Advanced Pharmacy Practice Experience (APPE) Manual

PHAR 9981
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ISU College of Pharmacy Mission, Vision and Values:
Our mission is to develop caring and highly capable pharmacists who positively impact the health care needs of people in our communities, the state and nation. We are committed to the advancement of the pharmacy profession and the biomedical and pharmaceutical sciences through research, service and patient-centered care.

Vision:
The Idaho State University College of Pharmacy will be an innovator and leader in pharmacy education and scholarly activity. Opportunities will be provided to support lifelong learning and professional development in an atmosphere of collaboration, cultural awareness, and respect of individuals.

Values:
The College is committed to:
- Integrity
- Excellence
- Leadership
- Communication
- Professionalism
- Scholarship
- Lifelong Learning
- Innovation
- Respect for the Individual

Course Description:
Advanced Pharmacy Practice Experiences (APPEs) are a series of in-depth clinical practicums that build on the skills and knowledge obtained in the previous three years of the pharmacy curriculum. The APPE program is comprised of 1680 experiential hours which consist of seven experiences which are six weeks in duration (minimum of 40 hours per week) to be completed in the fourth professional year. The APPEs, under the close supervision of experienced, well qualified preceptors, will enable students to have the opportunity to serve a wide variety of patient populations in various practice settings. Each APPE will stress patient care services, clinical skills, problem solving, critical thinking, collaboration and communication with other healthcare professionals, and outcome-oriented decision making which allows the student to incorporate and apply the values, skills, knowledge, ethics, and attitudes taught throughout the curriculum. Experiences are of adequate intensity, duration and breadth to enable achievement of stated competencies which are demonstrated and validated by assessment of outcome expectations.
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Required Experiences:

All students are required to complete 5 APPEs at their home base site (Meridian, Coeur d’Alene, Pocatello, or Reno). The required experiences consist of General Medicine, Ambulatory Care, Advanced Institutional, Advanced Community and one Pharmaceutical Care (P-Care). Exceptions may be made when availability is limited. One P-Care Experience and one Elective Experience may be completed away from the student’s assigned home base when approved by the College. If a student wants to participate in an APPE not already affiliated with the College, the student must find a willing preceptor and site that meets the College’s requirements.

Student Requests – Students are given the opportunity to indicate a preference for their elective and one P-Care Experience. The second P-Care Experience will be assigned by the College. Also, students will be given the opportunity to request when their six week break will be scheduled. Every attempt will be made to meet the student’s preferred selections; however, in some cases, students may be assigned their second or third choice. If none of the student’s choices are available, the student will be assigned to an available site and preceptor. Each student is required to complete seven, six-week Experiences from the following areas:

<table>
<thead>
<tr>
<th>APPE Breakdown*</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambulatory Care</td>
<td>6</td>
</tr>
<tr>
<td>General Medicine</td>
<td>6</td>
</tr>
<tr>
<td>P-Care 1</td>
<td>6</td>
</tr>
<tr>
<td>P-Care 2</td>
<td>6</td>
</tr>
<tr>
<td>Advanced Community</td>
<td>6</td>
</tr>
<tr>
<td>Advanced Institutional</td>
<td>6</td>
</tr>
<tr>
<td>Elective</td>
<td>6</td>
</tr>
<tr>
<td><strong>Subtotal:</strong></td>
<td><strong>42 wks (1680 hours)</strong></td>
</tr>
<tr>
<td>Break</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>48 weeks</strong></td>
</tr>
</tbody>
</table>

*A maximum of 12 weeks may be taken in any one area. Some of the types of sessions that count as P-Care experiences appear below and are generally precepted by ISU faculty.

Pharmaceutical Care Experiences:
- Acute Care
- Ambulatory Care (if completed in addition to required Ambulatory Care experience)
- Anticoagulation
- Cardiology
- Critical Care
- Drug Information (available in Pocatello and Reno only)
- General Medicine (if completed in addition to required General Medicine experience)
- Geriatrics
- Hospice
- Infectious Disease
- Advanced Institutional (if completed in addition to required Advanced Institutional experience)
Elective Experiences
- Any from the Pharmaceutical Care list (above)
- Academic
- Community Pharmacy Management
- Compounding
- Consulting
- Institutional Pharmacy Management
- Managed Care
- Medication Safety (available in Meridian only)
- Research
- State Board of Pharmacy

Rotation Dates:

**Current Year: 2013-2014**
#1: 2013-05-20 - 2013-06-28
#2: 2013-07-01 - 2013-08-09
#3: 2013-08-12 - 2013-09-20
#4: 2013-09-23 - 2013-11-01
#5: 2013-11-04 - 2013-12-13
#6: 2013-12-30 - 2014-02-07
#7: 2014-02-10 - 2014-03-21
#8: 2014-03-24 - 2014-05-02

**Coming Year: 2014-2015**
#2: 2014-06-30 - 2014-08-08
#3: 2014-08-11 - 2014-09-19
#4: 2014-09-22 - 2014-10-31
#5: 2014-11-03 - 2014-12-12
#6: 2014-12-29 - 2014-02-06
#7: 2014-02-09 - 2014-03-20
#8: 2014-03-23 - 2014-05-01
APPE Scheduling and Relocation

The College guarantees that each student will be assigned the APPE hours necessary to graduate. Requests for specific experiences will be considered, but approval cannot be guaranteed. Preceptor and site availability dictates scheduling of APPEs, and schedules may change at any time – even during the fourth professional year.

If for any reason a student does not progress through the curriculum with their original incoming class, they will be considered last in their new class for scheduling of their APPEs.

The majority of APPEs will be located within the assigned home base area. Personal expenses including travel, food and lodging while enrolled in the Doctor of Pharmacy program are the student’s responsibility.

Student Requirements

The student is required to complete a minimum of 40 contact hours per week, except in weeks where holidays recognized by the facility are scheduled or when students are authorized to attend pharmacy meetings. Since patient care is continuous, some off campus activities are conducted outside the traditional workday. For example, a student may have responsibilities in the morning, late at night, or on weekends.

The student is not paid for any activity associated with APPE training. Additionally, a student may not complete training in facilities where he or she is employed or train under the supervision of individuals to whom he or she is related. Most preceptors are volunteers, however, some receive compensation for time spent with the student.

The student must complete all requirements for graduation by May of the year following the original scheduled graduation date at the time the student was first enrolled in APPE. There are two reasons for this policy: (1) The student’s knowledge base must be current when experiential training begins; (2) The College does not have a great deal of flexibility in providing repeat APPEs, due to staffing limitations.

The student is required to be registered with the Idaho Board of Pharmacy as a pharmacist extern during all phases of the experiential program. Registration forms may be secured from the Office of the Associate Dean or directly from the Board of Pharmacy. The completed form, along with the required registration fee, must be returned to the Idaho Board of Pharmacy, 3380 Americana Terrace, Suite 320, PO Box 83720, Boise, ID 83720-0067.

The student is required to have current immunization records on file at the College of Pharmacy and with them at all times while on site at a facility. This includes a current negative result for PPD, completed MMR series, completed chicken pox vaccine or history, and completed hepatitis series. Current CPR for healthcare providers certification must be on file at the College and the student must possess that proof on site as well. The certification should be good through the APPE year and not expire until after May of their graduation year. During the spring semester of the third year, each student must complete and pass a federal background check administered by ISU Public Safety prior to the start of their APPEs. Drug screenings are required by some facilities. Each student assigned to a facility which requires a drug screen will need to complete and pass the screening with a negative result in a timely manner. Results will be sent directly to
the College of Pharmacy PPRA Secretary. Any fees associated with immunizations, CPR recertification, background checks, and drug screenings are the responsibility of the student.

The student is expected to follow the APhA Code of Ethics. Violation of any aspect of the Code of Ethics will result in immediate failure. Additionally, the student is expected to exhibit appropriate professional behavior toward faculty, healthcare professionals, fellow students, and all others with whom he or she comes in contact. The student is expected to dress appropriately at all times. Dress should be comparable to the most common dress of the professionals at the site. For example, if male professionals typically wear ties, a male student should wear a tie. Also, the student should wear his or her name tag at all times, regardless of whether the professionals on site wear name tags.

The student enrolled in APPE courses is required to carry malpractice insurance with professional and personal limits of liability for $1,000,000 and $3,000,000 per claim and in the aggregate, respectively. This insurance may be purchased through Idaho State University's group policy. The student is also required to carry health insurance. This can be purchased through Idaho State University at registration or they may provide proper documentation of other health insurance coverage.

**Preparation for APPEs**

1. Contact your preceptor at least two weeks prior to the start of your next APPE. Please be courteous and do not wait until the last minute.
2. Introduce yourself and ask your preceptor the following questions:
   - Where should I report and to whom?
   - What time should I arrive there?
   - What should I bring with me (books, references, etc.)?
   - What is the appropriate dress?
   - Parking?
   - Is there a site-specific syllabus available for that experience?
3. Read and be familiar with the APPE general syllabus (available online) prior to beginning the experience.

