Doctor of Pharmacy

Experiential Education
Pharmacy Practice Experience
(PPE)
Program Manual

A Guide for Preceptors and Students

University of South Florida
College of Pharmacy
Office of Experiential Education
12901 Bruce B. Downs Blvd.
Tampa, Florida 33612
Phone: 813-974-1932
Fax: 813-974-9910
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INTRODUCTION

This manual provides a review of the requirements, responsibilities, and expectations of pharmacy preceptors and students. It also describes general operations and policies of the Pharmacy Practice Experience (PPE) programs at the University of South Florida College of Pharmacy (USF COP). Communication and collaboration are essential to the effectiveness of a successful PPE experience. This manual will serve as a tool that provides a clear set of policies, procedures, guidelines, and requirements to assist preceptors and students throughout this experience. Additional information can be found on the CORE Elms website, individual rotation syllabi, and the USF COP Student Handbook.

Please contact the Office of Experiential Education (OEE) with any questions or suggestions. The OEE team is always available to provide preceptors and students with assistance in administering the PPE process in conformity with USF COP Student Handbook, USF and USF COP Policies and Procedures, and other accrediting and regulating bodies.

PHARMACY PRACTICE EXPERIENCE PROGRAM OVERVIEW

Experiential education constitutes approximately one-third (⅓) of the pharmacy curriculum. ACPE mandates the participation of student pharmacists in both Introductory (IPPE) and Advanced (APPE) Pharmacy Practice Experiences as part of the professional program leading to the Doctor of Pharmacy degree.

In following the ACPE guidelines, the USF COP has constructed its experiential program so that students are involved in IPPE rotations in both community and institutional settings throughout the didactic curriculum, then progress into the APPE curriculum. They provide a broad overview of pharmacy practice and the various roles and responsibilities that pharmacists play within the health care system. These experiences allow for application of didactic knowledge and assure our students have the skills necessary to provide high quality, evidence-based patient care.

Experiences are designed to provide students access to healthcare practices harboring an inter-disciplinary, inter-professional environment serving diverse patient populations. All experiences are obtained from high quality sites with exemplary preceptors dedicated to enhancing the knowledge, skills, and professional attributes of our students.
CORE ELMS – USF WEB-BASED PLATFORM

The USF COP uses CORE Elms as the Experiential Management System software to support the USF OEE. CORE Elms provides information and tools about evaluations, procedures, and schedules. Preceptors will utilize this system to input mid-term and final student evaluations. Students will utilize this system to input preceptor and site evaluations. Absence requests and incident reporting will be done directly on this system.

ARTICLE I. PRECEPTOR REQUIREMENTS, EXPECTATIONS, AND RESOURCES

SECTION 1.1 PRECEPTOR REQUIREMENTS AND EXPECTATIONS

A. The USF COP greatly values the time and dedication of preceptors and their role in the education of the Doctor of Pharmacy students. In order to provide high quality experiences for the students we have provided the following expectations for our preceptors.

B. Preceptors must:

1. Be a licensed pharmacist or health care provider and in good standing with the respective State Regulatory Board with a minimum of 1-year experience. The pharmacist shall be ineligible to serve as a preceptor during any period in which the pharmacist’s license to practice pharmacy is revoked, suspended, on probation, or subject of ongoing disciplinary proceedings.

2. Have submitted a completed Preceptor Application and been approved by the Director of OEE.

3. Maintain a current CV/resume and upload to CORE Elms

4. Communicate with the Director of OEE regarding any foreseeable questions, issues, or concerns (e.g. scheduling conflicts, student performance, etc.)

5. Notify the Director of Experiential Education of any issues (program, scheduling, student performance etc.) at the earliest possible time so that an acceptable solution can be reached.

6. Submit student evaluations through CORE Elms within one week after the rotation is complete.
7. Participate in orientation programming and continued professional education through programs provided by the USF COP when applicable (Pharmacist’s Letter, continuing education programs, online resources).

8. Agree to assist the COP in the achievement of the educational objectives set forth and to provide a professional environment for the training of the intern.

