs or other smoking materials

Students who are considered to be in violation of the professional dress policy will be asked to leave the site and return in appropriate attire. The Office of Experiential Education will be notified as soon as possible of any students who are asked to leave the rotation. Students will be responsible for making up any time missed at the site.

### **Social Media Policy**

*Social Medias* are powerful communication tools. They are defined as media intended to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Because of the emerging nature of social media platforms, these guidelines do not attempt to name every current and emerging platform. Rather, they apply to those cited and any other online platform available and/or emerging including social networking sites and sites with user-generated content (examples include- but are not limited to YouTube, Facebook, iTunes, LinkedIn, Twitter, Flickr, MySpace and Blogs).

The following guidelines must be followed by all students, faculty and staff of Notre Dame of Maryland University, School of Pharmacy.

- Protect Confidential and Proprietary Information: Do not post confidential or proprietary information about the University or School, students, employees or alumni.
- Respect of Copyright and Fair Use: Content that is threatening, obscene, a violation of intellectual property or privacy laws, or otherwise injurious or illegal, may not be used.
- Think before Posting: There are no “private” social media sites. Archived material can re-emerge years after its publication date, and comments can be forwarded or copied. Be mindful of any photos that are selected for posting on any social media site.
- Avoid University Logos for Endorsements: Do not use Notre Dame of Maryland University logos or any other University or School images or iconography on personal social media sites.
- Respect University and School Image: In keeping with the traditions of Notre Dame of Maryland University, School of Pharmacy, be professional, thoughtful and respectful. As a student of the School of Pharmacy, postings can impact the image of the University as well as that of the student.
- Terms of Service: Adhere to the *Terms of Service* of any social media platform employed.

### **Disciplinary Policy**

Notre Dame of Maryland University, School of Pharmacy student pharmacists are expected to display high standards of character both in their didactic and experiential coursework. Student pharmacists in the professional practice experience program will be expected to adhere to the Student Pledge of Professionalism, Pharmacist Code of Ethics and Oath of the Pharmacist. In addition, students must respect and adhere to specific rules and regulations governing individual practice sites.

Student deviations from the rules and regulations set forth by the Professional Practice Experiences Manual and/or those of specific site(s), will incur disciplinary action. This may include, but is not limited to:

- Dismissal from a practice site, temporarily or indefinitely
- Failure of a rotation
- Dismissal from the School of Pharmacy

The preceptor(s) or director of pharmacy will immediately notify the OEE of incidences of misconduct. The OEE will work with the preceptor or director of pharmacy in determining the course of action needed to address the incident.

In such cases, the OEE will also file an Incident Report with the Office of the Dean. Please refer to the School of Pharmacy Handbook for more information regarding the disciplinary process and failed rotations.

### **Academic Honesty Policy**

Students who violate the Intellectual Responsibility and Plagiarism Policy as stated in the 2020-2021 Notre Dame of Maryland University, School of Pharmacy Handbook will be subject to disciplinary action, which may include failure of the course.

### **Grading & Evaluation**

IPPE II is graded on a pass/fail scale. Successful completion of all rotation assignments and activities, achievement of the course objectives and a passing grade for professionalism will warrant a passing grade for each IPPE. Failure to pass the professionalism evaluation, despite a passing grade for the competency evaluation will result in failure of the IPPE. In order for students to receive feedback regarding areas of strength and areas for improvement, preceptors will provide students with a mid-rotation evaluation. Students are expected to utilize this feedback to improve in areas noted for improvement. A final evaluation will also be provided to students at the conclusion of each IPPE. **The Office of Experiential Education reserves the right to lower a student's mean professionalism evaluation score if the student does not complete and/or upload all activities by the last day of the rotation (August 14<sup>th</sup> is the last day of the student's IPPE; all work including evaluations MUST be done by 8:00am on August 14th). Each late day will result in a lowering of the mean professionalism score by 1.0. After three days, a grade of zero will be assigned and result in failure of the Introductory Pharmacy Practice Experience.**

#### Rotation Evaluations

As part of the quality assurance of the experiential program, rotation evaluations must be completed by the students in eValue. **If the student does not complete the Experiential Education Site and Preceptor Evaluation by the last day of the rotation (e.g. August 14<sup>th</sup> is the last day of the student's IPPE; all work including evaluations MUST be done by 8:00am on August 14th), each late day will result in a lowering of the mean professionalism score by 1.0. After three days, a grade of zero will be assigned and will result in failure of the Introductory Pharmacy Practice Experience.**

Evaluations must be done professionally. Evaluations deemed to be unprofessional by the OEE will result in the lowering of the student's professionalism grade, which may result in failure of the rotation. Please plan ahead and ensure rotation evaluations are completed on time. Students experiencing technical difficulties should contact the OEE immediately, so issues may be resolved in a timely fashion.