**Immunizations**

**Measles and Mumps Documentation**

a. Written documentation of immunization against mumps received after the first birthday and documentation of two doses of live virus measles vaccine received after the first birthday, given at least one month apart. OR

b. Serologic laboratory evidence of immunity to measles and mumps (titers showing immunity to these diseases). Many students may need a second dose of measles vaccine. The MMR vaccination is preferred.

**Rubella documentation**

a. Written documentation of immunization against rubella or serological evidence of immunity due to previous infection is required.

**Tuberculosis Test (TB)**
a. Students must provide either written documentation of a negative PPD or positive reactors must provide a physician’s statement on their risk of transmission of tuberculosis. Documentation of PPD is required at both the beginning of the P1 year and again during the spring semester of the P3 year.
b. A skin test is the only way to tell if you have TB Infection. The test is “positive” if a bump about the size of a pencil eraser or bigger appears on your arm. A positive reaction may mean that you have latent TB infection. Latent TB infection is different from TB disease. See the Centers for Disease Control and Prevention website for further information on tuberculosis facts.

Chicken Pox (Varicella)

a. Students must provide written documentation of their history of having had chicken pox or serologic laboratory evidence of the susceptibility of the disease. Students who are susceptible to chicken pox must pay careful attention to possible exposure and illness.
b. Documentation can be from a parent or guardian that witnessed the disease or self identification by the student by initialing the Health Status Form.

Hepatitis B

a. Written documentation of immunization against hepatitis B or serological evidence of immunity is required. To be fully immunized against hepatitis B requires three vaccines given over a period of six months.

It is the student’s responsibility to submit written documentation showing immunity to Measles, Mumps, and Rubella, Chicken Pox and Tuberculosis status. Additionally, you must show evidence of immunity to Hepatitis B or begin the vaccine series at the beginning of the first semester. To be in compliance with these policies, submit a completed College Health Status Form to the Pocatello Office of the Associate Dean. Retain your original records. Students not in compliance with all Health Policies will be in violation of the Academic Standards of the College and may not continue any clinical experience. Students are responsible for all arrangements and costs associated with health policies.
Guidelines for Exposure Prevention and Infection Control

As pharmacists become more involved in hands-on patient-centered care, there is a very small yet finite risk of contracting an infectious disease via a needle stick, mucous membrane contact, or administration of CPR. In order to minimize this risk, all students are required to comply with the following measures designed to minimize transmission of infectious diseases:

• **Universal Precautions**
  All pharmacy students must wash their hands before touching patients or preparing any sterile product. Hand washing should also be performed after touching patients, wiping one’s nose or mouth, contact with any other body substances, and using the bathroom.

• **Personal barriers**
  1. **Gloves** - Clean gloves should be put on immediately prior to contact with a patient’s mucous membranes or open skin, before entry into a patient’s room where glove use is required, and preceding any finger sticks or administration of vaccines. Use of gloves is also recommended during the preparation of sterile products. Gloves are highly recommended during routine preparation of chemotherapy agents.
  2. **Gowns/lab coats** - Gowns or lab coats should be used to cover areas of skin or clothing which may be likely to become soiled with body fluids during patient care, and are also recommended during routine preparation of chemotherapy agents and use of caustic chemicals.
  3. **Facial barriers** - Masks, goggles, and face shields should be worn when splashing or splattering of body fluids into nose, mouth or eyes could occur. Masks must be put on prior to entry into a room where mask use is required.
  4. **Isolation signs** - Isolation signs should be respected. This requires mask, glove, and/or gown, according to instructions on the door of the patient’s room, before entering. Students should ask their preceptors for guidance regarding when they should enter isolation rooms. Students handling any materials that have been in contact with body fluids must dispose of all materials in a marked biohazard bag. A solution of household bleach diluted 1:10 should be used for disinfecting surfaces that have come into contact with body fluids.

• **Management of sharps**
  Most pharmacists’ involvement with needles occurs in the preparation of sterile products. In this case there is little danger of serious infectious complications resulting from needle puncture to a person preparing these products. Pharmacists may be involved with potentially infectious contaminated sharps during vaccine administration or during a code situation. The following precautions should always be observed:
  1. Discard all sharps into correctly labeled rigid plastic containers. Be certain that no needles protrude to present a hazard for others. Needles and other sharps should never be placed in a wastebasket and never left lying on a workplace surface or at a patient’s bedside.
2. Needles should not be recapped unless it is unavoidable. If recapping is unavoidable, the needles should be laid on a flat surface and the cap should be “scooped’ onto the needle, using only one hand, without touching the needle cap. Once the cap is covering the needle, it can be carefully tightened and should then be discarded into a sharps container as soon as possible. Any syringe not in use should always be capped.

Exposure Management

Students should discuss potential exposure to any infectious agents with the supervisor as soon as possible. If the supervisor feels the exposure was significant or if the supervisor is not comfortable making a judgment as to whether the exposure was real/significant, the supervisor should contact Student Health at 208.282.2330.

If the exposure was significant, the following steps should be taken by the student:

1. Immediately remove gloves, clothing soaked with blood or other high-risk body fluids, and place in a biohazard container.
2. Wash any potentially exposed site with soap and water for 5 minutes, unless material has entered the eyes. In this case, the eyes should be flushed constantly for 15 minutes with water or normal saline.
3. If there was a needle stick, milk the affected area under running water to draw out as much blood as possible.
4. Report the injury to a supervisor.
5. If the needle stick occurred from a sharp immediately after vaccinating or drawing blood from a patient, do not let that person leave until you have obtained their name and contact information.
6. Contact Student Health at 208.282.2330 immediately. If Student Health is closed or unavailable, the student needs to go to the nearest urgent care clinic or emergency room.
   This site has links to all current guidelines, information, and hotlines.
8. Complete the Bloodborne Pathogen Report Form, available online.
9. Remember that if prophylactic medications are recommended to treat your exposure the optimum time to start is within 1-2 hours after the exposure.
**Personal Sickness**

Students with:

- Productive/uncontrollable cough or sneezing
- Fever above 100° F
- Unidentified rash
- Excessive nasal discharge
- Vomiting or diarrhea

should not come to the practicum site. The student should contact the preceptor before the start of the experience day. Some preceptors may require make-up time for students missing IPPE or APPE time due to illness.

**Pregnancy**

Female students who are pregnant or suspect pregnancy should use extra caution when around body fluids to try to avoid patients who may have communicable diseases.

**Positive HIV or Infectious Hepatitis Status**

Students are not required to inform the College of Pharmacy of their HIV or infectious hepatitis status. However, the Experiential Director will work closely with any student who may be HIV positive to place that student into experiences which are likely to pose less risk of significant exposure to infectious diseases. The Director will also work with students with infectious hepatitis who are concerned about potential disease transmission. Information regarding the bloodborne pathogen status of any student will be considered highly confidential by the staff member interacting with the student and will not be communicated in verbal or written form to any other student, staff, or faculty member without express permission of the student. This information also applies to students who are or may be immunocompromised for other reasons.

**Cost of Treatment**

Should an infectious exposure or other medical problem arise, the cost of treatment is the responsibility of the student. The College of Pharmacy does not provide insurance coverage to the student for medical costs associated with exposures. If exposure does occur, the student is urged to seek medical attention immediately and to notify the Experiential Director so that concerns about payment do not act as a barrier to seeking emergency treatment.
ISU College of Pharmacy
**Bloodborne Pathogen Exposure Report**

Name of exposed student _______________________________________________________

Date of exposure ________________   Time of exposure ________________

Is **Source** individual identifiable?/Name ________________________________

Does **Source** individual have Hepatitis B? _______  Hepatitis C? _______  HIV? _______

Contact information for source individual: Address ___________________________________

Phone ______________________________    Email _________________________________

Where did incident / injury take place _____________________________________________

Circumstances of exposure / How did it occur? _________________________________

Were gloves utilized? __________________________________________________________

Which sharp item was involved (brand if known)?______________________________

Was the sharp a safety design (shielded, recessed, or retractable needle) __________________

Was there blood on the sharp? ________________________________________________

Location or locations, size of injury _____________________________________________

How was exposure site cleaned and cared for? ________________________________

Supervisor / instructor notified ___________________  Date / Time________________

Date and Time Student Health notified __________________________________________
Compensation Prohibited:
Pharmacy students, while participating in any experiential activities to satisfy required hours stated in the College curriculum, shall not, under any circumstances, receive financial remuneration or compensation for hours obtained from experiential sites. Any hours in which the student is paid will not count toward fulfillment of the APPE.

