

University of Cincinnati
James L. Winkle College of Pharmacy

Preceptor Handbook

2016/2017
Academic Year

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University of Cincinnati Winkle College of Pharmacy

The Cincinnati College of Pharmacy was granted a charter by the Ohio Legislature in 1850. It operated as a private college until July 1954 when it became an integral part of the University of Cincinnati. It was the first college of pharmacy established west of the Alleghenies. In 1967, the College of Pharmacy became a unit of the University of Cincinnati Academic Health Center, along with the College of Medicine, College of Nursing, UC Medical Center, Christian R. Holmes Hospital, and the Health Sciences Library. In 2000, the College of Allied Health Sciences joined the University of Cincinnati Academic Health Center. The College occupies space in the Health Professions Building and Wherry Hall.

On June 6th, 2007 the University of Cincinnati (UC) College of Pharmacy changed its name to the James L. Winkle College of Pharmacy. The college is only the second in UC's history to be named. The name change honors Winkle's pledge of \$10 million to his alma mater from his estate or trust. A Hamilton, Ohio, resident who graduated from the college in 1958, Winkle made the donation in 2005, but at his request his support was not publicly acknowledged until June 6th, 2007.

Mission and Vision

College Strategic Plan

Mission Statement

The University of Cincinnati, College of Pharmacy will:

- Contribute to the health of our community and nation through the development of graduates and faculty who will be leaders in pharmacy practice and the pharmaceutical sciences.
- Be widely recognized for our research programs and continuous innovations in education.

Vision 2016

Our Vision for 2016: The James L. Winkle College of Pharmacy will be widely recognized as a premier college of pharmacy for the excellence of its academic, research, practice programs and scholarly activity, led by our expert faculty. Our outstanding students, educated in an inter-professional environment, will become leaders in the practice of pharmacy and pharmaceutical research. Our college will be . . .

- Led with vision and strategic planning
- Measured by our ability to provide an environment that fosters learning, practice and scholarship
- Financially viable, entrepreneurial, and growing
- Known for innovation, scholarship, and collaboration
- Committed to meeting the needs of a diverse society
- Dedicated to life-long learning

Vision 2016 core values:

- Student centered learning
- Collaborative discovery
- Health care improvement
- Strength in diversity
- Real world experience
- Community engagement

University of Cincinnati Winkle College of Pharmacy

Doctor of Pharmacy Educational Outcomes

The James L. Winkle College of Pharmacy at the University of Cincinnati (UC COP) has, as part of its mission, the responsibility to contribute to the health of our community and nation through the development of graduates and faculty who will be leaders in pharmacy practice and the pharmaceutical sciences. In conjunction with the core values of the University we are dedicated to placing students at the center and the achievement of academic excellence in our educational mission.

We have identified the target outcomes of the educational experience at the UC COP. These outcomes are designed to be in compliance with standards established by the U.S. Department of Education, the Accreditation Council for Pharmacy Education and consistent with the goals of the Center for the Advancement of Pharmaceutical Education (CAPE).

These ability-based outcomes describe the general abilities of a graduate of our Pharm. D. program while specifically emphasizing a graduate's ability now and in the future to provide patient-centered pharmaceutical care, manage a pharmacy practice and promote public health. These educational outcomes are established and will be tracked to ensure each student's transitional growth across the didactic curriculum, performance-based activities, and experiential program.

General Abilities

- Understand and apply critical thinking processes to identify, solve and prevent problems.
 - Define the problem.
 - Gather and analyze information relevant to the problem.
 - Draw conclusions based on synthesis of pertinent information and analysis.
 - Provide a rationale for and communicate a proposed solution to a problem.
 - Implement a selected course of action and appropriate follow up assessment.
- Exhibit professional behaviors in practice.
 - Display a demeanor, attitude, appearance and communication style that represents one's self and the profession in a positive light.
 - Develop, maintain and enhance competence by assessing one's own learning needs and continuous professional development.
 - Solve ethical dilemmas through use of a rational decision making process.
 - Understand and apply the tenets of confidentiality in the healthcare setting.
- Demonstrate leadership skills.
 - Show leadership skills inherent in practice and team work.
 - Provide leadership in community, professional, and/or political arenas.
- Understand and apply basic research and scholarship principles.

- Using verbal and written communication skills, deliver information with the purpose of educating a specific population (e.g. patients, technicians, community members, students, healthcare providers).
- Advance the profession and the pharmaceutical care model of practice by: 1) ensuring that professional standards are maintained and enforced; 2) participating in professional organizations; and 3) advocating professional policy.

Pharmaceutical Care. Provide pharmaceutical care in cooperation with patients, prescribers, and other members of an interprofessional health care team based upon sound therapeutic principles and evidence-based data, taking into account relevant legal, ethical, social, economic, and professional issues, emerging technologies, and evolving biomedical, sociobehavioral, and clinical sciences that may impact therapeutic outcomes.¹

- Apply and integrate sound scientific and therapeutic principles in the provision of patient-centered and population-based pharmaceutical care.
 - Interrelate physicochemical properties, structure-activity relationships, and biochemistry to explain mechanisms of action of drugs in biological systems.
 - Design, implement, and monitor patient specific pharmacotherapeutic regimens by applying chemical and biopharmaceutical principles of absorption, distribution, metabolism, and elimination of drugs.
 - Identify, assess, and resolve drug-related problems and implement changes in the pharmaceutical care plan.
 - Design strategies to avoid or manage drug interactions and adverse drug events.
 - Provide specific, rational, cost effective, evidence-based recommendations.
 - Appropriately document recommendations, interventions, and outcomes.
- Retrieve, analyze, and interpret lay and scientific information and literature to support the care of specific patients or populations.
- Collaborate and communicate verbally and in writing with patients, caregivers, and other members of an interprofessional health care team with shared accountability to improve safety and therapeutic outcomes.
- Counsel and educate patients to promote adherence to pharmacotherapy management plans and to improve outcomes.

Systems Management. Manage and use resources of the health care system, in cooperation with patients, prescribers, other health care providers, and administrative and supportive personnel, to promote health; to provide, assess, and coordinate safe, accurate, and time-sensitive medication distribution; and to improve therapeutic outcomes of medication use.¹

- Manage a patient-centered practice.
 - Manage a practice and accurately prepare, dispense, and administer medications according to state and federal laws and professional standards.
 - Provide medication therapy management and patient care services and obtain compensation.

