

Welcome to your Syllabus Template for Preceptors in the College of Pharmacy!

Here are some tips for use:

1. This template document is intended to assist you in making a rotation syllabus to enhance communication with students.
2. We have provided a template or outline for your convenience. Please keep using your amazing and creative formats whenever possible! This is just to highlight language and links that should be universal for all rotations.
3. Anything in black is considered “Required” information and should be stated somewhere on your syllabus.
4. Anything in purple is considered “suggested” information and you can decide if it is appropriate.
5. Anything in red is just there to serve as an example and should be replaced with the information that is specific to your rotation. Modify or delete other suggested material, delete this header text, and you have a syllabus

Practice Site Name

University of Arizona College of Pharmacy

Rotation Type APPE Rotation Syllabus

Preceptor(s) Name(s)
 Contact Information
 Site Address
 Indicate preferred communication method

Consider adding contact information for the other people your students will be working with, such as human resources support, site coordinators, and technicians.

Course/Rotation Description

This is an academic elective rotation and serves to introduce students to academia as a career option. Students will be exposed to the roles and responsibilities of faculty members (both tenured and non-tenured). Students will be expected to participate in faculty responsibilities including teaching, service and research.

Pre-Rotation Requirements for Student

Include information student must provide (i.e. intern license) prior to starting rotation.

Rotation or overall Goals/Objectives

Think of these rotation goals or objectives as describing the overall knowledge skills and behaviors that you want your student to exhibit at the end of the rotation. They will provide guidance in planning activities, helping students know what to expect and assessing their progress. Try to make them measurable, specific and clear and student driven.

The following are guidelines and may be modified to accommodate the student’s previous experience and goals as well as the preceptor's expertise and unique characteristics of a practice site.

(Use this link to identify goals and objectives specific to your rotation type or if you write your own, please contact the Experiential Education team for any needed support-
<http://www.pharmacy.arizona.edu/programs/rotations/APPE>)

Examples:

- Select and recommend drug therapy for cardiovascular diseases
- Explain rationale for drug therapy choices
- Describe the steps of prescription processing
- Demonstrate the process of identifying and recording adverse drug events and medication errors.

Expectations (Please elaborate on this section – What do you expect from your students? How will they earn a P or an S?)

- The student will maintain courteous, professional conduct at the rotation site.
- The student will be on time every day, and will call immediately regarding unexpected tardiness or absence.
- The student will discuss needs for professional leave with the preceptor on the first day or the rotation or as soon as possible.
- The student will refrain from making personal calls or text messaging when engaged in patient care or other pharmacist intern activities (or at all if the site does not allow use of cell phones).
- The student will be prepared for topic discussions and case presentations with the preceptor.
- The student will strive to be an independent learner. As much as possible, the student will attempt to find answers to questions independently, and then discuss the information found and potential answers with the preceptor in order to determine together the best course of action for the situation.
- The student will comply with HIPAA regulations and all confidentiality procedures of the practice site.
- The student will maintain communication with the College of Pharmacy by checking their email daily.

Student Schedule/ Attendance

- State the hours the student is expected to be on site. If applicable, indicate that the hours may not be firm, and describe situations in which a student may need to stay after hours in order to complete tasks.
- State events or meetings inside or outside those hours that a student should attend.
- When possible, provide typical daily schedule indicating when different activities or breaks may take place. Include time to meet with the student to discuss the student's performance and make recommendations for improvement.
- Consider making a calendar of dates/time to discuss specific topics, have journal club meetings, or have other conferences. Determining these in advance allows the student to be prepared. You can include a list of activities, times and due dates or you can share your calendar
- Here is a link that has a sample rotation calendar:
<http://www.pharmacy.arizona.edu/programs/rotations/training>
- Determine when you and the student will review the midpoint and the final evaluation. Please note that it is *highly recommended* that you schedule a time to sit down and review the midpoint and final evaluations with your student.

Dress Code

- Name tag
- White Coat – required/optional
- Professional dress as defined by rotation site

Required/Recommended Preparation

- List therapeutic topics for which students should review their didactic course materials.

- List other materials (i.e. articles, practice guidelines) that students should review, indicating which are required vs. recommended.

Other rotation orientation information

- Parking
- Should they bring their lunch
- Bring their license (and immunization certificate if applicable)

Daily and Weekly Activities/ Assignments/ Projects

You may want to include a calendar of weekly/daily activities if the student's schedule will include diverse experiences and may vary from day-to-day or week-to-week. An example calendar can be found at this website: <http://www.pharmacy.arizona.edu/programs/rotations/training>.

