



Samford University

McWhorter School of Pharmacy

Experiential Manual

A GUIDE FOR STUDENTS AND PRECEPTORS

Revised December 10, 2024

McWhorter School of Pharmacy Mission Statement

The Samford University McWhorter School of Pharmacy's mission is to prepare students in a nurturing, Christian environment to be exemplary pharmacists and improve health worldwide through innovative pharmacy practice, scholarship and service.

Accreditation



The McWhorter School of Pharmacy's Doctor of Pharmacy program is accredited by the Accreditation Council for pharmacy Education, 135 South La Salle Street, Suite 4100, Chicago, IL 60503, 312-664-3575, website www.acpe-accredit.org

Preamble

Students are expected to know and abide by both academic and non-academic regulations and guidelines found in the [McWhorter School of Pharmacy Student Handbook](#), the McWhorter School of Pharmacy Experiential Manual, the [University Student Handbook](#), and the [University Catalog](#).

The McWhorter School of Pharmacy reserves the right to change the guidelines, expected behaviors, rules, regulations and information in the McWhorter School of Pharmacy Experiential Manual at any time. Changes become effective at the time the proper authorities so determine and the changes apply to both prospective students and those already enrolled.

Students will be informed via class e-mail lists when additions, deletions, and/or changes are made to the McWhorter School of Pharmacy Experiential Manual. The latest versions of the [McWhorter School of Pharmacy Student Handbook](#), the McWhorter School of Pharmacy Experiential Manual, the [University Student Handbook](#), and the [University Catalog](#) can always be found on the McWhorter School of Pharmacy website. Additionally, the latest version of the McWhorter School of Pharmacy Experiential Manual can be found on E-Value.

Experiential Manual Purpose

The Experiential Manual functions both as a comprehensive guide for students enrolled in Introductory Pharmacy Practice Experiences (IPPEs) and Advanced Pharmacy Practice Experiences (APPEs) and as a detailed resource for preceptors. It outlines policies, procedures, and expectations to support successful experiential learning and effective preceptor-student interactions. The policies and procedures within the Experiential Manual are aligned with and are supplemental to the [McWhorter School of Pharmacy Student Handbook](#), the [University Student Handbook](#), and the [University Catalog](#).

Experiential Manual Review and Amendment Process

The Experiential Manual is reviewed annually by the Office of Experiential Education (OEE) in collaboration with the Chair of the Department of Pharmacy Practice and the Associate Dean for Academic Affairs. Proposed updates to the Experiential Manual are made as necessary, and at least once per year. The Experiential Manual undergoes a peer review process by a group of faculty preceptors and affiliate clinical instructors.

Amendments or suggested changes to the Experiential Manual may be submitted at any time to the Director of Experiential Education for consideration. Final approval of such amendment(s) rests with the Director of Experiential Education.

The Director of Experiential Education is authorized to make non-substantive amendments to the Experiential Manual, such as changes in nomenclature, contact information, processes affecting only OEE workflow, technical corrections, or typographical errors, as needed.

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Abbreviations Index

Abbreviation	Term
ACPE	Accreditation Council on Pharmacy Education
ADA	Americans with Disabilities Act
AI	Artificial Intelligence
APPE	Advance Pharmacy Practice Experience
CHS	College of Health Sciences
CPR	Cardiopulmonary Resuscitation
EPA	Entrustable Professional Activities
FERPA	Family Educational Rights and Privacy Act
HIPAA	Health Insurance Portability & Accountability Act
IPPE	Introductory Pharmacy Practice Experiences
MMR	Measles, Mumps, Rubella
MSA	Metropolitan Statistical Area
OAA ¹	Office of Academic Affairs
OAA ²	Office of Accessibility and Accommodations
OEE	Office of Experiential Education
OSHA	Occupational Safety Hazard Administration
PharmD	Doctor of Pharmacy
Tb	Tuberculosis
Tdap	Tetanus, Diphtheria, Acellular Pertussis

Office of Experiential Education

Personnel and Contact Information

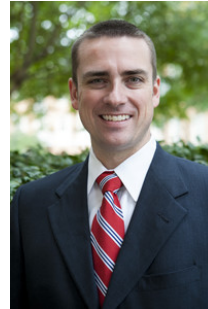
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Overview of Experiential Courses

Purpose

Experiential education provides pharmacy students with practical experiences in various aspects of the profession of pharmacy. Students gain experience in critical thinking, problem solving, and providing patient care services while integrating, applying and reinforcing the knowledge, skills, attitudes, abilities, and behaviors developed in the classroom, practice laboratories, co-curriculum, and extracurricular activities. A pharmacist preceptor leads the majority of practice experiences. Students should approach each experience as an opportunity to incorporate learned didactic information into the development of the skills necessary to be a competent practice-and-team-ready pharmacy practitioner. The curriculum incorporates Introductory Pharmacy Practice Experience (IPPEs) and inculcates habits of self-directed, lifelong learning to prepare students for Advanced Pharmacy Practice Experience (APPEs).

IPPEs begin early in the curriculum and continue in a sequential manner to prepare students for APPEs (Figure 1). These experiences introduce students to contemporary U.S. practice models, including interprofessional practice involving shared patient care decision making, professional ethics and expected behaviors, and patient care activities involving the practice of pharmacy in community and hospital/health system settings. Collectively, students will acquire a total of 315 IPPE hours throughout the Pre-APPE curriculum.

APPEs follow the successful completion of all IPPEs and required didactic courses. These experiences are designed to allow students to focus on clinical aspects of pharmacy practice, emphasizing continuity of care and incorporating acute, chronic, and wellness-promoting patient-care services in outpatient (community/ambulatory care) and inpatient (inpatient adult patient care & institutional/health system) settings. Students engage in interprofessional communication and collaboration, primarily providing direct patient care to diverse patient populations. Elective options in specific clinical areas (e.g., cardiology, oncology, pediatrics) are available, though some electives may not involve direct patient care (e.g., pharmacy management, research). Cumulatively, each student completes nearly 1600 hours during their APPEs.

No simulation practice experiences are counted for any IPPE or APPE hours. Program exemptions will not be granted, regardless of previous experience.

Figure 1. Overview of McWhorter's Experiential Education Program



Introductory Pharmacy Practice Experience (IPPE) Courses

- *P1 Year - Community Pharmacy Practice (PHAR 330, IPPE I)*
At the end of the first professional year, students will practice for three weeks in a community pharmacy setting. During this practice experience students will learn more about medication order preparation and distribution, patient counseling, drug information, and communicating with other health-care professionals. Students are divided into 2 sections: one section starts in May and the other section starts in July. Students will spend 45-hours per week for three weeks at their site for a total of 135 hours.
- *P2 Year - Hospital/Health-System Pharmacy Practice (PHAR 430, IPPE II)*
At the end of the second professional year, students will practice for three weeks in a hospital/health system setting. During this practice experience students will learn about drug delivery systems, medication order preparation, drug information along with operational and patient care aspects of a hospital/health-system setting. Students are divided into 4 sections: one section scheduled to start in May, two start in June and one starts in July. Students will spend 45-hours per week for three weeks at their site for a total of 135 hours.
- *P3 Year - Focused Patient Care Pharmacy Practice (PHAR 530, IPPE III)*
During a week-long break in didactic courses in the fall of the third professional year, all students will practice one week in a community pharmacy setting, with a concentrated population health focus. Students will be responsible for providing vaccinations, patient counseling, self-care product selection, and other activities related to promoting health and wellness. The target is for students to be in front of the counter involved in direct patient care activities rather than behind the counter involved in the medication distribution process. Students will spend 45-hours for one week in October at their site for a total of 45 hours.

Advanced Pharmacy Practice Experience (APPE) Courses

- *P3 and P4 Years (PHAR 600s)*
In the spring semester of the P3 year, APPEs commence. Each student must complete eight APPEs over a 40-week period, spending 40 hours per week at their site with the option of taking a ninth APPE. Of the eight APPEs, all students will rotate through these five-practice experiences: ambulatory care, inpatient adult patient care, population health outcomes, community pharmacy, and hospital/health system pharmacy. Additionally, students select three elective courses. Students complete either ambulatory care or inpatient adult patient care APPE within the first 5 rotation blocks and before the Professional Activities & Competencies Evaluation (PACE, PHAR 614) course assessment.¹ During these practice experiences, students continue to learn, develop, and reinforce skills aimed at optimizing drug therapy, problem-solving, critical thinking, and working and communicating collaboratively with other health-care professionals.

To standardize key components of experiential courses across all sites, a practice activity checklist was developed. This checklist is designed to improve consistency, particularly in core practice experiences, by establishing clear standards for skill development and exposure to relevant disease states. The goal is to ensure that all students have equal opportunities to succeed in PACE course assessments and to meet the academic rigor required for the curriculum and professional licensure exams.

Overall, the goal of APPEs is to prepare students to be practice and team ready, independent, ethically minded and self-motivated practitioners, who have a passion to advance the pharmacy profession and provide optimal patient care that positively impact patient lives.

1. The PACE course (PHAR 614) provides an opportunity for students and faculty to assess and reinforce students' proficiency in foundational knowledge and essential competencies across biomedical, pharmaceutical, social/administrative/behavioral, and clinical sciences. The course utilizes scenarios based on competencies relevant to ambulatory care and inpatient adult patient care settings, ensuring students demonstrate mastery in key domains and entrustable professional activities.

General Experiential Education Requirements and Expectations

The following academic requirements are supplemental to the academic policies stated in the Samford University Catalog and McWhorter School of Pharmacy Student Handbook and apply only to experiential courses in the Doctor of Pharmacy curriculum.

Prerequisites/Co-requisites

Please refer to the University Catalog.

Experiential Education Program Requirements

All students **must complete the following experiential courses** for successful completion of the Doctor of Pharmacy degree.

IPPEs – 315 hours:

- PHAR 330 - Community Pharmacy Practice
- PHAR 430 - Hospital/Health System Pharmacy Practice
- PHAR 530 - Focused Patient Care Pharmacy Practice

APPEs (See Table 1) – 1600 hours:

- All Core Courses
 - PHAR 601 - Ambulatory Care I
 - PHAR 620 - Inpatient Adult Patient Care I
 - PHAR 640 - Population Health Outcomes
 - PHAR 650 - Community Pharmacy I
 - PHAR 660 - Institutional/Health System Pharmacy I

PLUS

- 3 Electives (must include at least 1 direct patient care elective)
 - PHAR 6XX (student to select)
 - PHAR 6XX (student to select)
 - PHAR 6XX (student to select)

Joint Degree Program Requirements in Experiential Education

Students enrolled in a joint degree programs may have specific and/or additional course requirements beyond those listed above to meet program requirements. The Office of Experiential Education (OEE) and the Office of Academic Affairs (OAA¹) work collaboratively to ensure both program requirements (PharmD and joint degree) are met. It is the student's responsibility to be aware of and fulfill all requirements for both programs.

Statement of Academic Credit

Please refer to the University Catalog.

Table 1. Advanced Pharmacy Practice Experience (APPE) Courses

Core Courses

PHAR 601 Ambulatory Care I
 PHAR 620 General Medicine I
 PHAR 640 Population Health Outcomes
 PHAR 650 Community Pharmacy I
 PHAR 660 Institutional/Health System Pharmacy I

Direct Patient Care Electives

PHAR 602 Ambulatory Care II
 PHAR 610 Drug Information
 PHAR 612 Poison Information/Toxicology
 PHAR 621 General Medicine II
 PHAR 622 General Medicine III
 PHAR 623 Geriatric Pharmacy I
 PHAR 624 Geriatric Pharmacy II
 PHAR 625 Pediatric Pharmacy I
 PHAR 626 Pediatric Pharmacy II
 PHAR 627 Neonatology
 PHAR 628 Psychiatric Pharmacy
 PHAR 629 Cardiology
 PHAR 630 Hematology and Oncology
 PHAR 631 Neurology
 PHAR 632 Nephrology
 PHAR 633 Metabolic Support
 PHAR 634 Infectious Disease
 PHAR 635 Cardiac Critical Care
 PHAR 636 Surgical Critical Care
 PHAR 637 Medical Critical Care
 PHAR 638 Emergency Medicine
 PHAR 651 Community Pharmacy II
 PHAR 652 Community Pharmacy III
 PHAR 661 Institutional /Health System Pharmacy II
 PHAR 670 Home Infusion Therapy
 PHAR 676 Specialty Pharmacy

Non-Direct Patient Care Electives

PHAR 671 Nuclear Pharmacy
 PHAR 672 Managed Care Pharmacy
 PHAR 673 Pharmacy Management
 PHAR 674 Association Management
 PHAR 677 Pharmacy Research
 PHAR 678 International Pharmacy I[±]
 PHAR 679 International Pharmacy II[±]
 PHAR 680 Academic Pharmacy*
 PHAR 681 Health Informatics and Analytics[†]

Important Notes

- Must take 8 APPEs over 40 weeks - all 5 Core Courses and 3 Electives (must include at least 1 direct patient care elective).
- An optional 9th APPE is offered to students at no extra tuition charge. To enroll in this option, the student must notify the Office of Experiential Education during the P2 APPE Preferences Selection Process. If a student requests and is scheduled for a 9th APPE course, they MUST complete the 9th APPE course.
- ± For a student to be academically eligible to enroll in **PHAR 678 International Pharmacy I or PHAR 679 International Pharmacy II**, the student must have a pharmacy GPA of 3.0 or greater, be in good academic standing, and approved by OEE.
- * For a student to be academically eligible to enroll in **PHAR 680 Academic Pharmacy**, the student must have a pharmacy GPA of 3.0 or greater, be in good academic standing, have not received a "D" Or "F" in any required professional course, and approved by the precepting faculty member and OEE.
- † For students enrolled in the Master of Science in Health Informatics and Analytics joint degree program

E-Value

E-Value is the primary online platform for managing and tracking experiential education activities, scheduling, and storing compliance and credentialing documents for experiential education. It is used by students, preceptors, and faculty to record evaluations, monitor progress, and ensure that all required coursework and assessments are completed on time. E-Value also facilitates communication between students and preceptors, helping to streamline the experiential education process and maintain accurate records for accreditation and academic purposes. For any technical issues please reach out to the OEE.

