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College of Pharmacy Office of Experiential Education Roster

Address:
Ferris State University College of Pharmacy
Office of Experiential Education
25 Michigan Street NE, Suite 7000
Grand Rapids, MI 49503

Cambria DeHoag, Pharm.D.
Director of Experiential Education
Professor, Pharmacy Practice
Email: cambria.dehoag@ferris.edu
Office…………………………… (616) 643-1132

Deeb Eid, Pharm.D.
P2 DIPPE Coordinator
Assistant Professor, Pharmacy Practice
Email: deeb.eid@ferris.edu
Office…………………………… (231) 591-2233
Cell………………………………… (419) 508-1669

Tiesha Hogue-Shankin, M.S.
Director of Compliance
Email: tiesha.shankin@ferris.edu
Office……………………………… (231) 591-3829
Cell………………………………… (231) 250-4555

Lisa Meny, Pharm.D.
Community IPPE and APPE Coordinator
Associate Professor, Pharmacy Practice
Email: lisameny@ferris.edu
Office……………………………… (616) 643-1133
Cell………………………………… (616) 430-3364

Amie Quist, B.S.
Experiential Administrative Assistant
Email: amie.quist@ferris.edu
Office……………………………… (616) 643-1127
I. College Mission

The College of Pharmacy educates and supports professionals who positively influence and impact the health outcomes of the people they serve. We will accomplish this by:

• Providing the highest quality pharmacy professional education to students and practitioners;
• Promoting and delivering patient-centered care by pharmacists that are committed to the safe and appropriate use of medications;
• Developing and maintaining professional relationships, collaborations and strategic alliances that advance the goals and objectives of the college and the profession;
• Facilitating personal and professional development of individuals to meet the demands of a dynamic curriculum and profession;
• Creating a professional culture within the College community that embodies the principles of ethics, fairness, honesty, civility and respect for diverse ideas, beliefs and cultures;
• Promoting research which advances science, health care and pharmacy education; and
• Attracting and retaining the highest quality faculty and staff.

II. Office of Experiential Education Mission

The Office of Experiential Education develops and facilitates a curriculum that prepares students to provide patient-centered care. We will accomplish this by:

• Providing the highest quality professional education to students and practitioners;
• Promoting and delivering patient-centered care by pharmacists that are committed to the safe and appropriate use of medications;
• Developing and maintaining professional relationships, collaborations and strategic alliances that advance the goals and objectives of the Office of Experiential Education, college and the profession;
• Facilitating personal and professional development of preceptors to meet the demands of a dynamic curriculum and profession;
• Attracting and retaining the highest quality faculty, staff and adjunct faculty.

III. College of Pharmacy Outcomes


IV. Introduction to the Ferris State University Pharmacy Experiential Program

The experiential program at Ferris State University is divided between IPPE (introductory pharmacy practice experiences) and APPE (advanced pharmacy practice experiences). The IPPE’s occur during the first three years of the curriculum (P1 – P3) prior to the advanced rotations in the fourth and final year of the curriculum (P4). They begin early in the curriculum to provide an introduction to the profession. Per ACPE standards, the IPPEs must expose students to common contemporary U.S. practice models, including interprofessional practice involving shared patient care decision-making, professional ethics and expected behaviors, and direct patient care activities. The required APPE’s integrate, apply, reinforce and advance
the knowledge, skills, attitudes, abilities, and behaviors developed in the Pre-APPE curriculum and in co-curricular activities. They must include: community, hospital/health-system, ambulatory, and inpatient general medicine.

A. IPPE (P1 through P3)
   1. First year (P1) – Pharmacy Practice Site Visits
      a. Overview: This experiential involves structured visitations of community, health system or other specialty practice sites. Each student group will visit one setting in the Fall semester. These visits are intended to provide the student group with an introductory exposure to a particular pharmacy practice setting. Students are given suggested questions to ask, but are also encouraged to develop their own list. The date and time will be decided upon between the student group and the preceptor.
      b. Objectives: After the site visit, the student group will be able to:
         1. Describe the assigned pharmacy practice setting
         2. Outline the role of the pharmacist in this practice setting
         3. Develop and offer a formal presentation to the class regarding the experience
   2. First year (P1) – Community
      a. The Community Introductory Pharmacy Practice Experience (IPPE) challenges students to integrate their clinical and problem-solving skills with dispensing activities. It is expected that the community IPPE will prepare the student to practice patient focused pharmacy care in the community setting today, and in the future. Students are required to be on site in the pharmacy one day per week (8 hours/day and 40 hours/week) for 3 weeks during the summer semester after P1. Rotation sites and preceptors will change each year. Options will be provided to students within the preference screens of E*Value. Objectives are listed in the IPPE manual. Evaluations will be completed within E*Value.
      b. Rotation selection: The site in which this rotation is taken is determined by a web-based optimizing system (E*Value) and by site and/or preceptor availability. Additionally, students may set up their own site based on approval from the Office of Experiential Education (OEE).
      c. Rotation Start and Stop Dates: Community IPPE start and stop dates will be posted in E*Value.
   3. Second year (P2) – Longitudinal Patient
      a. The Longitudinal Patient-Centered Experience 1 IPPE will provide students with an opportunity to interact with individuals/health mentors in the community who suffer from chronic disease(s). Skills emphasized in the community and classroom will include active listening and relationship-building. Through this experience, students will gain a better understanding of concepts of health, illness, adherence, burden of disease and the impact of the health care system on patient care.
      b. More information will be provided in the syllabus.
   4. Second year (P2) – Institutional
      a. The Institutional IPPE is designed to integrate skills learned in the classroom with all basic functions of a hospital pharmacist, including dispensing, interpersonal communication and calculations. The institutional IPPE will be drug-centered with an emphasis on the mechanics of hospital pharmacy. Students are required to be on site 8 hours per day and 40 hours per week for 3 weeks. The institutional IPPE takes place in the summer semester after P2. Rotation sites and preceptors will change each year. Options will be provided to students within the preference screens of E*Value. Objectives are listed in the IPPE manual. Evaluations will be completed within E*Value.
b. **Rotation selection**: The site in which this rotation is taken is determined by a web-based optimizing system (E*Value) and by site and/or faculty availability.

c. **Rotation Start and Stop Dates**: Institutional IPPE start and stop dates will be posted in E*Value.

