



# **Pharmacy Experiential Education Manual**

**Academic Year 2025 - 2026**

## **Notice for Students:**

Please review these policies carefully then complete and submit the "Pharmacy Practice Experience Rotations Manual Verification of Understanding 2025" electronic form on CORE ELMS.

**Disclaimer: The policies and procedures set forth in this manual are in effect for the academic year 2025-2026. The policies and procedures described in this manual are subject to change. The Office of Experiential Education reserves the right to change the provisions outlined in this manual with or without notice.**



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**Manchester**  
University

COLLEGE *of* HEALTH PROFESSIONS,  
NURSING & PHARMACY

### **Office Mission**

*“To advance the field of Experiential Education through innovation, collaboration, advocacy, and assessment of experiential opportunities that promotes the growth and development of student pharmacists and preceptors”.*



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## Preface

This manual is a guide for experiential education within Manchester University's Pharmacy Program. It is meant to complement the guidelines outlined in the Student Handbook and bulletin and expound on the principles of experiential education. It is also intended to be used as a planning tool, guide, and reference. Through the collaborative efforts of faculty, staff, preceptors, students, and the Office of Experiential Education, an academically sound experiential education program that facilitates achievement of the introductory and advanced practice competencies will be provided.

The Experiential Education program is designed to provide experiential learning opportunities through supervised participation in pharmacy practice. Rotations were developed in accordance with the mission and vision of Manchester University's Pharmacy Program, and the guidelines set forth by the Accreditation Council for Pharmacy Education (ACPE). Students completing the pharmacy experiential program will receive both academic credit and a minimum of 1,700 hours toward hours required for licensure.

One of the primary goals of the experiential curriculum is to facilitate student transition from a didactic learner to a competent, caring professional who provides patient-centered care and assures optimal patient outcomes. During this transition, students will be expected to acquire the knowledge, skills, attitudes, and values that are important to the pharmacy profession. Students will work under the direct supervision of selected preceptors who are expected to guide and mentor students in applying knowledge learned in the classroom, techniques learned in the laboratory, and compassion learned through life experience, with

the ultimate goal of improving the health of the patient.

Comments and suggestions to improve the pharmacy experiential program are always welcome. Please feel free to contact the Office of Experiential Education with any ideas, questions, or concerns.

## General Information

Manchester University's Pharmacy Program provides a balanced curriculum that integrates didactic teaching with structured experiential training throughout its professional pharmacy program. Classroom teaching, laboratory instruction, and experiential practice experiences continually build knowledge and skills that will prepare the student to practice pharmacy. Students will learn by applying newly acquired knowledge and skills in real practice settings. Pharmacy practitioners from a wide variety of practice settings actively participate in our Experiential Education Advisory Council to develop experiences that will prepare students to become their colleagues now and in the ever-changing future.

Another goal of the experiential program is to support a student's transition to an ardent practitioner in a safe and effective manner under the guidance and mentorship of a preceptor. The transition from learner to practitioner is not a passive process but rather requires active participation and communication. Students should recognize that the preceptor's responsibility is to guide their thought process through real life situations and to pass on critical thinking techniques used in making a sound decision. Students should also recognize that the optimum learning experience requires mutual respect and courtesy between both preceptor and student. Students must accept the

responsibility for learning and seek engagement in situations that facilitate learning.

The experiential component of the pharmacy curriculum begins with introductory practice experiences (IPPE) in the first and second professional year and culminates in the final professional year with a total of 40 weeks of advanced pharmacy practice experiences (APPE). Students will be under the direct supervision of an approved pharmacy preceptor and will be exposed to a variety of settings through a multitude of required and elective rotation options. It is our hope that students will enjoy their experiential journey on their path to a fulfilling career.

## Types of Rotations

### Introductory Pharmacy Practice Experience (IPPE)

One of the primary purposes of the IPPE curriculum is to initiate student transition from a didactic learner to a competent, caring professional who provides patient-centered care and assures optimal patient outcomes. During these experiences, students will be expected to acquire knowledge, skills, attitudes, and values that are important to the pharmacy profession. Bear in mind that competence at a mastery level in all areas is not expected at this stage of the program.

#### **IPPE I Community Pharmacy Practice (PHRM-370) 3.5 Cr. Hr.**

The introductory community pharmacy practice experience (IPPE) course is offered during the first professional year (P1) to develop basic knowledge, professional identity, and self-confidence in the area of community pharmacy. Under the supervision and guidance of pharmacy professionals, students will gain familiarity with

all aspects of pharmacy practice in the community setting. Students are expected to build on knowledge and skills gained during the first professional year of the program, achieving standard competencies for the practice of pharmacy in the community setting.

The course is structured for completion of 80 hours of focused learning experience in January at an assigned community pharmacy and under the direction and supervision of an assigned preceptor. During the spring semester, students will conduct a longitudinal experience at the same community pharmacy where the focused learning experience occurred. **(Total 140 hours)**  
*Please refer to course syllabus for further detail.*

#### **PHRM-370 Course Outcomes**

1. Demonstrate effective use of pharmacy systems and technology that improve patient safety, pharmacy inventory management, drug / product storage, and medication distribution. [EPA 7, 10]
2. Collect and analyze information to establish patient-centered goals to create and implement a patient care plan utilizing nonprescription medications, prescription medications, and immunizations as appropriate. [EPA 1, 2, 3, 4, 7, 8]
3. Display professional, ethical and responsible behavior and show concern for patient welfare at all times while complying with all state and federal legal requirements.
4. Investigate the roles of pharmacists and technicians in providing community pharmacy services.
5. Employ effective verbal and non-verbal skills while speaking with patients, caregivers, preceptors, and other professional colleagues. [EPA 4, 8]

6. Provide, under the direct supervision of a pharmacist, medication counseling to patients or caregivers regarding self-care, prescription, and non-prescription therapies. [EPA 8]

**IPPE II Institutional Practice (PHRM-471) 4 Cr. Hr.**

This introductory institutional pharmacy practice experience (IPPE II) course will develop students' basic knowledge, professional identity and self-confidence in the area of institutional pharmacy. Under the supervision and guidance of pharmacy professionals, students will gain familiarity with aspects of pharmacy practice in selected institutional settings. Students will be expected to build on knowledge and skills gained during their first and second professional year of school, achieving standard competencies for the practice of pharmacy in the institutional setting bearing in mind that competence at a mastery level in all areas is not to be expected at this stage of the student's education.