Expectations of the Pharmacy Student's Role at Experiential Sites

The operation of the pharmacy and the provision of patient care services should be conducted independently of the student. Students should not be used as “unpaid employees.” Students are generally permitted to perform any function that a pharmacist performs, as allowed by state law and consistent with their level of education and training, provided they are under the direct supervision of a licensed pharmacist. The focus of experiential education is “hands-on, learning-by-doing” under supervision, aligned with the program’s learning outcomes and the specific objectives of the experiential course.

If a student witnesses a violation of the Pharmacy Practice Act during their experiential course, as a licensed Intern/Extern, they have the right to report the violation to the appropriate State Board of Pharmacy. However, the student should first contact the Director of Experiential Education before reaching out to the Board of Pharmacy.

Compensation Statement

No student may receive monetary compensation for hours completed in any experiential course. Students who receive compensation for experiential course hours will automatically receive an "F" in the course and must appear before McWhorter’s Student Affairs Committee and/or Samford University’s Values Council. Sites or preceptors who provide compensation to students will face termination of affiliation and loss of Affiliate Clinical Instructor appointment.

Expectations of Supervision and Interprofessional Collaboration at Experiential Sites

Experiential affiliates are contractually bound to identify a preceptor with whom the student will work primarily during the experiential course. However, it is expected that the assigned primary preceptor may be only one of many teachers/preceptors at the site. While a student is assigned to a primary preceptor, it is expected that the student will spend significant amounts of time learning about, with, and from nurses, physicians, dieticians, other pharmacists, medical and pharmacy residents, and other professional and support staff working at the experiential practice site. These other medical professionals and support staff may also provide input into the final evaluation of the student. Students should expect to have regular contact with their assigned preceptor and should expect that their assigned preceptor will provide feedback on a consistent and regular basis throughout the experience. At other times, it is acceptable for the student to be supervised by other physicians, nurses, or pharmacists. In dispensing settings, at no time should students be left alone in the dispensary. Students are expected to abide by all laws and regulations applicable to the supervision of interns/externs in the state in which they are completing the experiential course.

Americans with Disabilities Act (ADA)

Students with disabilities or chronic health conditions who wish to request accommodations under ADA should register with the Office of Accessibility and Accommodations (OAA²) (Dwight Beeson Hall 203, access@samford.edu, 205-726-4078, <https://www.samford.edu/dr>). A faculty member will grant reasonable accommodations only upon written notification from the OAA².

Students who are registered with OAA² are responsible for sending the course coordinator(s) (i.e., Director of Experiential Education) an official notification of their accommodations through the OAA² online portal. In addition, students must make an appointment with the course coordinator(s) (i.e., Director of Experiential Education) as soon as possible to discuss accommodations that are listed in the letter. If a student does not meet or does not meet in a timely manner with the course coordinator (i.e., Director of Experiential Education) to discuss the OAA² letter, this may lead to a delay in, or no implementation of the accommodation needed. Depending on the type of request, several days may be required for an accommodation to be arranged. While every effort will be made to provide services in a timely manner, students should bear equal responsibility in the satisfactory delivery of reasonable accommodations by providing sufficient advance notice to the School of Pharmacy/University to have these arranged. In addition, students need to respect the time and effort course coordinator(s) (i.e., Director of Experiential Education) and staff (i.e., preceptor(s)) devote to set up accommodations, especially exam accommodations. Furthermore, accommodations may not be applied retroactively and should not alter fundamental course outcomes.

For policies and guidelines pertaining to service animals, please refer [Samford University's Service and Emotional Support Policy and Guidelines](#) and contact OAA².

Non-Discrimination Statement

Please refer to the Samford University Student Handbook.

Title IX Statement

Samford University and its faculty are committed to creating and maintaining a safe learning environment for all students and the entire University community. If you or someone you know has experienced sexual harassment, sexual assault, relationship violence, stalking, or discrimination based on sex or gender, please know that help and support are available. Samford University strongly encourages all community members to report incidents of sexual misconduct to the Title IX Office. You may contact the Title IX Office at 205-726-2764 or titleix@samford.edu.

Please be aware that all faculty members are required to disclose information concerning suspected or alleged sexual harassment or other violations of the Samford University Sexual Misconduct Policy to the Title IX Office. You can also make a disclosure yourself, including an anonymous report, through the Sexual Misconduct Report Form accessible on the Title IX website at <https://www.samford.edu/students/title-ix/>. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and available procedural options. It is a student's choice whether they wish to engage or respond to that outreach.

If you, or another student you know, wishes to speak with a confidential resource who is not obligated to report information to the Title IX Coordinator, please reference the list of confidential resources in the online student handbook. You can also connect with a confidential resource through the Counseling Office at 205-726-4083 or the Office of Spiritual Life at 205-726-2825.

Harassment Statement

Harassment of any kind is strictly prohibited within the experiential program. Harassment includes any unwelcome behavior—verbal, physical, or otherwise—that creates a hostile or intimidating environment for students, preceptors, or other staff. Examples of harassment may include, but are not limited to, derogatory comments, threats, bullying, or any other actions that undermine an individual's dignity or sense of safety.

If a student experiences or witnesses harassment, they should report the incident immediately to the OEE. The OEE will take prompt and appropriate action to investigate the report and address the situation. All reports will be handled confidentially, and retaliation against individuals who report harassment is strictly prohibited. The program is committed to ensuring a respectful and supportive learning environment for all participants, and any form of harassment will not be tolerated.

Site Placement and Scheduling

Experiential education represents approximately 33% of the Doctor of Pharmacy curriculum. With over 300 students completing experiential courses throughout the academic year, coordinating the scheduling of sites and preceptors is a complex task. Additionally, the McWhorter School of Pharmacy shares some sites with other schools and colleges of pharmacy, requiring careful coordination. As a result, changes to experiential course assignments may be necessitated by a site or preceptor. The OEE provides mechanisms for students to have input into the location and types of experiences throughout the professional curriculum. These opportunities should be considered as preferences and are not guaranteed. The OEE is ultimately responsible for ensuring each student meets program requirements for graduation while upholding the academic rigor and integrity of experiential education.

Site Placement

Experiential Education operates a central network of rotation sites within a 60-mile radius of Samford University, encompassing the Birmingham Metropolitan Statistical Area (MSA). Samford defines the MSA as Bibb, Blount, Chilton, Cullman, Jefferson, Shelby, St. Clair, Talladega, Tuscaloosa, and Walker Counties. These sites are considered "local" to Samford University. Students are expected to report to any site within the MSA as assigned by the Office of Experiential Education, regardless of their residence location.

To provide students with opportunities to reconnect with their home communities and to foster professional growth in diverse areas, the McWhorter School of Pharmacy maintains affiliation agreements with multiple sites outside the Birmingham MSA, across different states, and in international locations. Students may be required to complete rotations at out-of-area sites if Samford University or its affiliate partner provides housing at no additional cost to the student. If a student is assigned to an experiential course (either IPPE or APPE) in an area where housing is provided by Samford or an affiliate, that student is expected to use the provided housing unless they have approved alternative housing available.

Once student schedules are posted, students must inform the OEE at least 30 days prior to the start of the rotation if they cannot complete a rotation assigned outside of the Birmingham MSA. After this period ends, students are required to complete the rotation as assigned, even if their personal housing situations change. Any changes must be approved by the OEE. Failure to comply may result in automatic course failure and delay graduation, as securing a make-up site placement in a complex schedule can be challenging. Therefore, students are encouraged to volunteer for or request placement outside of the Birmingham MSA only if definite housing arrangements will be in place for the entire duration of the experiential course period.

Schedule Timelines

Advanced planning for students, preceptors, and sites is a priority for the McWhorter School of Pharmacy. Timelines for the development and release of IPPE and APPE student schedules are posted annually on E-Value. IPPEs will be assigned to students to ensure a balanced and comprehensive experience. For APPEs, student preferences are considered to tailor the rotations to individual interests and career goals. However, final assignments must align with program requirements and availability of sites and preceptors.

Schedule Access

Students may access their current experiential education schedule along with site and preceptor information through E-Value. Students are provided with a Username and Password to E-Value shortly after admission to the McWhorter School of Pharmacy. To access the schedule in E-Value, log into <https://www.e-value.net> >> Reports >> User Schedule >> Click "Next". Students can then print their schedule from this screen.

Schedule Changes

Schedule changes to experiential courses (IPPE and APPE) may be necessitated by a site or preceptor. In the event of a schedule change due to a site or preceptor request, student preferences will be considered, however, the OEE will make the final decision on the replacement experience. The OEE will contact a potential site and make the necessary arrangements for student placement. Students are prohibited from contacting a potential preceptor or site to arrange a rotation themselves or negotiate an affiliation agreement. Students initiating such contact will not be assigned to that preceptor or site and may be subject to a values violation.

Students are encouraged to personalize their APPE experience to meet professional career interests and goals. In an effort to support this distinctive aspect of the McWhorter School of Pharmacy, students may request an APPE schedule changes throughout their P4 year following schedule distribution.

To request a schedule change following APPE schedule distribution, students must follow this procedure:

1. Submit a Formal Request in a Timely Fashion
 - Send an email to the Director and/or Assistant Director of Experiential Education at least 30 days prior to the start of the requested APPE change. Requests less than 30 days prior to the start of the APPE will not be considered.
2. State Clearly the Request and Provide a Valid Reason
 - Clearly state the change being requested (include course # and block #) and the reason for the change.
 - Invalid reasons for a change request include but are not limited to:
 - Driving Distance Complaints: Requests based solely on the inconvenience of travel distance within the defined MSA (60-mile radius from Samford).
 - Personal Preference for Specific Preceptors or Sites: Changes requested purely for personal preference without a substantial reason will not be accommodated.
 - Conflicts with Personal Activities: Non-emergency personal plans, such as vacations, social events, or hobbies, do not justify a schedule change.
 - Lack of Preparedness: Inadequate preparation for the assigned rotation is not a valid reason for requesting a change.
 - Employment Conflicts: Conflicts with part-time jobs or other employment arrangements that are not related to the experiential course requirements are not considered valid reasons.
 - Last-Minute Requests: Requests made at the last minute (less than 30 days from the start of the APPE)
 - Faculty Precepted Rotations: Requests to change faculty-precepted APPEs (including faculty/resident precepted APPEs) based solely on a preference for a different faculty preceptor, non-faculty preceptor, or site.
3. Upon review, the OEE will notify the student whether a schedule change is permissible.

Students are advised to carefully consider their reasons before submitting a schedule change request, keeping in mind the importance of maintaining the integrity and requirements of the experiential education program. Students are expected to plan accordingly and communicate any significant issues well in advance to avoid conflicts with their APPE schedule. Understand that while the OEE strives to accommodate requests, changes are subject to site and preceptor availability and program requirements.