5. **Third year (P3) – Longitudinal Patient**
   a. The Longitudinal Patient-Centered Experience 2 IPPE will provide students with an opportunity to build upon skills and experiences from Longitudinal Patient-Centered Experience 1 IPPE. This includes interacting with individuals/health mentors in the community who suffer from chronic disease(s). Skills emphasized will include active listening, relationship-building and drug therapy assessment. Through this experience, students will gain a better understanding of concepts of health, illness, adherence, burden of disease and the impact of the health care system on patient care.
   b. More information will be provided in the syllabus.

B. **APPE – Fourth year (P4)**
   1. The Advanced Pharmacy Practice Experiences (APPE) in the fourth year will provide a balanced series of required and elective experiences that cumulatively provide sustained experiences of adequate intensity, duration and breadth to enable achievement of College experiential outcomes.
   2. Students will begin APPEs in the summer semester after the P3 year.
   3. Students are required to be on site at least 8 hours each day (40 hours per week). The College highly recommends that students are scheduled to be at the practice site Monday-Friday; however, the College realizes that situations (make-up time or nature of the rotation) may arise when students will be required to be at the practice site during the evening hours or on weekends. We leave this up to the discretion of the preceptor.
   4. **Required rotations**: All required APPEs need not be completed before elective rotations, although some electives may have specific prerequisites.
      a. Ambulatory patient care
      b. Inpatient general medicine patient care
      c. Community
      d. Hospital/health system
   5. **Elective rotations** – will be provided to each class in the P3 year
   6. **Rotation selection**: APPEs will be assigned based on availability and student preference. Preferences will be entered into E*Value during the P3 year. Rotation sites and preceptors will change each year. Options will be provided to students on an Excel spreadsheet prior to entering preferences in E*Value. Students must complete all required rotations at an FSU affiliated site. Only one elective rotation may be completed at a non-affiliated site. Approval of a non-affiliated site will depend on the rotation fitting the criteria approved by the OEE. It is strongly advised that students considering unique APPEs or desiring to complete an APPE with a non-affiliated site read and follow the instructions outlined in Non-FSU APPE Process well in advance of scheduling. (See separate document in E*Value.)
   7. **Rotation Start and Stop Dates**: APPE start and stop dates will be posted in the document titled “Official Dates” and in E*Value.
   8. Evaluations for student and preceptor are within E*Value. You will receive an email notice when a form has been released to you for completion.

C. Location and Supervision of Experiential Rotations
   1. All experiential rotations for the Pharm.D. student are conducted primarily under the supervision of Ferris State University (FSU) faculty or adjunct faculty. These
individuals are based at various pharmacy practice sites located primarily within the State of Michigan.

2. The OEE oversees the operation of all experiential rotations. The day-to-day responsibility for instruction and supervision during rotations is assumed by the faculty or adjunct faculty members at sites throughout Michigan.

3. The College of Pharmacy's experiential program uses a wide variety of excellent pharmacy practice sites. To maximize the learning experience and minimize any conflicts of interest, students may not be assigned to a rotation under the direction of a relative or a present or former employer.

V. Academic policies and procedures

A. Program Requirements for Academic Credit

1. Introductory Pharmacy Practice Experiences Requirement (Community and Institutional): Prerequisites for the community IPPE are successful completion of all P1 coursework. Prerequisites for the institutional IPPE are successful completion of all P2 course work and PHAR 491. In both cases a pharmacy cumulative grade point average of 2.00 is required. This experience is not graded with the traditional A, B, or C type of format. It is “graded” by a pass/fail mechanism. The student is either able to complete the desired task satisfactorily or not. If the student needs extensive intervention or fails to meet the preceptor’s expectation on an assigned task, the student will be failed in that area on the final evaluation form. The student must receive a passing grade on all criteria of the evaluation form in order to pass the experiential. If a student fails or is withdrawn from the course, he/she will repeat the entire experience at a different site and date, pending availability in the schedule.

2. Introductory Pharmacy Practice Experiences Requirement (Longitudinal Patient-Centered Experience 1 and 2): Prerequisites for Longitudinal Patient 1 and 2 are successful completion of PHAR 393 and of all P2 coursework, respectively. Specifics on the course grading are within the course syllabi.

3. Advanced Pharmacy Practice Experiences Requirement: It is expected that all students will complete the experiential curriculum in a manner consistent with the expectations of the program and the profession. APPE’s are graded with a traditional grading system of A, B, C or Fail.