9. Document and notify BOTH the PPE Coordinator and Director of OEE of serious issues immediately which include, but are not limited to:
   a) Repetitive tardiness
   b) Any unexcused absences
   c) Improper or unprofessional behavior
   d) Deliberate HIPAA violation

C. Preceptor Expectations:

Preceptors are integral to student learning and serve as mentors, coaches, and resources for the students. As such, it is expected that preceptors:

1. Set expectations for the students early in the rotation and ensure that they are in compliance with the site’s specific requirements (e.g. HIPAA requirements, professional appearance, responsibilities, parking, etc.)

2. Review the rotation schedule with the student and set dates for completion of activities

3. Provide access to the site resources, including computer access, identification requirements, parking, and required policies and procedures

4. Be a role-model practitioner in:
   a) Providing patient-centered pharmaceutical care
   b) Ethical decision making
   c) Providing medication, disease, and health education to patients

5. Be an effective, organized, and enthusiastic educator by:
   a) Teaching by example
   b) Challenging students through engagement with higher level critical thinking questions and assessment
   c) Teaching patient-provider communication skills including empathic listening skills
6. Possess leadership/management skills by:
   a) Demonstrating effective managerial and leadership relationships with pharmacist colleagues and staff
   b) Demonstrating aspects of humility related to his/her own limitations
   c) Demonstrating nondiscriminatory behavior and practice.

7. Embody his/her practice philosophy by:
   a) Demonstrating personal motivation and inspiring pharmacists to develop motivation develop pharmaceutical care practice
   b) Patterning his/her practice after standard guidelines or other model practices

SECTION 1.2 PRECEPTOR RESOURCES

A. The USF COP values our preceptors and their contribution to Experiential Education. The following list summarizes the benefits for our preceptors. Some benefits are only available to those preceptors who hold a volunteer faculty appointment with the college. We have included additional information on the CORE Elms website for preceptors interested in this appointment.

1. Access to discounted live CE programs provided by the USF COP

2. Discounted Application Fee for the USF COP Teaching Certificate Program
   a) Preceptors are eligible to participate in the College of Pharmacy Teaching Certificate Program. This program is a 12-month longitudinal experience. Eligible applicants should be able and willing to commute to the onsite, weekend workshops. Please contact Jaclyn Cole (jcole1@health.usf.edu) for more information.

B. Volunteer Faculty Appointment Benefits:

Preceptors who are interested in obtaining a volunteer faculty position should contact the Office of Faculty Affairs at 813-974-5699

1. Access to the University of South Florida College of Pharmacy Shimberg Library
   a) USF preceptors with a volunteer faculty appointment are eligible to access books and references at the Shimberg Health Sciences Library.

2. Access to the USF Employee Perks Program
   a) Preceptors may also be eligible for some of the same discounts offered to USF employees through the Employee Perks Program (check with individual vendors for preceptor eligibility). Rates and discounts may vary and may not be the lowest. The USF ID card is
required to take advantage of these benefits.

SECTION 1.3 SITE EXPECTATIONS AND REQUIREMENTS

A. In its constant pursuit of excellence, the USF COP expectations of the practice sites for experiential learning are to provide experiences that meet the educational outcomes for the COP experiential program.

B. The OEE will place students at select affiliated experiential sites. The selection and assignment of new sites for PPEs are made at the discretion of the Director of Experiential Education Office.

C. Expectations and requirements of the site include:

   1. Establishing and maintaining affiliation agreements between the University and experiential sites prior to student assignment. Contact the Director of OEE with questions regarding site affiliation.
   2. Meeting standards set by all governmental agencies including State Board of Pharmacy, Drug Enforcement Agency, the Food and Drug Administration and the Department of Public Health.
   3. Maintaining accreditation by the Joint Commission on Accreditation of Health Care Organizations, or equivalent, when applicable.
   4. Providing an environment conducive to achieving the outlined learning objectives
   5. Providing adequate work space and materials for students

ARTICLE II. STUDENT REQUIREMENTS, EXPECTATIONS, AND RESOURCES

SECTION 2.1 STUDENT REQUIREMENTS AND EXPECTATIONS

1. Mandatory Student Requirements

   A. A copy of the following records must be uploaded to CORE Elms prior to starting any PPE. Certifications must be active (not expired).

      1. Immunization records per the University of South Florida Health Immunization Policy and USF Health Policy for Pharmacy Students
      2. Basic Life Support (BLS) certification card, certified through the American Heart Association.
3. Drug Screens & Criminal Background Checks - these are required prior to and throughout ALL experiential pharmacy practice experiences. Additional drug screening tests and criminal background checks may be required for sites during the professional curriculum during APPE rotations. Many of these requirements are site specific and are listed in CORE Elms under site requirements.