The course is structured as a four-week focused learning experience in either January or June at an assigned Institutional Pharmacy and under the direction and supervision of an assigned preceptor. **(Total 160 hours) Please refer to course syllabus for further detail.**

**PHRM-471 Course Outcomes**

By the end of this course, students will be able to:

1. Inform and support patient-care decisions through the proper use of drug literature. [EPA 5]
2. Describe and use pharmacy medication use systems and technology that improve patient safety, pharmacy inventory management, drug/product storage, and medication distribution. [EPA 7, 10, 13]

3. Demonstrate professionalism, ethical and responsible behavior and show concern for patient welfare at all times while complying with all state and federal legal requirements.

4. Perform any pharmaceutical calculations needed to accurately dispense a prescription or medication order. [EPA 2, 7]

5. Understand the key components and differences of sterile and non-sterile compounding of medication preparation. [EPA 7]

**Advanced Pharmacy Practice Experience (APPE)**

When students have successfully completed all the required didactic and introductory experiential learning as well as all other progression requirements, they will be eligible to begin APPE rotations. These advanced practice rotations are designed for active participation in the provision of pharmacy services including both required and elective rotations in the 4<sup>th</sup> and final year (P4). These rotations will build upon the didactic learning, laboratory instruction, and introductory practice experiences for students to help master knowledge and skills that will facilitate competent entrance into the pharmacy profession. Each rotation year begins in June and ends in the following April. Students are expected to demonstrate continued learning and professional development while progressing through the year.

**Advanced Community APPE 4-6 Cr. Hr.**

This Advanced Community Pharmacy Practice Experience focuses on the day to day - -



operations of a community pharmacy, including but not limited to counseling and monitoring ambulatory patients, communicating with various caregivers and healthcare providers, medication procurement and dispensing.

The overarching goal of this rotation is to prepare the student pharmacist to think and act as a professional. Steps to achieving this goal include exploring as many unique experiences as possible, being confident in the performance of daily tasks, finding value and application in the rotation for a future career, and having a complete understanding of a community pharmacist's role in the healthcare system. Students are expected to provide holistic, inclusive, individualized care for all patients.

**(Minimum of 160 hours)**

#### **Advanced Community APPE Outcomes**

By the end of this course, students will be able to:

1. Consistently and independently apply principles of civil, state and federal laws and regulations to the practice of pharmacy [EPA 7, 10, 13]
2. Communicate effectively with patients, healthcare providers, caregivers and colleagues and act in a manner that conveys empathy, honesty and integrity [EPA 1, 3, 4, 5, 10, 11]
3. Demonstrate effective, professional and independent performance in daily activities [EPA 7, 10, 13]
4. Examine, reflect on, and address personal and professional attributes.
5. Employ a critical thinking process when solving patient care problems including developing and implementing individualized treatment plans [EPA 2, 3, 6, 9, 12]
6. Determine when over-the-counter (OTC) treatment is appropriate, and when circumstances warrant referral to a physician. Recommend, educate and

counsel patients on self-care therapeutic products as appropriate [EPA 1, 2, 3, 6, 11]

7. Properly explain the correct use of devices including, but not limited to, glucose monitoring, cholesterol screening and blood pressure monitoring [EPA 6, 8, 11]
8. Describe the relationship between management and pharmacy personnel necessary to accomplish efficient workflow with appropriate priorities [EPA 13]

#### **Advanced Institutional APPE 4-6 Cr. Hr.**

This Advanced Institutional Pharmacy Practice Experience focuses on the day to day - - operations of an institutional environment, including but not limited to providing general care to patients and procurement and distribution of medications. This rotation builds upon the knowledge and skills previously learned in order to fully participate in hospital pharmacy operations and services. Steps to achieving this goal include exploring as many experiences as possible, being confident in the performance of daily tasks, finding value and application in the rotation for your future career, and developing a complete understanding of an institutional/hospital pharmacist's role in the healthcare system. Students are expected to provide holistic, inclusive, individualized care for all patients. **(Minimum of 160 hours)**

#### **Advanced Institutional APPE Outcomes**

By the end of this course, students will be able to:

1. Consistently and independently apply principles of civil, state and federal laws and regulations to the practice of pharmacy [EPA 7, 10, 13]
2. Communicate effectively with patients, healthcare providers, caregivers and colleagues and act in a manner that

- conveys empathy, honesty and integrity [EPA 1, 3, 4, 5, 10, 11]
3. Demonstrate effective, professional and independent performance in daily activities [EPA 7, 10, 13]
  4. Examine, reflect on, and address personal and professional attributes.
  5. Safely and accurately dispense medications within a medication-use system [EPA 6, 7, 13]
  6. Assess and investigate ways to optimize a medication use system [EPA 10, 12]
  7. Describe the relationship between management and pharmacy personnel necessary to accomplish efficient workflow with appropriate priorities [EPA 13]

**Ambulatory Patient Care APPE 4-6 Cr. Hr.**

This Ambulatory Care Advanced Pharmacy Practice Experience focuses on the long term medical needs - and care of ambulatory patients. The overarching goal of this rotation is to provide pharmaceutical care in an ambulatory care setting. Steps to achieving this goal include, but are not limited to, exploring as many experiences as possible, building confidence in the performance of daily tasks, finding value and application in the rotation for your future career, and having a complete understanding of an ambulatory care pharmacist's role in the healthcare system. Students are expected to provide holistic, inclusive, individualized care for all patients. **(Minimum of 240 hours)**

**Ambulatory Patient Care APPE Outcomes**

By the end of this course, students will be able to:

1. Consistently and independently apply principles of civil, state and federal laws and regulations to the practice of pharmacy [EPA 7, 10, 13]
2. Communicate effectively with patients, healthcare providers, caregivers and

colleagues and act in a manner that conveys empathy, honesty and integrity [EPA 1, 3, 4, 5, 10, 11]

3. Demonstrate effective, professional and independent performance in daily activities [EPA 7, 10, 13]
4. Examine, reflect on, and address personal and professional attributes.
5. Retrieve and evaluate current drug therapy information from literature and make recommendations utilizing evidence-based medicine to health care professionals [EPA 3, 4, 5]
6. Apply comprehensive scientific knowledge to efficiently solve a complex therapeutic problem [EPA 3]
7. Assess subjective and objective patient information to identify and prioritize drug related problems, triage the patient's healthcare needs, and refer to other health care professionals when necessary [EPA 1, 2, 3]

**Acute Care APPE 4-6 Cr. Hr.**

This Acute Care Advanced Pharmacy Practice Experience focuses on enhancing the student's ability to provide comprehensive medication therapy management for acutely ill patients in an institutional setting as part of an interprofessional team. Students should be able to identify and optimize pharmacotherapy in a hospitalized patient. Students are expected to provide holistic, inclusive, individualized care for all patients.