4. Experiential Performance Improvement and Failure Policy: It is expected that all students will complete the experiential curriculum in a manner consistent with the expectations of the program and the profession. Failure of an experiential course may occur at any time within or at the conclusion of the course. Failures may occur due to knowledge base deficiencies, skill deficiencies, site policy violation or unprofessional behavior. This includes instances where a student’s performance or behavior is judged to threaten the health and welfare of the patients.

   a. In the event that a student is at risk of failing, the assigned preceptor will:
      • Contact the Office of Experiential Education (OEE)
      • Instruct student to complete the FSU College of Pharmacy (CoP) Student Performance Improvement Plan (page 2)
      • Discuss the completed Student Performance Improvement Plan with the student to serve as a guide for the remainder of the rotation.

   b. In the event that a student fails an experiential course, the assigned preceptor must:
      • Complete the appropriate experiential evaluation form within E*Value and other applicable supporting documentation
      • Conduct a final evaluation to review the student’s performance and the Student Performance Improvement Plan
- Forward documentation to the OEE
- Instruct the student to arrange a meeting with the OEE to discuss the failure and the Student Performance Improvement Plan and reschedule the failed experiential course.

A failed rotation will be rescheduled based on site and preceptor availability. APPE experiences will be rescheduled with FSU faculty in all applicable cases. Final placement decisions will be at the discretion of the OEE. **See below for the Student Performance Improvement Plan reference above (can be found on homepage of E*Value).**

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**Ferris State University**
**College of Pharmacy**

**Student Performance Improvement Plan**

This plan should be completed by the student, with preceptor input and review, at any time a deficiency is identified. This plan may be utilized to assist the student in being successful moving forward. The student is encouraged to discuss this form with future preceptors. In the event of an experiential course failure, the completed form should be submitted to the Office of Experiential Education.

<table>
<thead>
<tr>
<th>Area for Improvement</th>
<th>Opportunities or Plans to Address</th>
<th>Measure of success</th>
<th>Time frame for Re-evaluation</th>
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</table>

**Student Name:**

**Preceptor Name:**

**Date:**

**Experiential Course:**
B. **Remuneration:** The student pays regular tuition and fees for the IPPE and APPE courses. Both the University and the Accreditation Council on Pharmacy Education (ACPE) prohibit any remuneration for student assignments during these courses.

C. **Internship Hours:** The College of Pharmacy IPPE and APPE courses have been reviewed and approved by the Michigan Board of Pharmacy to provide all internship hours required for licensure in the State of Michigan for all students successfully completing the program. The total number of hours for IPPE and APPE is a minimum of 1740 hours. Students and preceptors do not have to complete any documents verifying the hours; the College of Pharmacy reports directly to the State Board once grades are assigned for the courses. In accordance with professional regulations, all students must show proof of a current Michigan internship licensure prior to any experiential training. Other states may have different requirements. Any student planning to seek licensure in another state must familiarize themselves with specific rules and regulations pertaining to that state.

D. **Phone Number/Address Policy:** Students must have a current address, phone number, and email address on file in the Dean’s Office or Registrar’s Office and in their E*Value profile. Failure to do so may result in a registration hold being placed on your file. Students must also use their FSU email accounts in order to receive communications from faculty, staff and administrators.

E. **Working during experiential:** While there is no absolute restriction against working during the program, it is strongly discouraged due to the extensive involvement required for the didactic and experiential training. If a student chooses to be employed, their work schedule must be flexible to accommodate their class and rotation schedule.

F. **Doctor of Pharmacy Student Policy Manual**
   [http://www.ferris.edu/HTMLS/colleges/pharmacy/students/homepage.htm](http://www.ferris.edu/HTMLS/colleges/pharmacy/students/homepage.htm)

G. **Experiential Withdrawal Policy**

**Medical Withdrawal from the University (one semester or longer)**
See web page for complete information:

**Reduction in Course Load or Leave of Absence**
Definition: any request for leave that is non-medical in nature or a medical leave of less than one semester (i.e. 3-4 months depending on the semester). A leave of absence will not be approved in the event that a student has been ill and then asks for a leave toward the end of the experiential course to avoid a less than favorable academic outcome.

**Process:**
- Request made before the start of the experiential
  1. The request must come to the OEE. Documentation of all requests will be required.
  2. If approved, the OEE will work directly with the student to make adjustments to the experiential schedule.
- Request made during the experiential
  1. Under certain circumstances and for short defined durations, the student may resolve the issue with current preceptor to fulfill the requirements of current rotation. The student, preceptor and OEE will develop and document an agreed upon plan. A grade of “IP” will be assigned until the rotation is completed. The time frame for completion will be determined at the discretion of the OEE and preceptor. Failure to meet the requirements set forth in the plan will result in a failing grade for the experiential course.
2. If no resolution with the preceptor is possible or for longer undefined periods, the request must come to the OEE. Complete and official documentation of all requests will be required. The OEE will meet with the preceptor, Off Campus Student Services Director and the Director of Student Affairs to discuss. One or more of the following decisions will be made by the group. The student will need to maintain contact with the Director of Student Affairs to designate return timing.
   a. A plan for completion and reentry to the experiential will be established by the group above.
   b. The student may be asked to be seen by a provider at the Birkam Health and Counseling Center for additional documentation and recommendation; or to provide additional documentation of time away from the experiential by their primary health care provider.
   c. The student will receive a grade of “W” or WF.
   d. The student will receive a grade of “F” for the current experiential. The student’s tuition will not be refunded.
3. When necessary, reassignment of the rotation(s) will be discussed with the OEE. The new rotation will be added to the schedule. We cannot guarantee that it will follow in consecutive months. Month and location of the additional rotation will be based on preceptor availability.
4. None of these policies should be interpreted as changing the progression rules set forth in the applicable Student Policy Manual.