Preceptors will receive student evaluations of the preceptor, site, and overall rotation after precepting at least two students. This data will be accessible in aggregate form and may be viewed at any time.

### **Safety Policy**

**I understand that participating in the pharmacy experiential education at any pharmacy or site, as with any placement in a healthcare facility, entails certain risks, including the risk exposure to infectious disease and other personal injuries. I understand that those risks are beyond the control of the university. I freely and voluntarily accept those risks.**

Several professional practice experiences will be offered in Baltimore City and its surrounding suburbs. These are urban environments, which require students to be aware of and take responsibility for their safety. Being alert, proactive, and using common sense are ways in which to maintain safety. As with any city environment, using good judgment is always recommended. Listed below are a few safety suggestions to keep in mind during professional practice experiences:

- Locate the security station at each rotation site and keep the phone number on you at all times
- Walk with others (when possible) while entering or leaving a rotation site
- When parked at or near rotation sites, keep all valuables located in your car out of sight
- Avoid isolated and dark areas
- Carry your cell phone and keep it accessible
- When available, use the institution's shuttle service to area parking lots, public transportation, etc.
- Immediately report any violations of safety to the site's security office and to the OEE

## **Accessibility & Accommodations Statement**

Accessibility services and accommodations are available to students in accordance with the Americans with Disabilities Act. If you require accommodations in this course, you are strongly encouraged to contact the Director of Accessibility and Health Promotion at 410-532-5401 who will meet with you, review the documentation of your disability or medical condition, and discuss the services offered and any accommodations you seek for specific courses. It is extremely important that you begin this process at the beginning of each semester as accommodations are not retroactive; please do not wait until the first test or paper.

Please note that it is the student's responsibility to share any determined arrangements or accommodation plan with the course instructor as soon as possible within the semester to assist in your success.

Best practice dictates that you should notify your instructor(s) as soon as you receive your accommodations letter from the Director of Accessibility & Health Promotion. It is your responsibility to submit your accommodation letter to an instructor(s) no later than 48 hours prior to an exam or assessment, so that appropriate preparations can be made. It is important that you are on time for your exam or assessment, to ensure that accommodations can be implemented as documented. The University also recognizes that students who are experiencing temporary medical conditions may also require accommodations. Students who are pregnant, nursing, or those with other temporary medical conditions should also contact the Office of Accessibility and Health Promotion to discuss any accommodations requests.

## **Sexual Misconduct and Discrimination**

*"No person in the United States, shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance..."*— Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C.F.R. Part 106 (Title IX)

Notre Dame of Maryland University seeks to foster and maintain an atmosphere of mutual respect and concern for all members of the University community. As such, the University does not discriminate against students, faculty or staff based on sex in offering equal access to its educational programs and activities or with respect to employment terms and conditions. Sexual- and gender-based harassment and misconduct, including sexual violence, are a kind of sex discrimination and are prohibited by Title IX and the University.

NDMU is committed to maintaining an environment that is free from discrimination based on sex, and maintains that commitment by responding promptly and effectively when it learns of any form of possible discrimination based on sex. The University responds to reports of sexual harassment, including sexual violence, as part of its efforts to stop the misconduct, prevent its recurrence, and remedy its effects. In compliance with Title IX, the University has Sexual Misconduct and Sexual Harassment policies.

**Please contact Dr. Nicole Culhane (410-532-5527; [nculhane@ndm.edu](mailto:nculhane@ndm.edu)) immediately if you have any concerns about the policy or if you suspect or are aware of any potential violation(s).**

## **Inclement Weather Policy**

The student should follow the inclement weather policy of the individual practice site. In the event of inclement weather, students must contact their individual preceptor for instructions regarding attendance. Driving conditions may be hazardous and weather conditions will differ in and outside the state, so students must contact the preceptor to determine if they should travel to the site. If the preceptor excuses the student due to weather conditions or if the student believes driving conditions would pose a safety risk, the student must discuss with the preceptor how the time missed will be made up. In addition, students must notify the OEE of the absence within 24 hours.



## **Requirements for Experiential Training**

Students must fulfill the following requirements to meet eligibility requirements for participation in IPPE II. Individual sites may have additional requirements that students must complete. Students are responsible to look in eValue under Site Requirements to determine if there are any additional requirements they must complete prior to the first day of rotations. Students are required to contact their preceptor or designated contact person at least **2 weeks** prior to the start of the rotation.

Preceptors may provide additional logistical information needed by the students. **It is the student's responsibility to fulfill these requirements. Failure to do so may result in removal from the practice site and thus failure of the rotation.**

### Criminal Background Check and Drug Screening

It is common practice for agencies and/or clinical sites to have policies requiring screening and/or criminal background checks for their employees, volunteers, and students who are assigned to the facility. Notre Dame of Maryland University, School of Pharmacy will comply with these requirements in placing students at such facilities or agencies. As a condition for enrollment and continued matriculation in academic programs involving external placements, clinical rotations, internships, or service learning experiences, students are required to participate in a criminal background prior to matriculation. Criminal background checks will be required annually and additional drug screening tests may be required during the professional curriculum. This will be at the discretion of the School of Pharmacy or the agency sponsoring the external placement.