APPE Student Evaluation and Remediation
Academic performance is the basis for student evaluation while completing APPEs. Several domains comprise the major areas of student performance. These include:

A. Decision-Making Processes
   1. Judgment – subjective
   2. Problem solving skills – objective
B. Knowledge Base
C. Ethics and Morality – Includes academic honesty, integrity, truthfulness
D. Communication Skills – Written and oral communication with patients and health care providers

Each of these domains is important and a student must be minimally competent in each to satisfactorily pass the experience. The APPE evaluation form and the anchor scale should assist the preceptor in assessing student performance.

Student impairment (i.e. drug, alcohol abuse, psychological disorders, etc.) is an obstacle to education and professional growth. Negative attitudes, disruptive and passive aggressive behavior impact negatively on the smooth functioning of the educational process and the work environment. If these problems are identified in a student, remedial action will be taken in a manner that is in the best interest of the student, the College of Pharmacy, and the clinical site.

The goals of APPE evaluations are:

To identify problems dealing with:
1. Significant knowledge base deficit
2. Poor judgment and decision making
3. Attitudes and behavior
4. Interpersonal relationships
5. Breach of moral or ethical standards
6. Substance abuse
7. Criminal behavior

To solve the above problems by addressing the problem in an individualized fashion designed to correct the problem in an expeditious, constructive manner.

Potential actions include:
1. Verbal or written request for compliance
2. Dismissal from experience with failing grade
3. Medical or personal leave
Discipline and Remedial Action

The following steps should be followed when preceptors document the need for remedial action for a student. Preferably this process will occur in a step-wise manner. However, at the discretion of the preceptor this process may be modified. Situations may arise which require immediate dismissal of a student from a site. These are listed below under “acts of commission or omission that may result in failing of an experience.”

A. Verbal or written request for compliance with the student
   1. Preceptor outlines specific problems with student performance
   2. Preceptor outlines specific steps for remediation
   3. Preceptor outlines repercussions if remediation is not performed satisfactorily
   4. Preceptor outlines timeline for re-evaluation

B. Dismissal from experience or failing grade
   As with other courses, a student with a failing grade may not progress in the program and must appear before the Progressions Committee to determine the ultimate outcome. This outcome may range from retaking the APPE to dismissal from the program. If the student is required to retake an APPE, this will most likely be scheduled in the following APPE year within the constraints of scheduling and availability. Students retaking an APPE will be given last consideration during the scheduling process.

Acts of commission or omission which may result in the failing of an experience include:
   1. Unsatisfactory content knowledge base of pharmacy-related issues
   2. Repeated unexcused absences from required experience elements
   3. Failure to comply with the established rules and regulations of the University (including academic dishonesty) and/or clinical site
      Examples of academic dishonesty include:
      i. Plagiarism
      ii. Cheating on exams
      iii. Using the same work in more than one course
      iv. Fabricating information
      v. Using someone else’s work in a course
   4. Insubordination, leaving in the middle of an experience (walking out) without permission, unethical conduct, or criminal behavior
   5. Failure to provide the quality of medical care consistent with the expectation for level of training, and
   6. Any other acts which in the preceptor's view compromise patient care, the student's educational experience, or the functioning of the College of Pharmacy and/or clinical site.

The student has the right to appeal this decision. Refer to the College of Pharmacy Student Handbook and the ISU Student Handbook for grievance procedures.
Academic Dishonesty/Professionalism:

Consistent with University regulations, academic dishonesty will not be tolerated. Students found guilty of infractions will be removed from the course. Likewise, consumption of alcohol or other substances of abuse during the experiential component will be grounds for dismissal. Any student asked to leave an APPE site for any reason will fail the experience and be called before the Progressions Committee.

Medical or Personal Leave:

The preceptor may recommend that a student be granted medical or personal leave in instances of psychological illness, undue personal stress (death in the family, etc.), or substance abuse. The student and preceptor will agree upon a course for making up this lost time.

Evaluation Forms:

Student evaluation forms completed by preceptors

We thank preceptors for the giving of your time and experience in precepting our pharmacy students. The skills and proficiency they acquire from your sites are invaluable in pursuing their careers. The grade for your APPE student is taken from the evaluation form that you complete online. Completing the evaluation/s online in a timely manner, preferably not more than a week after the experience is completed, helps us meet University grade deadlines.

Preceptor evaluation forms completed by students

Students should complete a confidential online preceptor evaluation at the completion of each APPE. It is important to receive this feedback to ensure the quality of each experience and preceptor. Grades may be withheld from the Registrar’s Office until the evaluation is complete. In order to maintain confidentiality, preceptors will receive an aggregated report with all rating and comments after the completion of the APPE year. Individual evaluations will not be made available to preceptors.

If you have any questions, please contact Kara McCurdy at (208) 282-4794, or via email at mccukara@pharmacy.isu.edu.

Assessment:

The assessment program at the College of Pharmacy employs a variety of measures from students, faculty, alumni and preceptors. Throughout the curriculum, students participate in assessments that are embedded as required components of specific courses and practice experiences. Participation in these assessment activities is required. Participation in competency and other College of Pharmacy assessment activities is required for all Doctor of Pharmacy students. Assessments must be completed by each student, each semester for the student to successfully progress in the program. Failure to actively participate and complete assessments is considered unprofessional conduct.
Confidentiality:

The Health Insurance Portability and Accountability Act (HIPAA) is a federal law passed by Congress in 1996. On April 14, 2003, a major component of HIPAA that deals with pharmacists and other health care providers became effective. These privacy regulations define appropriate and inappropriate disclosures of health information and define the process used to ensure patients rights. HIPAA was intended to ensure patient confidentiality while maintaining the ability of the health care system to share patient information, to improve communication between health care providers and to improve patient care.

Students enrolled in the Doctor of Pharmacy program are involved in patient care activities throughout the curriculum. In order to ensure practice sites that our students understand the HIPAA requirements.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Students with Disabilities:

The Americans with Disabilities Act (ADA) is the civil rights guarantee for persons with disabilities in the United States. It provides protection for individuals from discrimination on the basis of disability. Idaho State University, in the spirit and letter of the law, will make every effort to make reasonable accommodations, according to section 504 of the Rehabilitation Act of 1973 and the ADA. Students with disability related needs should contact the Director of the ADA and Disabilities Resource Center, Campus Stop 8121, (208) 282-3599. TTY 1-800-377-3529. In addition the student must supply copies of official correspondence from the Center for Students with Disabilities to the Associate Dean of the College of Pharmacy. Arrangements will then be made to notify individual module directors of the student’s special needs.

Disabilities Resource Center (ADA)

The Americans with Disabilities Act (ADA) Center strives to provide qualified individuals with equal access to educational, recreational and social activities at ISU. Students, faculty and staff are referred to appropriate on and off campus agencies and organizations to supplement Center services.

Some common accommodations include:

- Assistive technology
- Enlarged type
- FM systems
- In-class note-takers
- Nonstandard test-taking
- Permission to tape record lectures
- Priority registration
- Scribes
- Special seating arrangements
- Sign language interpreters
- Structural barrier removal
- Readers for exams
- Textbooks in alternative formats
- Transcribers
APPE Grading:
Grades for each experience are determined by the preceptor based on the end-point competencies provided by the College of each experience.

Rating Scale for Final Grade
- A: Consistently demonstrates a high level of competence in all areas
- B: Meets competency requirements in all areas
- C: Deficiency identified in knowledge base, end-point competencies, or professionalism
- D: Multiple deficiencies in knowledge base, competency level and/or professionalism
- F: Failing

Mid-Point Performance Evaluation:
Preceptors must provide the student with a mid-point performance evaluation during the 3rd week of the six week rotation. Preceptors will provide specific recommendations for areas of improvement if necessary. Preceptors should report any student failing the mid-point evaluation to the Director of Experiential Education.

