



South Carolina College of Pharmacy Preceptor Development Manual

SCCP Rotation Site Requirements:

- Be a pharmacy licensed by the South Carolina (or another state's) Board of Pharmacy or a hospital or other health care facility that is certified by the South Carolina Department of Health and Environmental Control and/or a federal agency and is accredited by the Joint Commission on the Accreditation of Health Care Organizations or other appropriate accrediting body.
- Each site must allow a qualified pharmacist or other healthcare provider preceptor to supervise the student assigned. Sites may have more than one student assigned to a preceptor; however, preceptors must ensure that students are receiving individualized mentoring and targeted professional development. Thus, preceptors with more than two students per APPE rotation simultaneously or three students per IPPE rotation simultaneously on a consistent basis should notify the SCCP Experiential Education office.
- Student education and professional training must significantly outweigh the service benefits to the site.
- IPPE sites must carry out a broad scope of pharmaceutical activities to include but not be limited to:
 - a. The continued application of the laws, rules, and regulations governing the practice of pharmacy to ongoing pharmacy activities
 - b. The preparation and dispensing of prescriptions and medication orders
 - c. An ongoing program to monitor and evaluate drug therapy
 - d. A practice that encourages communication between pharmacists, patients, and other health professionals
 - e. An effective program to manage pharmacy operations
- APPE sites must participate in a broad scope of pharmaceutical activities, which include frequent interactions with patients, physicians, and other health care professionals. The individual preceptor determines the specific objectives of an advanced practice rotation unless otherwise indicated by Experiential Program of the South Carolina College of Pharmacy.

SCCP Preceptor Requirements:

- Be a professionally competent, legally qualified pharmacist or other healthcare provider.
- Be willing to accept the responsibilities for the guidance and training of the students and devote the time necessary for their instruction. Preceptors should demonstrate a desire and aptitude for mentoring, coaching, and teaching to facilitate student learning.
- Review the evaluation tool and student expectations at the beginning of the rotation, as utilized from the evaluations provided on the E*Value rotation management system.
- The preceptor, at a minimum, **MUST** provide a written mid-point (at 2 weeks) and written final evaluation to the student.
- Be willing to provide an optimal professional practice environment, including serving as a positive role model for students by demonstrating the following behaviors (as applicable to the area of practice):
 - Practicing ethically and with compassion for patients
 - Accepting personal responsibility for patient outcomes
 - Having professional education, experience, and competence commensurate with their position
 - Utilizing clinical and scientific publications in clinical care decision-making and evidence-based practice
 - Desiring to educate others (patients, caregivers, other healthcare professionals, students, residents)
 - Demonstrating the willingness and ability to advocate for patients and the profession
 - Demonstrating creative thinking that fosters an innovative, entrepreneurial approach to problem solving
 - Having an aptitude for facilitating learning
 - Being competent in the documentation and assessment of student performance
 - Having a systematic, self-directed approach to their own continuing professional development and actively participate in self-directed lifelong learning.
 - Collaborating with other healthcare professionals as a visible and contributing member of a team
 - Being committed to their practice organization, professional societies, and the community
- Allow adequate time for communication and be willing to discuss all aspects of professional practice in accordance with ethical, moral, and legal standards.
- Not reimburse the student for services rendered, either directly or indirectly.
- Complete the student evaluation forms via E*Value, review them with the student, and submit via E*Value. Preceptor must also approve, electronically via E*Value, student Rotation Hours on the last day of rotation.
- *NOTE: SCCP Pharmacy preceptors are not to send their assigned pharmacy students to other facilities as pharmacy technicians. If there is a desire by a preceptor to send a student to another store or facility, then this arrangement must be between co-preceptors and should have prior approval from the appropriate Experiential Coordinator. Although it is generally understood that these and 2nd-year students will often times be in a pharmacy technician's role, they are students first and foremost – they are there to learn and to complete specific learning goals and objectives.*
- Definition of Pharmacy Preceptors: *Preceptors are to serve as mentors to students in a manner that fosters the adoption of high professional aspirations for*

pharmacy practice, high personal standards of integrity and competence, a commitment to serve humanity, habits of analytical thinking and ethical reasoning, and a commitment to lifelong learning.