4. Personal Health Insurance – Current private health insurance card must be maintained and uploaded in CORE Elms.


6. Core Professional Integrity & Compliance Certificate (CPIC) – Renewal required every two years, prior to the expiration of the CPIC on file in CORE Elms. Recertification is done via USF Health Learn.

7. Current curriculum vitae (CV).

B. Registration and Pharmacist Internal Licensure
   1. All students are required to be registered as an intern with the Department of Health within 90 days of admission.
   2. Students participating in professional experience program MUST always carry official pharmacy intern license on personal at all rotation sites.
   i. Students are not allowed to start PPE rotations without an active pharmacy intern license.
   ii. Failure to maintain an active intern license will prevent students from progressing and matriculating in the pharmacy program.

** Failure to upload any of the requirements above by the established deadline in CORE Elms, or after a certification expires, will result in a documented incident report into CORE Elms Incident Reporting database, corrective action, and may result in a referral to ARC.

2. Student Expectations

Each student is responsible for ensuring successful completion of their PPE learning experience.

Students are expected to:

a. Be knowledgeable of and compliant with the material in this manual as well as the USF COP Student Handbook, course syllabus, and catalog. These documents
must be referenced prior to each pharmacy practice experience.

b. Attend all mandatory orientation sessions held by the COP and the sites

c. Carry an active Pharmacist Intern License in possession available for review by site, preceptor, or OEE (uploaded to CORE Elms).

d. Fulfill all prerequisites specific to the rotation including immunizations, background checks, fingerprinting, drug screening, HIPAA/OSHA training, and anything additional as requested by site (uploaded to CORE Elms)

e. Fully engage in the experience provided by the preceptor and the rotation site

f. Submit all assignments per rotation requirements; evaluations, and document rotation by the end of the rotation.

g. Positively accept feedback and constructive criticism and recognize its intended purpose (helping the student grow professionally)

h. Provide consistent and punctual attendance

i. Express willingness and enthusiasm for learning

j. Always have courteous, respectful and non-judgmental communication with preceptors, patients, students, and staff

k. Follow respective confidentiality laws and requirements

l. Be responsible for contacting and submitting all pre-required documents to the preceptor at least 4 weeks (some sites require 4-8 weeks) prior to the start of each experiential rotation to introduce oneself and obtain necessary information before the start of their rotation. Failure to meet this expectation may result in a delay in matriculation.

m. Be knowledgeable of the scope of practice when licensed as a pharmacy intern

n. Understand that all expenses, fees and/or fares incurred during the experience are the responsibility of the student

o. Always be present at the practice site when assigned. Students are expected to be punctual, adhere to the rotation schedule, and check in and out with their preceptor (or an identified designee) every experiential day.

p. Always behave professionally and respectfully

q. Be proactive with their experiential education, which necessitates active
participation, communication, and independent learning opportunities at each site

r. Have a clear understanding of the expectations, policies, and rules of the university and practice sites

s. Dress appropriately and conform to the dress code outlined on CORE Elms.

t. Be responsible for determining out-of-state licensure requirements, application process and associated fees.

3. Tardiness

Students must adhere to the schedule agreed upon with the preceptor. Attendance is mandatory. Punctuality is expected and tardiness will not be tolerated.

A. Students are to contact the preceptor in advance for any tardiness, unless there are unforeseen extenuating circumstances.
B. Students who are tardy, delayed beyond the expected or proper time, on any two occasions will be considered as earning an unexcused absence. Any additional occurrences will be considered excessive tardiness and will be considered an additional unexcused absence per incident.
C. On the second occurrence of tardiness, students must make an appointment with the Director of OEE to further discuss this concern.
   i. Students will be subjected to corrective action for each occurrence and the incident of tardiness will be documented as an Incident Report in CORE Elms.