Grounds for APPE Failure:
Students will be dismissed from the APPE for any of the following:
1. Poor performance in clinic
2. Unprofessionalism
3. Inappropriate behavior
4. Failure to complete all written and oral assignments satisfactorily
5. Violation of patient confidentiality
6. Informing a patient to change and/or discontinue a drug without consulting provider
7. Academic/professional dishonesty
8. Lack of attendance
9. Providing inappropriate information to patients, providers, or other staff (including guessing or agreeing with irrational pharmacotherapy)
10. Lack of active participation
11. Plagiarism
12. Consumption of alcohol or other substances of abuse
13. Any failure to comply with HIPAA

Methods of Learning:
The preceptor will assess professional outcome abilities throughout the APPE by involving the student in specific activities and tasks. These may include:
1. Reviewing and properly documenting in patient charts
2. Assessing appropriateness of drug therapy by means of patient interviews, drug utilization evaluations, and identification of drug interactions or adverse effects
3. Performing selected aspects of physical assessment
4. Effectively communicating with patients and their caregivers
5. Effectively communicating with health care providers
6. Participating in daily inpatient medicine rounds
7. Discharge counseling
8. Learning issues assigned on rounds
9. Recommending changes in therapy based on medical literature and assuming responsibility for the outcome
10. Serving as a patient and health professional educator. This may include oral and/or written projects such as:
   a. Case presentations
   b. Journal club presentations
   c. Research projects
   d. Inservices
   e. Administrative projects
   f. Grand rounds presentations
   g. SOAP or PHARME write-ups
   h. Seminars
   i. Clinical intervention logs
   j. Drug information responses
   k. Clinical conferences
   l. Lab Indices

Preceptor Responsibilities:
1. Orientation to the experience at the beginning of the APPE
   a. Required objectives, activities and expectations
   b. Starting and ending times
   c. Policies and procedures
   d. HIPAA compliance
   e. Introduction to appropriate health care professionals and staff
   f. Tour of the facility
2. Assign student to responsibilities consistent with the experience objectives.
3. Provide supervision of the student’s activities and monitor achievement of required tasks to assess related student competencies.
4. Have those qualities which foster a positive professional role model.
5. Possess appropriate communications skills and have the ability to facilitate learning.
6. Supervise all written and verbal recommendations made by the student.
7. Never assume a student’s competency, but determine it by reviewing their work profile, discussion and experience.
8. Provide the student with mid-point performance evaluation during 3rd week.
   a. Specific recommendations for improvement if needed.
   b. Any failing mid-point evaluation should be reported to the Experiential Director.
10. Communicate with Experiential Director regarding any significant irregularities in student behavior:
    a. Irregular attendance
    b. Unprofessional appearance
    c. Violation of facility policies
    d. Unprofessional behavior or inappropriate communications with health professionals, patients, customers or staff

Student Responsibilities:
1. Contact preceptors, 2 weeks in advance, to coordinate first day arrival plans.
2. Maintain a high standard of professional behavior:
   a. Appropriate attire and appearance for the professional setting.
   b. Effective verbal and written communications.
   c. Compliance with all site policies and procedures.
   d. Consistent and punctual attendance.
   e. Use of cell phones or other electronic devices is prohibited except with the express permission of the preceptor.
3. Since the primary objective of the experience is learning, the student needs to be proactive, not passive. This requires active participation and communication.
4. Maintain patient confidentiality in compliance with HIPAA regulations.
   a. All information concerning patients/customers and patient care is to remain confidential. Any documents or notes with patient-related information should be shredded at the end of the experience.
5. Actively participate in the professional and technical functions of the site, relative to the experience objectives.
6. Develop and revise professional and personal goals for each experience according to the objectives of the particular APPE.
   a. Professional and personal goals should be within the scope of the experience.
7. Satisfy the attendance requirements (240 hours) within the outlined time period.
8. Complete the preceptor evaluation forms.
9. The student’s APPE schedule is at the discretion of the preceptor.
   a. This may be nights, weekends, holidays, etc.
10. Must conduct themselves in a professional manner at all times.
    a. Unprofessional actions could cause removal from the site and failure of the experience.
11. Must inform preceptor in advance of any expected absence or tardiness

**Professionalism:**

Students in the College of Pharmacy represent the College as well as the profession of pharmacy. You are expected to act in a professional manner while in class, in practice settings, and on campus. Unprofessional behavior may result in students being placed on probation or expelled from the program. Professional behavior includes dress, speech, and actions. Disruptive or inappropriate behavior will not be tolerated. Profanity is strictly forbidden. Consistent with the University policy on disruptive behavior, preceptors and instructors may impose sanctions in cases of disruptive behavior.

Academic integrity is expected of all individuals and every student will be held to these standards. Dishonesty will not be tolerated. Students are expected to conduct themselves honestly in all academic and professional activities. Dishonest conduct includes but is not limited to cheating, use of technology to view or capture exam material and plagiarism. Any form of dishonest conduct is punishable. Students should review the policies and procedures on academic dishonesty defined in the Idaho State University Student Handbook (Section II.A.3) and in the Faculty Staff Handbook (Part 6, Section IX.A) and in the College of Pharmacy Handbook.

Cellular phones can interfere with discussion and lecture. Unless approved by the preceptor, cellular phones shall not be brought on site.

Professionals are involved in their own education. Students are expected to be present during scheduled meeting times and to actively participate in those activities. Preceptors have the right to enforce attendance requirements. Students are encouraged to ask questions and actively participate. If students feel a need to use personal computers as learning aids during their APPEs, they are welcome to do so as long as their preceptor approves. Personal computers are not to be used to play games, “web surf”, send emails, send text messages or for other non APPE-related activities. Use of computers for other than APPE-related activities during this time is considered unprofessional conduct and may be referred for action to the Student Conduct Committee.
Professional Conduct Policy
Developed by the Student Senate
January 2005 - April 2006; Finalized April 7th, 2006
(Passed by Faculty on 3/7/06, edited by Dr. James Lai)

The College of Pharmacy Student Senate adopted the Professional Conduct Policy. This policy does not deny students or faculty their rights as described in the Idaho State University Student Handbook.

A. Code of Conduct
The Idaho State University College of Pharmacy strives to promote professionalism among its students as it fosters an environment committed to excellence in education and the practice of pharmacy. Pharmacy practice is a profession that requires adherence to impeccable ethical standards. Students represent the college as well as the profession and are expected to act with honor and integrity at all times, including times in the classroom, in pharmacy practice settings, and in the community. Students are expected to demonstrate respect towards faculty members and their fellow students, thereby creating an environment conducive to learning. Any form of academic or professional misconduct violates the standards expected of students. Disruptive or inappropriate behavior of any type is not acceptable.

Students will be held accountable for standards regarding professional and ethical behavior specified in the Idaho State University College of Pharmacy Student Handbook and the Idaho State University Student Handbook, which are updated regularly. Any violation of the Idaho State University and/or Idaho State University College of Pharmacy Code of Conduct or APhA Code of Ethics will result in the offending student appearing before the Student Conduct Committee for possible resolution. When deemed necessary, the “offending” student may then be referred to the Student Affairs Committee for further resolution.

The Idaho State University College of Pharmacy encourages students to be service-oriented, actively involved in student organizations, such as senate or class leadership, and to participate in service opportunities within the community, such as health fairs. Professional meeting attendance is also promoted on a local, state and national level.

B. Qualities that constitute professional and ethical behavior.
Students should:
- Be consistent
- Be prepared
- Be punctual
- Be respectful to students, instructors, staff, patients and other healthcare professionals
- Embrace teamwork
- Have good interpersonal skills
- Respect the contribution of professionalism to patient care
- Be receptive to feedback
- Promote trust
- Be good role models
- Maintain a professional appearance
• Be accountable
• Be open minded and flexible
• Be empathetic towards others
• Be culturally sensitive

Absence Policy:

Mandatory attendance is required for all Advanced Pharmacy Practice Experiences (APPEs). Each APPE consist of six weeks and each week should consist of a minimum of 40 hours at the designated experience for a total of 240 hours. Students are required to be at the practice facility in accordance with the schedule for each particular site, including nights and weekends. Absences may be excused in the event of unforeseen emergencies, unusual circumstances, illnesses, or severe weather. Any foreseeable absences must be pre-approved by the principal preceptor. All absences are expected to be made up as directed by the preceptor. Continual unexcused absences or tardiness are grounds for failure of the experience. The only designated holiday during the APPE year is during the Christmas break between blocks 5 and 6.

Dress Code:

You are in a working environment where you will be seen by patients or any other healthcare professional, you are representing the College of Pharmacy and you must dress appropriately. This means:
• Slacks, collared shirt and tie for men
• Pants or knee-length skirt with a conservative blouse/shirt for women

Professional dress does not include:
• Jeans
• Bare midriffs
• Undergarments showing
• Skirts shorter than knee-length

It is up to each individual APPE preceptor to define appropriate attire.

Progression:

In the interest of maintaining an acceptable level of academic standards, certain minimal requirements and regulations regarding academic achievement are followed as published in the Idaho State University General Bulletin. A subcommittee, henceforth referred to as the Progressions Committee, is established within the College of Pharmacy in accordance with ISU requirements and regulations to assure acceptable academic standards. The Progressions Committee is composed of five members. The Associate Dean of the College, the Experiential Director and the Director of the Nontraditional Program sit ex-officio as permanent voting members of the Committee. The remaining two members are appointed annually from the Student Affairs Committee of the College.
In order for a student to make uninterrupted progress in the pharmacy program, they must:

1. Maintain a cumulative GPA of 2.0 for all required professional courses. This includes courses both within and outside of the College. Failure to maintain a 2.0 GPA for any
semester will lead to academic probation. Failure to maintain a 2.0 GPA for any semester while on probation will lead to academic dismissal from the program.

2. Successfully pass all courses and APPEs during the assigned time frame.

3. Meet the requirements of the **2-D Rule**: students will be allowed no more than two “Ds” on their transcript in required professional courses. This includes courses both within and outside of the College.