Steps to achieving this goal include, but are not limited to, gaining hands on experience, mastering commonly encountered disease states and drug related issues, building confidence in the performance of daily tasks, finding value and application in the rotation for your future career, and having a complete understanding of an acute care pharmacist's role in the healthcare system.

**(Minimum of 240 hours)**

**Acute Care APPE Outcomes**

By the end of this course, students will be able to:

1. Consistently and independently apply principles of civil, state and federal laws and regulations to the practice of pharmacy [EPA 7, 10, 13]
2. Communicate effectively with patients, healthcare providers, caregivers and colleagues and act in a manner that conveys empathy, honesty and integrity [EPA 3, 4, 5, 10, 11]
3. Demonstrate effective, professional and independent performance in daily activities [EPA 7, 10, 13]
4. Examine, reflect on, and address personal and professional attributes.
5. Retrieve and evaluate current drug therapy information from literature and make recommendations utilizing evidence-based medicine to health care professionals [EPA 3, 4, 5]
6. Apply comprehensive scientific knowledge to efficiently solve a complex therapeutic problem [EPA 3]
7. Assess subjective and objective patient information to identify and prioritize drug related problems, triage the patient's healthcare needs, and refer to other health care professionals when necessary [EPA 1, 2, 3]

**Elective APPE 4-6 Cr. Hr.**

The Elective Advanced Pharmacy Practice Experience should complement the required experiences of the experiential curriculum and provide adequate and innovative opportunities for students to mature professionally and in accordance with their individual interests. These may take place within many unique practice settings and disciplines (research, management, drug information, academia, managed care, long-term care, hospice, home health care, etc.). The

college or school may offer elective APPEs outside the United States and its territories and possessions, provided that they support the development of the competencies required of the graduate, and that the college or school implements policies and procedures to ensure the quality of the site(s) and preceptor(s).

The overarching goal of the elective APPE is for students to broaden their practice experience in pharmacy and pharmacy-related settings while positively contributing to the activities at the site. Students are expected to provide holistic, inclusive, individualized care for all patients encountered.

**(Minimum of 640 hours)****Elective APPE Outcomes**

By the end of this course, students will be able to:

1. Consistently and independently apply principles of civil, state and federal laws and regulations and ethics [EPA 7, 10, 13]
2. Communicate effectively with patients, healthcare providers, caregivers and colleagues and act in a manner that conveys empathy, honesty and integrity [EPA 1, 3, 4, 5, 10, 11]
3. Demonstrate effective, professional and independent performance in daily activities [EPA 7, 10, 13]
4. Examine, reflect on, and address personal and professional attributes.
5. Develop impactful presentation skills through topic presentations and/or in-services [EPA 11]
6. Apply skills, knowledge, and critical thinking processes to the level expected in the context of the elective rotation focus

7. Use appropriate resources and literature to locate information regarding a topic or question [EPA 5]
8. Relate rotational experiences to career goals

If a student is completing an extra core rotation type (advanced community, advanced institutional, ambulatory care, or acute care) rotation as an elective, they should refer to the outcomes written in the syllabus for that CORE ELMS rotation type.

## General Policies

Students are expected to abide by the policies established in this manual, the Pharmacy Student Handbook and any additional requirements stated by the experiential practice site where they are completing a rotation.

### Mandatory Student Meetings

Students are required to participate in mandatory experiential meetings while enrolled in the program. Meeting times, locations and further details will be communicated in advance. Each student is responsible for attendance. Students in both pathways will be responsible for any travel and accommodation expense incurred to meet the requirements of mandatory in-person meetings.

#### Experiential Education Orientation Meetings

Students are required to participate in orientation meetings to ensure successful completion of IPPEs and APPEs. These meetings will discuss the many curricular and legal requirements that are vital for a student to complete in a timely fashion and will take place prior to participation in their respective type of experiential rotations.

#### Preceptor Showcase

The Office of Experiential Education (OEE) hosts a preceptor showcase annually. This showcase highlights IPPE and APPE rotation opportunities being offered by various affiliated sites and preceptors. This is a mandatory event for all P3 students, but P1 and P2 students are highly encouraged to attend and participate.

#### Missed Meetings

All missed mandatory meetings must be made up with the Office of Experiential Education. It is the responsibility of the student to schedule the make-up time. A second missed mandatory meeting or a missed student scheduled meeting with a member of the office due to an unexcused absence will result in a submission to the Academic and Professional Conduct Committee as a professionalism violation.

### Maintenance of Documentations while Enrolled in the Program

There are many curricular, regulatory, and accreditation documents which must be maintained in order to meet program requirements and verify student progress in the experiential program. Documents pertaining to experiential learning will be stored in CORE ELMS, our experiential learning management system. Required documents must be submitted within the timelines published. Missing documentation may prevent a student from participating in experiential rotations and/or completing required course work.

### Pharmacy Student Intern License

Each student must have an active Indiana Board of Pharmacy intern license prior to the start of experiential rotations regardless of pathway. They must also comply with the Board of Pharmacy rules and regulations as they pertain to the practice of pharmacy. Students must carry their current license with them at all times and be

ready to furnish it when necessary. All documentation needed for licensing will be coordinated through the Office of Experiential Education.

It is essential for students to maintain an “active” license status while enrolled in the program. The OEE will verify “active” license status of each student annually. Any students with a license status other than “active” will not participate in the experiential program and may risk dismissal from the pharmacy program.

For a rotation that takes place outside of the state of Indiana, the student requesting such placement will be responsible for identifying and completing additional pertinent intern application requirements for that state. The student must upload a copy of their state intern license in CORE ELMS.

It is the student’s responsibility to obtain an intern license in the appropriate state(s) for any rotational experience and understand the rules and regulations for each intern license the student holds. The Manchester University College of Pharmacy is not responsible for ensuring students can obtain an intern license in any particular state. If a student cannot obtain an intern license in the state they wish to complete rotations, the student will have to complete rotations elsewhere (either in another state or in Indiana).