- Engage in a collaborative practice agreement process and participate in collaborative practice in order to coordinate the health care of patients.
- Implement strategies to facilitate continuity of care across health systems, including medication reconciliation.
- Apply operational, financial, personnel, and marketing principles to the management of pharmacy practice.
- Apply continuous quality improvement principles to modify services and implement new services with the goal of reducing cost, optimizing patient safety and improving health care outcomes.
- Effectively utilize technology resources to optimize pharmaceutical care.
- Partner with patients to maximize their health care benefits through utilization of third party, government, prescription assistance and other programs.

Public Health. Promote health improvement, wellness, and disease prevention in cooperation with patients, communities, at-risk populations, and other members of an interprofessional team of health care providers.¹

- Promote health improvement, wellness, and disease prevention.
 - Use principles of epidemiology and population specific data to identify current public health problems and anticipate future needs.
 - Collaborate with health care professional, social service, and community resources to maximize access to health care and improve continuity of care.
 - Promote public awareness of health and disease, including a healthy lifestyle and disease prevention strategies.
- Promote the community health of diverse patient populations.
 - Promote respect for all patients by recognizing and anticipating the needs of a diverse population (e.g., social, cultural, religious, economic, political, historical, and ethnic).
 - Adapt professional behavior to affect changing needs of society and the delivery and acceptance of health care.

The James L. Winkle College of Pharmacy

Doctor of Pharmacy Curriculum

The Doctor of Pharmacy (PharmD) degree is awarded on the basis of successful completion of all degree requirements. The PharmD program generally takes a minimum of six years to complete, including the minimum of 2 years of pre-pharmacy coursework.

First Professional Year

Fall Semester

Anatomy and Physiology
Biochemistry and Microbiology
Pharmacy Practice I

US Healthcare Systems
Pharmaceutical Calculations

Spring Semester

Drug Delivery
Principles of Medicinal Chemistry
Principles Pharmacology and
Pharmacotherapy
Pharmacy Practice II
Ethics

Second Professional Year

Fall Semester

Ambulatory/Institutional IPPE
Drug Delivery II
Therapeutics of Non-Prescription
Therapeutics I
Case Studies in Therapeutics I

Spring Semester

Ambulatory/Insitutional IPPE
Clinical Pharmacokinetics
Evidence Based Pharmacotherapy I
Therapeutics II
Case Studies in Therapeutics II
Pharmacy Practice Skills Development I

Third Professional Year

Fall Semester

Therapeutics III
Evidence Based Pharmacotherapy II
Pharmacy Management
Case Studies in Therapeutics III
Peer Mentored IPPE I
Pharmacy Practice Skills Development II

Spring Semester

Therapeutics IV
Health System Pharmacy Practice
Case Studies in Therapeutics IV
Peer Mentored IPPE II
Jurisprudence

Fourth Professional Year

May through March: 9-one month rotations

April – Contemporary Pharmacy Practice

Students are required to complete 7 pharmacy professional elective hours.

Overview of Experiential Program

Mission

The University of Cincinnati, College of Pharmacy Office of Experiential Education will:

Provide students diverse pharmacy practice experiences at progressive sites with high quality preceptors that will prepare students to practice at the highest level and be sought after practitioners in an ever changing healthcare environment.

Vision

To develop a premier experiential program that is nationally recognized for its excellence in training, practice and scholarship through committed preceptors and faculty dedicated to the advancement of pharmacy practice and the improved health of its community.

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UC College of Pharmacy Experiential Site for Preceptors
<http://pharmacy.uc.edu/programs/pharmd/experiential-education/preceptors>

The purpose of the Experiential Program at the James L. Winkle College of Pharmacy is to prepare students for pharmacy practice. The experiential program exposes students to different areas of pharmacy practice and health care systems. Students will apply the knowledge and skills gained in the classroom in order to develop into a skilled pharmacy practitioner capable of assessing therapeutic problems and recommending optimum therapeutic drug regimens for specific patients. The Doctor of Pharmacy student becomes an active participant in assessing the drug therapy needs of individual patients, in formulating safe and effective drug regimens, and optimizing the pharmaceutical care of patients. The experiential program emphasizes importance of continuity of care throughout the healthcare delivery system. Students will gain experience in serving a diverse population of patients.

The Experiential Program at the College includes both Introductory Pharmacy Practice (IPPE) and Advanced Pharmacy Practice Experiences (APPEs). IPPEs are completed in the first three years of the curriculum, and APPEs are completed in the fourth year of the curriculum.

Introductory Pharmacy Practice Experiences

The Introductory Pharmacy Practice Experiences at the James L Winkle College of Pharmacy span three years. The breakdown for IPPE hours is shown below:

PY1	Early Professional Summer Shadow Experience	16
	Discussion and Reflection	2
	IPPE Orientation/Training	8
	Service Learning	10
	Patient Care Project	12
PY2	Longitudinal IPPE-Ambulatory	64
	Longitudinal IPPE-Institutional	64
	Immunization Training	20
	PPSD I	12
	Patient Care Project	10
PY3	Peer Mentored IPPE I	35
	Peer Mentored IPPE II	35
	Discussion and Reflection	4
	PPSD II	15
	Patient Care Project	3
PY1- PY3	Other Independent Professional Development Activities	30
Total IPPE Hours		340

P1 Year: Early Professional Summer Shadow Experience

In the P1 year, students complete an Early Professional Experience the summer prior to entering the College of Pharmacy. Each student is assigned to an ambulatory and institutional site for a 1-day shadow experience. During the 1-day shadow experience, students complete a worksheet and a reflection assignment. Students will discuss their experiences in the Fall semester during the Pharmacy Practice I Course. In addition, students receive training on measuring blood pressure and sterile IV preparation during the Spring semester to prepare them for the P2 year IPPEs.

P2 Year: Longitudinal Ambulatory/Institutional Introductory Pharmacy Practice Experience

In the P2 year, students complete a longitudinal, semester-long, weekly IPPE. The course provides an introductory, real practice experience to 2nd year students in an ambulatory or institutional setting. Students gain hands-on experience training in an ambulatory or institutional setting to further develop their professional education and skills. After completing 1-2 days of orientation, students will spend 4-hours each week at the assigned site on a designated morning. Students will be placed at an institutional site for 1 semester and an ambulatory site for another semester. Each IPPE has a list of assignments and a checklist of activities that will be completed by students.