- Acquaint the student with you, your co-workers, and the practice site.
- Describe your practice and practice site, its purpose and general operations.
- Include a thorough review of written and unwritten policies and procedures.
- Review overall competencies or objectives for the rotation, both initially and throughout the rotation.
- Preceptors are both clinical instructors and professional role models.
- Model good practice. Instill the principles of professional ethics by deeds as well as words.
- Help your student apply his academic knowledge in the practice setting. Determine a student's competence by discussing and reviewing information.
- Keep the student in your "sphere-of-influence."
- Be constructive in all criticism. Communicate all criticism privately.
- Stimulate the student's interest in all areas of pharmacy practice.

Preceptor Onboarding Process

- Overview of rotation process/annual timeline:
 - The Advanced Pharmacy Practice Experience (APPE) 4th year rotations span from May of each year through the following April. Introductory Pharmacy Practice Experiences (IPPEs) occur during three 4 week blocks each summer. Community IPPEs occur after students complete the 1st year of the didactic curriculum and Institutional (Hospital/Health System) IPPEs occur after students complete the 2nd year of the didactic curriculum.
 - Preceptors are usually asked to provide availability to accept APPE and IPPE students for the next rotation year around September or October in preparation for the next rotation year.
 - Here is an **example** timeline of the usual rotation year activities:
 - Sept: preceptors are contacted to provide availability
 - Oct: students select rotation preferences
 - Nov: Optimization (Computerized Rotation Assignment Process)
 - Jan: Students receive rotation schedules
 - Feb: Preceptors receive student schedules
 - May: Rotation year begins
 - SCCP APPE rotations are calendar month rotations. This means that students begin rotation on the first calendar day of the month and are expected to work every business day within the calendar month to complete the rotation.
 - All students must contact the preceptor for their rotation **at least 2 weeks** prior to the planned rotation start date. Failure to do so means that the student may be penalized by starting the rotation at the

preceptor's discretion and the student's grade may be penalized to reflect an unauthorized absence.

- SCCP IPPE rotations are 4-week block rotations that occur during summer months (May, June, and July). These rotations are conducted from Monday through Friday for 4 consecutive weeks. Because of the abbreviated timeframe for IPPEs, no excused absences are allowed, (without being made up) and students must log 160 hours for each IPPE rotation. While the exact dates of these 4 week blocks change from year-to-year, an **example** IPPE block schedule for a rotation year is listed below:
 - Block 1 IPPE Schedule: Monday, May 9 through Friday, June 3
 - Block 2 IPPE Schedule: Monday, June 6 through Friday July 1
 - Block 3 IPPE Schedule: Monday, July 5 through Friday, July 29

- Communication with the SCCP experiential office (who to contact in which situations):
 - Preceptors in Lowcountry Region:
 - For MUSC student issues, schedule issues, rotation paperwork requirement changes, site ownership changes, changes in availability, E-value questions, etc. contact:
 - June Taylor, Student Services Program Coordinator II
 - taylorja@musc.edu
 - (843)792-6427
 - Cathy Worrall, PharmD, FAPhA, BCPS, Associate Dean for Student Services & Experiential Education
 - woralcl@musc.edu
 - (843)792-8451
 - NOTE: Lowcountry Region includes sites in the following counties: Charleston, Berkeley, Dorchester, Colleton, Beaufort, Jasper, Williamsburg, Georgetown, Florence, Marion, Dillon, Horry, Darlington, Chesterfield, Marlboro

 - Preceptors in Midlands Region:
 - For USC student issues, schedule issues, rotation paperwork requirement changes, site ownership changes, changes in availability, E-value questions, etc. contact:
 - Kathryn Kenard, Administrative Assistant
 - kenard@sccp.sc.edu
 - (803)777-0490
 - Jennifer Baker, PharmD, Director of Experiential Education
 - jbaker@sccp.sc.edu
 - (803)777-5123