4. Absences

a. Excused
   i. Absence from an assigned PPE site is considered “excused” if the preceptor is notified in advance and an appropriate reason is given for the absence to be approved.
   ii. All requests must be submitted for approval through CORE Elms.
   iii. Any absence requests that are greater than 3 days will be reviewed by the OEE.
   iv. Time missed must be made up on an hour-per-hour basis at the discretion of the preceptor
b. **Unexcused**
   i. Absence from an assigned PPE site is considered “unexcused” if the absence occurs without any notification. This does not include extenuating circumstances (e.g. car accidents).
   ii. An unexcused absence must be made up on an hour-per-hour basis at a time agreeable to the preceptor.
   iii. The unexcused absence will be documented as an Incident Report in CORE Elms and the student may be subjected to corrective action.

c. **Pregnancy/Prolonged Illness**
   i. Students are responsible for contacting the OEE and Student Affairs as soon as possible once pregnancy or prolonged illness is known.
   ii. Medical documentation of the pregnancy or prolonged illness must be provided by a healthcare provider to the OEE. The documentation must state the anticipated duration of absence, including the date the student is able to return to rotation.
   iii. After pregnancy or prolonged illness, the student must also provide a signed statement from the healthcare provider that gives clearance to return to experiential duties.

d. **Prolonged or Excessive Absences**
   i. Prolonged or excessive absence is defined as greater than 5 business days per rotation. Students absent for this length of will be considered unable to meet the learning outcomes of the PPE
   ii. Students with a prolonged or excessive absence will be required to meet with the Director of Experiential Education and the Office of Student Affairs. to discuss matriculation, progression, and grades.
   iii. Students that meet the requirements for “excused” absence may receive an incomplete (I) grade for their rotation and may be granted an opportunity to make up the total hours of the PPE.
   iv. Students with greater than 5 unexcused absences will fail the rotation, unless the site has a more stringent policy.

**SECTION 2.2 STUDENT RESOURCES**

On-campus services such as Student Health Services and other University resources remain available for students to access. For more information, refer to the [USF COP Student Handbook](#).

Refer to the Student Handbook for more information on Student Professional Liability Insurance.
ARTICLE III. OFFICE OF EXPERIENTIAL EDUCATION RESPONSIBILITIES

A. The OEE is charged with the coordination of the pharmacy practice experience components of the professional pharmacy curriculum. The mission of the OEE is to assist students in further developing the knowledge, skills, and attitudes required of a competent and caring pharmacy professional. Experiential education courses span throughout the doctorate program and provide increasing levels of experience with an emphasis on application of learning.

B. In order to help coordinate these efforts the OEE will:
   1. Provide general operational, professional, and administrative support for the experiential program
   2. Maintain and administer systems and structures to manage information flow between the Office of Experiential Education and students, preceptors, and affiliate community partners
   3. Enhance the relationship between USF College of Pharmacy and its community partners
   4. Assist with communicating and clarifying the Policies and Procedures of College of Pharmacy, USF COP Student Handbook, Course syllabi, and Manuals as it relates to Experiential Education
   5. Assure that students are compliant with prerequisites for participation in their site placements.

ARTICLE IV. GENERAL POLICIES AND PROCEDURES

A. Policies and procedures for each of the following sections can be found on the following site:  
   https://www.usf.edu/provost/faculty-info/core-syllabus-policy-statements.aspx

B. Additional information specific to PPE may be included below each heading. Site policies may be more stringent and, in that case, will take precedence over the following.

SECTION 4.1 COMMUNICATION – EMAIL POLICY

A. USF Health email accounts serve as the official form of communication to students in the experiential education program
B. It is expected that the preceptor and student check their email at least every 24 hours and respond within 48 business hours.
SECTION 4.2 INCIDENT REPORTING

A. An incident report must be completed on CORE Elms to record details of an unusual event that occurs at an experiential learning site, such as an injury to a student or inappropriate conduct (academic or professional) on the part of the preceptor, staff, and/or student.

B. Whenever a significant incident has occurred while participating in the experiential program, the Director of Experiential Education is to be notified within 24 hours.

   1. The preceptor or student must complete an Incident Report using the CORE Elms electronic report form as quickly as possible, but no less than two (2) business days from the date of the incident. Please note that the practice site may require a separate incident report be filed specific to the institution. A hard copy form of Incident Report is also available in the CORE Elms under Document Library.