P3 Year: Peer Mentored Introductory Pharmacy Practice Experience

In the P3 year, students complete the peer-mentored IPPE. This course is an on-site experience under the guidance of a 4th year pharmacy student at various practice sites. The 3rd year student is matched with a 4th year PharmD student. The P3 student is required to visit at minimum 7 of the 9 P4 students advanced practice sites. The 3rd year student is required to spend time with the 4th year student on advanced clinical rotations (two 5 hours visits / per month—minimum 14 visits total). During the 2 semester sequence, the 3rd year student will be expected to accomplish numerous learning objectives. The 4th year student will be responsible for engaging students in activities that allow them the opportunity to meet the stated objectives/outcomes. The student applies select skills learned in the pharmacy curriculum at the practice sites.

Other components of our IPPE program include simulation activities in the Pharmacy Practice Skills Development Courses and independent professional development activities such as attending health fairs and professional meetings.

P1 to P3 Years: Independent Professional Development Activities

As part of the IPPE program, students will be required to attend professional meeting(s) and/or participate in health fair(s). Students must complete 30 total hours during the PY1 and PY3 years of pharmacy school (approximately 10 hours per year).

Advanced Pharmacy Practice Experiences

P4 Year: Advanced Pharmacy Practice Experiences

The Advanced Pharmacy Practice Experiences during the fourth professional year at the James L. Winkle College of Pharmacy is a full-time practical experience. The student receives academic credit for their experience as well as internship hours acceptable toward licensure by the Ohio State Board of Pharmacy. The purpose of APPEs is for the student to learn to apply the knowledge and skills gained in the first three years of the PharmD program in order to prepare students for pharmacy practice.

The student will participate in nine 1-month long training periods at variety of sites to ensure that all students have an opportunity to learn and participate in the direct care of acute and chronically ill patients. All students will complete 6 core rotations: hospital medicine, hospital medical-surgical specialty, ambulatory care clinic, community pharmacy, health-system drug policy development, and a direct patient care elective. Three rotations will be elective. During APPEs, each student will train under the immediate supervision of faculty (full-time and adjunct) who serve as their preceptors.

Hospital Medicine rotations - provide advanced practice students the opportunity to actively participate in the management of patient care in an acute setting. The student will manage patients with a variety of diseases, disorders, symptoms, complications and the patient specific pharmacotherapy.

Hospital Medical Surgical Specialty rotations – provide advanced practice students the opportunity to actively participate in the management of patient care in an acute setting. The Medical Surgical specialty may be a consult service or continuous specialized care in an institutional setting where the focus is on caring for the patient with a specific disease or condition, and not on the management of all patient problems.

Ambulatory Care rotations - provide advanced practice students the opportunity to actively participate in the management of patient care in an outpatient setting. The student will manage patients with a variety of diseases, disorders, symptoms, complications and the patient specific pharmacotherapy.

Community Pharmacy rotations - provide advanced practice students the opportunity to actively participate in the development, implementation, and evaluation of an innovative pharmaceutical care model within a traditional pharmacy setting. The student will engage in direct patient care, management, and professional service activities that will foster personal growth, improve patients' quality of life, and advance the profession of pharmacy.

Health-System Drug Policy Development/Medication Safety Management rotations - provide advanced practice students the opportunity to actively participate in the dissemination of medication information to patients, health-care professionals, and health-care systems.

Direct Patient Care Elective rotations - provide advanced practice students the opportunity to actively participate in the management of patient care in acute and chronic settings. The student will manage patients with a variety of diseases, disorders, symptoms, complications and the patient specific pharmacotherapy.

Advanced Elective rotations – provide advanced practice students the opportunity to actively participate in practice settings that are of significant interest to the individual student. Elective rotations allow the student obtain additional learning experiences in practice areas that are required as well as unique areas that help the student become a more well-rounded practitioner.

Clinical Pharmacy Project - A problem-based, clinically-related project that requires integration and application of the didactic coursework and experiential training in order to generate a rational solution to a well-defined question using established scientific methodologies. This elective is intended to provide the motivated PY4 (or PY3) student with a ‘capstone’ experience that allows for demonstration of advanced knowledge and skills in the application of pharmacotherapy principles to a patient care problem. Demonstration of such skills will generally require application of information previously acquired in courses involving, but not limited to: drug literature evaluation, research methods and study design, biostatistics, pharmacotherapy, pharmacokinetics, pharmacoeconomics and outcomes research, institutional pharmacy practice, basic computer skills, scientific writing and poster presentation skills. It is highly recommended for all students especially those seeking post-PharmD residency and/or fellowship training.

Attendance Policies

The schedule for rotations is determined by the site (APPEs) and College (IPPEs). Students are expected to be in attendance at rotations according to this schedule. Students are expected to be on-site a minimum of 4 hours for IPPE rotations and 8 hours per day for APPE rotations. There may be times when students are required to devote more than the scheduled time.

Punctuality is mandatory. Students are obligated to notify the preceptor as soon as possible and prior to the time involved if he/she will be late

If you have more than 2 unexcused tardiness per semester, you may be subject to a “F” grade.

Excused absences, anticipated and unanticipated, are based upon extenuating circumstances beyond the control of the student. Four areas fall into the category of extenuating circumstance:

- 1) medical necessity;
- 2) death of a family member;
- 3) pre-approved professional activities; or
- 4) extenuating circumstances unforeseen by this policy (requires the approval of the Experiential Office).

Any absences during IPPE rotations must be reported to the preceptor and IPPE coordinator (Dr. Kim) as soon as possible. Absences during APPE rotations lasting more than 1 day are to be reported to the preceptor and the APPE coordinator (Dr. Doherty) as soon as possible. Arrangements should be made with the preceptor to make up **all** missed time.

If you have more than 1 unexcused absence per semester, you may be subject to a “F” grade.

Holidays

Students must follow the policy at the site and not the university

Professional Development and attendance at meetings

Students that are interested in attending professional meetings during a rotation will need to do the following:

- Contact their preceptor for that rotation prior to making arrangements for the meeting.
- The student and preceptor will discuss how the student will make up the missed time.
- Notify the IPPE/APPE coordinator in writing your plans to attend a meeting.
- Provide a summary of the meeting to the preceptor and the IPPE/APPE Coordinator.

