



CEDARVILLE
UNIVERSITY.®

School of **PHARMACY**

EXPERIENTIAL OVERVIEW




WELCOME

Thank you for your committment to the profession of pharmacy!

With 30% of the Doctor of Pharmacy curriculum involving experiential learning, we are always grateful for the time you invest in our students.





The vision of the Office of Experiential Programs (OEP) is to develop pharmacists that are caring, empathetic followers of Christ that provide exceptional level of pharmacy practice to improve the primary healthcare of patients locally, nationally, and internationally.

OUR VISION & MISSION

Vision

The Cedarville University School of Pharmacy will be the school of choice for Christian pharmacy students, known for excellence, character, faith integration, and collaborative service.

Mission

Cedarville University School of Pharmacy equips student pharmacists to assess and meet the comprehensive health needs of diverse populations through patient-centered care, servant leadership, ethical decision making, interprofessional collaboration, scholarly innovation, and continued personal and professional development.

CORE VALUES

Character



Regarding character as a foundation for compassionate care, clear perspectives, and ethical decisions, the school considers the development of godly character as its highest priority in the lives of its students.

Global Service



The school embraces a global perspective, endeavoring to equip graduates for service locally, regionally, nationally, and internationally, maintaining a particular sensitivity to the underserved.

Ethics



The school advances behavior, practice, and research consistent with the Truth of the Scriptures and example of Christ.

CORE VALUES

Collaboration



Though structured into distinct administrative and academic units, the school pursues collaborative relationships and activities internally, externally, and interprofessionally, exemplifying to students the value and effectiveness of working together to achieve worthwhile goals.

Innovation



The school promotes and celebrates the discovery of creative solutions to issues that challenge the delivery of effective patient care. Recognizing continuous innovation as a quality found in effective organizations today, the school actively integrates contemporary topics and practices into the curriculum.

Servant Leadership



The school equips students to serve others with distinctive leadership in their personal and professional lives, placing the needs of others above their own and leading efforts to make a difference in the community.

OUR TEAM



Brenda Pahl

Director of Introductory
Pharmacy Practice
Experiential Programs



Zach Jenkins

Director of Advance
Pharmacy Practice
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Angie Wilson

Director of Community
Engagement



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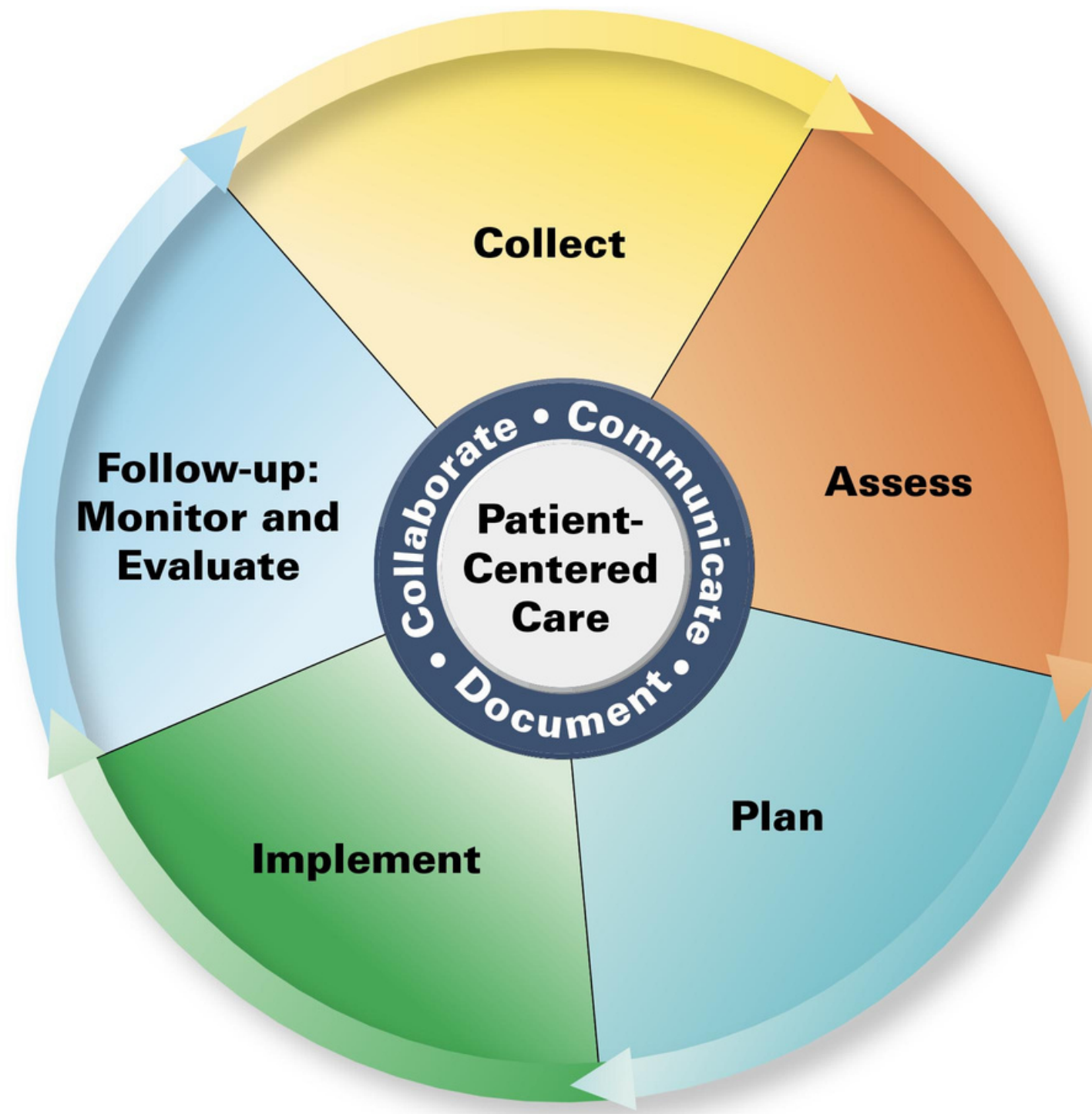
GOALS OF EXPERIENTIAL LEARNING