### **Initial Intern Licensure**

First professional year (P1) students will complete their application for Indiana intern licenses during orientation week. It remains the individual student’s responsibility to correspond with the board, if needed, to ensure complete and accurate issuance of their license. Once an “active” intern license is issued, the student will upload it in CORE ELMS. License status can be

verified by checking the following link: [Verification \(in.gov\)](#). Students will be responsible for submitting all out of state intern license paperwork to the experiential office. The office will return paperwork within 10 business days of receipt. Refer to the out of state licensing information for additional details related to this process.

### **Intern License Renewal**

The Indiana Board of Pharmacy will send each licensee renewal reminders approximately ten weeks prior to license expiration. It is the student’s responsibility to follow the renewal procedure promptly to maintain active status. All documentation needed for renewal will be coordinated through the OEE. There is a 10 business day turnaround period for all out of state renewal paperwork that OEE needs to fill out.

## **Background Checks and Drug Screening**

Students must undergo a criminal background check and drug screen as directed during the program starting before their first academic year. Students receive direction on how to access the website of the program’s chosen provider for completion of these services. Per the Honor Code, students are required to self-report any new violations since the previous screen.

The Criminal Background Investigation consists of the search components listed below. All records are searched by primary name and all known aliases, the student’s primary address, and all addresses lived within the past 7 years.

- **Social Security Number Validation and Verification** – *(including analyzed social security number search analyzed for names, SSN’s and addresses history)*
- **Federal, State, and County Criminal Records Search**



- **National Criminal Database Search**
- **Sanctions Screen** – *(proprietary search covering sanctions, disciplinary and administrative actions taken by hundreds of federal and state healthcare regulatory authorities, including FDA, NIG, OFAC, terrorist watch lists and more)*
- **OIG / SAM (Formerly GSA) EPLS Search** – *(search covers the federally-mandated HHS Office of Inspector General's (OIG) List of Excluded Individuals/Entities (LEIE), and the System for Awards Management (SAM)-Excluded Parties List (EPLA))*
- **Sex Offender Registry**

**International students may be required to complete additional paperwork if they have lived in the United States for less than 7 years. Requests for exceptions to these requirements must be approved.**

The 10 Panel – Certified Drug Test – Urine tests for the following drugs:

- Amphetamines, Cocaine Metabolites, Marijuana Metabolites, Opiates, Phencyclidine, Barbiturates, Benzodiazepines, Methadone, Propoxyphene, & MDMA/Ecstasy.

Please do not drink coffee or too many fluids prior to the lab visit. If the results are negative dilute, the student will be required to complete a second drug screen at the student's expense.

If the initial drug screen is reported as positive/non-negative, the student will receive a call from vendor's medical review officer (MRO). The MRO will request that the student submit documentation that would support a legitimate medical reason for the positive test. If the student is taking any form of prescription medicine, it is

wise for the student to proactively obtain proof from the student's physician to be provided to the MRO when contacted. This will speed up the process of reporting drug test results.

If a student believes the MRO review results to be inaccurate, then they must notify the Director of Experiential Education, and a retest will be arranged at the student's expense.

The cost for any background check and drug tests is borne by the student. The results of the background check and drug test belong to the student directly and are shared with the program. Students cannot begin experiential rotations until the background check and drug test have been completed, verified by the program, and the results do not jeopardize their completion of the program and/or state licensure. Some sites may require copies of the results. In this case, students hereby grant the university the right to transmit the results of these screenings to the requesting institution in pursuant of experiential education placement.

Some practice sites may require additional background checks and/or drug screens and it is the student's responsibility to comply with such requirements. The OEE will maintain records of such requirements in the CORE ELMS software.

Information obtained in background checks may inhibit students from starting or completing experiential rotations and may have ramifications for student progression in the program.

The College cannot guarantee that students with misdemeanor or felony convictions will be able to successfully complete the Pharmacy Program. Students with such convictions may incur additional costs in order to travel to sites that may allow them to complete their experiential rotations.

**Reasonable Suspicion Drug and Alcohol Policy  
and Testing Guidelines**

Any time a faculty member or preceptor has “reasonable suspicion” a student is impaired at their rotation site due to drug or alcohol use, the student will be removed from the area and may be required to undergo immediate testing for drug and alcohol use at the student’s expense. Reasonable suspicion is defined to mean that the preceptor or faculty member believes the behavior, speech, body odor, and appearance of a student are indicative of the use of alcohol and drugs. Reasonably suspicious behavior could include conduct that prevents the student from performing the essential functions of his or her role in the clinical activity or that poses a direct threat to the safety of others. Other behaviors that could lead to a reasonable suspicion drug or alcohol test include but are not limited to the odor of alcohol or drugs, unsteady or staggering gait, rapid or slurred speech, pinpoint or dilated pupils, unresponsiveness, bloodshot eyes, fine motor tremors, difficulty participating in activities, nausea, vomiting, sweating, erratic behavior, incoherent speech, verbal or physical outbursts, self-report of drug use or alcohol abuse, unsafe behavior, unsatisfactory care for others, and threats of harm to self or others.

***Results:*****1. Refusal to Test:**

If a student fails to produce the requested sample at the date and time designated, the student will be treated as if the test result was positive (see #3 below).

**2. Negative Test Result:**

If the drug or alcohol test is negative, no action will be taken, and the student will be allowed to

participate in all clinical activities and allowed to make up any missed assignments.

**3. Positive Test Result:**

Student will be removed from the rotation and may earn a grade of NP for the rotation. The student will be encouraged to self-report the screen to the Indiana Board of Pharmacy, the University Academic and Conduct Committee, and any other Board of Pharmacy in which the student holds an active pharmacy intern license. A member of OEE will also report the incident to the Indiana Board of Pharmacy, the University Academic and Conduct Committee, and any other state in which the student holds an active pharmacy intern license. The student will not be able to return to rotations until cleared by the both the appropriate board of pharmacy and the Academic and Conduct Committee.

**Health Information Records****Admission Requirements**

Students are required to furnish required Health Information, which includes personal history, physical, and immunization records. The immunization records (with all supporting documentation) will be reviewed by the OEE. Students will be responsible for correcting any requirements deemed insufficient within the timeline provided. Students who do not comply with the required due dates may not be allowed to start or continue experiential rotations.

**Annual Requirements**

Students must annually provide documentation of TB testing and influenza vaccination and upload them to CORE ELMS by the established deadlines to allow verification by the OEE. Students not providing this documentation by the established deadlines may not be permitted to participate in experiential rotations.

**Site Specific Requirements**

It is the student's responsibility to comply with each site's policies. Students should have a copy of their immunization records readily available and must be able to provide this information upon the request of proof of immunization status by site, clinical coordinator, or preceptor. Any additional expenses resulting for site specific requirements will be the student's responsibility.