Inclement Weather

Cancellation of JLWCOP events and activities will be guided by the University's weather-related policies and procedures. When inclement weather threatens the safety of the University of Cincinnati community, the Senior Vice President for Administration and Finance may invoke University Rule 3361: 10-55-01 and declare an emergency closing. It is possible that only some campuses of the university may close.

For students who may be completing experiential education at another institution as part of their IPPEs or APPEs or faculty providing patient care at another institution, the policies and procedures of that institution should be followed. For students on rotations, it is important that you are in regular communication with your preceptor during a weather event.

Grading Policies

Introductory Pharmacy Practice Experiences

Each of the objectives/outcomes will be assessed in writing by the site preceptor using criteria based assessment technique. These courses are pass-fail. Pass will be defined as the achievement of all objectives/outcomes outlined in the goals and objectives.

Advanced Pharmacy Practice Experiences

Each competency identified and evaluated by the preceptor will be given a score. Final grade for the rotation will be based on the average score for all the evaluated sections based on the following distribution

Grading Scale	Grade Average of Scores
A	≥ 3.5
B	≥ 2.5 to 3.499
C	≥ 2.0 to 2.499
F	< 2.0

Successful completion of the rotation will be based on student achieving an average of ≥ 2.0 in **ALL** sections of the evaluation. If a score of < 2.0 in any section is obtained, a grade of "F" will be issued. Should a student receive a failing grade for a rotation, the student will be asked to repeat the same or similar rotation. The student may be required to participate in remediation activities to support student learning and improvement.

Students who do not complete requirements, evaluations, reflections and assignments prior to the deadline indicated in PharmAcademic or through notifications from the APPE coordinator are subject to having their grade lowered 1 full letter grade for the rotation.

Criteria and Standards for Preceptors

The preceptor:

The James L. Winkle College of Pharmacy preceptors will be competent practitioners who are committed to pharmacy education, meet the standards below as appropriate for their practice site, and are positive and role-models for the student.

1. The preceptor(s) agree(s) to abide by all guidelines of the program.
2. The pharmacist preceptor must possess a current license from the boards of pharmacy for all states in which the pharmacist practices, practiced for at least the past 12 months, and shall be in good standing before all such board(s) of pharmacy.
3. Non pharmacist preceptors must have practiced in their discipline as a licensed practitioner, if required, for at least the past 12 months.
4. Prior to the placement of any students with a preceptor at the site, both the preceptor and site must meet all college requirements. In addition, the rotation must meet all college requirements for the assigned experience.
5. The preceptor demonstrates standards of professional practice and will present a professional image at all times.
6. The preceptor demonstrates good intra-professional, inter-professional, and health care provider-patient relationships.
7. The preceptor will be a health information provider who engages with patients in an effort to optimize education, prevention and early detection of disease.
8. The preceptor will have access to current drug information resources to optimally practice as a medication consultant and problem solver to patients and other health care professionals.
9. Within the scope of pharmacy practice, the preceptor shall retain and exercise the ultimate decision making authority for all patient-related decisions.
10. The preceptor will have a sincere interest in education, especially the teaching and mentoring of pharmacy students.
11. The preceptor will cooperate with the College of Pharmacy Faculty and positively support the teaching missions of the College.
12. The preceptor should show an interest in and a desire for professional growth and advancement of the profession as demonstrated by:
 - A. Active participation in the local, state and national pharmacy organizations and/or
 - B. Incorporation of current standards of care into his/her practice.
 - C. A willingness to provide feedback on the program to the College.
13. The preceptor must be willing to allow students to make professional decisions with pharmacist supervision.
14. The preceptor must be willing to allow the student to actively participate in the activities of the training site, rather than to merely observe and listen.
15. The preceptor must be willing to evaluate the student's performance objectively, realizing that fair and constructive evaluation of the student's ability to perform designated activities is a serious responsibility. Constructive feedback can significantly influence the student's progress and subsequent performance as a practitioner.

16. The preceptor must be willing and able to maintain an open line of communication with the student:
 - A. By detailed explanation of what is expected of the student regarding appearance, attitude and method of practice, making certain that all members of the staff involved in student learning adhere to the same standards.
 - B. By open discussion of professional practice.
 - C. By treating the student with respect and patience to ensure an optimal learning experience. The preceptor should understand that the student is not a finished product on arrival but one who should be guided to the highest possible level of competence.
 - D. By offering constructive and corrective feedback.
17. The preceptor must fully understand that the student is enrolled in a college course for a learning experience
 - A. The preceptor must recognize the student is not an employee working at a job.
 - B. The preceptor will keep student evaluations/performance assessments in strictest confidence.
 - C. Student activities should be consistent with the learning objectives of the pharmacy practice experience
 - D. UC FERPA – http://www.uc.edu/registrar/FERPA_and_records_privacy.html

New Preceptor

Pharmacists who are interested in becoming a College preceptor shall submit a new preceptor application through the college of Pharmacy experiential site, a current CV/resume, and 1 letter of recommendation that includes information about the pharmacist's practice, competency and professionalism. In addition, pharmacists shall complete or have previously completed 3-hours of CE related to preceptorship. The College will visit the site to meet with the preceptors and other practitioners to ensure that the site is a good learning environment (see criteria for sites). (See application in Appendix)

Once accepted, each new preceptor will receive orientation to the University of Cincinnati Experiential Program. Upon successfully completing orientation and preceptor training requirements, the preceptor will receive a "preceptor certificate" from the College, and students may be assigned to the preceptor.

Preceptor Orientation

The experiential office personnel will review the following information with the new preceptor:

1. College curriculum structure and outcomes
2. College's mission, goals and values
3. Course syllabus/syllabi
4. Overview of objectives
5. Activities and assignments
6. Performance assessment and grading systems
7. Overview of experiential program, policies and procedures and documentation forms
8. Review of Pharmacists Letter Preceptor Home, CEI or others.
9. Eligibility for library access

The Preceptor Handbook is also available on-line for reference.