SECTION 4.3 SUBSTANCE ABUSE

Please refer to the following site: https://www.usf.edu/provost/faculty-info/core-syllabus-policy-statements.aspx

SECTION 4.4 DISCRIMINATION AND SEXUAL HARASSMENT

Please refer to the following site: https://www.usf.edu/provost/faculty-info/core-syllabus-policy-statements.aspx

SECTION 4.5 HANDLING OF STUDENT ACCOMMODATIONS

A. USF is committed to proving reasonable support for students with disabilities. Students with disabilities are responsible for registering with Students with Disabilities Services (SDS): https://www.usf.edu/student-affairs/student-disabilities-services/

B. Students participating in PPE courses are to request the accommodations in advance directly with preceptor, OEE, and the site. Requests must include the SDS
letter. Additional documents may be required by the PPE site.

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SECTION 4.6 ACADEMIC DISHONESTY

A. Academic dishonesty involving PPE rotation assignments is treated analogously to didactic examinations and assignments and may result in the student receiving a failing grade for the course. Procedures and consequences of academic misconduct are outlined in further detail below.

Please refer to the following site: https://www.usf.edu/provost/faculty-info/core-syllabus-policy-statements.aspx

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SECTION 4.7 ASSESSMENT OF STUDENT PROGRESS

A. Assessment of student achievement of course objectives is a critical responsibility of the College of Pharmacy program. Assessment of student progress is based on a specific competency-based scoring system. USF COP offers electronic means of submitting student assessments through CORE Elms. From the assessment, information is documented about the student's strengths and weaknesses in current practice experiences. The following assessments must be completed with each rotation:

1. **Midterm and final** student performance assessments for each rotation, unless otherwise specified.

2. Students participating in Introductory Pharmacy Practice Experiences will submit a **self-evaluation** at the midterm and final period

B. Every effort must be made to maintain the integrity of the evaluation process. It is important not to let issues of personality or empathy affect the assessment. Focus should be on assessing performance and achievement of the objectives:

1. Assessments must be fair, objective, accurate, and ethical
2. Just as it would be unethical to provide a poor assessment of a student simply because of a personal dislike, it is also unethical to give a good assessment to a student who was unable to achieve the goals and objectives of the rotation.

C. Preceptors must review the evaluation process and the tool with the student at the beginning of each rotation.

1. The review should include an explanation of the objectives and how they will be assessed.
D. If a student is failing at mid-point, a **WRITTEN Performance Improvement Plan (PIP)** must be implemented.

1. The PIP must be developed with the participation of the student, preceptor, and the OEE, if necessary. Students **should not** create the PIP themselves.

2. The minimum components of a PIP must include all of the following:
   a. The performance concern(s)
   b. The section of the evaluation or manual where the performance improvement is needed
   c. Improvement goals (SMART GOALS)
   d. List of activities that will help reach each goal
   e. Measurement criteria – how success or failure is measured
   f. Progress checkpoints

3. The PIP must be reviewed, have agreement, and approved by the student, preceptor, and the OEE.

4. PIP templates can be found on CORE Elms website and Appendix 1

**SECTION 4.8 ROTATION FAILURE AND CORRECTIVE ACTION**

**A. Academic Failure**

1. Students who receive a failing grade on a final assessment (evaluation) in a PPE course rotation will be scheduled to meet with the Director of Experiential Education within five business days, where a review with the student will done and the process for progression and matriculation outlined. The ARPSAC Chair will be notified by the Director of Experiential Education.

2. If there is a grade appeal, a decision based on the course failure will be made after the appeal process is final.

3. The procedure for grade appeals for experiential courses will begin with the submission of the appeal request to the preceptor. Subsequent appeals would be to the Director of OEE, and finally, as applicable, to the Assistant Dean of Academic Affairs.

**B. Corrective Action**

4. It is recognized that students need to be properly trained and informed of the rules in order to be positive, productive students. There are, however, times
when the preceptor must use the discipline process in order to get the student’s attention and attain the desired result.

a. The steps in the progressive action process should be documented and include the following actions:
   i. Verbal Counseling and Warning
   ii. Written Counseling
   iii. Grade reduction and/or Dismissal

C. Grade Appeal

1. The procedure for grade appeals for experiential courses will follow the same processes as the USF COP Student Handbook. The process will begin with the written submission of the request to the preceptor.
4. The Director of Experiential Education will notify the ARC Chair and an appointment will be scheduled for the student with the ARPSAC, where a decision will be made regarding the student's lack of professionalism and failure to complete the PPE course rotation.

B. **Voluntary Withdrawal**

1. A student who voluntarily withdraws from a site **without approval** will be removed from the course and assigned a failing grade.