**Health Insurance**

The College of Pharmacy, Health and Natural Sciences requires all pharmacy program students to maintain active health insurance coverage while they are enrolled in the Pharmacy Program. A copy of an active health insurance card must be maintained in CORE ELMs at all times. Health expenses incurred as a result of urgent care provided by an experiential rotation site will be the responsibility of the student. Please refer to the Pharmacy Student handbook for further details.

**Required Certificate Trainings**

Students will need to complete the following certificates, and renew accordingly, to be able to successfully complete the experiential portion of the curriculum. It is the responsibility of the student to complete the specified certifications by the established deadlines.

**Health Information Portability and Accountability Act (HIPAA) Annual Certification**

By law, students and faculty must comply with HIPAA regulations. Confidential information covered by HIPAA includes, but is not limited to, information from patient medical records, pharmacy records, and fee systems. Patient names, medical records numbers, social security numbers, dates of birth, and other patient identifiers will not be used in any form of

communication or discussion of cases outside the private setting of the practice site.

In order to ensure knowledge and compliance with HIPAA related information, each student must successfully complete any HIPAA learning modules as assigned. Students will need to recertify these HIPAA related modules annually.

**Blood Borne Pathogens (BBP) Annual Certification**

Students must protect patients being served, other healthcare workers, and themselves by comprehending and adhering to best practices when working in an environment where infectious diseases may be encountered. To ensure knowledge and compliance with appropriate infection control practices, each student must successfully complete the Blood Borne Pathogen module assigned annually.

**Basic Life Support (BLS) Certification**

Students will become certified in the American Heart Association Basic Life Support (BLS) for Healthcare Providers during their P1 year. This BLS certification is a curricular requirement that must be maintained throughout the remainder of their time as a student in Manchester University's Pharmacy Program. Students will be recertified in their P3 year. Alternate track students will need to be recertified every 2 years.

**Immunizer Certification**

Students will become certified in the American Pharmacists Association (APhA) immunization certification during their P1 fall semester. This immunization certification is a progression requirement that will allow students to actively participate in the immunization process available during their IPPE I Community rotation and other immunization opportunities moving forward.

**Please refer to the curricular requirements for the APhA Immunization Certification for details.**



## Rotation Scheduling

The Office of Experiential Education will utilize CORE ELMS to offer students choices of available sites and preceptors for IPPE and APPE rotations. The steps for the APPE selection process will be discussed during the mandatory Experiential Education Orientation meetings. Each student will have the ability to rank their preferences and those preferences will be honored when possible. However, the Office of Experiential Education will make the final rotation scheduling decisions based upon many factors including programmatic requirements/needs, preceptor availability, and previous student performance and learning needs.

The following are requirements to keep in mind when ranking preferences:

- For IPPE I or APPE Community, a student pharmacist may not complete a rotation at a site where they are currently employed.
- For IPPE II, APPE Ambulatory Care, APPE Acute Care, APPE Institutional or APPE Electives, a student pharmacist may not select a rotation where a potential preceptor is also their employment supervisor. If a student pharmacist is an employee of an institution, the student may complete a rotation at the institution only if the assigned preceptor is not the student's employment supervisor.
- Some APPE rotations may require the completion of a separate application process.
- A student pharmacist may take one rotation block OFF.
- A minimum of one core APPE rotation must be completed with Manchester pharmacy faculty.

- A minimum of one acute care rotation must be in an adult population.
- For track programs, the OEE will work with the track faculty coordinator to ensure that the experiential components of the track program are met.
- The OEE will work with dual degree coordinators to ensure all components of dual degree requirements are satisfied.
- Students may not reach out to current preceptors to request rotation availability and/or placement

## Hardship Waiver

All students must participate in the rotation matching process. In those situations where matched rotation assignments would create a hardship, students may request hardship consideration for experiential rotations by completing a Hardship Application and submitting the completed form to the Office of Experiential Education no later than the application deadline date, which will be set and announced by the Office on an annual basis. Since no single policy can address every situation, each request will be addressed on its own merits by the Office of Experiential Education.

There is no guarantee that rotation options which fully address a student's hardship situation can be identified. All students must comply with the program's curricular requirements and cannot skip a requirement if the only option for completion is in a location unsatisfactory to the student.

## Schedule Review Request

Student pharmacists are granted a time period to review their schedules and may request a schedule review, if there is a perceived error or conflict of interest, by the deadline established by

the OEE. A student pharmacist may also request a schedule review if an unforeseen circumstance presents itself after schedules have been set. The Schedule Request Review form must be submitted to the Office of Experiential Education within a week of knowledge of the event or circumstance. The Office will review the request and notify the student of the outcome as soon as possible.

### **Withdrawal from Advanced Pharmacy Practice Experiences**

A student is not permitted to withdraw from an APPE without permission from the OEE. To request a withdrawal from an APPE, a student must petition the Office of Experiential Education. The OEE will review all requests for withdrawal on a case-by-case basis and determine if the request is approved or denied. All other withdrawals will be considered unauthorized and the student will receive a No Pass for the rotation.

### **Out of State Rotations**

For a rotation that takes place outside the state of Indiana, all students will be responsible for identifying and completing pertinent intern and/or any application requirements. No on-campus pathway student will be placed out of state unless they request the placement.

Student enrolled in the distance pathway have the opportunity to complete their IPPEs and APPEs in the state in which they reside. Distance pathway students may aid in the identification of experiential training sites in the states in which they reside. Distance pathway students will need to complete a minimum of one core APPE with Manchester Faculty. Please see the [Toolkit for Identifying Experiential Education Sites](#) for more information.

The Office of Experiential Education will review suggestions for rotations to be completed outside of the state of Indiana. Students may submit suggestions to add a new rotation site. Requests will be evaluated by the OEE, but approval is not guaranteed. Evaluation of these requests will be based upon assessment of programmatic needs, quality of the rotation site, and legal affiliation requirements as well as other criteria. Final decisions are at the discretion of the OEE.

### **APPE Block Rotations**

The Manchester University Pharmacy Program offers a variety of health-system and community block options. These are groupings of different APPE rotations within the same pharmacy system. Students may opt to complete an application for a desired APPE block program and submit all required information to the OEE. Admission into a block program will be contingent upon approval by both the OEE and the site. Admission decisions into the block program will be directly communicated to the applicant by the OEE.