Maintaining Preceptor Status

In order to maintain preceptor status, the preceptor must obtain 3 hours CE/training related to preceptorship every 3 years. This requirement can be completed by attendance at a live Preceptor Development Program offered through the University of Cincinnati College of Pharmacy or any Preceptor Training CE modules offered through Pharmacists' Letter, CEI or other approved training (See Training Section)

Evaluation of Preceptors

Assigned students will evaluate each preceptor and their rotation experience upon completion of each rotation. The results of the student evaluations will be communicated to the preceptor annually. Site visits will be scheduled on a 3 year cycle unless the site is new or an area of improvement is warranted. A site visit may also occur sooner than 3 years at the request of the Practice Site or the College

Adjunct Faculty

Preceptors at the James L. Winkle School of pharmacy hold full-time, adjunct or volunteer faculty positions. Adjunct or volunteer faculty may hold any qualified academic rank. Terms for appointment, reappointment, and faculty responsibilities are established by the respective College Division and approved by the Dean.

Adjunct Faculty Policy

- The division's Reappointment, Promotion and Tenure (RPT) Committee is responsible for making recommendations to the Division concerning initial faculty appointments and re-evaluation of current appointments for re-appointment and/or promotion. This Committee is comprised of the Director of Experiential Programs and another full-time faculty member in the Division of Pharmacy Practice and Administrative Sciences.
- The committee will make recommendations for appointments to the Chair of the Division of Pharmacy Practice and Administration who will then bring recommendations forward to the division for approval.
- The Dean will approve the type of Adjunct appointment and will communicate this information to the adjunct faculty member.

Titles and Criteria for Adjunct Faculty

Adjunct Faculty of Pharmacy Practice and Administrative Sciences Titles and Criteria

- Adjunct Instructor of Pharmacy Practice and Administrative Sciences: this title is indicated for initial appointments for preceptors and college affiliated residents, fellows, and second year specialty residents. For preceptors involved in minimal teaching and/or precepting, the initial appointment is for 1 year. Reappointment may be for a term of 1 to 3 years.
- Adjunct Assistant Professor of Pharmacy Practice and Administrative Sciences: This title is indicated for initial appointments and for preceptors consistently involved in teaching and/or precepting. Initial appointment is for 1 to 3 years. Reappointment may be for a term of 1 to 5 years.
- Adjunct Associate Professor of Pharmacy Practice and Administrative Sciences: This title is indicated for preceptors consistently involved in service to the college in addition to teaching and/or precepting. Adjunct faculty member must also demonstrate scholarly activity. The initial appointment is for 3 to 5 years; reappointment may be for a term of 3 to 5 years.
- Adjunct Professor of Pharmacy Practice and Administrative Sciences: this title is indicated for preceptors consistently involved in service to the college in addition to teaching and/or precepting. Adjunct faculty member must also demonstrate significant scholarly activity. Initial appointment is for 3 to 5 years; reappointment may be for a term of 3 to 5 years.
- Adjunct Faculty with Voting Privileges: there will be 6 adjunct faculty with voting privileges at College and divisional faculty meetings. Adjunct Faculty with voting privileges will serve in the position for 3 years and shall attend College and divisional faculty meetings.

Benefits of Adjunct Faculty

The benefits include opportunity to attend college sponsored workshops, promotion through divisional RPT based upon professional accomplishments and service to the College, library access for assistant, associate and professor appointments consistent with criteria set forth in affiliation agreement (See criteria for access of information resources).

Criteria and Standards for Sites

These criteria represent the minimum requirements for becoming a training site for the University of Cincinnati James L. Winkle College of Pharmacy

1. The site should maintain adequate staffing to allow the student a meaningful educational experience and provide adequate supervision.
2. The site should meet all standards set by government agencies and accrediting bodies.
3. The site and its staff should be free of any violations of state and/or federal laws.
4. The site should reflect a professional image.
5. One primary preceptor should coordinate student learning at the site, however, the student may be assigned to another pharmacist and/or a variety of health care professionals to maximize the learning experience.
6. The scope of pharmaceutical services provided and the volume and variety of activities should be suitable to provide a rich learning environment.
7. For rotations where it applies, the student must be permitted to perform a pharmacist's functions under pharmacist supervision.
8. The site should provide the student the necessary resources (records access, computer, space, etc) to perform their responsibilities while at the site.
9. Sufficient reference materials should be available for the provision of information to patients, pharmacists, and other health professionals as well as support functions of pharmacy practice.

Affiliation Agreement

An affiliation agreement between the Practice Site and the College of Pharmacy must be completed before a student can begin an experiential rotation. The affiliation agreement can be established using a standard affiliation agreement that originates from the University of Cincinnati or the practice site – See below for details about each.

Standard College of Pharmacy Affiliation Agreement

The College of Pharmacy will provide a site specific affiliation agreement at the initiation of a relationship with a Practice Site. The agreement is good for up to 5 years.

Practice Site Affiliation Agreement

The College of Pharmacy may use a "Practice Site Originated" affiliation agreement. In which case, the site must send a copy of the "Practice Site Originated" agreement in a modifiable electronic (Word) format to the Experiential Director; this document will be submitted to University attorneys for review and approval.

The process of handling an agreement with a site can vary greatly and is handled on an individual basis. Please contact the Experiential Director about initiating a new agreement or modifying an existing agreement, or if you have any questions about the affiliation agreement process.

College of Pharmacy Website Preceptor Resources

Many of the preceptor resources can be found on the James L Winkle College of Pharmacy Web site in the preceptor section.

<http://pharmacy.uc.edu/programs/pharmd/experiential-education/preceptor>

Here you can find:

1. Links to important preceptor sites
2. Directions on how to navigate preceptor resources
3. Preceptor newsletters
4. Program descriptions

JLWCOOP HOME | UNIVERSITY OF CINCINNATI | ACADEMIC HEALTH CENTER | QUICK LINKS |

 **James L. Winkle**
College of Pharmacy

[ABOUT THE COLLEGE](#) [PROGRAMS](#) [PROSPECTIVE STUDENTS](#) [CURRENT STUDENTS](#) [FACULTY/STAFF](#) [NEWS](#)
[ALUMNI](#)

Preceptors

EXPERIENTIAL EDUCATION PROGRAM	HOW TO BECOME A PRECEPTOR
PRECEPTORS	Pharmacists who are interested in becoming a College preceptor shall submit a NEW PRECEPTOR APPLICATION to the college of Pharmacy experiential office, a current CV/resume, and 1 letter of recommendation that includes information about the pharmacist's practice, competency and professionalism. In addition, pharmacists shall complete or have previously completed 3-hours of CE related to preceptorship. The College will visit the site to meet with the preceptors and other practitioners to ensure that the site is a good learning environment.
STUDENTS	Once accepted, each new preceptor will receive orientation to the University of Cincinnati Experiential Program. Upon successfully completing orientation and preceptor training requirements, the preceptor will receive a "preceptor certificate" from the College, and students may be assigned to the preceptor.
PEP-TALK NEWSLETTER	An affiliation agreement between the Practice Site and the College of Pharmacy must be completed before a student can begin an experiential rotation. The affiliation agreement can be established using a standard affiliation agreement that originates from the University of Cincinnati or the practice site. The experiential office will work with the site to establish an agreement during the orientation process.
EXPERIENTIAL OFFICE	

BENEFITS OF BEING A PRECEPTOR

Adjunct Faculty Appointment

Preceptors at the James L. Winkle School of pharmacy hold full-time, adjunct or volunteer faculty positions. Adjunct or volunteer faculty may hold any qualified academic rank. Terms for appointment, reappointment, and faculty responsibilities are established by the respective College Division and approved by the Dean.