SECTION 4.10 ROTATION RESTRICTIONS

A. Students are not authorized to perform their rotations at the same site where a coexisting or previous employer/employee relationship exists or under the direct supervision of a family member, unless prior approval has been obtained by the OEE.

B. Students shall not, under any circumstances, receive financial remuneration from the experiential site while participating in PPE. Failure to adhere to this policy will result in removal of the student from the rotation, assignment of a failing grade in the course, which may cause a delay in graduation from the program.

C. Under **NO** circumstance should the students contact the site coordinator to arrange their own rotation. The student should ONLY obtain contact information for use by the **OEE** in establishing an affiliation agreement with the site.

D. Once assigned, rotation dates are firm and **CANNOT** be changed except for extreme hardships and must be approved by both the PPE **Coordinator** and **Director** of OEE.

SECTION 4.11 CONTENTIOUS OBJECTION

A. If a pharmacy student finds certain drug therapies or procedures morally, religiously, or ethically troubling, he/she may refuse to assist the preceptor in medication distribution to patients who are receiving such drug therapies or procedures. “Medication distribution” includes but is not limited to dispensing of the medication at issue and counseling of patients with respect to the use of said medication. The student understands however, that patients have the right to obtain any legally prescribed and medically indicated treatments. Additionally, it is the student’s responsibility to inform his/her preceptor at the beginning of each rotation of any objectionable areas.
SECTION 4.12 ATTENDANCE & LEAVE GUIDELINE

A. Attendance Policy
   a. Extenuating circumstances may arise that require students to miss rotation time. All absences must be electronically documented via CORE Elms. It is at the preceptor’s discretion to determine if the absence is excused or unexcused. Time missed for all absences must be made up. Repeated unexcused absences will result in failing the rotation. Time missed for excused absences will also need to be made up if the minimum number of rotation hours cannot be met.
   b. **Examples of excused absences include:**
      i. Medical illness of student or family member (OEE/preceptor may request a physician’s note for confirmation)
      ii. Death of an immediate family member
      iii. Participation in a professional activity (e.g. attendance at national meetings) which must be approved by the OEE/preceptor prior to participation
      iv. Residency and/or job interviews
   c. Students must notify preceptors of absences as soon as possible and before the anticipated absence. Attempts should be made to directly contact the preceptor and, at minimum, leave the preceptor a voicemail/email with the reason for the absence and anticipated date of return. The absence request form must be completed in CORE Elms.
   d. While there are certain holidays observed by the University, the student is expected to schedule their time at the experiential site consistent with the holidays observed by the rotation site. Occasionally the University may have closures, delays, or early dismissals based on adverse weather conditions. Since weather conditions are often variable throughout the state, students and preceptors are advised to modify their schedule as deemed appropriate for their location, which does not have to be based on the University’s closings/delays.

SECTION 4.13 PROFESSIONALISM

The professional of pharmacy is one that demands adherence to a set of rigid ethical standards. These high ideals are necessary to ensure the quality of care extended to the patients we serve. Expectations of professionalism are outlined in Appendix 2. Profile of a Professional. The COP values these aspects of a professional and expects this from all students and preceptors.
The following plan is designed to set objectives to improve performance and monitor progress in an effort to assist the student in meeting expectations. The plan is designed to monitor progress midway and at the end of the development period.

(To be completed by preceptor)

<table>
<thead>
<tr>
<th>Plan Created for:</th>
<th>Plan Created by:</th>
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<tbody>
<tr>
<td>Name:</td>
<td>Name:</td>
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<tr>
<td>Development Period (Time Frame for Plan)</td>
<td>Progress Checkpoint_1 Date</td>
</tr>
<tr>
<td>Progress Checkpoint_2 Date</td>
<td>Final Checkpoint Date</td>
</tr>
</tbody>
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Description of Incident:

Performance Concern
1. 
2. 
3. 
4. 

Section of the Evaluation (or Manual) where performance improvement is needed
1. 
2. 
3. 
4. 

A. Improvement goals over the next 15-30 days:
1. 
2. 
3. 
4.
(To be completed with student)

**B. List 2-3 activities that will help you reach each goal.** (Be sure to specify how you expect to accomplish the activity, including any resources you might need, and when you expect you will start and finish.)