Requesting a New Experiential Site or Preceptor

Samford University's McWhorter School of Pharmacy maintains affiliations with over 800 sites and more than 1,100 preceptors, offering a wide range of experiential training opportunities both domestically and internationally. While adding a new practice site is not preferred due to the extensive existing network, it can be considered in special cases where a student's specific career goals or interests are not met by the current offerings. If a student feels that a new site is necessary to achieve their professional objectives, they may request the site be explored following the procedure outlined below. The request will be carefully evaluated to ensure it aligns with the program's educational standards and goals. Any new site explored must have the potential to serve future students and support the program's long-term objectives.

To request a new site or preceptor to be explored for experiential training, students must follow this procedure:

1. Submit a Formal Request in a Timely Fashion
 - Send an email to the Director and/or Assistant Director of Experiential Education at least 6 months (preferably 12 months) prior to the start of the requested IPPE/APPE new site. Requests less than 6 months prior to the start of the IPPE/APPE will not be considered.
2. State Clearly the Request and Provide a Valid Reason
 - Clearly state the site being requested (include name and full address), preceptor's name and contact information (full name, phone number and email address) the reason for the request.
3. The OEE, in consultation with the Contracts and Operational Services Administrator, will review the request. If deemed appropriate, the OEE will reach out to the proposed site and preceptor to explore the potential for collaboration.
4. If the site and preceptor are able to meet the program's qualifications, the OEE will work with the Contracts and Operational Services Administrator to establish any necessary legal agreements or contracts between the institution and the site as well as onboard and train the preceptor(s).
5. Once all affiliation agreements are executed and preceptors officially onboarded, the OEE will finalize the decision, and the student will be notified.
6. The OEE will then coordinate with the student and the new site to confirm placement details, including start dates, expectations, and any additional requirements.

Application-Based Experiential Sites

A listing of application-based APPEs can be found on the E-Value homepage. These APPEs require students to apply directly to the site for placement. If a student is considering applying to these specific sites, it is crucial to first meet with the OEE to discuss their intent before applying. The OEE will help determine if the application-based APPEs fits within the program's course offerings and appropriately within the student's schedule to meet programmatic requirements. Additionally, students must inform the OEE immediately upon receiving notification of acceptance or rejection to ensure proper scheduling, placement, credentialing, and affiliation agreements is completed in a timely manner. This communication helps secure the most relevant and practical experiences for a student's professional development.

Completion of Experiential Courses with a Current/Former Employer

Students are prohibited from completing an experiential course at a pharmacy practice site where they are currently or previously employed. It is the student's responsibility update their E-Value work history regularly and to notify the OEE of any current or former employer relationships. Students who attempt to complete or complete an experiential course at a site or with preceptor who is, at the time of the course, a current or former employer, will receive an automatic "F" in the course and will be required to repeat the course at a time and site determined by the OEE.

Completion of Multiple Experiential Courses with the Same Preceptor

Generally, students will benefit from a broad range of experiences at multiple practice locations with a variety of preceptors as part of their experiential education. However, there may be occasions when it is appropriate for a student to complete a second rotation with the same preceptor at the same site. This is permissible only if the second course has clearly defined learning objectives that are substantially different from those of the first course.

Students should not negotiate or discuss the possibility of completing a second course with a preceptor. Due to the complexity of the program, preceptors are also asked not to discuss additional experiential courses with individual students. All requests for additional rotations or changes should be directed to the Office of Experiential Education.

Additionally, students are not permitted to initiate, negotiate, or execute an affiliation agreement on behalf of the McWhorter School of Pharmacy. All such agreements must be handled by the Office of Experiential Education.

Completion of Experiential Courses with a Relative

Students are prohibited from completing an experiential course with a relative, including parents, spouses, siblings, in-laws, grandparents, children, uncles, aunts, or any other blood relatives or relatives by marriage. Students must disclose any potential conflicts of interest before the scheduling process begins.

Expectations Regarding Samford or Preceptor Provided Housing

Samford University owns the historic Holley House in Marion, Alabama. Because this is a Samford University-owned facility, all rules and regulations for on-campus housing apply to the Holley House. Students assigned to an experiential course which requires residence at the Holley House are expected to review the policies and procedures listed on the Samford University Residence Life [website](#). Failure to abide by the University's policies and procedures related to housing can result in disciplinary actions.

Housing is provided at no additional cost to students at the Holley House, Vital Care in Meridian, Mississippi, and at other selected sites. It is the responsibility of the student(s) assigned to the site to ensure that the housing quarters are orderly and clean at all times. Maid service is not provided. If a student identifies an issue that requires maintenance intervention, please contact the on-site coordinator.

Compliance and Credentialing

Many experiential sites require specific forms, orientations, online training, fingerprinting, or background checks to be completed by the student 30 to 90 days before starting the experiential course. Site-specific requirements for each practice site are generally found in E-Value. Occasionally, preceptors or sites will contact the student directly with additional or new compliance and/or credentialing paperwork that is required to be completed before starting the experiential course. Students must complete all required compliance and/or credentialing paperwork and submit any supporting documentation by the date specified by the University, the OEE, experiential site, and/or preceptor. If your experiential schedule changes, you must obtain the requirements for your new site and submit it by the deadline set forth by the OEE, experiential site, and/or preceptor.

All students are required to have proof of health insurance, an annual physical examination, tuberculin testing (Tb) and influenza (flu) vaccinations. Before enrolling in their first year, students should obtain a [copy of the health forms](#) required by the College of Health Sciences at Samford University for their healthcare provider to complete. Certain immunizations or proof of immunity must be documented on the Immunization Record/Titer History form, including Hepatitis B, MMR, Varicella, and Tdap. Students should begin acquiring their health records and certification-related documents early in the summer before enrollment to ensure all required documentation is uploaded to E-Value and any needed vaccinations are obtained by the deadline set forth by the University. The OEE will contact students before enrollment to provide information about setting up their E-Value account and instructions regarding the documents to be uploaded and deadlines for completing the process. It is the student's responsibility to ensure that all initial required documentation is completed, and proper documentation provided no later than the deadline set by the University.

After enrollment, certain health information including proof of health insurance, physical examination, tuberculin skin testing (TB), and influenza (flu) vaccination, requires annual updates. Students will receive an email notification 30 days before the expiration of the specific requirement. It is the student's responsibility to ensure that renewal documentation of the required health information is provided no later than the date specified in the notification. Furthermore, it is the student's responsibility to review annual compliance requirements and make sure all documents are completed with proper documentation by the deadline set by the University.

Site requirements may be more extensive than those required for all McWhorter students. If a site requires actual titer proof of immunity and the student does not have this documentation, the student must obtain the required documentation at their own expense, upload it to E-Value, and provide it to the OEE before the first scheduled day at that site. If the site requires additional costs due to credentialing, the student is responsible for paying these costs. It is the student's responsibility to review the requirements for each site scheduled during the academic year in sufficient time to complete all paperwork and any additional health requirements before the stated deadlines for access to the site.

Students cannot participate in an experiential course unless all required compliance and credentialing documentation has been submitted, accepted, and verified. Failure to submit satisfactory compliance and credentialing documentation will result in removal from the experiential course and lead to a potential delayed graduation. However, once the student provides the satisfactory documentation for all outstanding requirements, the OEE will reschedule the student into the needed experiential course according to current preceptor availability or the timeframe the course is offered. Failure to meet deadlines or respond to information requests from the OEE, the experiential site, or the preceptor on three or more occasions will result in a values violation.

Required Health, Immunization, and Certification Data

- *Health Insurance* - All pharmacy school students are required to have health insurance. Students must be able to provide proof of insurance on demand during any experiential course if requested by the experiential education site. It is the student's responsibility to maintain current health insurance coverage. Samford offers an insurance policy to Samford students. Details will be provided to students via email from school.
- *Health forms* - Original forms should be maintained by students for their own records. Physical exams for newly admitted students must be conducted by a physician or midlevel provider (nurse practitioner or physician's assistant) within 4 months of the first day of P1 classes. Only the Samford Health Form will be accepted. Immunization history should be comprehensive. Failure to provide the required documentation to OEE as instructed could result in a \$150 fine and a registration hold on the student's record. Students who fail to submit the required documentation no later than the first day of class will be unable to begin required experiential coursework and will jeopardize their enrollment in the school. Forms should be provided by the deadline but allowance for completion will be given for those immunizations, etc. that are in process. It is the student's responsibility to make sure immunizations are completed and proper documentation provided as requested.
- *Measles, Mumps, Rubella (MMR) Vaccination* - All students born on or after January 1, 1957, must provide documentation of either a) written documentation of two (2) live measles-antigen containing vaccines given no less than one month apart, and on or after the first birthday, or b) written documentation of immunity by blood test (titer) demonstrating protective antibody levels to MMR.
- *Tetanus Diphtheria Pertussis (Tdap) Vaccination* - All students are required to be immunized with adult Tdap vaccine due to the risk of transmitting pertussis. Prior vaccination to Tetanus diphtheria (Td) does not prevent the receipt of adult Tdap vaccine (one time vaccination) based on Centers for Disease Control and Prevention guidelines. Students who provide medical documentation from a physician of current uncontrolled seizure disorders are exempt from this requirement. If the Tdap vaccination is over 10 years ago, repeat vaccination with Tdap must be performed.
- *Varicella (Chickenpox) Vaccination* - All students must provide documentation of two doses of vaccine at least 4 weeks (28 days) apart or (b) documentation of immunity by blood test (titer) or (c) written date of disease (month/year) by physician. If vaccination is required, the first dose must be administered prior to the first week of class attendance.
- *Hepatitis B Vaccination* - All students must provide written documentation of having completed the series of three (3) injections or documentation of immunity by blood test (titer) is acceptable in lieu of vaccine administration dates. For those students who must begin the series, the first dose must be administered prior to the first week of class attendance. Completion of the full series is required by April 1st of the spring semester of the P1 year.
- *Influenza Vaccination* - All students are required to provide documentation of immunization of a yearly flu vaccination. Students will be provided information via email when current seasonal flu vaccinations are available. Documentation must be provided by October 1st each year while enrolled in pharmacy school.
- *COVID-19 Vaccination* - strongly recommended. Although not required by the University, clinical sites may require it, and lack of vaccination may delay or prevent clinical placements.

- *Tuberculosis (TB) Screening* - All P1 students must provide written evidence of two-step TB skin test within the past three (3) months of their first day of classes, i.e., after the initial TB skin test another TB skin test will be performed within one (1) to three (3) weeks. The student is required to go back between 48 and 72 hours after each test and have a qualified healthcare professional read and record the results (in mm) for each test on the Immunization Record form. If the second TB skin test is positive, an Interferon Gamma Release Assay (IGRA) may be used to determine a false positive. A baseline chest X-ray will be required for any students with positive results from a PPD or IGRA and a letter from a physician addressing the health status of the student. After the initial two-step TB skin test, a one-step TB skin testing is required annually throughout enrollment in the school for those students who tested negative in the two-step test. Those testing positive or having received Bacillus Calmette-Guerin (BCG) in the past must complete a TB screening questionnaire and have annual IGRA testing or chest x-rays throughout pharmacy school.
- *Health Insurance Portability & Accountability Act (HIPAA) Training* - All students enrolled in the school will be required to complete an online training program for protection of patient-sensitive health information as required by HIPAA. Students will be notified on the first day of class of the details for completion of this training and will be given two weeks from the first day of class to complete this training. Failure to do so will result in being unable to complete required experiential courses and will jeopardize enrollment in the school.
- *Occupational Safety and Health Administration (OSHA) Training* - All students enrolled in the school will be required to complete an online training program for prevention of exposure to blood-borne pathogens as required by OSHA. This training is one hour in length and must be renewed annually throughout the time enrolled in the school.
- *Cardiopulmonary Resuscitation (CPR) Training* - CPR training must be kept current the entire time while enrolled in pharmacy school beginning in the P1 year. CPR training is received at the School during the P1 year and again in the P3 year. The student is responsible for uploading documentation to E-Value or at site upon request.
- *Pharmacy-Based Immunization Delivery Training* – All P1 students will complete APhA's certificate training program in the spring of the P1 year. The purpose of this certificate training program is to prepare students with comprehensive knowledge, skills, and resources necessary to provide immunization services to patients across the life span during experiential training and beyond. The Certificate of Achievement should be uploaded to E-Value. The certificate is invalid without written proof of current CPR or BCLS certification.

Intern/Extern Permit

Pharmacy students in Alabama must have an active Alabama Board of Pharmacy Intern/Extern permit to complete IPPEs and APPEs in the state. This permit is also required for participating in extracurricular activities involving patient care, such as health fairs and vaccination clinics.

A copy of the Intern/Extern permit from the Alabama State Board of Pharmacy must be uploaded to E-Value. Additionally, as mandated by the Alabama Pharmacy Practice Act, students must provide their preceptor with a copy of their Intern/Extern permit and keep a copy with them at all times. Failure to provide your preceptor with a copy of your Intern/Extern permit could result in removal from the site for one or more days.