- NOTE: Midlands Region includes sites in the following counties: Richland, Calhoun, Kershaw, Fairfield, Hampton, Lexington, Newberry, York, Chester, Lancaster, Lee, Sumter, Clarendon, Orangeburg, Bamberg, Barnwell, Allendale, Aiken, Edgefield
 - Preceptors in Upstate Region:
 - For Upstate student issues, schedule issues, rotation paperwork requirement changes, site ownership changes, changes in availability, E-value questions, etc. contact:
 - Kathryn Kenard, Administrative Assistant
 - kenard@sccp.sc.edu
 - (803)777-0490
 - Whitney Maxwell, PharmD, MBA, BCPS, Associate Director of Experiential Education, Upstate Experiential Coordinator
 - maxwell@sccp.sc.edu
 - (803)777-4715
 - NOTE: Upstate Region includes sites in the following counties: Greenville, Spartanburg, Anderson, Laurens, Greenwood, Cherokee, Union, Pickens, Oconee, Abbeville, McCormick, Saluda
- Getting Started as a SCCP Preceptor:
 1. Required documents to submit:
 - Preceptor application and availability submission form (please be sure to include your pharmacist license number)
 - <https://www.surveymonkey.com/r/rotationavailability>
 - SCCP uses an online Rotation Management Software Tool called E-Value to facilitate the student rotation scheduling process as well as to facilitate electronic midpoint and final evaluations of students' performance on IPPE and APPE Experiential rotations.
 - Upon completion of the SCCP Preceptor Application, new preceptors will be assigned an E-value username and password that can be used to login to the E-value system. If you already have an existing E-value account prior to becoming a SCCP preceptor, please let the appropriate contact at the SCCP Experiential Education office know so that your SCCP E-value account can be merged with your existing account so you will continue to have only one username and password to use for the E-value Rotation
 - Please bookmark this site <https://www.e-value.net>. You will receive an automated email with your username and password information. To change this information, under the "My Profile" Icon, choose "Password Change". If you forget your username or password, choose the "Forgot Password" link on the E*Value homepage. You can also contact the Experiential

office to request this information to be emailed to you. Please note that MUSC-based preceptors will use their NetID and password at <http://evaluate.musc.edu/>. Please note: We recommend using the Internet Explorer, Mozilla or Google Chrome browser to open E-value, as some other browsers (i.e. Firefox, etc.) do not run the program optimally.

- SCCP Affiliation Agreement signed by the appropriate individual at your institution or within your corporation



Affiliation Agreement 7.16.pdf

- Updated Curriculum Vitae
- Rotation Syllabus (must be submitted prior to start date of first SCCP student)
 - Syllabus templates available at:
 - https://www.sccp.sc.edu/experiential_education_preceptor_resources
- Please upload your updated CV and completed rotation syllabus into E-value using the following procedure:



E-value Preceptor
CV & Syllabus Upload

2. Information to review:

- SCCP Experiential Education Website
 - Go to www.sccp.sc.edu
 - Click on the Centers & Programs tab at the top of the webpage
 - Click on the Experiential Education Program button in the dropdown menu
 - Click on the blue box labeled “Preceptors”
 - A variety of helpful SCCP Preceptor Resources can be found here, including the SCCP preceptor application, important forms, rotation manuals, syllabus templates, example evaluation forms, and preceptor development materials
- SCCP Student Rotation Manuals are available at:
 - https://www.sccp.sc.edu/experiential_education_preceptor_resources
- SCCP Preceptor Development materials are available at:
 - https://www.sccp.sc.edu/experiential_education_preceptor_resources

3. Optional items to submit to increase student interest in rotation site

- Professional headshot for addition to your E-value profile

- Video for virtual rotation showcase
 - Uploading videos from your computer or smartphone to YouTube is easier than you think – help is available at the following link: <https://support.google.com/youtube/answer/57407?hl=en>. You will need a Google ID to sign in if you are new to YouTube. Be sure to select “Unlisted” so we can see the video by the link you provide - only our students will be given these links.
- Preceptor rotation overview questions



PreceptorSite
Questionnaire .doc

Preceptor Resources:

- Student Rotation Schedule: Your rotation schedule for the academic year can be found by clicking on “Schedule Report” which is located under the “Reports” Tab under the “Scheduling Reports” heading. You will then change dates in which you would like to see your schedule, leave all other field as populated, and choose “Next”.
- Annual Preceptor Conference: Each year a live Preceptor Conference is hosted by SCCP to provide professional development opportunities for active SCCP preceptors. This conference is usually held in March of each year, is free of charge and usually offers live CE credit for the preceptor development content being presented.
- Eligibility for access to MUSC Online Library Resources Policy: *Due to licensure and contract-related constraints between the universities’ library systems and subscription content vendors, eligibility for access to MUSC Online Library Resources will be determined as follows:*
 - Preceptors practicing within the state of South Carolina who submit availability to take at least 3 IPPE students per rotation year, 4 APPE students per year, or a combination of at least 4 IPPE and APPE students per year will be eligible to request access to MUSC Online Library Resources
 - Preceptors requesting this access for the first time will not be granted access until the start date of their first SCCP student rotation, and access will expire at the end of that rotation-year (April 30th).
 - Once access has been established, and minimum availability submission requirements continue to be met access will be available in subsequent rotation years which begin on May 1st and end on April 30th of the following year. Renewals are required annually based on availability submissions.
 - Preceptors practicing outside the state of South Carolina who meet the minimum availability submission requirements described above will not be

routinely granted access to MUSC Online Library Resources, but these requests may be evaluated on a case-by-case basis

- Please note that all SCCP pharmacy students have access to library resources while enrolled in the college of pharmacy
- The form to apply for preceptor access to MUSC Online Library Resources can be found on the SCCP website:
<https://sccp.sc.edu/sites/default/files/EE/Preceptor/Application%20for%20Access%20to%20Online%20Libraries.pdf>
- Links to information regarding invoicing can also be found on the SCCP Experiential Education webpage: <https://www.sccp.sc.edu/sites/default/files/APPE%20Invoice.pdf>

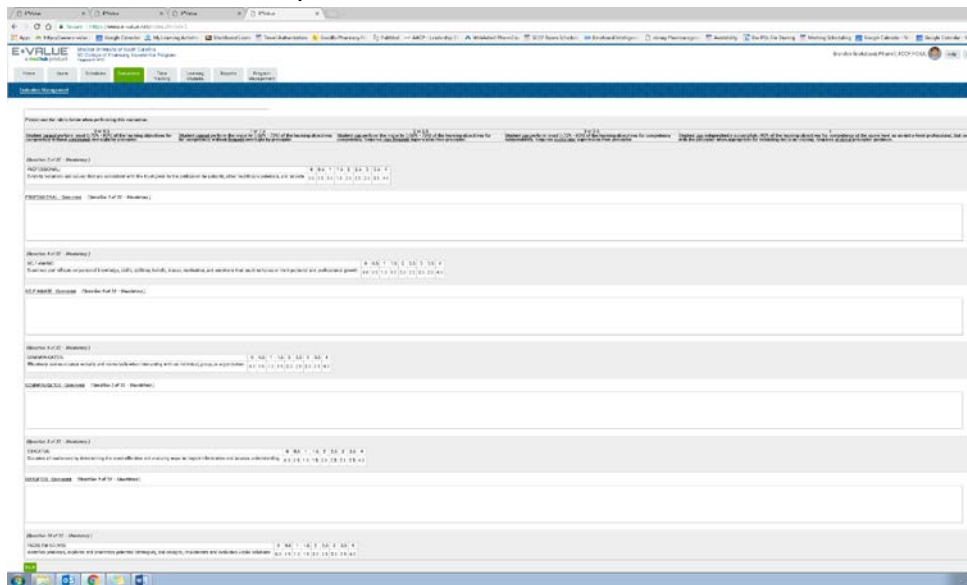
Student Assessment Required for each Experiential Rotation

The Accreditation Council for Pharmacy Education requires robust assessment of pharmacy student achievement of learning objectives and learning outcomes throughout the curriculum, including the experiential curriculum. Thus, SCCP preceptors play an integral role in helping SCCP maintain accreditation by providing high quality assessment of our students as they progress through the experiential curriculum.