Library Access

The University of Cincinnati College of Pharmacy is committed to providing an optimal educational program to its students. In order to accomplish this, faculty and preceptors require the necessary resources available to provide state of the art patient care, and such, incorporate these concepts into student learning activities at practice sites and in the classroom. Eligible preceptors may apply for a library access.

Discounted College CE Programs

The James L. Winkle College of Pharmacy is committed to continuous professional development. In order to provide the best experiential program, our preceptors need to continue to improve and refine their clinical and professional skills. The College provides a variety of continuing education opportunities. Preceptors are invited to attend College programs events and receive discounts to some CE programs.

PharmAcademic

PharmAcademic is an integrated software system which allows the college to manage experiential training scheduling, assessments, and courses. All preceptors have access to the system and will use PharmAcademic for viewing student schedules, completing student assessments as well as communication.

First Time Users

To access PharmAcademic for the first time, you will need to:

- Go to www.pharmacademic.com
- Enter your email address
- Click on the “Forgot Password” link.
- Your password will come in an email from support@mccreadiegroup.com with the subject “PharmAcademic Password Reset.”
- If you do not receive the password email, please check your spam/junk folders.

PharmAcademic passwords are 14 characters long and generated by the system. It is recommended that when logging in for the first time, you copy and paste the password into the login screen. Immediately after, you can use the "Change My Password" option at the top of the screen to change the password to something easier for you to type and remember.

Once logged in to PharmAcademic, click on “My Account” to verify and update your personal information. You can also add a photo. All of the information entered on this screen will be viewable by the school of pharmacy; however, only your name, primary phone, and email address are available to students with whom you are scheduled.

If you have questions related to PharmAcademic, please contact Laura Carnaghi at laura.carnaghi@uc.edu or (513) 558-7869.



Preceptor Development Resources

The James L. Winkle College of Pharmacy is committed to continuous professional and preceptor development. In order to provide the best experiential program, our preceptors need to continue to improve and refine their precepting skills. The College provides a variety of preceptor development opportunities. Approximately 2 times each year, the College provides live Preceptor Development Training Programs. New preceptors are required to complete preceptor training and are highly encouraged to attend one of the College's programs if possible. These programs are offered to all preceptors and pharmacists involved in student training. The program has multiple objectives:

- Promote standardization, quality, and improvement in communication, feedback, and evaluation.
- Emphasizes the importance of being a professional role model and a teacher.
- Serve as a feedback mechanism for preceptors to provide information on student knowledge, professionalism, and preparedness.
- Forum for discussing situational issues that occur with students.
- Allows for an open line of communication between preceptor, sites, and the College of Pharmacy.
- Promotes sharing of best precepting and practice ideas.

In addition to live programming, preceptors have free access to the Preceptor Training & Training Network from Pharmacist's Letter and Collaborative Education Institute.

Preceptor training requirements can be completed by attendance at a live Preceptor Development Program offered through the College of Pharmacy or any Preceptor Training CE modules offered through Pharmacists' Letter and/or CEI. Other training may meet our guidelines for new preceptors which can be discussed with the Experiential Office.

Collaborative Education Institute (CEI) Preceptor Development

CEI's preceptor development activities include a series of online, interactive educational activities which meet the ACPE standards for education and professional development of preceptors.

CEI PRECEPTOR BUCKET Quality Preceptor Development Opportunities with Flexible Educational Activities

CEI's **Preceptor Teaching Bucket** include a series of online, interactive educational activities which meet ACPE standards for education and professional development of preceptors.

We've made it easy! You can access all the Preceptor programs and credits you need to continue your pharmacy education by subscribing to the Preceptor Teaching Bucket. Just click on BUY BUCKET. You'll be notified when new resources are added to your bucket.

Although we think it's easier to subscribe to the bucket, you can also access everything we have available individually by clicking on specific activities within the Preceptor Teaching bucket.



What about Log-In to Learn (L2L)?

Our interactive, online journal club for preceptors and students to review and evaluate a clinical, primary literature article is part of the Preceptor Teaching Bucket or can also be accessed individually.



**PRECEPTOR
TEACHING**

Practical tools to help you engage your students and residents including our monthly online journal club discussion, Log-In To Learn; and an entire suite of programs to help you make the most of your teaching site.

WWW.GOTOCEI.ORG

As a Preceptor you will:

- Participate in activities at your convenience within your schedule
- Choose from a selection of activities that meet your professional development needs
- Enhance your ability to integrate student pharmacists
- Benefit from an online journal club for participation with your students

Steps to Log-In to a Preceptor activity:

- Logon to www.GoToCEI.org - Click on the Preceptor Teaching Bucket
- To subscribe to the Preceptor Teaching bucket -click on BUY BUCKET
- If you wish to access only one activity, click on the title name and then REGISTER

- On Transition Summary Page: scroll down to Pay With an Access Code and enter your school/college's assigned Preceptor Access Code here and click CONTINUE
- Your Profile is populated with your selections
- You may now start your preceptor activity! If you would like to start or continue at another time, go to www.GoToCEI.org click "My Profile" and scroll down. Click on the activity name to begin or resume.

New to CEI?