Students completing experiential courses outside Alabama must comply with the respective State Board of Pharmacy requirements for Intern/Externs. They must upload a copy of the out-of-state license to E-Value at least 30 days before the course start date. Students should contact the respective state's Board of Pharmacy for more information.

Any student attempting to complete an experiential course without appropriate State Board of Pharmacy registration/permit may be dismissed from the McWhorter School of Pharmacy.

Random Urine Drug Screening

Please refer to the McWhorter School of Pharmacy Student Handbook

Criminal Background Checks

Please refer to the McWhorter School of Pharmacy Student Handbook

Personal Demographics

Students must review and/or update their personal demographic information in E-Value at least once a year. This includes contact details, emergency contact information, and work history. Keeping this information current ensures accurate and timely communication for both routine matters and emergencies. It also helps in creating an experiential schedule that avoids conflicts with places of employment.

Privacy and Confidentiality of Student Information

The OEE maintains certain student information, including health information, as required by our external affiliation agreements. This information is considered part of the student's academic record and is protected under the Family Educational Rights and Privacy Act (FERPA). The information held by the OEE may be shared with authorized individuals, including preceptors, site officials, and credentialing services, as necessary to facilitate the delivery of educational experiences. The OEE is committed to ensuring that all student information is handled with the utmost privacy and confidentiality in accordance with legal and institutional guidelines.

Experiential Policies and Procedures

Attendance Requirements

To fulfill licensure requirements, accreditation standards, and due to the hands-on nature of experiential coursework, attendance is mandatory. Students are required to complete 45-hours each week for IPPEs and a minimum of 40-hours each week during the five-week APPE course. Students are expected to conduct themselves as if they were employees at the site.

Hours of attendance will vary by course and site. While most experiential courses are scheduled between 8:00 am and 6:00 pm, some may require evening shifts. The preceptor may also require students to work during days, evenings, nights, or weekends to experience different workloads and paces.

Scheduled break times, such as lunch, will be determined by the preceptor. Students should obtain permission from the preceptor before leaving the patient care area for any reason, including scheduled breaks. If patient care responsibilities extend beyond the set hours, students are expected to remain on site until all tasks are completed.

To be prepared for morning patient care duties, students may need to arrive early or come in over the weekend, if allowed by the site. Leaving the site during established hours for unapproved outside activities may result in points being deducted from the final grade and/or immediate removal from the site, which could lead to a failing grade for the experiential course. If a student needs to leave the site for another learning location, they must first obtain permission from the preceptor.

While attendance is mandatory, it is understood that students may face situations necessitating a request for an absence from an experiential course during the academic year. For such circumstances, students must follow the proper procedure as listed below.

- *Sickness and Family Emergency*

In case of sickness or a family emergency (e.g. urgent situation requiring immediate attention by a family member), the student must first notify the preceptor as early as possible. If a voicemail message is left, additional phone calls in a timely fashion should be attempted until the preceptor is successfully reached directly.

Students are permitted no more than 2 days of absence for sickness or a family emergency during any one (1) experiential course as long as the student can provide written documentation of sickness (e.g., physician signed medical documentation) or has received approval for the family emergency absence from OEE. The documentation must be received by both the preceptor and OEE within 2 business days of the student returning to the experiential site.

Students absent for more than 2 days during any one (1) experiential course may request to be withdrawn from the course or, at the discretion of the Director of Experiential Education, be removed from the experiential course.

All absences related to sickness or family emergencies, must be made up at a time determined appropriate by the preceptor. This may include longer practice hours, weekends, various work shifts, holidays, and/or an extra assignment(s).

- *Family Medical Leave (FML)*

Students may request a medical leave of absence from OEE or the Associate Dean of Academic Affairs. Students who become pregnant or have other medical conditions (e.g. surgery) that require extended medical treatment during an academic year, must notify the OEE as early as possible and provide a physician's documentation of projected due date or projected duration of medical treatment. Due to issues of health and safety, the scheduling of student's experiential courses will be based upon physician's recommendation and supporting documentation.

All absences related to FML, must be made up at a time determined appropriate by the preceptor. This may include longer practice hours, weekends, various work shifts, holidays, and/or an extra assignment(s). Depending on the length and/or reason of the FMLA, students may be rescheduled or removed from the experiential course at the discretion of the OEE.

- *Student Bereavement*

In the event of an immediate family member's death, the student may be permitted up to a total of five (5) days of absences in an experiential course for both travel and bereavement. The student must submit a request to the preceptor and OEE that includes the requested dates of absence from the experiential site along with documentation (e.g. obituary, funeral program). If documentation is not submitted at the time of the request, then it must be received within seven (7) business days of the student returning to the experiential site. Bereavement related absences must be requested and approved by both the preceptor and the OEE for the absence to be officially accepted.

All absences related to bereavement, must be made up at a time determined appropriate by the preceptor. This may include longer practice hours, weekends, various work shifts, holidays, and/or an extra assignment(s).

- *Professional Meetings*

Attending professional meetings is important for development and networking opportunities. Additionally, some students have been invited to speak, present research posters, and/or fulfill elected position or committee duties (congratulations!). Students must meet academic eligibility requirements to attend these meetings. A student may not attend a professional meeting until the academic eligibility is verified. Once verified, eligible students are permitted up to three (3) days of absence from an experiential course for attending a professional organization meeting per semester.

To better help support professional meeting attendance, eligible students must follow these steps:

1. FIRST STEP – Request Approval

- a. The request to attend a professional meeting must first be approved by the preceptor. Do not assume the request will be approved. Thus, travel, accommodations, or meeting registration should not be purchased until approval to attend the professional meeting has been granted.
- b. To gain approval, the student will send the OEE an email at least 30 days prior to the meeting (60 days preferred) requesting to attend.
- c. The email must include the name of the meeting, the dates of the meeting, the exact dates that are being requested to be away from the experiential course, and the location of the meeting.
- d. Provide the purpose of attending the meeting (e.g., professional development, networking, presenting a poster, speaking, service/committee meeting). Documentation of a delivering a presentation and/or organization national officer representation needs to be included.
- e. Upon review, the OEE will then communicate with the student's preceptor on their behalf, requesting an absence to attend the meeting.

2. SECOND STEP – Approval/Denial Notification & Make-Up days

- a. The OEE will notify the student whether the request to attend the professional meeting is approved or denied. Again, please refrain from purchasing travel, accommodations, and meeting registration, until approval.

3. THIRD STEP – Provide Proof of Meeting Registration

- a. Once the request is approved, the student must provide the OEE with proof of meeting registration before the professional meeting begins.

All absences related to professional meeting attendance, must be made up at a time determined appropriate by the preceptor. This may include longer practice hours, weekends, various work shifts, holidays, and/or an extra assignment(s).

- *Residency/Fellowship/Job Interviews*

It is recognized that students will be engaged in interviews for residency, fellowship, or other post-graduate training or employment. Upon approval of the preceptor, students are permitted to be absent from an experiential course for up to 2 days for residency/job interviews without having to “make-up” the time for these absences. Students may be absent from the site during the same experiential course for an additional 2 days but must be made-up. Absences from experiential coursework for more than 8 days for residency/job interviews during the entire APPE P4 year must be approved by OEE. Please be aware that there is time available for interviews after APPE Block 9 concludes, which will not conflict with coursework. Whenever possible, please coordinate with the interview site to schedule interviews during this period.

More than 2 absences related to residency, fellowship, or job interviews, must be made up at a time determined appropriate by the preceptor. This may include longer practice hours, weekends, various work shifts, holidays, and/or an extra assignment(s).

- *Jury Duty*

Students are encouraged to fulfill their civic duties, including jury service, when called upon. However, given experiential attendance is mandatory in order to fulfill programmatic and licensure requirements, students should request to be excused from jury duty to avoid significant disruption to their academic responsibilities.

Upon receiving a jury duty summons, students must immediately notify the Office of Experiential Education and the Office of Academic Affairs via email. The notification must include the court's official summons documentation. Students should also request a formal excusal letter from the Associate Dean of Academic Affairs, which can be submitted to the court. In cases where jury duty cannot be postponed or excused, students must work with the preceptor and OEE to arrange alternative plans for missed days.

All absences related to jury duty must be made up at a time determined appropriate by the preceptor. This may include longer practice hours, weekends, various work shifts, holidays, and/or an extra assignment(s).

Tardiness

Preceptors, in coordination with the Office of Experiential Education, will determine the required attendance hours for their courses. Since most employers do not tolerate tardiness and may terminate employment because of it, students are expected to plan accordingly (considering factors like traffic and parking) to ensure they arrive on time and are ready to begin the workday as scheduled. If a student anticipates being late, whether at the start of the day or after a scheduled break, they must immediately notify the instructor by phone. If the preceptor cannot be reached, the student should discuss the situation with them as soon as they arrive at the site.

Tardiness is not tolerated in experiential courses. Accumulating two tardies will result in an automatic 2.5-point deduction from the final course grade. A third, fourth, and fifth tardy will lead to further deductions of 5, 7.5, and 10 points, respectively. If a student accumulates more than five tardies, they will be referred to the Office of Experiential Education and may receive a failing grade for the course.

Absences

Student absences from experiential courses which are not due to documented sicknesses, approved family emergencies, documented FML, documented bereavement, documented and approved professional meetings, approved residency/fellowship/job interviews, or documented jury duty will result in automatic experiential course failure.

Student absences from experiential courses greater than 6 days for any reason, other than residency/job interviews, throughout the APPE year may result in academic probation and/or removal from APPE program.

If a student accumulates more than 6 days of absences from experiential courses (for reasons other than residency or job interviews) during an academic year in the IPPE program, may result in academic probation and/or removal from IPPE program.

Holidays

The OEE will observe all Samford University holidays as published in the current edition of the University Catalog. Time missed due to holidays which are observed by the site but are not official Samford University holidays (e.g. Veteran's Day) may be made up at the discretion of the preceptor. APPE students are not granted a summer break, fall break or spring break week.

Weather

Students on experiential rotations should follow the policies and recommendations of their rotation sites. Since students are rotating in a variety of geographic locations, it is difficult to judge the appropriate response to the weather based on what is occurring on campus. Students on experiential rotations should decide based on the guidance of their preceptors, local weather conditions and their personal safety. Any concerns which develop as a result of their actions should be discussed with the Office of Experiential Education. Inclement weather or other events beyond the control of the University that might cause risk or danger to students, faculty, and staff may occasionally result in changes to normal University operations, including cancellation of classes or events; the calendar schedule may be adjusted.

IPPE and APPE Course Orientations

Attendance at the Introductory Pharmacy Practice Experience (IPPE) and Advanced Pharmacy Practice Experience (APPE) orientations is **mandatory**. These sessions cover essential topics that are crucial for successful experiential planning and performance. Student absences from any orientation that are not due to documented illness, approved family emergencies, documented Family and Medical Leave (FML), bereavement, approved professional meetings, residency/fellowship/job interviews, or jury duty may result in a delayed start of the experiential course, remedial actions, and/or a values violation.

Communication in Experiential Courses

- *Communication with OEE*
Samford University's email (username@samford.edu) is the official communication and notification service that will be used by OEE. Students are required to check their email account on a regular (preferably daily) basis. Students are expected to respond to all requests within 24-48 hours. Failure to communicate and/or respond promptly to the school, OEE, site(s), or preceptor(s) may lead to a values violation and/or unintended schedule changes leading to delays in graduation. Personal email accounts will not be utilized or accepted for communication by the OEE.

Students should be aware that email is considered a formal and official mechanism of communication. It is in the student's best interest to observe proper form, etiquette, and grammar. Email is a reflection on an individual's professionalism.

It is the responsibility of the student to ensure that their email has available capacity to ensure receipt of communications from the OEE. If students have questions or concerns about their email account with Samford University, please contact Samford University User Support Services at 205-726-2662.

While email is a convenient way to communicate, the OEE prefers face-to-face interactions with students to build rapport, ensure clear understanding, and address concerns more effectively. The Office of Experiential Education is generally open from 8:00 am to 4:30 pm Monday through Friday. Students should expect to find a faculty or staff member available during these hours. However, throughout the year, the OEE will be off campus conducting site visits, recruiting preceptors, and observing experiential students in action. As such, students are encouraged to make appointments. Office hours and instructions on how to make an appointment with an OEE member has been posted in plaques outside each OEE member's office doors. The OEE will not routinely respond to emails after business hours, on holidays, or weekends.