- Pre- and Post-Rotation Reflections: On the first day of rotation, students should have prepared a Pre-Rotation Reflection to discuss with their preceptor. This reflection outlines students' prior rotation experiences and how the student hopes to grow while on your rotation. For the post-rotation reflection, students will complete a similar reflection for discussion with the preceptor on the last day of rotation.
 - Preceptors receive an e-mail notification from E-value to review students' Pre-Rotation Reflections in E-value once the student has completed the reflection
 - Preceptors are also asked to document on the Evaluation Tool that both the Pre- and Post-Rotation Reflections have been discussed with the student.
- Midpoint and Final Evaluations: Halfway through and at the end of each SCCP student rotation, preceptors are required to submit an electronic midpoint and final evaluation through the E-value Rotation Management system of the student's performance on rotation. You will receive automated emails from E*Value with links to your pending evaluations when these evaluations are due. This allows preceptors to simply click on the link instead of having to log onto a separate site. These evaluations can also be found under the "Evaluations" Tab. All evaluations can be found by clicking on "Complete Pending Evaluations" under the "Manage Evaluations" heading.
 - Preceptors should receive a link through e-mail within the first few days of the start of the rotation to the Midpoint Evaluation
 - If a student is not successfully passing a rotation at the midpoint, has plagiarized, or has violated HIPAA, the Experiential Coordinator must be notified. (Jennifer L. Baker, Pharm.D, USC campus 803-777- 5123; Cathy Worrall, PharmD, MUSC campus 843-792-8451; or Whitney Maxwell, Pharm.D, MBA, Upstate 803- 777-4715).

- After the halfway point of the rotation, preceptors should receive a second e-mail notification from E-value including a link to the Final Evaluation
- Preceptors should set time aside towards the end of rotation to meet with the student to review and discuss the final evaluation of the student, validate rotation hours, review and discuss the post-rotation reflection, and receive feedback on the site/preceptor evaluation prepared by the student (only if the final evaluation of the student has been submitted to E*Value first).
- Prior to this meeting the final evaluation should be submitted to E*Value by the preceptor.
- Preceptors should complete the Final Evaluation by the close of business on the last day of the student's rotation to enable timely reporting of student grades to the institutions' registrar offices
 - If the preceptor will not be available on the last day of rotation, the exit interview may take place as close to the end of rotation as possible.

○ Evaluation Tool Example:



- **Site/Preceptor Evaluations:** Students are required to complete evaluations of the rotation site and preceptor for all SCCP rotations after the preceptor has completed and submitted their evaluation of the student on the last day of rotation. Student evaluations of the Preceptor and site can be viewed on E*Value once the final evaluation of the student has been completed and submitted. An aggregate report is available in E*Value for previously released reports. Please find these under Preceptor Reports. Students are expected and trained to provide constructive verbal feedback on the last day of rotation as well as constructive written feedback on this site/preceptor evaluation tool.
- **Student Self-Evaluations:** The student should receive, via E*Value, an evaluation at each of these times to self-evaluate. The student is required to bring a written copy of the self-evaluation to the midpoint and final evaluation periods. The preceptor should discuss the student's perception of their rotation performance compared to the preceptor's perception of

the student's performance. Suggestions for improvement should be provided during both evaluation periods.

- Verification of Student Rotation Hours Completed: On the last day of rotation as preceptors complete their Final Evaluation with a rotation student, it is a good practice to also verify the student's rotation hours in E-value under the Time Tracking icon. After clicking on the Time Tracking icon, click on the Supervision link at the top of the page and you will see a calendar. You will need to select the name of the student whose hours you are verifying and then may click "Verify All" if you agree with the hours logged by the students. Please note that any changes made by the student after the preceptor has verified the hours will require the preceptor to login to E-value again to re-verify the rotation hours for that month, so it is also a good practice to have the student double-check and finalize all hours before the preceptor verifies them.