Tuition: Unless otherwise stated above, refunds for tuition paid will depend on the timing of the withdrawal during the semester. Additionally, the student may be required to repay some financial aid disbursements. All questions regarding tuition must be routed to Paul Quick, Manager of Business Operations at 231-591-3982 and financial aid to Bonnie Thebo at 231-591-3980.

Disability: The University is an equal opportunity/affirmative action employer and does not discriminate on the basis of sex, race, disability, or other prohibited matters in employment, education, educational programs, or in admission. If you need accommodations due to a disability or condition to participate in the experiential courses, the student must contact the OEE, Off-Campus Student Services Director, or Office of Disability Services for FSU. The student may be asked to complete documentation and follow up with the Office of Disability Services to determine accommodations.

*The Doctoral Project Coordinator and Doctoral Project Advisor may be involved in all scenarios listed above. The Doctoral Project presentation may be delayed.

VI. Preceptor

A. Description
   Adjunct faculty members are health professionals committed to serving the profession of pharmacy by volunteering their time and expertise to educate pharmacy students. To ensure that instructors meet the highest professional standards, each individual must apply to the University for adjunct faculty appointment and meet the following requirements set forth by the OEE:

B. Criteria
   1. Licensed and in good standing with the State Board of Pharmacy or applicable board*
   2. Licensed as a pharmacy preceptor with the State of Michigan, if applicable*
   3. Appointed to an adjunct faculty position by application to the College

*A non-pharmacist healthcare provider (i.e. physician, nurse practitioner, DVM, etc.) who is licensed and in good standing with the applicable licensing Board may precept specific elective experiences as deemed appropriate by the OEE.
C. **Qualities of Preceptors**

<table>
<thead>
<tr>
<th>Expectations of Preceptors (Attributes not formally assessed)</th>
<th>Responsibilities of Preceptors (Attributes formally assessed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having professional education, experience, and competence commensurate with position</td>
<td>Desiring to educate others (patients, caregivers, other healthcare professionals, students, residents)</td>
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<tr>
<td>Practicing ethically and with compassion for patients</td>
<td>Having an aptitude for facilitating learning (teaching clinical problem solving)</td>
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<tr>
<td>Accepting personal responsibility for patient outcomes</td>
<td>Communicate effectively with patients, caregivers, students, residents, and other healthcare professionals</td>
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<tr>
<td>Utilizing clinical and scientific publications in clinical care decision-making and evidence-based practice</td>
<td>Serve as a positive/professional role model and mentor</td>
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<tr>
<td>Obtain preceptor development training</td>
<td>Positively represent and advance the profession</td>
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<tr>
<td>Demonstrating the willingness and ability to advocate for patients and the profession</td>
<td>Develop and implement a rotation syllabus and provide orientation to the practice site, rotation objectives, and expectations</td>
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<tr>
<td>Demonstrating creative thinking that fosters an innovative, entrepreneurial approach to problem solving</td>
<td>Designate an alternate preceptor or contact person in the event of the primary preceptor’s absence</td>
</tr>
<tr>
<td>Agree to evaluation via student assessment and/or site visits from College representatives</td>
<td>Provide the guidance, assessment, and experiential activities necessary for students to achieve the rotation outcomes</td>
</tr>
<tr>
<td>Having a systematic, self-directed approach to their own continuing professional development and actively participate in self-directed lifelong learning</td>
<td>Interact with students frequently throughout the week</td>
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<tr>
<td>being committed to their practice organization, professional societies and the community</td>
<td>Being competent in the documentation and assessment of student performance; provide constructive feedback</td>
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<tr>
<td></td>
<td>The preceptor was well-prepared for the student and the rotation</td>
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<tr>
<td></td>
<td>OTC and operations exposure (IPPE)</td>
</tr>
<tr>
<td></td>
<td>Valuable rotation</td>
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<tr>
<td></td>
<td>The preceptor was well organized</td>
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</tbody>
</table>

D. **Student Academic or Professional Misconduct**

College of Pharmacy (College) students are expected and required to follow all policies of the University as outlined in the University’s Student Handbook. This includes (but is not limited to) policies related to cheating, fabrication, facilitating academic dishonesty, interference, plagiarism and violation of course rules. These can be found at: [http://www.ferris.edu/HTMLS/colleges/pharmacy/students/homepage.htm](http://www.ferris.edu/HTMLS/colleges/pharmacy/students/homepage.htm)
In addition, College students are expected to comply with specific College standards and policies, the Pharmacy Experiential Manual and the Clinical Passport Policies (included in the College Student Handbook). It is expected that College students will follow professional decorum in all College-related events (classroom, experiential, student organization, professional meetings), in all patient care settings, and in interactions with other health care professionals.

1. See the Doctor of Pharmacy Student Policy Handbook (http://www.ferris.edu/HTMLS/colleges/pharmacy/students/homepage.htm)

2. Definitions:
   i. **Cheating** - A student may not use unauthorized assistance, materials, information, or study aids in any academic exercise, nor should a student give assistance, materials, information, or study aids to another student in any academic exercise.
   ii. **Fabrication** - A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citations of the sources of information.
   iii. **Facilitating Academic Dishonesty** - A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct. A student is responsible for taking reasonable precautions to ensure his or her work is not accessed by or transferred to another individual wherein it may then be used to commit an act of academic misconduct.
   iv. **Interference** - A student must not steal, change, destroy, or impede another student’s work. Impeding another student’s work includes but is not limited to the theft, defacement, or mutilation of resources so as to deprive others of the information they contain. A student must not give or offer a bribe, promise favors, or make threats with the intention of affecting a grade or the evaluation of academic performance.
   v. **Plagiarism** - A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge indebtedness whenever he or she quotes or paraphrases another person’s words, either oral or written and whenever he or she borrows facts, statistics, or other illustrative material, unless the information is common knowledge.
   vi. **Violation of Course Rules** - A student must not violate course rules as contained in a course syllabus which are rationally related to the content of the course or to the enhancement of the learning process in the course.