Notre Dame of Maryland University, School of Pharmacy will assist students in understanding and complying with the requirements; however, the responsibility for providing such information and the associated costs rests with the student- not the School of Pharmacy. Failure to submit to such testing or to provide such information as required as a condition for admission and clinical placement by the designated due dates may result in inability to complete program requirements and/or delay in completion of the program. Similarly, results from the drug screening tests or criminal background check may result in denial of clinical placement and/or disciplinary action on the part of the School of Pharmacy, including, but not limited to disqualification from further studies at the School.

### Cardiopulmonary Resuscitation Certification (CPR)

Students are required to obtain and maintain CPR certification for the healthcare provider from the American Heart Association. All CPR training needs be completed in-person, as online training will not be accepted. The students must upload proof of a current CPR certification to eValue in order to participate in IPPE II. If the CPR certification expires before you complete your academic program, you must recertify and a copy of the certification card must be uploaded to eValue. Students will be responsible for the cost of the certification program and all renewals. Students will be required to maintain the CPR certification card and have it in their possession while on experiential learning experiences.

### Health Information

As a condition of enrollment, all Doctor of Pharmacy students must maintain and upload to eValue proof of health insurance coverage that includes effective date and renewal date at the beginning of each academic year. If the student is no longer covered under their parents' plan, they may purchase a University-sponsored health insurance plan. Personal health insurance covers illness and injury in the classroom and lab situations as well as any off campus injuries/illnesses.

### HIPAA and OSHA Training

Students are required to complete HIPAA and OSHA training and upload certifications to eValue before reporting to the rotation site. Training will be arranged through the OEE through the Pharmacist's Letter Preceptor Training and Resource Network (PTRN). Proof of HIPAA and OSHA training and examination records will be maintained in the OEE.

### Immunizations

Students are required to have proof of immunization prior to the start of the Introductory Pharmacy Practice Experiences. Proof of immunization or certificate of waiver must be uploaded into eValue under *Immunes and Certs*. Required immunizations include tetanus DPT, polio, MMR, Tb test, meningococcal, completion of the hepatitis B vaccine series, Varicella (chicken pox) and influenza. In order to prevent the spread of influenza, documentation of this immunization or proof of contraindication must be submitted seasonally by **July 13**. Vaccinations are at the student's expense. Students who fail to submit documentation of the required immunizations will not be permitted to participate in the Introductory Pharmacy Practice Experiences.

Individual experiential sites may require additional exams and/or immunizations. Please refer to eValue for site-specific immunization requirements at least **one month** prior to the start of your first rotation. These immunizations are at the student's expense.

**Students failing to submit appropriate documentation will not be permitted to report to the practice site and thus may result in failure of the rotation.**

#### Student Professional Liability Insurance

Students are required to carry student professional liability insurance through the group School policy. This insurance premium is included in student fees and is renewed on an annual basis. This policy covers students during all approved IPPE and APPE experiences while in the program. The policy also requires appropriate student supervision while in the experiential setting.

#### **Transportation and Housing**

It is the student's responsibility to assure that he/she has appropriate arrangements for transportation to and from rotation sites throughout the curriculum. Rotations begin in the first semester of the professional program. Transportation is not provided by the School. Students are not considered an agent or an employee of the University and are not insured for any accidents or mishaps that may occur during any traveling that is done as part of the student's professional program. The School does not guarantee that all required rotations will take place in the Maryland metropolitan area and students may be required to complete rotations in other cities in Maryland or states. Transportation, **parking**, and housing costs are the student's responsibility.



## Student Accident/Injury Report

### ACCIDENT INFORMATION

Student's name: \_\_\_\_\_ ID#: \_\_\_\_\_

Date and time of accident: \_\_\_\_\_

Reported to Safety Officer - Date: \_\_\_\_\_ Time \_\_\_\_\_

Location where accident occurred: \_\_\_\_\_

Full description of accident: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Did an injury result from the accident? If yes, complete Injury Information below.

Were there any witnesses? If yes, list all names and phone numbers: \_\_\_\_\_

\_\_\_\_\_

### INJURY INFORMATION

\_\_\_\_\_

Part of body injured (head, neck, arm, leg, etc.): \_\_\_\_\_

Nature of injury (fracture, sprain, laceration, etc.): \_\_\_\_\_

Was student given medical attention? Yes\_ No\_ If yes, where was treatment administered?(Be specific. Wilkin's Wellness Center, Urgent Care, Hospital, etc.): \_\_\_\_\_

Comments/Other Information: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_