- This document provides additional information about verifying rotation hours:



Approving Rotation Hours in E-value.pdf

- *Student Rotation Hour Policy:*

- On ALL rotations:

- The preceptor may require the student to be present at the site during an evening, night, or weekend shift to experience the difference in situations, workload and pace.
- The holiday policy followed by the preceptor shall be the holiday policy followed by the student.
- Students are instructed to subtract 30 minutes per day from the hours they were in attendance at the rotation site for the lunch break they are given.
- Two incidences of student tardiness equals one day of unexcused absence that is required to be made up.
- Students have been instructed that they must prioritize rotation requirements over outside commitments, including work. Students are expected to be at the practice site as scheduled by the preceptor. Students are aware that it is unacceptable behavior to inform preceptors of the need to leave rotation at a certain time to attend work.
- Student rotation hours do NOT include time spent working on "homework assignments" or absences

- On IPPE rotations:

- Students must complete 160 rotation hours during the 4-week IPPE block.

- APPE rotations:
 - Students are expected to be on rotation every working day of the month and must complete an absolute minimum of 160 rotation hours per calendar month. All rotations last the calendar month unless pre-approved by your Experiential Coordinator.
 - Since there are usually more than 20 business days per month, the required number of rotation hours per month is variable, so students are often required to complete >160 hours per month to satisfy rotation requirements.
 - Rotations are **NOT** completed once 160 hours are reached if business days remain in the calendar month. Rotation hours vary depending on the number of business days in the month (ie, 23 business days in a particular month x 8 hours = 184 hours expected for the rotation).
 - No more than 2 days in any month may be missed. These days may NOT be saved until the end of the rotation in order to end early.
 - Time away from rotation for any reason may NOT count as rotation time (the only exception is for attendance at SCCP grand rounds/seminar). In a month with any absence, at least 160 hours or more must still be completed at the rotation site. Even if students have excused absences or modified work schedules, they are still expected to complete at least 160 rotation hours per month at an absolute minimum.
 - Preceptors are encouraged to allow the student to begin on the 1st Monday of the month ONLY if the first day of the month is on a Saturday or Sunday. Preceptors are also encouraged to conclude the rotation on the last Friday of the month ONLY if the last day of the month is on the following Saturday or Sunday.
 - Preceptors should allow students to attend any of the following events during the APPE year:
 - Pharmacy Career Days (in the Fall)
 - Professional Pharmacy Meetings
 - Grand Rounds/Seminar
 - Residency Track Seminars

Assessment Tools (Midpoint/Final Evaluation Tools) Used to Evaluate SCCP Students on Rotation

- SCCP Learning Outcomes: By the completion of the 4th year APPE curriculum, SCCP students are expected to have achieved all of the following learning outcomes:
 - Professional: Exhibits behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.
 - Self-Aware: Examines and reflects on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.

- Communicator: Effectively communicates verbally and nonverbally when interacting with an individual, group, or organization.
 - Educator: Educates all audiences by determining the most effective and enduring ways to impart information and assess understanding.
 - Problem-Solver: Identifies problems, explores and prioritizes potential strategies; and designs, implements and evaluates viable solutions.
 - Innovator: Engages in innovative activities by using creative thinking to envision better ways of accomplishing goals.
 - Collaborator: Actively participates and engages as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.
 - Leader: Demonstrates responsibility for creating and achieving shared goals, regardless of position.
 - Learner: Develops, integrates, and applies knowledge from the foundational sciences (e.g., pharmaceutical, social/behavioral/ administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient centered care.
 - Caregiver: Provides patient-centered care as the medication expert (collects and interprets evidence, prioritizes, formulates assessments and recommendations, implements, monitors and adjusts plans, and documents activities).
 - Provider: Describes how population-based care influences patient-centered care and the development of practice guidelines and evidence-based practices.
 - Promoter: Designs prevention, intervention, and educational strategies for individuals and communities to manage chronic diseases and improve health and wellness.
 - Advocate: Assures that patients' best interests are represented.
 - Manager: Manages patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.
 - Includer: Recognizes social determinants of health to diminish disparities and inequalities in access to quality care.
- While not every one of these outcomes can be evaluated and achieved on a single type of APPE rotation, the SCCP Experiential Education Team has worked closely with preceptors and the Experiential Education Advisory Committee to create evaluations for each IPPE rotation type (IPPE-1 Community, IPPE-2 Institutional) and each APPE rotation type (Acute/General Medicine, AmCare, Community, Elective, and Hospital/Health System) that require preceptors to evaluate students across only the outcomes that are truly achievable on that particular rotation type. Additionally, while IPPE rotation students are expected to be exposed to the learning outcomes found on the IPPE evaluation tools, they are not expected to achieve mastery of the outcomes at the same level as APPE students.
 - SCCP Evaluation tools are integrally linked to the SCCP syllabus templates. For each rotation type, the SCCP Syllabus Template includes only the learning outcomes that are included on the accompanying SCCP Evaluation tool for that particular rotation type.
 - Preceptors are asked to please ensure their syllabus document has been updated with the new SCCP Syllabus template that rolled out in Spring 2016 as soon as possible, as our accrediting body will be auditing rotation syllabi.