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<thead>
<tr>
<th>Short-term Goal 1:</th>
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<tbody>
<tr>
<td>Activity 1:</td>
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<td>How you expect to accomplish:</td>
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<td>Expected starting date:</td>
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<td>How you expect to accomplish:</td>
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<td>Expected date of completion</td>
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<table>
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<th>Short-term Goal 4:</th>
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<tr>
<td>Activity 1:</td>
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<tr>
<td>How you expect to accomplish:</td>
<td></td>
</tr>
<tr>
<td>Expected starting date:</td>
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</table>
Expected date of completion

RESOURCES

E. List any resources you will need to complete your development activities. (May include other people's time or expertise, funds for training materials and activities, or time away from your usual responsibilities).

Resources:
1.
2.
3.

Comments:

MEASUREMENT CRITERIA

(To be completed by preceptor)

F. Indicate how you will measure the accomplishment of each developmental goal, using 2-3 different indicators when possible.

Measurement Criteria:
1.
2.
3.

Comments:

COACH AND MENTOR SUPPORT

G. Identify ways in which your preceptor, coach, mentor, or instructor will support your development and success.

1.
2.
3.

Comments:

(To be completed by preceptor)

PROGRESS CHECKPOINTS
H. Describe when and how progress checkpoints will occur (e.g., memos, phone calls, meetings, etc.) and what developmental activities will be completed or discussed at that time.

**Progress Checkpoints:**
Checkpoint 1
Date: 
Time: 
Type of follow-up: 
Progress expected: 

<table>
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<th><strong>Signature Section</strong></th>
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</thead>
<tbody>
<tr>
<td>Preceptor’s Name <em>(print)</em></td>
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<td>Preceptor’s Signature <em>(date)</em></td>
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# Observations and Progress Report – Checkpoint 1

<table>
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<th>[ ] YES</th>
<th>[ ] NO</th>
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<tbody>
<tr>
<td>Additional Comments, Concerns or Clarifications</td>
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<td></td>
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<tr>
<td>Student’s Comments</td>
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## Signature Section

<table>
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<tr>
<th>Preceptor’s Name (print)</th>
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<th>Coordinator’s Name (print)</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

## Disposition

*If the student meets desired expectations, no further action will be recommended, and a performance evaluation will be conducted at the next routine evaluation period. Inability to meet desired performance may result in disciplinary action or dismissal*

Recommended Disposition:  
- [ ] No Action
- [ ] Extension
- [ ] Dismissal
**Observations and Progress Report – Checkpoint 2**

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**Additional Comments, Concerns or Clarifications**

**Student’s Comments**

**Signature Section**

<table>
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<th>Student’s Name (print)</th>
<th>Coordinator’s Name (print)</th>
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<table>
<thead>
<tr>
<th>Preceptor’s Signature (date)</th>
<th>Student’s Signature (date)</th>
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</tr>
</thead>
</table>

**Disposition**

*If the student meets desired expectations, no further action will be recommended, and a performance evaluation will be conducted at the next routine evaluation period. Inability to meet desired performance may result in disciplinary action or dismissal*

**Recommended Disposition:**  
- [ ] No Action  
- [ ] Extension  
- [ ] Dismissal
**Observations and Progress Report – Checkpoint 3**

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**Additional Comments, Concerns or Clarifications**

**Student’s Comments**

**Signature Section**

<table>
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<th>Coordinator’s Name (print)</th>
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<td>Student’s Signature (date)</td>
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**Disposition**

*If the student meets desired expectations, no further action will be recommended, and a performance evaluation will be conducted at the next routine evaluation period. Inability to meet desired performance may result in disciplinary action or dismissal*

Recommended Disposition:  
- [ ] No Action  
- [ ] Extension  
- [ ] Dismissal
APPENDIX II PROFILE OF A PROFESSIONAL

USF College of Pharmacy
Profile of a Professional

The following document was prepared by the Professionalism Task Force (PTF) within the USF College of Pharmacy. In 2015 the PTF surveyed faculty and preceptors regarding their perception of professionalism factors for incorporation across the COP to advance the professional development of students, staff, preceptors and faculty. The PTF continued efforts, identifying methods for factor incorporation across various aspects of the COP. In 2018, after the PTF membership had grown to include additional faculty and staff, it was felt that the original factors be reviewed and enhanced.

A subcommittee of the PTF performed a concerted review of the literature, which resulted in the five areas noted, which encompass thirty factors. Internal validation was performed, having received input from students, faculty and staff. Lastly, the areas and factors were reviewed and approved by the COP Executive Committee.