3. Notify the experiential coordinator for your specific course.

4. Send documentation to College to be placed in the student’s file. This will also be reviewed by the Progressions Committee.
   i. Mail: FSU College of Pharmacy, 220 Ferris Drive, Big Rapids, MI 49307 (attention: Progressions Committee)
   ii. Email: Dr. Curtis Smith - curtissmith@ferris.edu

E. **Gift giving** between preceptor and student is not considered acceptable by the College.

F. Preceptor and Site Determination Policy

1. **Purpose:**

The Accreditation Council for Pharmacy Education (ACPE) standard number 20 in the Accreditation Standards and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree effective July 1, 2016 requires the college to ensure that sites and preceptors are in good standing with the relevant licensing authority (Michigan Board of Pharmacy) and that adjunct faculty are modeling ethical and professional behavior for students. The OEE will follow this policy to ensure the standards for preceptors and sites are maintained.

2. **Procedure:**
1. Current Active Preceptor Review (Implementation):
   a. Obtain list of all preceptors and sites from E-Value
   
b. Check all of these against the state database at https://w2.lara.state.mi.us/VAL/License/Search.
   
c. Print screen for all showing anything under “Disciplinary Action”.
   
d. If disciplinary action is listed, information related to the disciplinary action will be requested from the Michigan Department of Licensing and Regulatory Affairs (Appendix A).
   
e. The OEE will review all materials received related to the pharmacist-preceptor or practice site disciplinary action and forward a recommendation to the Dean regarding the pharmacist-preceptor and/or practice site following the process in III. Guidelines below.

2. New Preceptor Review:
   a. Pharmacist/preceptor or practice site requesting appointment is reviewed at the website https://w2.lara.state.mi.us/VAL/License/Search for disciplinary actions.
   
b. If no disciplinary action is listed or pending, the appropriate application will be forwarded.
   
c. If disciplinary action is listed, information related to the incident or incidents will be requested from the Michigan Department of Licensing and Regulatory Affairs (Appendix A). For pharmacist-preceptors or practice sites outside of the State, the equivalent regulatory agency will be contacted.
   
d. The OEE will review all materials received related to the pharmacist-preceptor or practice site disciplinary action and forward a recommendation to the Dean regarding the pharmacist-preceptor and/or practice site following the process in III. Guidelines below.

3. Continuing Review of Active Preceptors:
   a. Disciplinary action of the Board of Pharmacy will be checked regularly by the Experiential Team at the following website: http://www.michigan.gov/lara/0,4601,7-154-72600_72603_27529-43008--,00.html
   
b. If a pharmacist-preceptor or practice site that appears on the College’s roster of adjunct faculty or practice sites is sanctioned, details of the incident will be obtained and recorded as outlined in Appendix B.
   
c. If disciplinary action is listed, information related to the disciplinary action will be requested from the Michigan Department of Licensing and Regulatory Affairs (Appendix A).
   
d. The OEE will review all materials received related to the pharmacist-preceptor or practice site disciplinary action and forward a recommendation to the Dean regarding the pharmacist-preceptor and/or practice site following the process in III. Guidelines below.

III. Guidelines:

1. Disciplinary action by the Board of Pharmacy is based on one or more of the following breaches of the Public Health Code or Administrative Rules:
   a. Failure to meet continuing education requirements
c. Violation of general duty/negligence  
d. Negligence/incompetence  
e. Failure to report  
f. Sister state disciplinary action  
g. Mental/Physical inability to practice  
h. Substance Abuse  
i. Drug Diversion  
j. Criminal Conviction  
k. Lack of good moral character  
l. Alcohol criminal conviction  
m. Practice outside the scope  
n. Criminal sexual conduct  
o. Failure to meet licensing requirements  
p. Fraud or deceit in obtaining a license  
q. Unethical business practice  
r. Unprofessional conduct  
s. Betrayal of professional confidence  
t. Probation violation  

2. Sanctions imposed by the Board may consist of one or more of the following:  
a. Fine  
b. Probation  
c. Reprimand  
d. Community Service  
e. Suspension of license  
f. Summary Suspension of License  
g. Limitation of License  
h. Restriction of License  
i. Voluntary surrender  

3. After a thorough review including the final order or consent and stipulation, members of the OEE will develop a recommendation based on the following guidelines:  

a. If the discipline is for reasons a through f in III (1) above and the sanction is a fine, probation, reprimand or community service the OEE will make a recommendation to the Dean to add or deny with an appropriate rational for the recommendation.  
b. If the discipline reason(s) fall under g through t in III (1) above the pharmacist/preceptor will not be considered for adjunct faculty status regardless of the sanction.  
c. Adjunct faculty status will not be granted if suspension of license, summary suspension of license, limitation of license, restriction of license or voluntary surrender of license has been imposed by the Board.  
d. If disciplinary action is taken for reasons not listed above, the experiential team will review the incident and a recommendation made to the Dean.  

4. Appointment of a pharmacist-preceptor or site with a record of disciplinary action will occur only with the concurrence of both the OEE and Dean.  