- *Communication with Sites and Preceptors*

These relationships are vital to the delivery and fulfillment of the Doctor of Pharmacy program. Students assigned to complete experiential courses must contact their assigned preceptor by email or phone no less than 4 weeks prior to the start of the experiential course unless otherwise instructed. This allows adequate time to reach the preceptor to determine first-day procedures. Students assigned to experiential courses starting in January should contact their preceptors no later than the first week of December.

Students not able to reach their instructor with the initial attempt should try again several times using both phone and email. The OEE must be notified no later than 10 business days in advance of the experience start date, if the student is unable to reach their instructor. Failure to communicate and/or respond promptly to the school, OEE, site(s), or preceptor(s) may lead to a values violation and/or unintended schedule changes potentially leading to delays in graduation.

Guidance documents on E-Value's homepage provide students with instructions on making initial contact with preceptors and the essential information they need to obtain.

- *Communication with Patients and Healthcare Providers*

Effective communication with patients and healthcare providers is a critical skill in experiential education. Students must demonstrate professionalism, clarity, and cultural sensitivity in all interactions. They are expected to adhere to confidentiality standards and accurately convey information to ensure optimal patient care and collaborative practice. The student must adhere to site and preceptor guidelines regarding patient interactions and communication.

- *Communication with Protecting Patient Health Information*

As part of the daily routine during experiential rotations, students will communicate and handle patient health information (PHI) regularly in various healthcare settings. PHI refers to any information, whether oral or recorded in any form, that relates to a patient's health status, provision of healthcare, or payment for healthcare that can be linked to an individual. This includes, but is not limited to, patient names, addresses, phone numbers, medical records, prescription information, and billing details.

As part of experiential training, students are entrusted with access to sensitive patient information. It is the student's responsibility to:

- **Maintain Confidentiality:** Never discuss patient information in public places or with anyone not directly involved in the patient's care.
- **Secure Records:** Ensure that all patient records, whether paper or electronic, are accessed and handled in a secure manner.
- **Use Information Appropriately:** Access PHI only as needed for specific duties and refrain from any unnecessary viewing or use of patient data.

Violating PHI confidentiality can result in serious consequences, both for the student and the institution. Possible repercussions include but are not limited to:

- Filing of a Values Violation
- Loss of experiential site privileges
- Immediate removal from your assigned experiential site.
- Legal Penalties

If you suspect or witness a PHI breach, it is your duty to report it immediately to your preceptor and the OEE. Prompt reporting allows for swift action to mitigate potential harm and is a professional responsibility expected of all healthcare providers.

Protecting PHI is not only a legal requirement but also a fundamental aspect of patient care and trust. It is crucial to handle all patient information with the utmost respect and integrity throughout your experiential education and beyond.

- *Communication using Electronic and Digital Media*

- *Social Media*

Online blogs, public mailing lists and social network sites and applications including but not limited to Facebook, X, Instagram, Snapchat, Tiktok, Pinterest, LinkedIn (hereafter collectively referred to as social media) are increasingly popular tools for professional communication and social interaction. The McWhorter School of Pharmacy recognizes social media as excellent opportunities for students, faculty and staff to interact both personally and professionally with the latter known as e-Professionalism. While these sites have become a great means of communicating, as health care professionals, pharmacy students at the school, have the responsibility of being fully aware that use of social media is a potential forum for lapses in professional and ethical conduct.

It is the responsibility of each pharmacy school student to understand that posting certain information is not only unprofessional and/or unethical but can also be illegal. Public postings on social media may have legal ramifications if comments are made by students concerning patients or portray themselves, other students, faculty, staff, affiliate clinical instructors, or other colleagues in an unprofessional manner. Postings can be used by the courts or professional licensing boards. Students must be aware that violation of existing statutes and administrative regulations may expose the offender to criminal and civil liability, and punishment for violations may include fines and imprisonment. Students must also be aware that offenders may be subject to adverse academic actions that range from a values violation, removal from an experiential course site, and/or failure of an experiential course which can result in a delay in graduation.

Students choosing to use social media must be responsible for only allowing trustworthy “friends” to have access to their personal page(s). However, students must also be aware that even having social media sites set as “private”, unintentional access can happen and it happens frequently. While the school does not actively monitor on-line activities of the student body, unprofessional issues could be, and have been in the past, brought to the school’s attention through a variety of mechanisms. The McWhorter student must understand that by identifying themselves publicly using social media, they are creating perceptions about the McWhorter School of Pharmacy, Samford University, the experiential site, and the profession of Pharmacy, and thereby must assure that all public content is consistent with the values and professional standards of Samford University, the McWhorter School of Pharmacy and the Pharmacy Profession.

- *Artificial Intelligence (AI) Software*

The use of any artificial intelligence (AI) software for an experiential course is prohibited unless approved in advance by the preceptor and/or OEE. If the preceptor and/or OEE allows the use of AI, the student must take full responsibility for any AI-generated materials incorporated into course products. These materials must be properly cited using AMA format, like any other reference material. Additionally, all information used in course products must be verified, ideas must still be attributed, and facts must be accurate. Failure to adhere to these guidelines will be considered plagiarism, resulting in a violation of McWhorter’s Code of Ethical and Professional Conduct resulting in a values violation.

- *Electronic Devices and Virtual Meetings*
The use of electronic devices (e.g. cellular phones, tablets, computers, headphones/earbuds and cameras) in experiential courses is subject to strict guidelines to maintain the integrity of the learning environment and ensure patient confidentiality. Students are expected to adhere to site-specific policies regarding electronic device usage and should only use such devices for educational purposes as approved by their preceptor. Unauthorized or inappropriate use of electronic devices may result in a deduction on student course evaluations and in severe or repetitive cases may result in a values violation, removal from the site, and/or course failure which will delay graduation.
- *Cellular phones*
 - Cell phones must be used only during designated breaks and should remain off or on silent mode during all patient care activities to maintain a professional environment.
 - Any use of cell phones during experiential courses should be strictly for educational purposes and must be approved by the preceptor.
 - Under no circumstances should cell phones be used to capture, store, or share patient information or pictures of patients or patient care areas, as this violates patient confidentiality and privacy regulations
- *Headphones/Earbuds*
 - Wearing headphones or earbuds during virtual meetings is acceptable.
 - Wearing headphones or earbuds while working in the pharmacy or in patient care areas is strictly prohibited.
 - Under no circumstances should headphones or earbuds be worn (even if they are not connected or off) unless otherwise directed by the preceptor, as this is considered unprofessional.
- *Virtual Meetings*
 - **Keep Your Camera On:** Ensure your camera is on during all virtual meetings unless directed otherwise by the preceptor. This helps facilitate engagement and interaction, making the experience more similar to in-person communication.
 - **Dress Appropriately:** Maintain a professional appearance even in virtual settings. Dress as you would for an in-person meeting.
 - **Background:** Ensure your background is professional. Avoid sitting in places like a bed, by the pool, on the beach, or in a car.
 - **Mute Appropriately:** To minimize background noise, keep your microphone muted when you are not speaking. Unmute yourself when it's your turn to contribute.
 - **Remain Engaged:** Actively participate in all discussions and activities. Avoid distractions and stay focused on the meeting. Your engagement is crucial for your learning and for contributing to the group.
- *Communication with Confidential Proprietary Information*
Students will, in the course of their education and training, learn certain aspects of the pharmacy or institution's operations. This may include pricing procedures, prescription volume information, daily census information, billing and reimbursement information, marketing practices, and other proprietary aspects of the business/institution. The preceptor is placing considerable trust in the student in serving as an educator and mentor. The student should appreciate this and respect the preceptor and site by not betraying this confidence. Sharing or communicating proprietary information outside of the confines of the practice is unacceptable. A violation of this policy will result a values violation and a grade of "F" in the course, even if discovered well after the completion of the course.

Ethical and Professional Conduct

Students are expected to review and abide by the school's "Code of Ethical and Professional Conduct" as outlined in the McWhorter School of Pharmacy Student Handbook which includes values, academic integrity, and professional and ethical conduct. In addition, students are required to abide by any experiential site-specific standards of conduct.

The assessment instrument for all advanced experiential courses contains a section entitled "Professional Attributes". A student who receives an assessment of "Never" in any area will be required to meet with the Director, Experiential Education and will receive an automatic grade reduction of 10 points off the final grade for the APPE course for each individual area assessed as "Never". A student who receives "Never" in the same area in two experiential courses will automatically be assigned an "F" grade for the second experiential course, regardless of the student's performance or evaluation in other areas of assessment.

Falsification of any documentation or representing yourself as another person will be considered a values violation and will result in failure of that particular experiential course. Any behavior jeopardizing preceptor and/or site relationships could result in a values violation. The student must then appear before the Student Affairs Committee.

Dress Code and Personal Appearance

The McWhorter experiential dress code and personal appearance standards are intended to promote professionalism during an introductory or advanced pharmacy practice experience (IPPE or APPE). The way a student presents themselves to others in the workplace is one small piece of becoming a professional. Students should be mindful of the impact their appearance can have on both themselves, the McWhorter School of Pharmacy, and the practice site. Professional attire and appearance can help students make the right first impression with patients, caregivers, and the healthcare team. The dress code and personal appearance standards are to be always adhered to at the practice site. Students should check with the preceptor before the first day of the experience to see if there are any special requirements. If the student is off site and conducting activities associated with the experiential course (e.g., conducting health screenings, participating in home visits, providing patient education), the student is still on duty in the course and should be dressed in accordance with the dress code and personal appearance standards. The dress code and personal appearance standards are in effect, regardless of the standards at a particular site, unless a site has more stringent or formal requirements. In such cases, students should adhere to the site's dress code and personal appearance standards. Students will not be reassigned to other sites based on requests to avoid these stricter requirements. If the site's dress code and personal appearance standards is less stringent than the McWhorter dress code, then the McWhorter experiential dress code takes precedence. The preceptor has the right to alter the dress code for specialized environments (e.g., operation room, clean rooms) or on a case-by-case basis.

Dress code and personal appearance standards are intended to be self-regulated, though preceptors reserve the right to intervene. Students considered to be inappropriately dressed and/or have unkempt personal appearance may be dismissed from the site and asked to comply with the standards. This would be considered a violation of this policy and may result in disciplinary actions including but not limited to: a values violation, academic penalty, and/or removal from the site.

Any missed time from the site must be made up at a time determined appropriate by the preceptor. This may include longer practice hours, weekends, various work shifts, holidays, and/or an extra assignment(s). A repeat violation within the same experiential will result in removal from the practice site and an automatic course failure.

The following guidelines represent minimum standards for dress and personal appearance when participating in IPPEs or APPEs

- All students must wear a neat, clean, pressed short white lab jacket with a Samford University of McWhorter School of Pharmacy patch on the left pocket as well as a university-issued photo ID badge.
- Clothes should be neat, clean, pressed and fit appropriately without being revealing.
- Pants should be full-length dress slacks (at least ankle length). No denim, shorts, leggings, cargo pants, carpenter pants, low-riding pants, or capris allowed.
- Shoes should be comfortable, closed toed, dress shoes conducive to working/standing for long hours. Dress shoes are defined as shoes other than tennis shoes, sandals/flip-flops, or work boots.
- Hospital scrubs and athletic shoes are only allowed if specifically permitted by the site and preceptor.
- Headwear is not allowed other than for religious, cultural, medical, or ethnic observations.
- For women:
 - Skirts/dresses should be no more than 3 inches above the knee, including when wearing leggings or other hosiery.
 - Spaghetti straps, tube tops, low cut tops, midriffs and halter tops are not allowed.
 - Undergarments, bare backs, and shoulders should be covered at all times.
 - Open-toed shoes and shoes greater than four inches in height are not allowed.
- For men:
 - Shirts should be collared and tucked in (shirt may be an oxford, polo, or other dress shirt with a collar).
 - A tie is preferred but may be removed if the site or preceptor prohibits due to safety concerns and/or infection control.
 - Dress socks should be always worn.
- All students must always maintain good personal hygiene and professional appearance. This includes, but is not limited to:
 - having clean body and clothes.
 - well groomed, clean hair that should not obstruct sight. Hair color and style should be conservative and reasonably natural-looking.
 - neatly trimmed and groomed facial hair.
 - having no more than 3 piercing per ear only one earring per ear lobe. Men are not allowed to wear earrings. No other body piercing jewelry or gauges are allowed.
 - concealing tattoos.
 - neatly trimmed, clean nails that do not exceed ¼ inch beyond the tip of the finger. Nail polish should be conservative and should not be chipped.
 - not using perfumes or colognes during patient care experiences.