### **Preceptor                      Contact                      Policy**

Each student must send an introductory email to their assigned preceptor three weeks prior the start of each rotation. This email will be composed for the purpose of introducing the student to the preceptor and gathering pertinent information regarding the rotation site and expectations of the site. If no response is received from the preceptor within 7 days of delivery of the first email, a second email should be sent to the preceptor and the Office of Experiential Education should be notified. If no response is received within 24 hours of the second email, the student should call the rotation site to gather more information. If a connection has not been established between student and preceptor within 5 days of the start of the rotation,

the Office of Experiential Education will contact the rotation site directly to determine the best course of action.

## **Attendance and Documentation of Hours**

Attendance is a grading criterion as well as a requirement for certification of experiential hours to State Boards of Pharmacy. In order to achieve stated experiential rotation outcomes and to maximize learning, students should avoid taking time away from their experiential rotations. However, it is recognized that students may need time off for personal business, job interviews, and other valid reasons.

Each student is to discuss and agree upon a rotation schedule with their preceptor.

### **IPPE I Community Pharmacy Practice Two-Week Focus**

- The typical daily schedule should be in eight-hour shifts.
- A schedule of 10-hour shifts may be allowed in special circumstances and must be proposed by the preceptor.
- Shifts longer than 10 hours are not acceptable.

### **IPPE I Community Pharmacy Practice Longitudinal**

- Each on campus student will complete four hours per week on the day they have been assigned throughout the spring semester and distance students will complete the remaining hour requirements weekly based on a mutually agreed upon time between the preceptor and student. Both cohorts will complete one asynchronous 4-hour experience on an evening or weekend to compare responsibilities between daytime shifts

and evening/weekends when physician offices are closed.

### **IPPE II and APPE**

- It is mandatory for the student pharmacist to be in attendance at the site and/or completing rotation activities at least 40 hours per week for four weeks ( $\geq 160$  hours) for each rotation.
- **Student Breaks**  
All students who are at a rotation site more than 6 hours in a row must be provided with a minimum of a 30-minute break. Break time does not count toward hours documented at the site.

## **Absence**

All absences must be documented in CORE ELMS. This includes absences that have been approved by the preceptor. The Office of Experiential Education will contact the preceptor to determine if the absence is excused or unexcused. Examples of excused absences include:

- Illness with a doctor's note
- Funeral of close family member (parents, siblings, children, grandparents, etc.)
- Personal legal proceedings (court dates)

The following circumstances are also considered excused so long as the preceptor is consulted at least 2 weeks prior to the start of the rotation in which the absence is occurring:

- Attendance at a wedding where the student is a member of the wedding party
- Attendance at professional meetings (ASHP-midyear, APhA, etc.)
- Job interviews (up to 4 days throughout the year)

Other instances may be considered excused. It is the responsibility of the student to contact their preceptor and the office to determine if an absence is excused. Students are expected to take minimal time away from their site for excused absence events.

Holiday requests are at the discretion of the preceptor in every case and are never guaranteed. This includes any type of holiday: Labor Day, Thanksgiving, Martin Luther King Day, Yom Kippur, Eid Al-Fitr, Good Friday, etc. In every case, missing rotation days due to religious and/or nationally recognized holidays must be authorized by the preceptor. The student is encouraged to ask their preceptor regarding such days during their introduction email to the preceptor. All such days permitted by the preceptor will then be counted as excused absences. Preceptors may or may not require the student to make up the time missed during the holiday.

Examples of unexcused absences include:

- Vacations
- Attendance at a wedding where the student is not a member of the wedding party
- Work obligations
- Routine medical and dental check-ups

If a student has a medical condition that necessitates missing rotation time for follow up appointments, the student must contact the Office of Disabilities Services to receive accommodation. Accommodations must then be shared with the faculty course coordinator who will reach out to the site to determine a plan to meet student needs.

Any no call-no shows to a rotation site may result in failure of the rotation. Any unexcused absences may result in repercussions up to and

including failure of the rotation. All absences are required to be made up at the discretion of the preceptor.

Students are expected to be present and ready to start at the location and time set by their preceptor. Tardiness (even 1 minute late) is considered unprofessional and is not acceptable in the rotation setting. Students are required to report tardiness to the Office of Experiential Education. Tardiness of 15 minutes or more may result in consequences up to and including failure of the rotation. Repeated tardiness of any length may result in consequences up to and including failure of the rotation. Student requests to preceptors to not report absences or tardiness to the Office of Experiential Education will result in failure of the rotation.

- Any makeup work or time due to absence during the APPE year is at the discretion of the preceptor.
- IPPE hours must be made up in every case.
- The format and timing for make-up hours will be dictated by the preceptor and may include time on weekends, evenings and/or additional projects.

### **Inclement Weather**

In the event of inclement weather conditions, the student should contact the preceptor to determine the need for reporting to the site and to develop a plan to make up any missed hours. This absence needs to be documented in CORE ELMS by the student.

### **Emergency Situations**

In case of an emergency situation, the student pharmacist must contact the preceptor as soon as the opportunity presents itself. This absence needs to be documented in CORE ELMS.

## **Student Assessment**

### **Preceptor Midpoint Evaluation of IPPE and APPE Student Procedures:**

- The preceptor completes the midpoint evaluation of student on CORE ELMS and verbally reviews the evaluation with the student.
- Preceptors who have noted a student deficiency should have students develop a written plan for improvement. This plan should then be reviewed and approved by the Office of Experiential Education and the preceptor. The student must actively demonstrate an attempt to correct deficiencies or address the plan before the end of the rotation.
- The preceptor should notify the Office of Experiential Education of compelling student deficiencies in addition to noting them in the student midpoint evaluation. Expedient reporting ensures sufficient opportunity for student remediation prior to the end of the rotation.

### **Importance of Midpoint Evaluation:**

- Allows for student reflection on strengths and areas requiring improvement.
- Provides time to make improvements.
- Promotes open discussion on the student's progress and performance.
- Provides written documentation of any deficiencies that could result in a failing grade.

### **Preceptor Final Evaluation of IPPE and APPE Student Procedures:**

- Preceptors may access this evaluation on CORE ELMS after the student has completed all program and site requirements.
- This evaluation can be accessed multiple times until submission. If changes are

needed after the initial submission, contact the Office of Experiential Education.

- Preceptors evaluate students based on the criteria listed in the final evaluation and recommend a grade of Pass or No Pass based on student performance and achievement of competencies.
- Preceptors should verbally review the evaluation with the student.
- If a preceptor recommends that a student be assigned a grade of "No Pass", CORE ELMS will automatically notify the Office of Experiential Education. Preceptors are encouraged to include additional recommendations for OEE as provided on the evaluation form.