5. The OEE will maintain the documents regarding the pharmacist-preceptor and sites.
Appendix A

Date

Frederick of Information Coordinator
Department of Licensing and Regulatory Affairs
Bureau of Health Professions
PO Box 30670
Lansing, MI 48909
Fax (517) 241-1212

Dear Madam or Sir,

I am requesting under Freedom of Information all Complaints, Cease and Desist Orders and Final Orders including Consent and Stipulation Orders on [licensee], license number 53-[00-000000].

Please fax documents to 616-233-6558 or mail documents to [college address].

If you have any questions regarding this request please call Rose Baran at 231-349-8065.

Sincerely,

Name
Address
# Appendix B

**Discipline Check Log**

<table>
<thead>
<tr>
<th>Discipline Report Date</th>
<th>Date Checked</th>
<th>Person Checking</th>
</tr>
</thead>
<tbody>
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VII. Site Criteria

<table>
<thead>
<tr>
<th>Pharmacy Practice Setting Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>The workflow and pace of the patient care environment is conducive to student learning</td>
</tr>
<tr>
<td>Access to learning and information resources</td>
</tr>
<tr>
<td>A commitment to the education of pharmacy students</td>
</tr>
<tr>
<td>A patient population that supports the learning objectives for the experience</td>
</tr>
<tr>
<td>A patient population that exhibits diversity</td>
</tr>
<tr>
<td>Adequate resources to ensure that students receive oversight, professional guidance, and performance feedback from preceptors</td>
</tr>
<tr>
<td>A practice environment that nurtures and supports professional interactions between students, pharmacists, patients and their caregivers</td>
</tr>
<tr>
<td>Equipment and technology that reflect contemporary practice and support student education for that practice</td>
</tr>
<tr>
<td>Contemporary pharmacy services for individual and group patient care that support the learning objectives for the experience (include direct patient care)</td>
</tr>
<tr>
<td>Collaborative professional relationships including other healthcare providers with the student involved in the decision making process (include interprofessional interaction and involvement with decision making process)</td>
</tr>
<tr>
<td>A strong commitment to health promotion, disease prevention and patient safety</td>
</tr>
<tr>
<td>Adequate student work space</td>
</tr>
<tr>
<td>Student space to store personal items</td>
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<tr>
<td>Appropriately licensed</td>
</tr>
<tr>
<td>Other staff members demonstrate an understanding of the role of the student</td>
</tr>
</tbody>
</table>

VIII. Student placement requirements

A. Clinical Passport – Ferris State University College of Pharmacy maintains an affiliation agreement with each site used to provide clinical educational opportunities to its students. This affiliation agreement dictates the terms under which a student will be allowed to attend the site. These requirements make up the “Clinical Passport” for each student. Further details of the policy are outlined in the College’s Clinical Passport Policies at the end of the Student Policy Handbook. It is the student’s responsibility to maintain all requirements of the Clinical Passport. Students failing to meet the above requirements will not be allowed to enroll in required experiential placements in the curriculum. This will result in delays in progression or dismissal from the program. In some cases, additional requirements/restrictions may be in place at affiliated sites. Students will be required to meet all such requirements/restrictions before the experience may begin. Further questions may be directed to the Director of Compliance.

B. Health Insurance - It is important that students maintain good self-care and health. Experiential rotations require students to be exposed to patients who are in ill health or may be immune compromised. As such, students may be barred from participation on experiential rotations for short or long periods of time if in ill health. In addition to immunization requirements outlined in the Clinical Passport Policies, some experiential sites may require students to provide documentation of a recent physical examination, as a condition of placement, certifying the student is in good health and able to perform the necessary functions of the IPPE or APPE. Students are strongly encouraged to carry health insurance coverage to assist in their access to care. The cost of health insurance is the sole responsibility of the student, as are any costs for healthcare services resulting from illness, accident or
injury while participating in the Doctor of Pharmacy program. Some affiliated experiential sites may require students to provide proof of health insurance as a condition of placement.

IX. Student responsibilities

A. Independent Learner - Students are expected to look up the answers to drug information questions themselves. Drug information centers are to be used only as a last resort. Preceptors at each individual site will provide more detailed information on how to handle drug information questions or patient care recommendations.

B. Contacting the Preceptor

1. Students must contact their primary preceptor at their assigned site at a minimum of two weeks in advance of the rotation (unless otherwise specified) to discuss what time to arrive at the pharmacy the first day, to receive directions to the site if necessary, and to verify dress requirements at the respective pharmacy. Contact information for all preceptors can be accessed through E*Value.

2. Additionally, students must review any further notes for the site/preceptor regarding individual site requirements (criminal background check, drug testing, additional individuals to contact, etc.). These notes will appear in E*Value while reviewing the site/preceptor contact information.

3. Students are responsible for checking E*Value periodically prior to placement as new requirements are added on a continuous basis. Failure to contact your assigned preceptor, other required individuals, and/or complete all specific requirements within the time frames outlined may result in cancellation of the rotation.

4. If contact information is incorrect or unavailable, contact Mrs. Quist at amiequist@ferris.edu or (616) 643-1127.

C. Professional Conduct

1. Throughout each rotation students are guests at the affiliated institutions who represent the College of Pharmacy and who must abide by all institutional and University policies. While providing patient care services, the student additionally represents the pharmacy to which he/she is assigned, and the profession. It is expected that students show respect to all patients, health professionals, and other staff through maintaining good communication, promptly meeting all schedules set, being courteous and cooperative, demonstrating an interest in the rotation through active participation in the learning activities, and being willing to follow instructions and accept constructive criticism. Failure to do so will result in a lowered course grade and other disciplinary actions as determined by the course instructors.