The PTF membership will utilize the factors in their respective areas to promote and support professional development. Periodic review will be undertaken to ascertain utility and continued relevance.

1. **Reliability and Accountability**

   Individual is **reliable and dependable**, *i.e.*, can be counted on to fulfill responsibilities accurately and meet objectives/goals.

   Individual demonstrates accountability, *i.e.*, holds oneself liable for tasks, duties, and other responsibilities; does not blame others for mistakes or mishaps; does not avoid responsibilities.

   Individual is self-directed in undertaking tasks, *i.e.*, self-motivated, resourceful, and functions independently; completes tasks by deadlines.

   Individual is punctual, *i.e.*, arrives at assigned location early or on time; notifies relevant parties when delayed.

   Individual uses time efficiently, *i.e.*, allocates and utilizes appropriate amounts of time to fulfill responsibilities; utilizes others’ time wisely.

   Individual prioritizes effectively, *i.e.*, organizes and approaches multiple tasks and assignments in a manner to produce desired outcomes.

   Individual behaves in an ethical manner, *i.e.*, acts in the best interest of others; acts in accord with the code of ethics; honors individual rights.

   Individual maintains confidentiality, *i.e.*, does not inappropriately disclose individual and/or site-specific information.

2. **Lifelong Learning and Adaptability**

   Individual accepts and applies constructive criticism, *i.e.*, responds openly and positively to feedback; modifies behavior if necessary.

   Individual is a life-long learner, *i.e.*, seeks knowledge; asks questions; searches for information; takes responsibility for own learning; evaluates learning and documents competency.
Individual is aware of personal strengths and weaknesses, *i.e.*, has personal insight; able to self-reflect and thereafter implement professional or personal development plans.

Individual is adaptable, *i.e.*, able to modify behaviors and/or respond to ambiguity; demonstrates resilience.

Individual demonstrates appropriate help-seeking behaviors, *i.e.*, recognizes need and seeks help for professional and personal challenges.

3. Relationships with Others

Individual is empathetic, *i.e.*, demonstrates an appreciation for, recognizes the perspective of and is considerate of others.

Individual is respectful, *i.e.*, demonstrates regard for and maintains appropriate boundaries towards individuals and property.

Individual is altruistic, *i.e.*, demonstrates an attitude of service by helping others (selfless); gives of oneself to benefit others.

Individual is diplomatic, *i.e.*, is fair, tactful, accurate, and unbiased when dealing with others; resolves conflicts in a manner that respects the dignity of all involved.

Individual communicates effectively (verbal and non-verbal), *i.e.*, demonstrates the ability to provide effective and constructive feedback, provides input that is solution-focused and goal-orientated; appropriately engages in dialogue, is diplomatic, and uses proper channels.

Individual communicates articulately (oral and written), *i.e.*, clearly communicates thoughts; uses appropriate terminology and vocabulary for the intended audience.

Individual establishes rapport, *i.e.*, relates well with others; is a team-player.

Individual demonstrates emotional intelligence, *i.e.*, able to recognize and manage emotions when faced with difficult or stressful situations.

Individual embraces diversity and inclusiveness, *i.e.*, is open-minded towards others and situations; does not stereotype or prejudge situations; respects individual diversity.

4. Civic and Professional Engagement

Individual promotes harmony, *i.e.* fosters an atmosphere conducive to learning; demonstrates humility and civility towards colleagues; promotes intra- and inter-professionalism.

Individual advances the profession, *i.e.*, is an active participant in professional organization(s); advocates for the profession; maintains continuing education requirements.

Individual serves the community, *i.e.*, participates in local and/or global community service activities affiliated with the University or College to address community-related needs.
5. **Professional Image**

Individual practices personal hygiene, *i.e.*, personal health and grooming habits are acceptable for the environment.

Individual demonstrates appropriate etiquette, *i.e.*, utilizes environmentally and culturally appropriate gestures, body language, and mannerisms.

Individual wears appropriate attire, *i.e.*, adheres to dress code; attire is acceptable for the environment.

Individual demonstrates confidence, *i.e.*, acts and communicates in a self-assured manner, with modesty and humility.

Individual maintains positive persona (live and virtual), *i.e.*, maintains a positive attitude regardless of platform; social media presence is appropriate.