### **Importance of Final Evaluation:**

- The preceptor's final evaluation is a critical element in the student's final grade.
- The evaluation is available for the student's other preceptors to review and may form the basis for content to be covered or emphasized in following rotations.

### **Student Self-Evaluation:**

Students will complete the self-evaluation on CORE ELMS at rotation midpoint. Students are encouraged to print out and discuss their self-evaluation with their preceptor before the release of the preceptor's midpoint evaluation.

**There are many other means for preceptors to effectively evaluate student performance.**

**Preceptors have access to rubrics and assignment ideas in CORE ELMS in the document library.**

## **Site/Preceptor Assessment**

### **Evaluation of Site/Preceptor**

- Students will complete an Evaluation of Site/Preceptor at the end of each IPPE and APPE rotation. Students should be professional and utilize constructive criticism where appropriate to provide feedback to their preceptors and sites. This evaluation also allows students to submit confidential information that is reviewed by the Office of Experiential Education to address any noteworthy issues that the student is not comfortable sharing directly with the site/preceptor.
- Students with concerns at any point in their rotation experiences are encouraged to reach out directly to a member of the Office of Experiential Education in person, by phone, or by email. All such communications are completely confidential and will not be shared with the preceptor/site.

### **Interprofessional Education Assessment – IPE**

- Students will complete a questionnaire after each IPPE and APPE rotation evaluating the type of frequency of student interaction with other healthcare professionals and healthcare students while on rotation. These questionnaires are intended to build on previous IPE experiences in the curriculum and allow students to reflect on impactful interactions with a diverse group of healthcare professionals and healthcare students for their duration of their experiential rotations.

## **Documentation of Rotation Hours**

The Office of Experiential Education provides the official tally of all student rotation hours. At the end of each rotation, the student is to report the number of hours to the preceptor. The preceptor will then report those hours on the final evaluation of student.

Only hours confirmed by preceptors will be tallied for student rotations.

## **APPE Academic Progression**

Preceptors will complete performance evaluations of students at the midpoint and end of each rotation. These evaluations will be completed and housed in CORE ELMS by the preceptors for their use and the use of subsequent preceptors.

CORE ELMS is used to submit and monitor evaluations of each student's APPEs.

At the midpoint evaluation

- If a student receives a "Not on Track" recommendation, the student will provide to OEE, within three business days, a written plan, approved by the preceptor, regarding an approach that will position the student for successful completion of the rotation.

At the completion of each rotation:

- The preceptor will recommend a grade of "Pass" or "No Pass".
- Students must complete all rotation requirements and receive a grade from the preceptor prior to a formal grade being assigned by the Office of Experiential Education.
- Students who receive a No Pass grade recommendation from a preceptor must repeat the rotation at a time and site



determined by the Office of Experiential Education.

- The repeated rotation must be of the same type as the failed rotation and must be repeated as soon as feasible, considering site, preceptor, and student schedule.
- The plan for the repeated rotation will be submitted by the Office of Experiential Education to the Office of Academic Affairs within five business days of the conclusion of the failed rotation. This plan may include additional work designed to remediate areas of concern.
- The repeated rotation plan may result in an alternate APPE schedule for the student.
- The student has the right to appeal a No Pass recommendation per the appeal policy in the student handbook.
- If a student receives a Not on Track recommendation during any midpoint evaluation following a failed rotation, the student will meet with a faculty member of the Office of Experiential Education and a faculty member of the Office of Academic Affairs to discuss the rotation. The outcome of this discussion may involve creating a new remediation plan and/or withdrawal from the current APPE site.
- A student who fails two APPE rotations will be dismissed from the pharmacy program.

### **Practice Ready Continuous Assessment Procedure**

All APPE evaluation questions are associated with EPA competency statements. To demonstrate practice readiness, students must earn a rating of consistently on all professionalism questions throughout the rotation year. They must also obtain an evaluation of a minimum of Direct Supervision during their first 5 rotations of the APPE year. This moves up to a minimum of Indirect Supervision during the final 5 rotations of their APPE year.

Students who do not meet these benchmarks will be automatically entered into a remediation plan. This plan will include meetings with members of the Experiential Education team and may include remedial activities including the possibility of requirements of additional rotational experiences to graduate.

### **Site Specific Assignments**

Each site or preceptor reserves the right to add additional requirements, assignments, policies and/or procedures while a student is completing a rotation at their facility. It is ultimately the student's responsibility to communicate with their preceptor about any such requirements and be in compliance with them.

### **Dismissal from a Site**

The preceptor and/or site reserves the right to dismiss any student pharmacist from the premises if the student is believed to be potentially harmful to patients or violates policies and/or procedures of the site.

- If, for any reason, a student pharmacist is dismissed from a facility/site, the Office of Experiential Education must be immediately notified by the student.

- Any dismissal may result in submission to the Academic and Professional Conduct Committee.
- Dismissal from an IPPE I and/or IPPE II rotation site
  - May result in the student receiving a zero for the midpoint evaluation.
  - A repeat dismissal may result in failure of the course.
- Dismissal from an APPE rotation site may result in a “No Pass” grade for the rotation.
- A faculty member of the Office of Experiential Education will discuss each dismissal with a faculty member of the Office of Academic Affairs and propose a course of action within five business days.

## Professional Appearance

Student pharmacists will be recognized by patients and professionals as both a representative of Manchester University and the profession of pharmacy. Therefore, students are expected to conduct themselves in a courteous and professional manner and to dress professionally while at a pharmacy practice site.

Compliance with the list below is an expectation of every student while on rotation. However, a preceptor may require an alternate dress code for their specific rotation (e.g. surgical scrubs). In such cases, students must comply with such requirements.

Student pharmacists must maintain good hygiene, wear a bright, clean and freshly ironed white coat, and wear a Manchester University student nametag. White coats and nametags will be worn for all rotation activities. If the rotation site requires its own nametag, students will be

expected to wear both nametags unless otherwise instructed by the Office of Experiential Education or the preceptor at the site.

Student pharmacists must refrain from wearing perfume, cologne or strong-smelling creams and lotions while at the practice site. This includes essential oils.

Appropriate student pharmacist attire includes: skirts, dresses, or dress slacks worn with a blouse or collared shirt with appropriate hosiery. Jeans, capris, shorts, mini-skirts, T-shirts, jogging suits, leggings, revealing clothing (such as low-cut, sheer, or see-through materials), hats, caps, etc., are considered inappropriate dress and are not allowed. This policy item does not apply to head coverings considered as a part of religious or cultural dress.