2. Punctuality is a characteristic of pharmacy professionals. Preceptors must be notified promptly if the student will be absent or late in order to maintain good communication and work relationships.

3. Academic dishonesty in any form including the falsification or fabrication of data, plagiarism of another person's work, the attempt to submit a project from another course to fulfill requirements for a rotation, or cheating on any types of exams will not be tolerated. Academic/Professional Misconduct or Other Incident Reporting Forms can be found at the following web address within the College of Pharmacy website: http://www.ferris.edu/HTMLS/colleges/pharmacy/students/homepage.htm (click under Academics on the “academic/professional misconduct report”)

4. Confidentiality - The student is obligated to respect any and all confidences revealed during the experiential training. The student is required to comply with the Health Insurance Portability and Accountability Act (HIPAA) guidelines. This includes, but is not limited to patient records, pharmacy records, fee systems, and professional policies. Discussions concerning these topics are to be conducted only where directed by the faculty or adjunct faculty members. Specific guidelines for students to follow are:

   ➢ Do not discuss patients while on hospital elevators or in other public places where patients or visitors are present.
   ➢ Do not leave any of your patient profiles or other documents in public areas (cafeteria, library, etc.)
➢ Patient charts (if applicable) cannot be removed from patient care floors or comparable area.
➢ Mechanical reproduction of charts in any manner, including computer-generated information must be handled with extreme care and per site policy.
➢ Only access currently assigned patient information.
➢ Do not text PHI to any individual.
➢ Do not email PHI to yourself or anyone else.
➢ Do not save PHI on a USB drive or upload it to online storage sites such as Dropbox, Google Docs, etc.

**Protected health information (PHI) should not leave the clinical site:** that means, do not email it to yourself or anyone else, put it on a USB drive or upload it to online storage sites such as Dropbox, Google Docs, etc. until you have properly de-identified the data. If your site allows you to have access to their EMR from off-site, you are responsible for being aware of and abiding by the appropriate use policies that accompany that privilege. If you are uncertain or have questions regarding the policies at your site governing protected health information, ask your preceptor. Do not assume that it is okay to store PHI on personal devices or to email documents containing PHI for IPPE/APPE assignments, even if you are using passwords to protect your documents. Below is the list of 18 categories of information that must be removed to properly de-identify patient information. A complete guide to de-identification in accordance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy Rule can be located online at: [http://www.hhs.gov/ocr/privacy/hipaa/understanding/coveredentities/De-identification/guidance.html](http://www.hhs.gov/ocr/privacy/hipaa/understanding/coveredentities/De-identification/guidance.html)

<table>
<thead>
<tr>
<th>18 Types of Identifiers to Remove</th>
</tr>
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<tbody>
<tr>
<td>Names</td>
</tr>
<tr>
<td>Geographics &lt; state</td>
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<tr>
<td>All dates</td>
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<td>Phone numbers</td>
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<tr>
<td>Fax numbers</td>
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<tr>
<td>Email addresses</td>
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<tr>
<td>Social security numbers</td>
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<tr>
<td>Medical record numbers</td>
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<tr>
<td>Health plan beneficiary numbers</td>
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</tbody>
</table>

D. **Travel and Housing Expenses** - Students must provide for their own transportation and housing at rotation sites. Because of the high cost of travel, schedules are arranged to keep the amount of travel to a minimum; however, travel for some rotation sites should be expected and must be arranged by the student.

E. **Experiential Attendance** - While on IPPE or APPE rotations, regular attendance is essential for development of clinical skills and knowledge, as well as to obtain academic and licensure credit. Two weeks prior to arrival at the site, students are responsible for obtaining information as to when and where they are to report on the first day. Some exceptions to this timeline are outlined in E*Value under specific preceptors. Failure to meet this requirement may result in rescheduling the experience at a different site or in a different block.

It is recognized that occasionally, absences may be necessary. Such "excused" absences must be arranged and approved with the rotation preceptor and the medical team, if appropriate, well in advance of the expected absence. The following attendance policy is a College policy. Individual preceptors may have their own attendance policy which will be outlined in their respective syllabus for the course.

1. Community and Institutional IPPE
Students may request one day for family emergencies, personal illness or job interview. Requests for weddings, honeymoons, special vacations, etc. are not acceptable. Absences must be pre-approved by the site preceptor. Any absence beyond one day must be made up. Make-up date will be arranged between the student and site preceptor, and may include a weekend. Students missing 3 or more days due to illness or other emergencies will not be able to make up the missed time and will be required to repeat the entire IPPE at a site and time according to schedule availability at student’s expense.

2. APPE
Students may request one day per block for family emergencies, personal illness, or job interview. Requests for weddings, honeymoons, special vacations, etc. are not acceptable. Absences must be pre-approved by the site preceptor. Any absence beyond one day must be made up. Make-up date will be arranged between the student and site preceptor, and may include a weekend. Make-up time may include early arrival to or late departure from the site or extra projects. Students missing 4 or more days in one block due to illness, other emergencies or interviewing will be referred to the reduction in course load or leave of absence policy.

3. Health/Medical Excuse
A signed medical excuse from your physician may be requested by your site preceptor. FSU’s general policy will be followed for the granting of extended medical leaves. See withdrawal policy.