- All updated syllabi should be uploaded into E-value. Please use the following instructions to complete this process:



E-value Preceptor
CV & Syllabus Upload

Program Policies for Preceptors

- Quality Assurance and Preceptor Retention and Promotion Procedures:
 - The SCCP Experiential Team continuously monitors Preceptor/Site Evaluations that have been completed by students, with attention given to low performing Preceptors/Sites as indicated.
 - Confidential Comments generated from both students and preceptors from evaluation forms are also monitored continuously for quality assurance purposes, with attention given to concerning comments as indicated.
 - Site Visits are another mechanism for ensuring Preceptor/Site quality assurance. Site visits are performed on an ad hoc basis and provide opportunities to assess the site's physical facility, address any concerns in person that are identified from other quality assurance processes, and complete any necessary paperwork. Site visits may be performed either in person or by phone as the situation warrants.
 - Preceptors who take a certain number of SCCP students annually and pursue preceptor development opportunities on a regular basis may apply for adjunct faculty appointments and pursue promotion within the appropriate adjunct faculty track. This process is overseen by the department chairs of the universities comprising SCCP, so interested preceptors should reach out to those individuals for more information.
 - Sites or preceptors that are deemed unsuitable for further student rotations through the SCCP quality assurance process will be inactivated in the E-value Rotation Management System, such that SCCP students cannot be scheduled at these sites in the future.
- University Policies on Sexual Harassment
 - The specific policies regarding sexual harassment for students are defined in the individual academic bulletins for the students' college of pharmacy of enrollment, the University of South Carolina College of Pharmacy (USCCOP) or the Medical University of South Carolina College of Pharmacy (MUSCCOP). For students at USCCOP, Carolina Community provides additional guidelines, including notification of student rights under FERPA and other mandated notifications.
 - Detailed policies can be found at the following locations:

- USCCOP: <http://www.sc.edu/policies/ppm/eop102.pdf>
- MUSCCOP: http://academicdepartments.musc.edu/genderequity/student_policy.htm
 - These policies cover sexual harassment by and among all members of the University community -- including faculty, staff, and students. The prohibited harassment may arise between employment supervisors and subordinates, between instructors and students, between peers, or between any of the foregoing persons and persons who do business with the University.

Resources for Coaching Students on Rotation

- *Delivering “Instructive Feedback” to the student(s):*
 - *Base comments on direct observation*
 - *Give feedback immediately after performance*
 - *Choose an appropriate & private setting*
 - *Focus on specific behaviors, skills, or words*
 - *Link to expectations, goals or objectives*
 - *Use positive rewards for good performance*
 - *Give instructions to correct errors*
 - **Check for comprehension and understanding**
- Birkman Assessment Results
 - The Birkman Assessment Results provide insight into the communication style, interests, and behavioral orientation of students. Student are not required to share this information with preceptors, but some may be willing to do so on a voluntary basis.
 - Birkman Coaching Report: provides a descriptive approach to coaching a student and giving a student feedback in a manner that is personally constructive for him or her individually. (e.x. “Student A” enjoys a fast-paced work environment and thrives in situations where he/she is managing a high work volume. “Student A” best receives feedback when clear expectations are set and direct communication is provided.)
 - Preceptors and Birkman Assessments
 - Preceptors who are interested in determining their Birkman Assessment results, including communication styles, behavioral orientation, and interests, may reach out to the college for more information about completion of the Birkman Assessment. Preceptors may also view the Preceptor Development Birkman Training Video for additional information about the assessment, guidance with interpretation of the results, and instructions for using the coaching report at the following website: http://media.sccp.sc.edu/201601/users/MURRAYF/20160309145507/Preceptors_Conference_part_2_-_Birkman_-_20160309_145507_5.html .