4. Maintain grades of “A” or “B” in all case studies courses and all APPEs. Any student who receives a grade of “C,” “D,” or “F” in an APPE or case studies course or who is asked to leave an APPE or IPPE site will be required to come before the Progressions Committee.

5. Meet the requirements for professionalism and meet the academic standards of the college and university.

Students failing to meet the academic standards of the College of Pharmacy will be notified by the Associate Dean’s office and will result in one or more of the following as determined by the Progressions Committee:

- The student will be placed on College probation.
- The student may not be allowed to progress.
- The student may be prohibited from enrolling in any course in the College for a period of one or more semesters.
- The student may be permanently dismissed from the College.
PRECEPTOR SELECTION CRITERIA
IDAHO STATE UNIVERSITY COLLEGE OF PHARMACY

- Must be a licensed pharmacist, and in good standing with the board of pharmacy as required by the practice environment and should not have any restrictions or sanctions placed on their practice.

- It is desirable for a preceptor to be licensed pharmacist for at least 24 months and have a minimum of three months at their practice site, to be familiar with aspects, routines, policies, procedures and personnel.

- Must show a commitment to professional development and life-long learning through involvement in local, state, and national professional organizations, continuing education programs, and preceptor training requirements stipulated by the College of Pharmacy.

- Must be a role-model who maintains high professional standards and abides by the Code of Ethics provided by the American Pharmaceutical Association.

- Must have the professional training and experience in their particular practice specialty to develop an innovative practice site which fosters student education.

- Must demonstrate a good relationship other pharmacist, physicians and other health care providers and exhibit a caring attitude toward the pharmacy student and patients.

- Must fully abide by all conditions and requirements as stipulated by the “Affiliation Agreement” between the College of Pharmacy and institution he/she practices.

- Be willing to accept responsibility for providing instruction, supervision and evaluation required for students to complete assignments and achieve competency in the site specific objective.

- Preceptor must spend the considerable amount of their time providing patient-centered care in their facility and have sufficient freedom to spend significant time directly involved with the student to provide learning opportunities in all areas of the practice site.

- Must offer specific experiences in accordance with the goals and objectives specified by the College of Pharmacy.

- Preceptors should be readily available to the student, must regularly interact with students several times per week, provide positive feedback, provide mid-point and final evaluations on the student’s performance.

- Preceptors must take part in preceptor training, education and development offered by the College of pharmacy.

- Must not discriminate in any way based on race, color, religion, national origin, sex, age or disability.
Preceptor Profile Form
Idaho State University College of Pharmacy
Experiential Program

Name: _________________________________________ Date: ___________________

Practice Site: ________________________________

Address: _____________________________________

Phone Number: ________________________________

E-Mail: _______________________________________

Are you the primary Contact/Preceptor? 
☐ Yes  ☐ No

Professional Degree(s): 
☐ BS Pharmacy  ☐ MBA  ☐ Pharm.D.  ☐ BCPS  ☐ MS  ☐ Other _____________

State Licensure:

<table>
<thead>
<tr>
<th>State</th>
<th>License Number</th>
<th>Active or Inactive</th>
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<tbody>
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</table>

Years of Experience as a preceptor: 
☐ 1-3  ☐ 4-6  ☐ 7-10  ☐ 10-15  ☐ 20+

Post Graduate Training (Residency, Fellowship, Other)

<table>
<thead>
<tr>
<th>Program Attended</th>
<th>Dates</th>
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</table>

Type of Practice: 
☐ Community  ☐ Long Term Care  ☐ Hospital  ☐ Home Health  ☐ Ambulatory Care  ☐ Other _________________________  ☐ General Medicine
Type of Specialty:
- Anticoagulation
- Cardiology
- Critical Care
- Diabetes
- Drug Information
- Emergency Medicine
- Family Practice
- Geriatrics
- Hypertension
- Infectious Disease
- Intensive Care
- Managed Care
- Mental Health
- Nuclear Pharmacy
- Oncology
- Pediatrics
- Pediatric Intensive Care
- Rehabilitation
- Surgery
- Pediatric Intensive Care
- Other ____________________

Professional Organizations:
- Idaho Society of Health System Pharmacist (ISHP)
- Idaho Pharmacist Association (ISP)
- American Society of Health System Pharmacist (ASHP)
- American Pharmacist Association (APhA)
- American Society of Consultant Pharmacist (ASCP)
- Other ____________________

Are you a licensed pharmacist, in good standing with the Board of Pharmacy, with no restrictions or sanctions placed on your practice of pharmacy?
- Yes
- No

Have you been a licensed pharmacist for at least 24 months and have a minimum of three months at your practice site?
- Yes
- No

Do you have professional training and experience in your practice specialty?
- Yes
- No

Do you have a good relationship with other health care practitioners and exhibit a caring attitude pharmacy students and patients?
- Yes
- No

Do you abide by all conditions and requirements as stipulated by the “Affiliation Agreement”?
- Yes
- No

Are you willing to accept responsibility for providing instruction, supervision and evaluation required for students to complete assignments and achieve competency in the site specific objectives?
- Yes
- No
Do you spend a considerable amount of time providing patient-centered care and have sufficient freedom to spend substantial amount of time directly involved with students to provide opportunities in all areas of the practice site?

☐ Yes
☐ No

Do you offer specific experiences in accordance with the goals and objectives specified by the College of Pharmacy?

☐ Yes
☐ No

Are you readily available to the students, provide positive feedback, and provide mid-point and final evaluations of the students performance?

☐ Yes
☐ No

Do you or any member of your staff discriminate in any way based on race, color, religion, national origin, sex, age or disability?

☐ Yes
☐ No

Do you provide orientation to pharmacy students to your practice site at the beginning of the rotation?

☐ Yes
☐ No

Do you or a qualified designee interact with your student on a daily basis?

☐ Yes
☐ No

Do pharmacy students at your site have access to all pharmacotherapy information (patient profiles, patient history, medication history, laboratory data, etc.) which allows them to interpret and evaluate patient information?

☐ Yes
☐ No

Do you take part in preceptor training, education and development offered by the College of Pharmacy?

☐ Yes
☐ No

Have you used the Pharmacist Letter for Preceptors on the College of Pharmacy web page?

☐ Yes
☐ No
EXPERIENTIAL SITE SELECTION CRITERIA
IDAHO STATE UNIVERSITY COLLEGE OF PHARMACY

- Meet all state and federal laws related to the practice of pharmacy and compliance with all HIPAA requirements.
- The site provides experiences that meet the goals, objective and educational outcomes of introductory and advanced experiential programs.
- The site must be devoted to patient-centered care consistent with contemporary pharmacy practice and provide preceptors time for daily contact with students, to provide students feedback and the opportunity to ask questions.
- The site demonstrates a caring and compassionate environment with a commitment to educating pharmacy students.
- Staffing should be adequate (professional, technical and clerical) to provide a high standard of patient-centered care to patients and a professional staff which is involved in the education of pharmacy students.
- Each student at the site should be supervised by a primary preceptor during the experience. All pharmacists at the facility can participate in educating the student if they meet the minimal requirements.
- The site must have an adequate patient population to accomplish the goals, objectives and educational outcomes of the specific experience.
- Make available opportunities for the student to learn specific disease therapy management, provider-patient communication skills, ethical behavior and an environment that allows the student to have interaction with patients.
- Must have available technology, informatics, and learning resources needed to support the student training and provide optimal patient care.
- Students have access to all pharmacotherapy information (patient profiles, patient history, medication history, physical examinations, disease states, laboratory data) which allows them to interpret and evaluate patient information.
- Students should have the opportunity to communicate, where appropriate, as part of a multidisciplinary team of healthcare professionals providing patient care for a patient population with diverse cultures, medical conditions, gender, and age.
- Student should be allowed to perform pharmacist functions under the close supervision of a licensed pharmacist.
- Provide educational programs/workshops for patients and other health care providers.
- Services the student should get experience in, where applicable:
  - Processing and dispensing new/refill medication orders
  - Taking telephone prescription orders and communication with physicians about medications
  - Perform patient interviews
- Create patient profiles while following patients
- Patient consulting on all aspects of patient-centered care (i.e., disease states, medications, dosing, dosage forms, routes of administration, over the counter products, self-care products, dietary supplements, nutrition, alternative therapy, etc.)
- Reply to drug information from patients and health care providers
- Ascertain patient-specific factors that influence pharmacotherapy, disease state management, medical information and compliance
- Participate in the education of health care professionals and patients through presenting patient case, in-services, seminars and other presentations
- Work with pharmacy technicians and other medical staff
- Complementary therapy counseling (herbals and nutritional supplements)
- Compounding preparations from physician orders
- Communication with patients, physicians and other health care professionals
- Third party billing for pharmacy services
I. SITE NAME:
SITE ADDRESS:
Phone Number:
Primary Preceptor:

Type or Experiential Learning:
- Institutional/Hospital
- Ambulatory Care
- General Medicine
- Community
- Drug Information
- Family Practice
- Long Term Care
- Managed Care
- Mental Health
- Nuclear Medicine
- Rehabilitation
- Other __________________________

II. Approximate the percentage of the following groups which are provided care by this site:
- Pediatric
- Geriatric
- Hispanic/Latino
- African-American
- Other minority groups
- __________________________
- __________________________

III. Indicate which of the following services are provided:
- Processing and dispensing of medication orders
- Inpatient dispensing
- Outpatient dispensing
- Communication with physicians about medications
- Patient consulting on all aspects of pharmaceutical care
- Complementary therapy counseling (herbals/nutritional supplements)
- Compounding preparations from physician orders
- Compounding sterile products
- Ostomy supplies and durable medical goods
- Response to drug information inquires
- Long-term/nursing care
- Third party billing for pharmacy services
- Communication with patient, physicians and other health care providers
- Patient consultations
- Other: ______________________________________________________
- ______________________________________________________
IV. Does your site (checking the block indicates yes):

☐ Meet all state and federal laws related to the practice of pharmacy and compliance with all HIPAA requirements.
☐ Provide experiences that meet the goals, objectives and education outcomes of the practice experience.
☐ Have a practice environment that nurtures/supports interactions with patients.
☐ Allow students to perform pharmacist functions under the close supervision of a licensed pharmacist.
☐ Have an adequate patient population that exhibits diversity in culture, medical conditions, gender and age, where appropriate.
☐ Have technology and learning resources needed to support student training and to reflect contemporary pharmacy practice.
☐ Preceptor or qualified designees have daily contact with students.
☐ Have an adequate patient population to accomplish the goals and objectives of the experience.
☐ Demonstrates a caring and compassionate environment with a commitment to educating pharmacy students.
☐ Management is supportive of professional staff involvement in educating pharmacy students.
☐ Provide medication therapy management and patient care services for diverse populations.
☐ Have adequate professional and supportive staff to meet the learning objectives and provide time for preceptor and student interaction.
☐ Permit students to have access to all pharmacotherapy information allowing them to interpret and evaluate patient information.
☐ Have collaborative professional relationships with other health care professionals.
☐ Provide educational programs for patients and/or other health care providers.
## EXPERIENTIAL PRACTICE SITE SURVEY

Please check the appropriate box to each question indicating whether you Strongly Agree, Agree, Disagree, or Strongly Disagree with each statement.

<table>
<thead>
<tr>
<th>Practice Site Survey Questions, the site:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meets all state, federal and professional standards required to provide patient care.</td>
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<td>2. Provides experiences that meet the goals, objectives and education outcomes of practice experience.</td>
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<td>3. Has a practice environment that nurtures/supports interactions with patients.</td>
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<td>4. Allows students to perform pharmacists’ functions under supervision of a licensed pharmacist.</td>
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<td>5. Has an adequate patient population that exhibits diversity in culture, medical conditions, gender and age, where appropriate.</td>
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<td>6. Has technology and learning resources needed to support student training and to reflect contemporary pharmacy practice.</td>
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<td>7. Preceptor or qualified designees has daily contact with students.</td>
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<td>8. Has adequate patient population to accomplish the goals and objectives of the experience.</td>
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<tr>
<td>9. Demonstrates a caring and compassionate environment with a commitment to educating pharmacy students.</td>
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<td>10. Management is supportive of professional staff involvement in educating pharmacy students.</td>
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<td>11. Provides medication therapy management and patient care services for diverse populations.</td>
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<tr>
<td>12. Has adequate professional and supportive staff to meet the learning objectives and provide time for preceptor and student interaction.</td>
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<tr>
<td>13. Permits students to have access to all pharmacotherapy information allowing them to interpret and evaluate patient information.</td>
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<td>14. Has collaborative professional relationships with other health care professionals.</td>
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<tr>
<td>15. Provides educational programs for patients and/or other health care providers.</td>
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</table>
2012-2013 Preceptor Preference & Update Form

Thank you for participating in the ISU College of Pharmacy Advanced Pharmacy Practice Experiences for this academic year! The following information is needed to ensure all records are complete and current. Please complete all information that is applicable to you and your facility.

Complete your information using the lines on right side.

Preceptor & Credentials: _______________________
Email: _______________________
Site Name: _______________________
Site Address: _______________________
City, State. Zip: _______________________
Phone & Fax: _______________________
License number: _______________________

FACILITY REQUIREMENTS
Does your facility require any of the following:

Non-ISU Background check? YES NO If so, specify what type _______________
Drug Test? YES NO

Other, please specify ____________________________________________

Please provide a short description of the experience offered, including any unique characteristics (attach additional sheet if necessary)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Please indicate how many students you are willing to take per rotation block. If different experiences are offered at the same facility, please indicate how many students per experience.

1). 05/14/12 – 06/22/12 _____ 2). 06/25/12 – 08/03/12 _____
3). 08/06/12 – 09/14/12 _____ 4). 09/17/12 – 10/26/12 _____
5). 10/29/12 – 12/07/12 _____ 6). 12/31/12 – 02/08/13 _____
7). 02/11/13 – 03/22/13 _____ 8). 03/25/13 – 05/03/13 _____

If you have any questions about this form contact Kara at (208) 282-4794 or via email at mccukara@pharmacy.isu.edu. Thank you again for contributing to the educational experience our students receive here at Idaho State!
Goals and Objectives for Core APPEs

Advanced Community Practice Experience

1. Expose the student to a high level of community pharmacy practice and to introduce each student to concepts necessary in the provision of patient-oriented community pharmacy services.

2. The student's will be able to use communication skills in patient interactions and consultation concerning medications and other health care information.

3. Use communication skills to efficiently gather relevant information and medical history from patients and recognize the patient/caregiver’s level of health literacy.

4. To utilize available technology, informatics, medical literature to provide drug information for patient-specific care and communicate information to other health care professionals.

5. To enable the student to gain experience in taking telephone and written prescription orders accurately including computer data entry and label preparation.

6. To familiarize the student with the ability to accurately interpret, select and dispense prescription medications and devices safely, accurately, efficiently and in accordance with all federal and state regulatory policies, procedures and requirements related to controlled substances.

7. To learn the legal procedures for transferring prescriptions.

8. Describe the differences between CII, CIII-V and non-controlled substances and CV controlled substances that can be obtained without a prescription.

9. Determine the urgency of a situation, including the necessity to summon emergency medical services.

10. Provide rational recommendations for initial management and appropriate referral or further evaluation in non-urgent situations.

11. Evaluate a patient’s records for pertinent information before dispensing the prescription, such as drug allergies, compatibility of the drug with the patient’s diagnosis, adverse drug reactions and interactions, and refill status.

12. To provide the student with information concerning nonprescription medications and demonstrate the technique necessary in assisting self medication of patients.

13. Effectively counsel patients about OTC products and other aspects of self-medication, such as, proper use of inhalers, blood glucose meters, topicals, patches, eye drops and injectables.

14. Be able to perform a medication profile review and identify patients at risk for adverse drug reactions and interactions.

15. Be able to efficiently manage and operate third party reimbursement systems.

16. Appropriately calculate and accurately measure the quantity of medication to be compounded and dispensed.

17. Be able to use appropriate compounding techniques and quality assurance methods and accurately compound individual or bulk medications.

18. Be familiar with the basic medication distribution, inventory control and medication error/safety management systems.

19. Demonstrate professional behavior including, but not limited to punctuality, reliability, meeting deadlines, dress and assuming responsibility.

20. Display high standards with regard to moral, ethical and legal conduct and confidentiality (HIPAA).
21. Be able to communicate with compassion, and interact with patient populations with diverse cultures, medical conditions, gender, age and different cultural, ethnic and religious traditions.

22. Apply the basic principles of marketing, financial and business management, in addition to personnel management, including job descriptions, staffing, recruitment and retention of employees.