Injury or Illness at an Experiential Site

In the event a student suffers an injury or illness at the facility while completing an experiential course, it is the student's responsibility to obtain medical treatment for the injury/illness. Students are required to maintain health insurance throughout their enrollment in the Doctor of Pharmacy program. Students may be required by the site to provide proof of health insurance on demand. Neither the facility nor Samford University will be financially or otherwise responsible for the expenses of any medical treatment necessitated by injury or illness at an experiential site.

Needle Stick/Blood-Borne Pathogen Exposure Guidelines

Please refer to the McWhorter School of Pharmacy Student Handbook.

Assessment of Experientials

Assessment of Students

The McWhorter School of Pharmacy utilizes E-Value as the experiential education management system. All assessments of students, sites, and preceptors must be submitted electronically through E-Value's [website](#). Paper assessments will not be accepted.

Grades for all experiential courses are assigned by the OEE based on the preceptor's assessment of the student's progress and performance, which includes meeting course learning objectives, the quality of course products, professional attitudes and behaviors, and attendance report. Additionally, the student must complete and submit all coursework and evaluations by the specified deadlines for each course. Once all the above has been reviewed, assessed and calculated, grades are assigned based on the following scale:

A	90-100
B	80-89
C	70-79
F	less than 70

The minimum passing grade in experiential courses is a C. Grades are calculated to the nearest one-hundredth of a decimal (e.g. 89.95) and are not rounded.

IPPE Grading

Community IPPE - PHAR 330

The final course grade determination includes:

1. Student's Assigned Coursework: Students must complete the coursework listed below by the deadlines noted in E-Value. Failure to meet deadlines will result in a letter grade reduction. For instance, a student scoring 92 on the Preceptor Evaluation of Student - Final assessment tool but is missing coursework deadlines, the student will receive a final grade of 82. Detailed information is available in the course syllabus. Required coursework includes:
 - CV Assignment in E-Value
 - Drug Information Question (must complete 1)
 - Medication Reviews (must complete 6)
 - Patient Counseling Observations (must complete 3)
 - Pharmaceutical Calculations (must complete 2)
 - Pharmacy Law Practices (must complete 4)
 - First Year Data Collection Tools in E-Value
2. Preceptor's Final Evaluation of Student: Preceptors must submit a final evaluation using the online form in E-Value by the last day of the IPPE block. This evaluates student's progress and performance, which includes meeting course learning objectives, the quality of course products, professional attitudes and behaviors, and attendance report.
3. Student Evaluation of the Preceptor and Site: Constructive feedback regarding the student's learning experience is required. Failure to meet deadlines will receive a grade deduction(s). See "*Assessment of Preceptors and Sites, Mid-Point Self-Assessment, and Coursework*" section for details.

Feedback is critical and a key component to developing students. Although a formal midpoint evaluation form is not required, students are responsible for regularly seeking feedback from their preceptors. They are expected to behave professionally when receiving feedback, remain open to constructive criticism, and may ask for clarification or suggestions as needed. Students should use this feedback to improve their performance and enhance their learning experiences.

Hospital/Health-systems IPPE - PHAR 430

The final course grade determination includes:

1. Student's Assigned Coursework: Students must complete the coursework listed below by the deadlines noted in E-Value. Failure to meet deadlines will result in a letter grade reduction. For instance, a student scoring 92 on the Preceptor Evaluation of Student - Final assessment tool but is missing coursework deadlines, the student will receive a final grade of 82. Detailed information is available in the course syllabus. Required coursework includes:
 - Pre-Reflection Questions in E-Value
 - CV Assignment in E-Value
 - Drug Information Question (must complete 1)
 - Medication Review Documentation (must complete 6)
 - Medication Reconciliation Documentation (must complete 2)
 - Pharmaceutical Calculations Documentation (must complete 2)
 - Interprofessional Coursework in E-Value
 - Second Year Data Collection Tools in E-Value
2. Preceptor's Evaluation of Student – Final: Preceptors must submit a final evaluation using the online form in E-Value by the last day of the IPPE block. This evaluates student's progress and performance which includes meeting course learning objectives, the quality of course products, professional attitudes and behaviors, and attendance report.
3. Student Evaluation of the Preceptor and Site: Constructive feedback regarding the student's learning experience is required. Failure to meet deadlines will receive a grade deduction(s). See "Assessment of Preceptors and Sites, Mid-Point Self-Assessment, and Coursework" section for details.

Feedback is critical and a key component to developing students. Although a formal midpoint evaluation form is not required, students are responsible for regularly seeking feedback from their preceptors. They are expected to behave professionally when receiving feedback, remain open to constructive criticism, and may ask for clarification or suggestions as needed. Students should use this feedback to improve their performance and enhance their learning experiences.

Focused Patient Care IPPE - PHAR 530

The final course grade determination includes:

1. Student's Assigned Coursework: Students must complete the coursework listed below by the deadlines noted in E-Value. Failure to meet deadlines will result in a letter grade reduction. For instance, a student scoring 92 on the Preceptor Evaluation of Student - Final assessment tool but is missing coursework deadlines, the student will receive a final grade of 82. Detailed information is available in the course syllabus. Required coursework includes:
 - Pre-reading
 - Pre-reflective Questions in E-Value
 - Third Year Data Collection Tools Form in E-Value
 - Post-reflective Questions in E-Value
2. Preceptor's Evaluation of Student – Final: Preceptors must submit a final evaluation using the online form in E-Value by the last day of the IPPE block. This evaluates student's progress and performance which includes meeting course learning objectives, the quality of course products, professional attitudes and behaviors, and attendance report.
3. Student Evaluation of the Preceptor and Site: Constructive feedback regarding the student's learning experience is required. Failure to meet deadlines will receive a grade deduction(s). See "Assessment of Preceptors and Sites, Mid-Point Self-Assessment, and Coursework" section for details.

Feedback is critical and a key component to developing students. Although a formal midpoint evaluation form is not required, students are responsible for regularly seeking feedback from their preceptors. They are expected to behave professionally when receiving feedback, remain open to constructive criticism, and may ask for clarification or suggestions as needed. Students should use this feedback to improve their performance and enhance their learning experiences.

APPE Grading

APPEs - PHAR 600s

The final course grade determination includes:

1. Student's Assigned Coursework: Students must complete required course work listed below for core APPE courses by the deadlines noted in E-Value. Failure to meet deadlines will receive a grade deduction(s). See "Assessment of Preceptors and Sites, Mid-Point Self-Assessment, and Coursework" section for details. The following is considered coursework:
 - Ambulatory Care Pharmacy Practice, Practice Activities Checklist
 - Inpatient Adult Patient Care Pharmacy Practice, Practice Activities Checklist
 - Community Pharmacy Practice, Practice Activities Checklist
 - Institutional/Health-System Pharmacy Practice, Practice Activities Checklist
 - APPE End of Course Coursework in E- Value
- Student's Midpoint Self-Assessment: Students must provide evidence for their own assessment of progress and performance on the APPE by the deadline noted in E-Value. Failure to meet deadlines will receive a grade deduction(s). See "Assessment of Preceptors and Sites, Mid-Point Self-Assessment, and Coursework" section for details.
- Preceptor's Evaluation of Student – Midpoint – Preceptors will conduct a mid-course assessment and should complete a formal mid-point student evaluation in E-Value. Additionally, the OEE strongly recommends having a 5–10-minute feedback session at least one day a week (e.g. "feedback Friday") with the student(s) to highlight areas of growth and areas to improve. These assessments are considered formative.
- Preceptor's Evaluation of Student – Final ("Entrustable Professional Activities (EPA) Assessment of Student Final"): Preceptors must submit a final evaluation of EPAs using the online form in E-Value by the last day of the APPE block. This evaluates student's progress and performance which includes meeting course learning objectives, the quality of course products, professional attitudes and behaviors, and attendance report. Students must achieve a score of 70% or higher on the *Entrustable Professional Activities (EPA) Assessment of Student Final independent* of any course product (e.g. project, presentation, assignment) or final exam score in order to successfully complete the experiential course. The EPA evaluation must count for a minimum of 60% of the course grade but can count for up to 100% of the grade.
- Student Evaluation of the Preceptor and Site: Constructive feedback regarding the student's learning experience is required. Failure to meet deadlines will receive a grade deduction(s). See "Assessment of Preceptors and Sites, Mid-Point Self-Assessment, and Coursework" section for details.

Feedback is critical and a key component to developing students. Although a mid-course assessment will be conducted by the preceptor, students are responsible for regularly seeking feedback from their preceptors. They are expected to behave professionally when receiving feedback, remain open to constructive criticism, and may ask for clarification or suggestions as needed. Students should use this feedback to improve their performance and enhance their learning experiences.

Final Exams in Experiential Education

Final exams are not administered for IPPE courses. APPE course preceptors are strongly encouraged, but not required, to administer a final examination to the student. Final examinations may be oral, written, or a combination of both. When a final exam is administered, it will account for 20% of the grade in a course. Additionally, preceptors may require a project/assignment that can be graded and be included in the evaluation.

Assessment of Preceptors and Sites, Mid-Point Self-Assessment, and Coursework

Students must complete the following for each experiential course: preceptor evaluation, site evaluation, mid-point self-assessment (for APPEs), and all required coursework. All evaluations are completed online through E-Value. Evaluating preceptors and sites is essential for maintaining the quality of our pharmacy practice experiences. Once two evaluations are completed for a preceptor or site, an anonymous summary of the feedback is made available to the preceptor. However, individual student ratings or comments remain confidential.

Preceptors rely on constructive feedback to improve the learning experience. Effective feedback should focus on observed behaviors or actions, rather than personal opinions or feelings. For example, saying "I noticed that..." highlights specific actions, while suggesting "my recommendation for improvement would be..." offers clear guidance. Avoid using phrases like "you need to..." which can sound critical.

Preceptors use this feedback to help improve their experience and become better teachers. Feedback that is constructive should be offered. Positive and constructive feedback is information-specific, focuses on the issue, and is based on observations at the practice site. Student pharmacist feedback should not criticize the site or preceptor by using personal judgments based on opinions or feelings. For example, using phrases like "I noticed that..." focuses on the action or behavior. Giving specific ways for improvement such as "my suggestion for improvement would be to..." will help the preceptor to see what could be improved upon. Avoid using phrases like; "you need to..." which can seem defensive and criticizing.

APPE students will be required to complete mid-point self-assessments throughout the APPE year. These honest self-reflections are crucial for your professional growth, helping you identify what you expect to learn and assess what you've gained by the end of the rotation. Preceptors will discuss your strengths, weaknesses, and overall performance.

IPPE students are required to complete the self-assessments through E-Value both before and after at the IPPE through "pre" and "post" reflective questions.

The OEE will publish a list of deadlines for these evaluations at the start of each academic term. It is the student's responsibility to ensure that all evaluations and coursework are completed by the specified deadlines.

Failure to complete and submit in E-Value all evaluations and coursework items for IPPE/APPE courses by the deadline will result in an automatic 2.5 point deduction from the final course grade for each evaluation and/or coursework (e.g., 2.5 points for evaluation of the preceptor, 2.5 points for evaluation of the site, 2.5 points for student mid-point self-assessment (APPE only), and 2.5 points for each item coursework.

Students who miss the deadline are still required to submit all evaluations and coursework. All student evaluations and coursework must be submitted electronically through the E-Value website; paper documentation will not be accepted.

Intervention Process in Experiential Courses

- *Preceptor or Site*

If a student encounters a problem with a site or preceptor during their experiential course, the student should reach out and contact the OEE immediately. Furthermore, if a site or preceptor receives a low evaluation score (defined as a rating of less than "Agree.") the Director and/or Assistant Director of Experiential Education will review the claim with the student. Depending on the review, the Director and/or Assistant Director may consult the preceptor or site to gather additional information. This may include a phone conversation, virtual meeting, or site visit. The claim may warrant immediate action which may include removing the student from the site and continuing preceptor/site monitoring following preceptor/site training. In severe cases action may include terminating a preceptor (e.g., affiliate clinical instructor) and/or terminating an affiliation agreement. Documentation of each encounter will be maintained by OEE.

- *Student*

When the Director or Assistant Director of Experiential Education is notified of a student's low score on a preceptor completed evaluation during an IPPE course (defined as a rating of "Average Progress" or below), a low score during an APPE course (defined as a rating of "Needs Development" or below), or the preceptor has indicated that the student is not meeting expectations of the course, the preceptor may be contacted for consultation. During the consultation preceptors will be encouraged to:

- Reinforce the expectations set with the student at the beginning of the rotation.
- Inform the student of specific performance issues/behaviors when they occur.
- Request a self-assessment from the student of their performance.
- Consider the student's level and amount of experience in practice at the present time in relationship to performance of specific tasks.
- Ask the student if there are personal, health, or school related issues which might be impacting performance.
- Implement strategies and activities to improve performance.
- Document performance issues and any plan for improvement.
- Continue to keep the OEE informed of the student's progress.