As a part of experiential rotations, students may be required to enter sterile environments (such as clean rooms). Students should be aware that jewelry of any kind (including permanent jewelry), artificial nails, nail polish, and makeup are not allowed to be worn in these areas. Students may be required to remove any of these items. Students are advised to not have any sort of permanent jewelry when on any hospital or compounding rotation.

Open toed shoes are inappropriate and are not permitted.

Specific sites may vary from this policy. It is expected that the student will adhere to the dress code at that site.

## Compensation and Conflict of Interest

The following are guidelines regarding compensation and/or employment during rotations. The Office of Experiential Education



and/or the assigned preceptor reserves the right to change the site assignment if the possibility of a conflict of interest exists.

- A student pharmacist shall not, under any circumstance, receive financial compensation from an experiential site for participating in either an IPPE or an APPE rotation at that site.
- A student pharmacist shall not seek free medical advice or treatment for self or family members through medical staff or other personnel at their assigned sites while on rotation; nor shall they ask for a discount to purchase prescription or nonprescription medications or services. It is, however, acceptable to utilize discounts if they are provided by the site and are not requested/solicited by the student.
- A student pharmacist may not have a close relative (parent, sibling, cousin, uncle, aunt, grandparent, etc.) as a preceptor.

## **Transportation and Other Financial Obligations**

All financial obligations associated with IPPE and APPE education and mandatory meetings are the responsibility of the student pharmacist. These responsibilities may include additional site requirements, transportation, parking, food, lodging, and any other incidental costs related to experiential assignments.

## **Complaints**

Manchester University College of Pharmacy, Natural and Health Sciences has established, implemented, and maintains a student and preceptor complaint procedure. Any person may file a formal written complaint to the Manchester University College of Health Sciences, Nursing,

and Pharmacy regarding its Doctor of Pharmacy Program.

Complaints may include, but are not limited to, experiential education policies, grading issues, inappropriate student or preceptor conduct or failure to comply with University or College policies.

Preceptors and student pharmacists on rotation may utilize the CORE ELMS Incident Report function to contact the Office of Experiential Education with regards to any issues or complaints while on rotation.

## **Preceptor Feedback to the Office of Experiential Education**

Preceptors provide formal feedback regarding the Manchester Pharmacy Experiential Learning Program through preceptor surveys. The American Association of Colleges of Pharmacy Preceptor Survey is sent out in odd years and a Manchester specific survey is administered regularly. Preceptors are encouraged to provide additional feedback to any member of the department at any time.

## **Health Event Reporting**

If a student pharmacist experiences any sort of health event while on rotation (e.g. needle stick, biohazard exposure, fall, panic attack, etc.), the following steps must be taken:

1. Call 911 for any emergency or life-threatening medical events or any event where a the student is at risk for harm, including self-harm.
2. For non-emergency events, contact the preceptor immediately and determine what procedures or treatment exist at that site to provide the necessary medical attention.
3. The student should follow the site protocol to address the issue. The

student will be responsible for any costs associated with treatment.

4. The student and/or preceptor should inform the OEE as soon as possible about all events and complete the incident report documentation in CORE ELMS.

## **Sexual Harassment**

Manchester University is an institution of higher learning that respects the infinite worth of every individual and graduates persons of ability and conviction who draw upon their education and faith to lead principled, productive, and compassionate lives that improve the human condition. As such, Manchester University does not discriminate on the basis of sex and is committed to providing an educational environment free from sex discrimination.

As a recipient of federal funding, the University is required to comply with title IX of the Higher Education Amendments of 1972, 10 U. S. C. § 1681 et seq. (Title IX). Title IX is a federal civil rights law that prohibits discrimination on the bases of sex – including pregnancy and Sexual Misconduct – in educational programs and activities. Title IX's sex discrimination prohibition extends to claims of discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity.

More information on [Sexual Harassment](#) can be found on the Manchester University website by searching Title IX. Students are encouraged to report any issues related to sexual harassment to a member of the OEE or complete the [“REPORT IT”](#) form which can be found under Quick Links on the Manchester University webpage.

## **Cell Phone and Other Electronic Devices Policy**

The use of cell phones and other electronic devices for personal phone calls, text messaging or other uses unrelated to the learning experience while on rotation is not allowed. Each site may have an individual policy on the use of cell phones and electronic devices for drug information and other patient care related activities. Students are to follow the policies of each site in accordance with the directions of their preceptor in regards to use of electronic devices.

## **Assistance for Students with Disability**

All accommodation requests must be made as outlined in the Student Handbook under Americans with Disabilities Act (ADA) and Students with Disabilities. Please note that although accommodations may be granted dependent on the specific disability, accommodations during clinical experiences are often limited.

## **Substance Abuse**

It is the policy of the College to provide a drug-free, healthy, safe and secure educational environment. Employees and students are required and expected to report to their class or student activities in appropriate mental and physical condition to meet the requirements and expectations of their respective roles.

The College prohibits the unlawful and unauthorized manufacture, distribution, dispensation, possession, or use of narcotics, drugs, or other controlled substances or alcohol in the education setting. Unlawful for these purposes means in violation of federal, state or

local regulations, policy, procedures, and rules, as well as legal statutes. Educational setting means College operated buildings and grounds or while conducting College business away from the College premises, including experiential or service-learning sites.

Substance abuse is a violation of the Pharmacy Program's Honor Code and will warrant the completion of an Honor Code complaint form by any student, faculty member, staff member, or preceptor. **Please refer to the College's Student Handbook for further detail.**

### **Academic Integrity**

Academic dishonesty consists of six violation categories: cheating, plagiarism, facilitating academic dishonesty, abuse of academic materials, stealing, and lying. It is expected that students on experiential rotations will conduct themselves with academic integrity and professionalism.

**Please refer to the college's Student Handbook for further detail on the Honor Code and procedures followed by the Academic and Professional Conduct Committee.**

### **Confidentiality of Student Information**

As affiliates of the Manchester pharmacy program, preceptors must comply with the Family Educational Rights and Privacy Act (FERPA) by keeping all matters related to student performance and evaluation confidential. Student performance is considered an educational record. Communication of the contents of a student evaluation by the preceptor to anyone other than members of the Office of Experiential Education is considered a violation of FERPA, and may result in a termination of the preceptor's relationship with the College.

Preceptors must be aware of and operate within the boundaries of FERPA.