23. Demonstrate how to identify, manage and report medication errors, adverse drug reactions and interactions.

24. Demonstrate the process to provide effective health promotion and disease prevention services.

25. Understand the role and responsibility of pharmacist in emergency preparedness and response.

**Ambulatory Care Practice Experience**

The student will:

1. Efficiently gather relevant patient data from a patient interview and/or medical record.
2. Appropriately perform selected aspects of physical assessment.
3. Identify appropriate data affecting drug dosing and/or patients at high risk for adverse drug reactions.
4. Organize key clinical findings by disease state and/or drug regimen.
5. Efficiently identify all drug-related issues and demonstrate retention of level-appropriate knowledge base.
6. Establish appropriate patient-specific outcomes/monitoring parameters for each drug.
7. Identify and evaluate all rational therapeutic options.
8. Use good judgment (e.g., able to draw rational conclusions when data are incomplete).
9. Use pharmacokinetic principles and patient data to determine the most appropriate drug dosage regimen or formulation.
10. Use appropriate literature (e.g. EBM) to support patient-specific recommendations.
11. Provide timely and appropriate medication information.
12. Assume responsibility (e.g., appropriate follow-up) of patient care and therapeutic issues.
13. Seek necessary patient interaction.
14. Possess appropriate understanding of limitations and know when to seek advice.
15. Document an efficient pharmaceutical care plan that facilitates patient monitoring.
16. Verbally justify patient-specific recommendations to the physician and/or preceptor.
17. Ensure patient comfort and communicate appropriately to the patient; ensure HIPAA compliance.
18. Appropriately communicate with other health care professionals/students.
19. Use appropriate grammar and spelling in all written communications.
21. Be cooperative with and respectful to classmates, faculty, and other health care providers.
22. Demonstrate an ability for and commitment to independent learning.
23. Be compliant with all site policies and procedures, including appropriate attire and decorum.
24. Be punctual and actively participate with the health care team.
25. Demonstrate a desire to exceed expectations.
26. Accept and apply constructive criticism.
Advanced Institutional Practice Experience:

1. They will be evaluated on their initiative in preventing, identifying, and resolving pharmacy-related patient–specific problems.
2. Students will collect and organize all patient-specific information needed to prevent, detect, and resolve medication-related problems and to make appropriate evidence-based, patient-centered medication therapy recommendations.
3. Demonstrate the appropriate use and interpretation of data from an electronic or hard bound patient chart or medical records.
4. Demonstrate the process of identifying and recording adverse drug events and medication errors.
5. The student will be available for patient counseling.
6. The student will demonstrate proficiency in medication delivery.
7. Students will be evaluated on their ability to communicate with other pharmacy and medical professionals. They must be able to justify all recommendations or information by employing evidence-based literature and updated guidelines.
8. Demonstrate an understanding of federal and state laws regarding drug distribution, storage, compounding and dispensing. Demonstrate proficiency in the handling of controlled substances and the laws that govern them.
9. Understand the processing of medication orders starting with the physician and ending with the dispensing of the medication by the nurse.
10. Demonstrate proficiency in medication preparation including stocking, drug distribution, unit-dose, repackaging, making intravenous solutions and chemotherapy.
11. Understand the resolution of medication problems including tracking down lost medications, handling of missed medications and demonstrate proficiency in defusing potential problems.
12. Understand the compounding, formulation and monitoring of hyperalimentation.
13. Demonstrate a basic understanding of pharmacokinetics in dosing and monitoring various drugs.
14. Participate in or observe pharmacy related clinical activities such as attending codes, rapid response, nutrition support, antibiotic pharmacokinetics, working rounds, P&T Committee meeting and Infectious Control.
General (Adult) Medicine Practice Experience

1. They will be evaluated on their initiative in preventing, identifying, and resolving pharmacy-related patient-specific problems during internal medicine rounds.
2. Students will collect and organize all patient-specific information needed to prevent, detect, and resolve medication-related problems and to make appropriate evidence-based, patient-centered medication therapy recommendations as part of the interdisciplinary team.
3. Apply pharmacokinetic and pharmacodynamic principles to assure appropriate drug dosing.
4. Students are expected to evaluate their medical team’s treatment plan and identify all areas that do not meet updated guidelines or that may cause potential problems including allergic reactions, medications that do not have an indication, adverse drug reactions, drug-drug, drug-food, drug disease state and drug-laboratory interactions. The student will also monitor drug dosages to make sure they are appropriate for patient-specific data.
5. Demonstrate the process of identifying and recording adverse drug events and medication errors.
6. Demonstrate the appropriate use and interpretation of data from an electronic or hard bound patient chart or medical records.
7. The student will be available for patient counseling and to answer any questions the patients may have.
8. The student will develop an in-depth understanding of the interpretations of laboratory values.
9. Students will develop a treatment plan based upon the patient’s disease state, ethnicity and financial issues along with drug interactions. The student will also devise a monitoring plan with follow-up changes in the plan based upon patient outcomes.
10. Students will be evaluated on their ability to communicate with their medical team and pharmacy preceptor so that they give clear, concise and accurate information. They must be able to justify all recommendations or information by employing evidence-based literature and updated guidelines.
11. Students will be evaluated on appearance, professional attitude, punctuality and independent learning.
Goals and Objectives for Selected P-Care APPEs

Geriatrics APPE

1. Describe the biology of aging and discuss common theories of aging in the elderly population.
2. Be able to gather relevant data from a elderly patient interview and resolve pharmaceutical care problems prevalent in geriatric populations.
3. Demonstrate ethical conduct in all activities related to pharmacy practice and evaluate all rational therapeutic options.
4. Collect relevant information from a medical record and organize it into a use able format and adapt pharmaceutical care plans to meet the emotional and cultural needs and expectations of elderly patients.
5. Design, implement, monitor, evaluate, and recommend modifications to determine the best pharmaceutical care plan for patients, including use of sound clinical judgment when data are incomplete.
6. Evaluate clinical judgment as to the continuing effectiveness of individualized therapeutic plans and establish patient-specific therapeutic outcomes.
7. Evaluate medication orders and laboratory test of geriatric patients and accurately and efficiently identify all drug-related issues.
8. Identify geriatric patients at risk for adverse drug reactions and interactions.
9. Demonstrate the ability to use the medical literature to provide an evidence-based approach to geriatric patient-centered pharmaceutical care.
10. Provide accurate and useful drug information by defining the needs of the requestor, evaluating information using all appropriate resources and effectively communicating a response.
11. Demonstrate the ability to articulate and justify patient-specific recommendations.
12. Use specific information to apply pharmacokinetic and/or pharmacodynamic principles and patient data to determine the most appropriate dosing regimen and/or drug delivery system for the elderly patient.
14. Effectively communicate with elderly patients using appropriate communication skills on all aspects of their past and present social history, disease states and pharmacotherapy.
15. Adapt pharmaceutical care for culturally diverse geriatric patients and recognize health care disparities and assure that individual members of a patient population receive appropriate pharmaceutical care services.
16. Use appropriate counseling techniques in interactions with geriatric patients, their families/caregivers including proper instructions for the safe and effective use of medications and devices.
17. Be familiar with the pharmaceutical care system’s process for reporting and managing medication errors, adverse drug reactions and interactions.
18. Communicate and interact in a professional and culturally sensitive manner including demonstrating respect and sensitivity for others, being open-minded and nondiscriminatory and maintain patient confidentially.
19. Demonstrate professional behavior including, but limited to, punctuality, reliability, meeting deadlines, dress and assuming responsibility for one's actions.
20. Participate actively and effectively in educational activities and as a member of an interdisciplinary health care team.
21. Always maintain high standards with regard to moral, ethical and legal conduct.
22. Demonstrate a commitment to professional growth and life-long learning including the ability to self-assess, accept and utilize feedback, and learn independently.
23. Demonstrate minimum competency by recognizing patient-specific problems and emphasizing those problems with direct relationship to medications. The problems may include, but are not limited to, any of the following:
   - Polydiagnoses/polypharmacy
   - Incontinence
   - Constipation/diarrhea
   - Pain
   - Insomnia
   - Cardiovascular
   - Stroke/TIA
   - Malnutrition
   - DVT/PE
   - Dementia/Confusion
   - Depression/CNS disorders
   - Diabetes
   - Parkinson's disease
   - COPD
   - Rheumatoid/Osteoarthritis
   - Osteoporoses
   - Pressures ulcers
   - Hypothyroidism
24. Demonstrate minimum competency by recognizing patient-specific problems and emphasizing those problems with direct relationship to medications. The problems may include, but are not limited to:
   - Ethics, realization of ethical and social values, religious beliefs.
   - Restraints, falls-how these affect quality of life.
   - OBRA regulations, federal, state, JCAAHO, skilled nursing facility regulations.
   - Activities of daily living, including assessment of self-medication independence.
   - Consent to treatment, living wills, advanced directives.
   - Rehabilitation limitations, expectations.