Following the consultation with the preceptor, a meeting may be arranged with the student to develop an academic success plan with the goal of improved performance and successful completion of the experiential course. Following the development and approval of an academic success plan by the OEE and/or preceptor, the student's progress may be continually monitored throughout the remainder of the course. The OEE keeps documentation of each encounter on file.

Failures in Experiential Courses

Failing ("F") grades in experiential courses must be repeated at the earliest available opportunity. However, the student may not immediately repeat a failed APPE course in the 5-week interval after failure (for example, a student failing PHAR 601 in Block #1 will not be permitted to retake PHAR 601 until at least Block #3 or at the first time thereafter when a site and preceptor are available. The experience will be rescheduled considering the needs of the program and preceptor availability.

A student who fails any IPPE course (e.g., PHAR 330, PHAR 430, or PHAR 530), will be required to successfully complete the failed IPPE course at the next course offering. The student can then advance, having completed all pre-requisite and co-requisite courses.

A student who fails PHAR 601, PHAR 620, PHAR 640, PHAR 650, PHAR 660, will be required to successfully complete the same experiential course number. A student who fails any direct patient care APPE course, must repeat a direct patient care APPE course based on course and preceptor availability. A student who fails any non-direct patient care APPE course, may repeat a direct or non-direct patient care APPE course according to course and preceptor availability.

If the same experiential course number is no longer offered, the Associate Dean for Academic Affairs in consultation with McWhorter's Curriculum and Academic Standards Committees shall determine a suitable course substitute. Failing the same APPE or IPPE course a second time will result in dismissal from the McWhorter School of Pharmacy.

Academic Penalty for Removal from an Experiential Site

Students completing experiential courses at affiliated sites must abide by both the requirements, policies and procedures of Samford University's McWhorter School of Pharmacy and the site to which they are assigned. The preceptor or other official of the affiliated site has the authority to remove a student from the site or request the OEE to remove a student from the site for any reason determined necessary. A student who is removed from a site either by the preceptor/site official or by the instructor-of-record or the Experiential Education will receive an automatic "F" in the course and depending upon the nature of the reason for removal, may be subject to appearance before McWhorter's Student Affairs Committee or Samford University Values Council as appropriate. In addition, students who are removed from a practice site for any reason may, at the discretion of the Office of Experiential Education, be required to submit for urine drug screening at the student's expense.

Grievance Procedure

Please refer to the McWhorter School of Pharmacy Student Handbook.

Professional Portfolio Requirements

Students will participate in various activities throughout all experiential courses. However, only during the P4 year are students required to demonstrate their clinical and professional growth by documenting key practice activities in their professional portfolio. These activities will showcase the student's ability to apply pharmacy knowledge in real-world settings and highlight their critical thinking and problem-solving skills. The portfolio will serve as a formal record of these experiences, evaluated to ensure that all necessary competencies are met.

- *Required Artifacts for the P4 Portfolio*
 - 2 Drug Information Questions using Form A
 - 2 Journal Club Presentations
 - 2 Case Presentations
 - 1 Professional Presentation
 - 1 Written Project

NOTE: For core APPE rotations, students must also upload the completed and signed (by the preceptor) associated Practice Activities Checklist for that rotation with the artifact, ensuring all required activities are documented and signed off by the preceptor.

Students can find a general description and expectations for each required activity listed above on E-Value's homepage. The resource is designed to help meet the activity requirements.

Experiential Education Student of the Year Award

The Experiential Education Student of the Year Award recognizes one graduating student from preceptor nominations who exhibited consistent excellence during their advance pharmacy practice experiences.

- Criteria for the award includes:
 - The student is regarded as having the highest level of entrustment a preceptor can bestow on a fourth-year student for their:
 - competence in their practice skills
 - ability to practice independently and collaboratively in a team-based care environment.
 - professional conduct and attitude
 - The student exemplifies being a "practice and team-ready" graduate.
 - American Association of Colleges of Pharmacy (AACCP) defines "practice-ready" as trusting the student with limited correction to perform the activities required for the objective.
 - AACCP defines "team-ready" as a student prepared to effectively collaborate with other healthcare professionals in delivering patient care.
 - Trust includes consideration of competency, honesty, reliability, and discernment in student professional interactions and decision-making, ensuring that patients, colleagues, and other healthcare professionals can depend on you to act with integrity and sound judgment in all aspects of care delivery.

Preceptors

Preceptors are integral to the success of our experiential education program. As experienced practitioners, preceptors provide invaluable mentorship, guidance, and real-world insight that bridges the gap between classroom learning and professional practice. Preceptors' commitment to teaching not only shapes the future of pharmacy but also directly influences the growth and development of our students. The preceptor's role extends beyond simply overseeing students during their rotations; they are a crucial part of their journey toward becoming competent, compassionate, and knowledgeable pharmacists. Through feedback, encouragement, and professional example, preceptors help our students refine their skills, build confidence, and develop the ethical standards that will guide their careers.

The OEE, on behalf the McWhorter School of Pharmacy, deeply appreciates the time, effort, and dedication preceptors invest in our students and in our program. Preceptor contribution is vital, and we are grateful for the lasting impact they have on the next generation of pharmacists.

Recruitment of Preceptors

A structured approach is followed when recruiting and integrating preceptors into the program. The general process is as follows:

1. **Identify Needs:** Assess the program's needs and determine the number and types of preceptors required.
2. **Outreach:** Contact potential preceptors through direct communication, professional networks, and relevant associations. Provide information about the program, responsibilities, and benefits.
3. **Screen Candidates:** Review applications or expressions of interest and conduct interviews if necessary to ensure alignment with preceptor and experiential practice site qualifications as set by the McWhorter School of Pharmacy.
4. **Offer Position:** Extend a formal offer to selected candidates, including details about roles, expectations, and any necessary legal affiliation agreements.
5. **Orientation and Training:** Provide orientation and training to new preceptors to ensure they are familiar with the program's policies, expectations and accreditation standards.
6. **Monitor and Support:** Regularly evaluate preceptors' performance and provide ongoing support to maintain engagement and effectiveness.

More information regarding becoming a preceptor can be found on the [McWhorter School of Pharmacy website](#).

Eligibility to Become a Preceptor and Experiential Practice Site

It is essential that experiential education be provided at practice sites where high standards of patient care and instruction are available. Therefore, preceptors and sites must meet the qualifications listed below.

Preceptor Qualifications

- Maintains a license for a minimum of two years, and is in good standing by the respective licensing board or governing body of as required by the practice environment
- Completes the Preceptor Affiliate Clinical Instructor Application and Information Form
- Completes preceptor orientation and reviews Samford-McWhorter's mission, values, and goals
- Has the desire, time, and support (technical, administrative and staff) to facilitate the student's learning process and to assess the student's performance
- Provides learning experiences that meet the goals and objectives for the particular practice experience
- Provides an orientation to the objectives and required activities of the rotation for the student prior to the experience or at the start of the experience
- Serves as an exemplary professional role model and instructor for students
- Maintains a positive and progressive outlook for the progression of pharmacy practice
- Maintains an ethical and Samford-McWhorter values-sensitive practice

- Interacts with and supervises the student on a regular basis; Preceptors are also responsible for identifying an acceptable replacement to supervise students during absences.
- Provides the student feedback throughout the experience and performs the necessary written evaluations in a timely manner
- Recognizes where the student is in the curriculum and evaluates based on their didactic experience
- Remains in communication with the Office of Experiential Education when there are questions, issues, or concerns (e.g., scheduling conflicts, student performance, student professionalism)
- Maintains student confidentiality
- Abides by all policies and procedures of the experiential program

Site Qualifications

- Must be licensed and in good standing by the respective board of pharmacy and other applicable regulatory entities as required by the practice environment
- Fully executes and abides by all conditions and requirements of the site affiliation agreement and/or other written agreement as mutually agreed upon by the practice site and Samford-McWhorter
- Exhibits a commitment to the education of students by fostering an environment that nurtures student learning, and encourages adequate and meaningful interactions with patients and staff
- Possesses the appropriate technology and resources to support student pharmacist training
- Provides patient-centered care consistent with contemporary pharmacy practice
- Meets the educational outcomes for the practice experience
- Possesses sufficient work volume to facilitate learning
- Maintains adequate staffing during the instructional period to allow the student a rewarding and meaningful experience
- Displays a commitment by the management that is supportive of involvement in educational activities offered at the site
- Ensures support staff are receptive and cooperative in interactions with students, and ensure support staff support the educational objectives and mission of Samford-McWhorter
- Maintains cleanliness and reflects a professional image

Appointment of Preceptors to the Faculty

Preceptors of the McWhorter School of Pharmacy hold the appointment of “Affiliate Clinical Instructor of Pharmacy Practice” following approval of the Director of Experiential Education, Chair of the Department of Pharmacy Practice, Dean of the McWhorter School, and Provost of Samford University. Faculty members of the school may also serve as preceptors, contributing to the experiential education of students alongside affiliate preceptors. Affiliate Clinical Instructors are not employees of Samford University. Renewal of this appointment is subject to periodic review and assessment of their continued suitability and performance. Termination of this appointment can occur due to reasons such as unsatisfactory performance or failure to meet program requirements.

Expectations of Preceptors at Experiential Practice Sites

- *Teach, Train and Mentor*

Preceptors play a crucial role in the education and development of pharmacy students by teaching, training, and mentoring them throughout their experiential courses. Responsibilities as a preceptor encompass four key roles: instructing, modeling, coaching, and facilitating while incorporating the [Pharmacists' Patient Care Process \(PCPP\)](#) as a framework for patient-centered care.



- As **instructors**, preceptors provide students with the necessary knowledge and skills to succeed in their rotations. This includes teaching clinical practices, medication management, patient care, and ethical standards, while reinforcing the five steps of the PCPP: Collect, Assess, Plan, Implement, and Follow-up. Preceptors guide students in gathering comprehensive patient information, assessing this data to identify problems, and developing a care plan that optimizes therapeutic outcomes.
 - Preceptors also **model** professional behavior by demonstrating how to integrate the PCPP into daily practice. By observing preceptors as they collect information, assess patient needs, and collaborate with other healthcare professionals, students learn how a competent and compassionate pharmacist operates, applying the PCPP to enhance patient outcomes.
 - Through **coaching**, preceptors guide students in applying the PCPP to real-world situations. Preceptors challenge students to think critically, solve problems independently, and refine their clinical and decision-making skills, providing feedback on how well students integrate the patient care process into their approach.
 - As **facilitators**, preceptors foster an environment that encourages active learning, reflection, and growth. They help students navigate their experiential learning by applying the PCPP framework, linking theoretical knowledge to practical applications, and preparing them to confidently provide patient-centered care in their future careers.
- *Serve as a Professional Role Model*
Preceptors are not only a teacher but also a professional role model for students during their experiential education. It is expected that preceptors demonstrate the highest standards of professionalism, ethics, and integrity in all aspects of their practice. Students look to their preceptors for guidance on how to navigate complex clinical situations, interact with patients and other health-care professionals, and maintain a commitment to lifelong learning.

Preceptors should exemplify behaviors such as effective communication, compassion, teamwork, and a dedication to patient-centered care. By modeling these qualities, preceptors help students understand the importance of professionalism in pharmacy practice and inspire them to embody these traits in their own careers.

Serving as a professional role model also means being approachable and open to questions, encouraging students to reflect on their experiences, and fostering a positive and supportive learning environment. Actions and attitudes as a preceptor have a lasting impact on the development of future pharmacists, making their role essential in shaping the profession.

- *Provide Effective Assessment and Feedback*

Preceptors play a critical role in assessing student performance and providing constructive feedback throughout the experiential course. It is expected that preceptors will regularly evaluate the student's progress in relation to the course learning objectives and provide timely feedback to guide the student's development. This feedback should be specific, objective, and focused on both strengths and areas needing improvement.

Assessment should be ongoing and include both formal and informal evaluations. Preceptors will receive automatic notification through their preferred email notifying them of assessments that must be completed. APPE students are required to submit a self-assessment at mid-point also. Preceptors are strongly encouraged to conduct midpoint evaluations to address any concerns early and to help the student stay on track. The OEE strongly recommends having a 5 to 10-minute feedback session at least once a week (e.g. "feedback Friday") with students to highlight areas of growth and areas to improve. Final evaluations are required and must be completed using the appropriate assessment provided by the Office of Experiential Education. These evaluations should reflect the student's overall performance, including their professional attitudes, behaviors, and achievement of learning outcomes.