4. Professional Meetings
Students may on occasion attend local, regional, or national professional meetings. You must inform your preceptor as soon as possible that you plan on attending these meetings so that arrangements for missed assignments/exams can be made in advance. Failure to do so may result in a grade of zero being assigned for any missed work. Failure to participate in the meeting will result in a forfeiture of any funds that may have been received from the College or student organizations for travel, meeting registration, accommodations, or any other meeting-related expenses. Students may request up to 3 days for absence from the IPPE or APPE without penalty or make-up assignments. Four or more days away from the site will require make-up time as outlined above for the respective experiential.

5. Residency Interviewing
Similar to professional meetings guidelines.

6. Unexcused Absence
An unexcused absence is defined as an absence which has not received prior approval. It includes, but is not limited to, late arrival to site, early departure from site, absence for day.

Unexcused absences totaling a cumulative of 8 hours will result in a failure for Work Ethic on the IPPE evaluation form and ultimately, failure of the entire experience. The experience will be repeated at a different site according to schedule availability. Unexcused absences totaling a cumulative of 8 hours during an APPE will result in a loss of 5 percentage points from the student’s final grade. The preceptors and faculty have the option of providing make-up assignments/exams or giving a zero grade for any missed work. Unexcused absences totaling a cumulative of 2 days (16 hours) will result in automatic failure from the APPE. The experience will be repeated at a different site according to schedule availability.

5. Inclement Weather Policy
5. Experiential rotations do not follow the Inclement Weather Policy for the GRX facility. In the case of inclement weather or a catastrophic event, students will use their own judgment to determine their ability to attend the rotation.
6. Time missed due to inclement weather or other catastrophic event will be required to be made up. Make-up date will be arranged between the student and site preceptor, and may include a
weekend. Make-up time may include early arrival to or late departure from the site or extra projects.

6. Professional Attire - Patient care area (all experiential rotations)
Students are expected to dress professionally at all times. Examples of appropriate attire include a dress shirt with or without a tie, sweater, business blouse or top, neatly pressed dress pants (including “khaki’s”), skirt or dress of professionally acceptable length (lower thigh or longer in length), and appropriate shoes with socks, pantyhose, or tights. Jeans, sweat pants, tee-shirts, tops with bare shoulders, halter tops, tank tops, midriff tops, shorts, baseball caps or other hats, open-toed shoes and flip-flops are not acceptable. Clothing that reveals skin including lower back, cleavage, or midriff stomach, or your undergarments is not appropriate. Visible body piercings, other than the ear, are not considered to convey a professional image; therefore, these items should not be worn to experiential rotations. Students are also expected to wear a short, white lab coat and Ferris State name badge at all times while on rotation. Students who do not adhere to the dress code may be asked to leave the rotation. The student may be allowed to return to the rotation when appropriately dressed, at the discretion of the preceptor. Alternate dress codes may be provided on day one at any experiential rotation.

The name tag must contain the student's name, the title of "Pharmacy Intern" and "Ferris State University." Long jackets or jackets that are any color other than white, are not allowed. If the site issues a badge, the student must wear both badges.

Requests for exemption from any aspect of this dress code based on a student's religious practices or beliefs must be made in writing to the Dean of the College of Pharmacy, along with an explanation of the reasons for the request.

H. Conflict Resolution: On rare occasions personalities come into conflict with one another or other difficulties arise at a site, which impair the learning process. When this occurs, the student is encouraged to discuss the perceived problem with the individual, adjunct faculty or faculty member in a professional manner. If a mutual, satisfactory resolution cannot be achieved; the student should contact the OEE by phone or email. After exploring the nature of the problem with the student and the individual at the site, the OEE will attempt to mediate a solution. In the unusual event that the problem is considered a serious impairment to the education of the student and resolution is not forthcoming, the OEE may opt to place the student at another site if openings are available.

I. Tobacco products - Use of any type of tobacco product is not permissible on the facilities of any IPPE or APPE site.

J. Site Evaluations - Students must fill out an evaluation form for all primary preceptors. This form is available in E*Value for all rotations.

K. Student Guidelines For Optimal Learning
   1. The student must keep in mind at all times that the primary objective of the experiential is learning. Learning is not a passive process but requires an active participation and communication.
   2. The student should recognize that the optimum learning experience requires mutual respect and courtesy between the pharmacists, staff, other health professionals, and himself/herself.
   3. The student should encourage communication with all persons involved in his/her training, including the pharmacists, physicians, patients, and other health professionals.
   4. The student should gain experience in making professional decisions (e.g. in regard to filling prescriptions, advising patients about choice of nonprescription drugs,
recommending therapy changes). The preceptor will provide guidelines regarding review of these professional judgments as competence and confidence are demonstrated.

5. The student should take the initiative in communicating with physicians and patients but should not step beyond the realm of professional courtesy and common sense. In situations where recommendations regarding drug therapy are to be made, said recommendations should always be relayed through the preceptor.

6. The student should never publicly question the advice or directions of the pharmacist or other practitioners. Any disagreements should be discussed in private.

7. The student should be constantly alert to the laws and regulations which govern the practice of pharmacy and seek clarification of any points that are not clear.

8. Students should address any concerns or problems they have with faculty or adjunct faculty members directly with the individual involved as soon as they arise. Failure to do so will inevitably decrease the potential learning from the rotation and result in an unsatisfactory experience.

X. Resources
A. FLITE (http://www.ferris.edu/library/)
B. E*Value (https://www.e-value.net/)
D. College of Pharmacy web (http://www.ferris.edu/htmls/colleges/pharmacy/homepage.htm)
E. University web (http://www.ferris.edu/homepage.htm)