To develop competence in:

- Clinical Skills
- Professionalism
- Communication
- Clinical Judgment
- The Pharmacists' Patient Care Process

A complete list of learning goals and objectives is available in the CUSOP Experiential Manual, which is stored in the CORE ELMS Document Library.

Pharmacists' Patient Care Process



Pharmacists' Patient Care Process

Pharmacists use a patient-centered approach in collaboration with other providers on the health care team to optimize patient health and medication outcomes.

Using principles of evidence-based practice, pharmacists:

Collect

The pharmacist assures the collection of the necessary subjective and objective information about the patient in order to understand the relevant medical/medication history and clinical status of the patient.

Assess

The pharmacist assesses the information collected and analyzes the clinical effects of the patient's therapy in the context of the patient's overall health goals in order to identify and prioritize problems and achieve optimal care.

Plan

The pharmacist develops an individualized patient-centered care plan, in collaboration with other health care professionals and the patient or caregiver that is evidence-based and cost-effective.

Implement

The pharmacist implements the care plan in collaboration with other health care professionals and the patient or caregiver.

Follow-up: Monitor and Evaluate

The pharmacist monitors and evaluates the effectiveness of the care plan and modifies the plan in collaboration with other health care professionals and the patient or caregiver as needed.

Source: http://www.pharmacist.com/sites/default/files/JCPP_Pharmacists_Patient_Care_Process.pdf

EXPECTATIONS OF STUDENTS

With supervision, students can do everything that a preceptor can:

- Taking prescriptions from a physician
- Entering/checking prescriptions and medication orders
- Answering questions
- Providing self-care and prescription counseling
- Performing sterile and non-sterile compounding
- Managing inventory

EXPECTATIONS OF PRECEPTORS

- The preceptor should be aware that his/her relationship with the student is one of student-teacher, rather than employer-employee or coworkers.
- The student-teacher relationship must be built on **mutual respect, trust, communication, and understanding.**
- The preceptor is responsible for the **professional and legal supervision** of the student during the experience.
- The preceptor should instill in the student the principles of **professional ethics.**
- The student should be given a thorough **orientation** to the site early in the rotation to facilitate a smooth transition into the site and optimize the use of available resources.
- The preceptor should **explain to the student his/her expectations,** particularly in the areas of dress, conduct, scheduling of hours, and general characteristics of practice.

EXPECTATIONS OF PRECEPTORS

- The preceptor should afford the student the time and patience needed for an optimal learning experience.
- The preceptor **should not assume the student's level of competence**, but should determine it by reviewing the student's profile, discussing previous experience with the student, and observing performance of basic skills.
- The preceptor should expose the student to all aspects of practice consistent with the student's ability, needs, and interests as determined by the preceptor and guided by the course syllabi.
- The preceptor, in consultation with the student, should establish a **mutually-agreeable schedule** of student activities for the rotation. If the schedule includes experiences with other practitioners, the preceptor should clearly communicate with these individuals and make arrangements for introductions.
- Criticism should be constructive and conveyed to the student privately whenever possible.
- The preceptor should **familiarize all personnel with the experiential program** objectives to avoid misunderstanding and confusion about the student's role during the rotation.
- The preceptor shall complete the evaluation materials required by the school in an accurate and objective manner. **The preceptor shall review each evaluation with the student.**