**Drug Information APPE**

1. Communicate with the client to determine the nature and immediacy of the request as well as the appropriate depth of response.
2. Accurately document drug information requests.
3. Develop a logical, step-wise approach to searching the drug information resources.
4. Identify the strengths and weaknesses of available resources.
5. Select appropriate databases/resources.
7. Critically evaluate primary, secondary, and tertiary medical literature.
8. Identify potential solutions/answers.
9. Apply information in a clinically relevant manner.
10. Clearly express and justify your recommendation(s) in both written and oral forms.
**Infectious Disease APPE**

1. Students will collect and organize all patient-specific information needed to prevent, detect, and resolve antibiotic-related problems and to make appropriate evidence-based, patient-centered antibiotic therapy recommendations to their preceptor and as part of the interdisciplinary team.
2. Demonstrate the appropriate use and interpretation of data from an electronic or hard bound patient chart or medical records.
3. The student will be available for patient counseling and to answer any questions the patients may have.
4. The student will develop an in-depth understanding of the interpretations of laboratory values.
5. Students will design a treatment regime that includes appropriate antibiotics, length of treatment, and surgical or other interventions necessary to treat the infection. Be able to discuss evidence-based and patient-specific reasoning behind your recommendations.
6. The student will have a basic understanding of the use of diagnostic imaging to support the diagnosis of certain infections.
7. Interpret a culture and sensitivity report.
8. Basic understanding of common types of antibiotic resistance.
9. Demonstrate an understanding of the antibiotics that are commonly used to treat hospital acquired and community acquired infections including:
   - Spectrum of activity and their application in the treatment infections.
   - Dosing.
   - Adverse effects.
   - Application of pharmacokinetics and pharmacodynamics.
10. Students will be evaluated on appearance, professional attitude, punctuality and independent learning.

**Nuclear Pharmacy APPE**

1. Understand the basic principles of radiation physics.
2. Be able to explain the concept of ALARA.
3. Given any radiopharmaceutical, be able to explain how to safely compound it and perform quality control procedures.
4. Explain NRC regulations regarding the receipt, transportation, and disposal of radioactive materials.
5. Develop a working knowledge of the mathematics involved in nuclear medicine.
6. Be able to use the decay equation and/or decay tables to calculate activity both forward and backward in time.
7. Understand generator kinetics, elution techniques and quality assurance of eluate.
8. Demonstrate knowledge of the principles of operation and procedures for quality control of the instruments, equipment and devices used in a nuclear pharmacy.
9. Understand the biological effects of ionizing radiation on the body.
10. Be able to identify all the components of a radiopharmaceutical kit and identify the purpose of each ingredient.
11. Review the therapeutic and clinical aspects of radiopharmaceuticals and diagnostic agents.
12. Understand the principles and application of radiation monitoring equipment.
13. Be able to recommend an appropriate imaging agent and dose based upon liver and kidney function.
14. Understand how nuclear pharmacy differs from traditional pharmacy practice.
15. Demonstrate an ability to enter orders, prepare radiopharmaceutical kits, and dispense unit doses accurately.

**Pediatrics APPE**

1. Efficiently gather relevant patient data from a patient interview and/or medical record.
2. Identify appropriate data affecting drug dosing and/or patients at high risk for adverse drug reactions.
3. Organize key clinical findings by disease state and/or drug regimen.
4. Efficiently identify all drug-related issues and demonstrate retention of level-appropriate knowledge base.
5. Establish appropriate patient-specific outcomes/monitoring parameters for each drug.
6. Identify and evaluate all rational therapeutic options.
7. Use good judgment (e.g., able to draw rational conclusions when data are incomplete).
8. Use pharmacokinetic principles and patient data to determine the most appropriate drug dosage regimen or formulation.
9. Use appropriate literature (e.g. EBM) to support patient-specific recommendations.
10. Provide timely and appropriate medication information.
11. Assume responsibility (e.g., appropriate follow-up) of patient care and therapeutic issues.
12. Seek necessary patient interaction.
13. Possess appropriate understanding of limitations and know when to seek advice.
15. Verbally justify patient-specific recommendations to the medical provider and/or preceptor.
16. Ensure patient comfort and communicate appropriately to the patient; ensure HIPAA compliance.
17. Appropriately communicate with other health care professionals/students.
18. Use appropriate grammar and spelling in all written communications.
20. Be cooperative with and respectful to classmates, faculty and other health care providers/personnel.
21. Demonstrate an ability for and commitment to independent learning.
22. Be compliant with all site policies and procedures, including appropriate attire and decorum.
23. Be punctual and actively participate with the health care team.
24. Demonstrate a desire to exceed expectations.
25. Accept and apply constructive criticism.
ISU Advanced Pharmacy Practice Experience Grade Form

CLINICAL

Student Name: ____________________________________________________________

Preceptor Name: _________________________________________________________

Preceptor Email: _________________________________________________________

Practice Site: ___________________________________________________________

APPE Type: _____________________________________________________________

Certification of Attendance

This is to certify that the above named student completed a minimum of 240 hours of advanced practice experience beginning (date) ________________ through (date) ________________

Instructions: Please evaluate the student for each major topic area using the following rating scale to assess the individual abilities of the student.

4 = Consistently demonstrates a high level of competence
3 = Meets competency requirement
2 = Does not meet minimal competency level, deficiency noted
1 = Serious deficiency
0 = Failing
N/A = Not applicable

<table>
<thead>
<tr>
<th>Based on College of Pharmacy Endpoint Competencies 2010</th>
<th>3rd wk</th>
<th>Final</th>
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<tbody>
<tr>
<td>Ensure Appropriate Pharmacotherapy and Health Outcomes</td>
<td></td>
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</tr>
<tr>
<td>1. Collect relevant information from a medical record and organize it into a usable format.</td>
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<tr>
<td>2. Efficiently gather relevant data from a patient interview.</td>
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<tr>
<td>3. Perform basic aspects of physical assessment.</td>
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</table>
4. Accurately assess the patient’s/caregiver’s self-management skills (i.e., medication adherence and/or ability to correctly use their drug regimen or device). Recognize the patient’s/caregiver’s level of health literacy.

5. Identify patients at risk for adverse drug reactions.

6. Accurately and efficiently identify all drug-related issues.


8. Evaluate all rational therapeutic options.

9. Determine the best pharmaceutical care plan for patients, including use of sound clinical judgment when data are incomplete.

10. Articulate and justify patient-specific recommendations.

11. Apply pharmacokinetic and/or pharmacodynamic principles and patient data to determine the most appropriate dosing regimen and/or drug delivery system for the patient.

12. Appropriately utilize clinical literature to provide an evidence-based approach to patient-centered pharmaceutical care.

13. Identify patient-specific monitoring parameters for all drug therapies.


15. Provide accurate and useful drug information by defining the needs of the requestor, evaluating information using all appropriate resources, and effectively communicating a response.

16. Recognize health care disparities and assure that individual members of a patient population receive appropriate pharmaceutical care services.

17. Retain previously covered information and demonstrate level-appropriate knowledge base.
<table>
<thead>
<tr>
<th>Disperse Medications and Devices</th>
<th>3rd wk</th>
<th>Final</th>
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<tbody>
<tr>
<td>18. Provide counseling to patients and/or caregivers including proper instructions for the safe and effective use of medications and devices.</td>
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<thead>
<tr>
<th>Manage Health Systems</th>
<th>3rd wk</th>
<th>Final</th>
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<tbody>
<tr>
<td>19. Contribute to the pharmaceutical care system’s process for reporting and managing medication errors and adverse drug reactions</td>
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<tr>
<th>Promote Health and Disease Prevention</th>
<th>3rd wk</th>
<th>Final</th>
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<tbody>
<tr>
<td>20. Identify and provide effective health promotion and disease prevention services including educating patients about behaviors that promote health, maintain wellness, prevent and control disease.</td>
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<tr>
<th>Display Professionalism</th>
<th>3rd wk</th>
<th>Final</th>
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<tbody>
<tr>
<td>21. Accept responsibility for individual patient outcomes and give priority to patient well-being and safety even if it means making personal sacrifices.</td>
<td></td>
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<tr>
<td>22. Communicate and interact in a professional and culturally sensitive manner including demonstrating respect and sensitivity for others, being open-minded and nondiscriminatory, and maintaining patient confidentiality.</td>
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<tr>
<td>23. Demonstrate professional behavior including, but not limited to, punctuality, reliability, meeting deadlines, dressing appropriately, and assuming responsibility for one’s actions.</td>
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<td>24. Participate actively and effectively in educational activities and as a member of an interdisciplinary health care team.</td>
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<td>26. Demonstrate a commitment to professional growth and life-long learning including the ability to self-assess, accept and utilize feedback, and learn independently.</td>
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| Other |        |       |

**Strengths:**

**Areas for improvement:** (Please provide specific examples of item competencies requiring additional
### Rating Scale for Final Grade
(26 Questions, 104 Possible Points)

<table>
<thead>
<tr>
<th>Possible Points</th>
<th>Total Points</th>
<th>Percentage</th>
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<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>90-94.9</td>
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<tr>
<td>B+</td>
<td>85-89.9</td>
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<tr>
<td>B</td>
<td>82.5-84.9</td>
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<tr>
<td>B-</td>
<td>80-82.4</td>
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<tr>
<td>C+</td>
<td>77.5-79.9</td>
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<td>C</td>
<td>72.5-77.4</td>
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<tr>
<td>C-</td>
<td>70-72.4</td>
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<td>D+</td>
<td>67.5-69.9</td>
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<tr>
<td>D</td>
<td>65-67.4</td>
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<tr>
<td>F</td>
<td>64.9-Below</td>
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