You will need to create a profile! Click on LOGIN, then "NEW TO CEI"

My Preceptor Access Code is: CINN15

Preceptor Training & Resource Networks from Pharmacist's Letter

Here's what your access to *Preceptor Training & Resource Network* includes:

- Access to University of Cincinnati's preceptor requirements, preceptor application forms, school-specific training modules, etc.
- Preceptor CE (home-study courses and live webinars)
- Sample student syllabi, activities, assignments and schedules
- Orientation, grading and evaluation tools
- Targeted professionalism, patient safety and practice-based teaching resources
- *PL Journal Club* (APPE teaching tools)
- *Pharmacy 101* (IPPE teaching tools)
- End-of-rotation exams
- *Preceptors Interact* Preceptor discussion board

Here's how to set up your access:

If you already have access to *Pharmacist's Letter*, it's important that you follow the link below to login. This will ensure that you get Preceptor Training CE and other tools included in *Preceptor Training & Resource Network* added to your subscription.

If you don't have access to *Pharmacist's Letter*, you need to set up a University of Cincinnati Preceptor CE ID #. Your CE ID # will be automatically created and you'll be able to use it from any Internet-connected computer to access *Preceptor Training & Resource Network*.

CLICK THIS LINK: www.pharmacistsletter.com/?referer=ucincinnati/ptrn

(If you can't click the link, copy and paste this **exact** URL into your web browser address bar.)

TIP: Bookmark or add this webpage to your "Favorites," so you can easily return to the *Preceptor Training & Resource Network* any time.

Here's how to access *Preceptor Training & Resource Network* any time in the future:

Once you have set up your access, return to www.pharmacistsletter.com/?referer=ucincinnati/ptrn, enter your login information on the right side and click **Login**.

You can also find this link on the UC experiential site using your preceptor log-in. **Need help?** Contact *Preceptor Training & Resource Network* with questions.

preceptor@pletter.com
Pharmacist's Letter
3120 W. March Lane
P.O. Box 8190
Stockton, CA 95208

Recommended IPPE Trainings

1. Pharmacists' Letter - IPPE Training modules for IPPE preceptors.
2. CEI-- Preceptor Development: Core Modules and Developing and Implementing and Introductory Pharmacy Practice Experience

Recommended APPE Trainings

1. Pharmacists' Letter - APPE Training modules for APPE preceptors.
2. CEI-- Preceptor Development: Core Modules

Alternative preceptor education programs

1. College offered live program
2. Live program at professional meeting
3. Teaching certificate program from residency program
4. Practice site developed program

Criteria and Standards for Students

1. Must be an actively licensed pharmacy intern in the state of Ohio and Kentucky.
2. Must be a student in good standing at the college of pharmacy
3. Must be covered by University professional liability insurance
4. Must receive annual Blood Borne Pathogen Training
5. All students registered in the College of Pharmacy must provide the following information to student health services:
 - A. Medical History and Physical completed by personal physician
 - B. Documentation confirming previous immunization, natural infection or serologic immunity against measles, rubella and mumps signed by their personal physician.
 - C. Documentation confirming previous immunization with Tdap
 - D. Documentation confirming immunization with annual seasonal influenza vaccine
 - E. Hepatitis B vaccination – Health care workers are at a high risk for Hepatitis B infection.
 - F. Students are required to receive a complete Hepatitis B vaccination series and have a Hepatitis B surface antibody titer drawn to show serologic immunity.
 - G. Chickenpox – All students with a negative history of chicken pox will be required to have a VZV titer drawn to determine immunity. Any susceptible students will be required to receive two doses of VZV vaccine.
 - H. Baseline and annual TB testing is required. If testing is done by a personal physician or at the student's place of employment supporting documentation will be required by the student health service. Those students who have not had TB testing in the past 24 months will be required to have "2 step" baseline testing 10 days apart. Chest x-ray documentation is required for PPD positive persons. This is available free of charge through the Cincinnati Health Department TB control clinic.
6. PY3 and PY4 students must have a current CPR card and immunization training certificate
7. Must have completed a background check as directed by the College of Pharmacy (upon admission and prior to starting the APPE rotations)
8. Must exhibit a professional appearance both in manner and dress and must adhere to the standards of dress and behavior specified by the preceptor at all times.
 - A. Tattoos must be covered at all times while on rotation
 - B. Ear/body piercings must comply with the requirements of the site. Sites will usually only allow for small ear piercings which are not numerous.
9. Must undergo HIPAA training and understand that the confidentiality of all information pertaining to patients, patient records and to the business conducted by the training site is not to be violated.
10. Should master, as soon as possible, the routine procedures of training site so that maximum time can be devoted to those facets of the practice which involve decision making.
11. Must maintain an open line of communication with the preceptors:
 - A. By recognizing that all discussions with preceptors, other health practitioners and patients must be governed by courtesy and common sense.
 - B. By realizing that feedback is a part of the learning process. It should not be interpreted as a personal attack but as a mechanism for improvement. The student should never publicly question the advice or directions of the preceptor. However,

- any differences of opinion should be openly discussed in privacy to enhance learning by both student and preceptor.
- C. By not hesitating to admit not knowing something and seeking help before acting without a full understanding of the matter at hand.
 - D. By being certain that professional decisions regarding the filling of prescriptions or advising patients on OTC products are consistent with the practices and policies of the preceptor.
12. Must keep in mind that the primary objective of Professional Experience is learning and self-improvement; that this is not accomplished in a passive manner but requires a commitment and expenditure of time and energy; and that the optimal learning experience requires mutual respect between the preceptor and the student.
 13. Must realize he/she is on duty with the preceptor and must adhere to the criteria stated in the attendance policy.
 14. Shall be responsible for periodic preparation of evaluation forms, a reflective journal and special assignments.
 15. Must not receive any form of payment for the experience pertaining to the Professional Experience.
 16. Exhibiting a positive attitude, professional concern for the tasks being accomplished and the patients being served, sensitivity to members of the opposite sex, different religions, ethnic groups or races and good moral and ethical conduct are mandatory.
 17. Must comply with all drug laws. Any drug law violations or acts of unprofessional conduct will result in immediate suspension from the College of Pharmacy and appropriate disciplinary action.
 18. Failure to demonstrate these attributes and acting in an unprofessional manner such as drug abuse, dishonesty, sexual misconduct, abusive language, disrespect, disruption of the operation of the training site, and cheating on the number of hours of training required will result in a failing grade for that rotation, and, can lead to disciplinary action including dismissal from the college.