PRECEPTORS SHOULD



Model professional patient-centered care



Complete all required evaluations



Plan and maintain a cohesive educational experience



Provide consistent constructive feedback in intentional and appropriate ways



Actively engage students in pharmacy practice through general and skill-based projects, according to course requirements and student abilities



CUSOP'S EXPERIENTIAL PROGRAM

IPPE1 Rotations

- Community Pharmacy
- 100 hours throughout the school year

IPPE2 Rotations

- Hospital/Institutional/Medication Reconciliation
- 100 hours throughout the school year or summer-intensive option

IPPE3 Rotations

- Cross-Cultural Medical Missions Experience
- Community Pharmacy/Ambulatory Care Experiences
- 100 hours throughout the school year

CUSOP'S EXPERIENTIAL PROGRAM

APPE Rotations

- Month-long rotations x9 (1440 total hours)
- Institutional Experience
- Community Experience
- Ambulatory Care Experience
- Acute Care Experience
- Advanced Institutional or Community Experience
- Advanced Ambulatory Care or Acute Care Experience
- Elective Experiences x3

Professional Year	Summer I ⁺ (May)	Summer II ⁺ (June)	Summer III ⁺ (July)	Fall	Spring
P1	Experiential hours may <u>NOT</u> be completed in the summer preceding the P1 year			IPPE 1 PHAR 6171 (50 hrs.)	IPPE 1 PHAR 6172 (50 hrs.)
P2	← IPPE 2 PHAR 6273 OR PHAR 6274 (50 hrs.) →			IPPE 2 PHAR 6273 (50 hrs.)	IPPE 2 PHAR 6273 OR PHAR 6274 (50 hrs.)
P3	← IPPE 3 PHAR 7376 [#] → <i>Ambulatory Care Practice (25 hrs.) OR</i> <i>Advance Community Practice (25 hrs.)</i>			IPPE 3 PHAR 7375 ^{*~}	IPPE 3 PHAR 7376 [#]
P4	← APPE PHAR 7481 – 7489 (1440 total hrs.) →				

- + Summer sessions are voluntary experiences for students. Students who do not utilize summer session will complete requirements during the fall and spring semesters as per normal.
- * The PHAR 7375 *Service* elective hours (10 hrs.) must be completed between the Fall and Spring semester of the P3 year. These hours may not be completed over the summer.
- ~ The PHAR 7375 *Cross Cultural Experience* may be completed at any time between the summer following the P1 year and the spring of the P3 year.
- # The PHAR 7376 *Ambulatory Care Practice (25 hrs.) / Advanced Community Care Practice (25 hrs.) experiences* may be completed any time between the summer following the P2 year and the spring of P3 year.

INTRODUCTORY PHARMACY PRACTICE EXPERIENCES (IPPEs)

IPPE1 Rotations

- Student will spend 5 hours each week for 10 weeks during the semester at the pharmacy
- Fall Semester - middle of August to end of November
- Spring Semester - January through April
- Students are given competencies to complete during the pharmacy experience
- Correlates with current coursework (i.e., self-care)
- Evaluation at mid-point and end of semester in web-based rotation management system (CORE ELMS) - Evaluates knowledge, skills, professionalism, and attitude

INTRODUCTORY PHARMACY PRACTICE EXPERIENCES (IPPES)

IPPE2 Rotations

- Students on a traditional hospital rotation will spend 4 hours each week for 12-13 weeks during the semester at the pharmacy
- Fall Semester - middle of August to end of November
- Spring Semester - January through April
- Summer Session I & II – summer break
- Students on a medication reconciliation focused rotation will spend 4 hours during the evening one day a week at the hospital.
- Students are given competencies to complete during the pharmacy experience
- Evaluation at mid-point and end of semester in web-based rotation management system (CORE ELMS) - Evaluates knowledge, skills, professionalism, and attitude

INTRODUCTORY PHARMACY PRACTICE EXPERIENCES (IPPE3)

IPPE3 Rotations

- Students complete 100 service-learning hours
- Forty hours of cross-cultural health missions experience is required of all students in the professional program. This experience will count toward the IPPE3 rotation.
- Twenty-five hours each at Community Pharmacy Hub and at Ambulatory Care site.
- Evaluation at mid-point and end of semester in web-based rotation management system (CORE ELMS)

CORE ELMS

- Document Library
- Link to CEimpact Preceptor continuing education opportunities
- Access to Cedarville University's Library Resource Guide
- Contact information for Experiential Department
- CU in the Morning Schedules
- Job Board Postings
- Student Evaluations of Preceptor

Each preceptor has an individual login where assigned students, evaluations, and resources can be located.

Preceptors can upload documents for students to read or complete, along with a description of the site/rotation, etc.

CONTACT US

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