When writing your rotation activities/ assignments and projects, ask yourself:

1. What will the student be doing on this rotation?
 2. Will this help the student achieve the rotation goal or objectives?
- Include daily tasks such as attending rounds, care conferences, meetings, reviewing patient charts, troubleshooting/resolving medication problems, counseling patients, presenting patients to preceptor, assessing patient lab values, etc.
 - Include longer-term projects such as drug information assignments, quality improvement tasks, and presentations.
 - List due dates for projects and presentations. For bigger projects, include timelines/intermediary deadlines (i.e. rough draft due date).

Here are some examples of activities or assignments that you may wish to include:

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|---------------------------------------|--|
| • Drug Information Questions | • Formulary management/ Drug Monographs |
| • SOAP or Chart Notes | • Non-prescription drug reviews |
| • Journal Clubs | • Investigational drug procedure and policy |
| • Disease state presentations | • Practice Guideline Evaluations |
| • Create drug tables | • Pharmacoeconomic analysis |
| • Medication Error reporting | • Submit abstracts for meetings or drug information responses for publication |
| • Medication Reconciliation | • Reflective responses |
| • Patient Case Presentations | • Work with other health care team members (nursing, physical therapy, medicine, respiratory therapy, etc) |
| • Patient Interviews | |
| • Patient Counseling | |
| • Participation in Rounds | |
| • Participate in meetings | |
| • Develop policies and procedures | |
| • Develop patient services | |
| • Develop patient education materials | |

Subjects to be covered/ List of discussion topics

Grading policy – Please include specifics on what students can do to earn an “S”, “P”, “C” or lower on your rotation.

(<http://www.pharmacy.arizona.edu/sites/default/files/u1068/Review%20on%20Rotation%20Grading%20V1.0%20.pdf>)

Grounds for Failure (may include but is not limited to the following):

Preceptors: You can add your own “Grounds for Failure” here. Additionally, we have added the phrase, “may include, but is not limited to...” so that students who surprise us with new egregious behaviors can still be failed under the terms of this syllabus. Please don’t omit that phrase in your editing.

1. Poor performance, which can include: failure to complete assignments satisfactorily, lack of participation, frequent tardiness or poor attendance
2. Unprofessionalism, which can include: violation of patient confidentiality or any failure to comply with HIPPA regulations, academic/professional dishonesty, and plagiarism
3. Inappropriate behavior, which can include: consumption of alcohol or other substance abuse while on site, informing a patient to change or discontinue a drug without consulting provider/preceptor, providing inappropriate information to patients, providers, or other staff (including guessing or agreeing with irrational pharmacotherapy)

Rotation Hours

During each rotation, students must keep track of their hours worked on the Report of Intern Hours form. This form is found in CORE under Communications/Support -Document Library -Hours Reporting.

At the end of the rotation, students must have their preceptor sign this completed form and then the student must upload it to RxPreceptor. Specific instructions of how to do so can be found in CORE under Communications/Support-Document Library-Hours Reporting -Rotation Hours in CORE.

University of Arizona policies

Preceptors: Please check these links once per year to make sure they are still active and let us know if they don’t work! We will also try to send out updates.

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. <http://deanofstudents.arizona.edu/policies-and-codes/accommodation-religious-observance-and-practice>.

Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. To obtain detailed information, please refer to the University of Arizona Code of Academic Integrity here: <http://deanofstudents.arizona.edu/codeofacademicintegrity - Principle>

The University Libraries have some excellent tips for avoiding plagiarism available at: <http://www.library.arizona.edu/help/tutorials/plagiarism/>

It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable. For more information please refer to the following web site: <http://drc.arizona.edu/>
Students are expected to abide by the University of Arizona Code of Conduct regarding nondiscrimination, anti-harassment, and non-threatening behavior.

Student Code of Conduct: <http://deanofstudents.arizona.edu/policiesandcodes/studentcodeofconduct>

UA Non-discrimination and Anti-harassment policy: <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

UA Academic policies and procedures are available at:
<http://catalog.arizona.edu/2015-16/policies/aaindex.html>

Student Assistance and Advocacy information is available at:
<http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Confidentiality of Student Records
<http://www.registrar.arizona.edu/ferpa/default.htm>

Note: The information in this syllabus may be subject to change with reasonable notice as deemed appropriate by the preceptor or the Director of Experiential Education.