Rotation Problem Resolution

Problem with Student Performance on Rotation

In the event a problem occurs with a student while on rotation the preceptor feels they need guidance from the College, or the preceptor feels the student may not successfully complete the rotation, the Experiential Office should be notified immediately (this can be done electronically through the APPE evaluation system for APPE rotations). The College will work with the preceptor and the student to resolve the conflict and/or make the student aware of the expectations to be successful at the rotation whenever possible. If the site feels it is no longer acceptable to have the student at the site, the student may be removed at the sites request. Please contact the Experiential Office if you ever have any questions about a student's performance.

Problem with the Site

Students are advised to contact the Experiential Office immediately if there is ever a problem which occurs at the site. Sometimes, this will also be the result of site evaluations completed by the student at the end of the rotation. The College will clarify the situation and work with the site whenever possible to resolve the situation and/or create a plan to improve the learning experience for the student. In some cases a student may be removed from the site if it is determined the site cannot resolve the problem in sufficient time to meet the learning objectives of the experience.

Problem with the Preceptor

Students are advised to contact the Experiential Office immediately if there is ever a significant problem which occurs with a preceptor. Sometimes, this will also be the result of preceptor evaluations completed by the students at the end of rotation. The College will clarify the situation with the preceptor and/or site coordinator if applicable to resolve the situation and/or create a plan to improve the learning experience. Additional preceptor training may be a prerequisite to any future students being scheduled with the preceptor. In some cases students may be reassigned to different preceptor/rotation if it is determined the preceptor/site cannot resolve the problem in sufficient time to meet the learning objectives of the experience, or if the student would be placed in a situation that would not be consistent with the expectations of the experience.

Communication

The experiential team wants to have an open line of communication with our preceptors to keep them informed of our experiential program.

PEP-Talk

PEP (Professional Experience Program)-Talk is our official newsletter. The newsletter is published about 3 times a year and is sent out electronically. Be sure to read it when it comes to your inbox; it will contain lots of helpful information about our experiential program, upcoming events, precepting pearls and more.

Previous issues can be found on College's experiential site:

<http://pharmacy.uc.edu/programs/pharmd/experiential-education/preceptors>

We also want to hear from you. If you need to speak with us, please feel free to contact us:

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Appendices

University of Cincinnati Remote Library Access for Preceptors

The University of Cincinnati College of Pharmacy (“University”) is committed to providing an optimal educational program to its students. In order to accomplish this, faculty and preceptors require the necessary resources available to provide state of the art patient care, and such, incorporate these concepts into student learning activities at practice sites and in the classroom.

In order to have library access, the Preceptor must meet each of the following criteria:

- a. Have an adjunct faculty appointment with the University.
- b. Complete necessary requirements to gain University ID.
- c. Demonstrate participation in the University’s preceptor training program, or other University approved preceptor training program.
- d. Meet one or more of the following teaching/service requirements.
 - i. Precept a minimum of 8 full-time rotation months.
 - ii. Precept a minimum of 3 second-year student introductory experiences.
 - iii. Participate in 10 lectures, recitation, or lab sessions.Or
 - iv. Participate in a combination of experiential and/or classroom teaching activities, college committee and meetings, preceptor for student projects and posters.

Directions for Access to Library Services

In order to access the library services you must have first completed the following steps.

1. Submitted your CV to receive an adjunct faculty appointment
2. Submitted paperwork to the college of pharmacy acknowledging the rules and requirements for library access
3. Submitted necessary information to the college of pharmacy to be entered into the University System
4. You must have obtained your University Cincinnati ID badge from Campus Security

Please contact Mike.Doherty@uc.edu about library access and eligibility.

University of Cincinnati Remote Library Access for Preceptors

Criteria for Access to Informational Resources

The University of Cincinnati College of Pharmacy (“University”) is committed to providing the optimal educational program to its students. In order to accomplish this, faculty and preceptors require the necessary resources available to provide state of the art patient care, incorporate these concepts into student learning activities at practice sites and in the classroom. Therefore, the University wishes for its preceptors to have remote access to the online information resources that are available through the University of Cincinnati Library Services (“Library Services”) as follows:

1. Authorized Users: Access and display of content from the Library Services is limited to preceptors (“Preceptors”). Preceptors are those persons currently affiliated with the University and currently hold an adjunct appointment in the University and are precepting a pharmacy student of the University or involved in didactic teaching, University at the time of access. Under no circumstances may any Preceptor provide access to any person not specifically authorized herein.
2. Term: The access granted herein shall be for a term of one academic year commencing on the effective date and shall automatically renew for additional, successive 1-year terms unless the preceptor discontinues taking students and/or teaching, at which time the agreement will terminate within 30 days of stopping taking students or teaching.
3. Fee: There is currently no fee for access.
4. Responsibility of University:
 - a. The University will provide a process that will allow preceptors to acquire a unique University ID.
 - b. The University will provide a specific URL Link and directions for use of the Library Services which can be accessed with the preceptor’s University ID.
5. Responsibility of the Preceptor:
 - a. The Preceptor will not provide their ID and login information to any other individual. Failure to comply will result in an immediate loss of Library Services access.
 - b. The Preceptor agrees to only use the Library Services for activities directly related to student education and/or patient care services as it pertains to the classes they teach or the practice site for which the student is assigned.

6. Requirements for Access: In order for a Preceptor to receive access to Library Services, the Preceptor must meet each of the following criteria:
- a. Have an adjunct faculty appointment with the University.
 - b. Complete necessary requirements to gain University ID and Badge.
 - c. Demonstrate participation in the University's preceptor training program, or other College of Pharmacy approved preceptor training program.
 - d. Meet one or more of the following teaching requirements.
 - i. Precept a minimum of 8 full-time rotation months.
 - ii. Precept a minimum of 3 second-year student introductory experiences.
 - iii. Participate in 10 lectures, recitation, or lab sessions.

Or

 - iv. Participate in a combination of experiential, classroom, teaching and/or College service activities (committees, admissions, meetings, projects etc)

AGREED:

Preceptor

By _____ Date _____

Printed Name/Title _____

The information below is required in order to obtain library access

Please Print

First Name	
Middle Name	
Last Name	
Date of Birth	
Social Security Number	

Complete and sign this form and mail to:

Mike Doherty
 University of Cincinnati College of Pharmacy
 3225 Eden Avenue
 Cincinnati, OH 45267-0004

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UC College of Pharmacy Experiential Site for Preceptors
<http://pharmacy.uc.edu/programs/pharmd/experiential-education/preceptors>