By providing consistent and clear feedback, preceptors help students to recognize their growth areas and build confidence. For more information regarding assessment and feedback, see "*Assessment of Experientials*".

- *Promote Interprofessional Collaboration*

Preceptors are expected to actively promote and facilitate interprofessional collaboration as part of the experiential learning process. This involves guiding students to work effectively with a diverse team of healthcare professionals, including physicians, nurses, dietitians, and other healthcare providers and students. By fostering a collaborative environment, preceptors help students understand the importance of teamwork in delivering high-quality patient care. Students should be encouraged to engage in discussions, share insights, and contribute to the decision-making process within the healthcare team, all while respecting the expertise and roles of other professionals. Preceptors should also model effective communication and collaboration techniques, demonstrating how to navigate interprofessional team dynamics to achieve the best outcomes for patients.

- *Supervision*

Experiential affiliates are required to designate a primary preceptor for each student. However, students may also receive supervision from other pharmacists and healthcare professionals at the site. It is crucial that students have consistent contact with their primary preceptor and receive regular feedback throughout their experience. Students must never be left alone in the pharmacy and preceptors must adhere to all applicable state laws regarding the supervision of interns and externs during their experiential course.

Communication with Assigned Experiential Student(s)

Students are required to contact their assigned preceptor via email or phone at least 4 weeks before the start of their experiential course, unless instructed otherwise. This allows enough time to discuss first-day procedures. Preceptors may reach out to students before this 4-week period if necessary. For students assigned to sites in experiential courses starting in January, you may be contacted by the first week of December. Preceptors are encouraged in their communication to students to communicate:

- **BEFORE** the start of the experiential course:
 - **Onboarding Requirements:** Describe any additional site-specific onboarding tasks the students need to complete, beyond what is listed in E-Value if necessary.
 - **Preparation Expectations:** Please inform students about any required materials they need to review, necessary resources they should have on hand, and any site policies and procedures they must familiarize themselves with before their first day.
 - **Schedule:** Provide a general schedule with the expectation that a more detailed schedule will be discussed on the first day of the experiential course.
 - **Parking and Meeting Location:** Specify where the students should park, any parking requirements, and where to meet you on the first day.
 - **Dress Code:** Outline the dress code expectations for the students for the experiential course.

Preparing for Assigned Experiential Student(s)

The initial steps in preparing for assigned experiential students are crucial for setting a positive tone and establishing clear expectations. Taking the time to communicate goals, provide necessary resources, and outline performance standards not only helps students feel welcomed and supported but also fosters accountability. These foundational actions create a framework for effective learning, enabling students to navigate their roles confidently and ultimately enhancing their overall educational experience. A well-structured start can significantly impact the success of the rotation and the student's development. Some suggested preceptor preparation include:

- Review the rotation objectives, practice activities checklist (if applicable – for preceptors of core APPEs – Ambulatory Care, Inpatient Adult Patient Care, Community Pharmacy, and Institutional/Health-System, Population Health Outcomes) available resources and evaluation forms found in E-Value.
- Prepare a list or schedule of student tasks/activities/assignments in accordance with goals, objectives and practice activities checklist. Determine how you would assess student performance for each objective. Feel free to include additional activities that may not be listed in the objectives that you feel may benefit the student.
- Activities could be preparing educational materials for patients, reviewing a journal article, maintaining a log of drug encounters, performing a controlled substance audit, scavenger hunt, role-playing patient counseling, conducting an in-service for staff, solving dosing calculations, answering drug information questions, or shadowing another health-care professional. The school can assist you or provide suggestions for additional student activities.
- Create a detailed schedule with expected times of arrival, departure, and project/assignment/activities and their due dates (if necessary)
- Prepare an orientation of the site for when your student arrives.
- Create a written list of expectations for your student and discuss during the orientation. Include expectations regarding professionalism, tardiness, dress-code, use of cell phones/electronic devices, and reporting during inclement weather.
- If needed identify a workspace for the student.
- Prepare a list of your facility's contact names and numbers for student use in case of emergency, absence, etc. Inform staff or other preceptors of student arrivals and expectations.

Site Visits

Site visits are conducted by the OEE to ensure that experiential sites align with the quality standards required by Samford University's McWhorter School of Pharmacy. These visits help maintain strong partnerships with preceptors, ensure students receive appropriate training and mentorship, and address any issues that may arise.

Site Visit Types and Timing of Visits

- **Initial Visits:** New experiential sites within the Birmingham Metropolitan Statistical Area will receive an initial visit within one year of onboarding and/or hosting a student(s) for an experiential course. This visit will evaluate the site's suitability, ensure alignment with educational objectives, and provide guidance on the preceptor and site expectations.
- **Routine Visits:** Established sites within the Birmingham Metropolitan Statistical Area will be visited at least once every one to three years to assess operations, preceptor engagement, and educational alignment. Sites facing challenges may receive more frequent visits to ensure prompt resolution.
- **Advisory Visits:** These visits are initiated at the request of a preceptor or site coordinator. They provide guidance and support to address challenges or enhance the learning environment.
- **Focused Visits:** Conducted in response to specific concerns, such as reports of low student performance or operational issues, these visits are designed to quickly address and resolve identified problems.
- **International Site Visits:** International experiential sites will be virtually visited prior to finalizing a signed affiliation agreement. These visits ensure that the site aligns with the school's mission and values, is capable of carrying out the learning objectives, and meets key areas such as student safety, resource availability, and cultural considerations. The visit will also evaluate the preceptor's ability to provide quality mentorship and assess whether the site offers an appropriate environment for professional development. Once an affiliation agreement is signed with an international site, the site will be visited within five years of onboarding and/or hosting a student(s) for an experiential course

Requesting a Site Visit

Preceptors or site coordinators can request a visit by contacting the OEE via email or phone. Requests should include the reason, preferred dates, and any specific areas of focus. The OEE will review the request and schedule the visit accordingly.

Family Educational Rights and Privacy Act (FERPA) and Student Privacy

As an affiliated clinical instructor (preceptor) with the McWhorter School of Pharmacy, it is essential to understand and comply with the Family Educational Rights and Privacy Act (FERPA), a federal law that protects the privacy of student education records. Under FERPA, student information, including grades, evaluations, and other academic records, must be handled with strict confidentiality.

As a preceptor, you may have access to student information that is protected under FERPA. This information should only be used for legitimate educational purposes and must not be disclosed to unauthorized individuals. Any sharing of student records should be done in accordance with FERPA guidelines.

For full details on FERPA and how it applies to your role as a preceptor, please refer to the Samford University Registrar's Office webpage: [FERPA](#)

Title IX Statement

Samford University and its faculty are committed to creating and maintaining a safe learning environment for all students and the entire University community. If you or someone you know has experienced sexual harassment, sexual assault, relationship violence, stalking, or discrimination based on sex or gender, please know that help and support are available. Samford University strongly encourages all community members to report incidents of sexual misconduct to the Title IX Office. You may contact the Title IX Office at 205-726-2764 or titleix@samford.edu.

Please be aware that all faculty members are required to disclose information concerning suspected or alleged sexual harassment or other violations of the Samford University Sexual Misconduct Policy to the Title IX Office. You can also make a disclosure yourself, including an anonymous report, through the Sexual Misconduct Report Form accessible on the Title IX [website](#). If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and available procedural options. It is a student's choice whether they wish to engage or respond to that outreach.

If you, or another student you know, wishes to speak with a confidential resource who is not obligated to report information to the Title IX Coordinator, please reference the list of confidential resources in the online student handbook. You can also connect with a confidential resource through the Counseling Office at 205-726-4083 or the Office of Spiritual Life at 205-726-2825.

Harassment Statement

Harassment of any kind is strictly prohibited within the experiential program. Harassment includes any unwelcome behavior—verbal, physical, or otherwise—that creates a hostile or intimidating environment for students, preceptors, or other staff. Examples of harassment may include, but are not limited to, derogatory comments, threats, bullying, or any other actions that undermine an individual's dignity or sense of safety.

If a preceptor experiences or witnesses' harassment, they should report the incident immediately to the OEE. The OEE will take prompt and appropriate action to investigate the report and address the situation. All reports will be handled confidentially, and retaliation against individuals who report harassment is strictly prohibited.

The program is committed to ensuring a respectful and supportive learning environment for all participants, and any form of harassment will not be tolerated.

Preceptor Resources

Preceptor resources are essential tools provided to support the preceptor's role in mentoring and guiding pharmacy students. The list below represents a sampling of our resources, and many additional collaborative opportunities are available. We encourage you to reach out to the OEE to discuss ways we can collaborate and support your site and preceptors.

- Access to E-Value where preceptors can find course syllabi, evaluation forms, example rubrics, and relevant guidelines for each experiential course.
- Access to training modules and professional development resources, including free registration for the annual Preceptor CE.

Other resources

- American Society of Health-Systems Pharmacists (ASHP) [Preceptor Toolkit](#)
- American Pharmacist Association (APhA) [Resource Page](#)
- Thomas, MC & Hughes, PJ. (2023). Essentials of Pharmacy Teaching and Learning.
- Cuellar LM, Ginsburg DB. (2019) Preceptor's Handbook for Pharmacist's.

Additional resources can be found on the [McWhorter School of Pharmacy website](#).

Preceptor Recognitions

Preceptor Spotlight

We are incredibly fortunate to have dedicated pharmacist preceptors who invest their time, energy, and expertise in mentoring and training our students. The skills and knowledge students gain through these experiences are invaluable, and we sincerely appreciate the extra effort that precepting requires.

To honor this commitment, we have established the “Experiential Preceptor Spotlight”. This social media feature is designed to highlight preceptors who serve as role models for the kind of practitioners our students aspire to become. Preceptors in this spotlight facilitate an environment where students take responsibility for their learning and develop into competent professionals.

Preceptors who participate will be highlighted on our social media channels. Each featured preceptor will be asked to answer a set of questions that reflect on their practice setting, their role as a preceptor, and their advice for students. Additionally, we request a high-resolution photo of the preceptor(s) in a professional setting, such as in front of the medical center, at a nurses' station, or in a HIPAA-compliant location.

While students can nominate preceptors, preceptors are welcome to nominate themselves or others for this feature. Nominations can be submitted via email to the Office of Experiential Education.

Preceptor of the Year Awards

Preceptors play a crucial role in shaping the future of pharmacy by demonstrating dedication, expertise, and a passion for patient care. Annually, students nominate outstanding preceptors who have made exceptional contributions to their learning experience. These preceptors are recognized for their clinical skills and their commitment to mentoring and inspiring future pharmacists. As they guide students, they draw on their knowledge, skills, and values to empower the next generation of pharmacists, upholding a key tenet of the Oath of a Pharmacist.

Award Criteria

- Preceptors are chosen based on the following quality criteria:
 - Highly respected and serves as an inspiring, exemplar practitioner.
 - Enthusiastic practitioner who creates a positive learning environment.
 - Available, responsive, and intentional in teaching and mentoring.
 - Encourages students to take on challenges at the practice site.
 - Contributes to the advancement the pharmacy profession.

Award Categories

- **New APPE Preceptor of the Year Award (1 award)**
 - APPE preceptor who is a Samford-McWhorter Affiliate Clinical Instructor and served as a Samford-McWhorter preceptor between 1 and 5 years
- **APPE Preceptor of the Year Award (2 awards)**
 - APPE preceptor who is a Samford-McWhorter Affiliate Clinical Instructor
 - APPE preceptor who is a Samford-McWhorter faculty member
- **IPPE Preceptor of the Year Award (2 Awards)**
 - Community IPPE preceptor who is a Samford-McWhorter Affiliate Clinical Instructor
 - Hospital/Health-Systems IPPE preceptor who is a Samford-McWhorter Affiliate Clinical Instructor

Award Process

1. **Student Nominations:** Students may submit nominations for preceptors who exemplify the outlined criteria. Please note that students must have completed their rotation with the nominated preceptor before submitting a nomination. Nominations for IPPE Preceptor Awards are collected in the mid-fall semester, while nominations for APPE Preceptor Awards are collected in early spring.
2. **Committee Review:** A selection committee, comprised of the Office of Experiential Education and the Chair of the Department of Pharmacy Practice, evaluates the nominations based on the provided quality criteria and ensures a comprehensive review of the preceptors' impact on student learning, mentorship, and contributions to the school and the profession.
3. **Recognition:**
 - **APPE Preceptor of the Year Awards:** Winners are announced and honored at the P4 Hooding and Awards Ceremony held in April/May.
 - **IPPE Preceptor of the Year Awards:** Winners are recognized at the State of the School Address in January.