- Learning Styles Assessment:
SCCP students are asked to complete a Learning Styles Assessment that heightens their awareness of the way they learn (e.x. kinesthetic, auditory, visual, etc.)
Preceptors may benefit from reviewing student learning styles to tailor teaching methods to the learning style of the student.

Placement of the SCCP Experiential Curriculum within the SCCP Didactic Curriculum:

Fall P1 (semester 1)			Spring P1 (semester 2)		
Course	Credit Hours		Course	Credit Hours	
Foundations of Pathophysiology & Pharmacology I	SCCP 602	2	Foundations of Pathophysiology & Pharmacology II	SCCP 603	3
Foundations of Pharmaceutical Chemistry & Pharmacogenomics I	SCCP 621	3	Foundations of Pharmaceutical Chemistry & Pharmacogenomics II	SCCP 622	4
Dosage Forms and Drug Delivery Systems	SCCP 607	4	Pharmaceutical Biotechnology	SCCP 616	2
Pharmaceutical Biochemistry	SCCP 615	3	Microbiology & Immunology	SCCP 610	4
Introduction to Pharmacy Practice	SCCP 650	2	Transforming Health Care	IP 710 (SCCP 690)	2
Pharmacy Calculations	SCCP 656	1	Clinical Applications II	SCCP 661	1
Medical Terminology	SCCP 657	1	Intro. to Community Pharmacy Lab I	SCCP 670	1
Introduction to Drug Information	SCCP 680	1			
Compounding & Applied Pharmaceutics Lab	SCCP 671	1			
TOTAL		18	TOTAL		17
COMMUNITY INTRODUCTORY PHARMACY PRACTICE EXPERIENCE (IPPE-1)					
Fall P2 (semester 3)			Spring P2 (semester 4)		
Course	Credit Hours		Course	Credit Hours	
Pathophysiology & Pharmacology I	SCCP 722	3	Pathophysiology & Pharmacology II	SCCP 723	3
Pharmacotherapy I	SCCP 772	4	Pharmacotherapy II	SCCP 773	4
Self-Care and Complementary Med.	SCCP 750	4	Clinical Pharmacokinetics	SCCP 890	3
Biopharmaceutics and Pharmacokinetics	SCCP 710	3	Outcomes Design and Assessment	SCCP 780	3
Intro. to Health Systems Lab	SCCP 790	1	Applied Health Systems Lab	SCCP 791	1
Clinical Applications III	SCCP 760	1	Clinical Applications IV	SCCP 761	1
Elective*		1 - 3	Elective*		1 - 3
TOTAL		17 - 19	TOTAL		16-18
INSTITUTIONAL/HOSPITAL INTRODUCTORY PHARMACY PRACTICE EXPERIENCE (IPPE-2)					
Fall P3 (semester 5)			Spring P3 (semester 6)		
Course	Credit Hours		Course	Credit Hours	
Pathophysiology & Pharmacology III	SCCP 822	3	Pathophysiology & Pharmacology IV	SCCP 823	2
Pharmacotherapy III	SCCP 873	4	Pharmacotherapy IV	SCCP 874	5
Health Care Systems and Management	SCCP 850	4	Pharmacy Law and Ethics	SCCP 885	3
Advanced Drug Information	SCCP 880	2	Clinical Assessment	SCCP 895	3
Clinical Applications V	SCCP 860	1	Clinical Applications VI	SCCP 861	1
Applied Community Pharmacy Lab	SCCP 771	1	Elective*		1 - 3
Elective*		1 - 3			
TOTAL		16 - 18	TOTAL		15 - 17
ADVANCED PHARMACY PRACTICE EXPERIENCES (APPEs)					

A minimum 300 hours of Introductory Practice Experiential Experience (IPPE) (as required by ACPE) will be satisfied by two 4-credit (four week) rotations in the summers of the P1 and P2 years. SCCP requires a minimum of 160 hours for each IPPE. A minimum 1440 hours of Advanced Practice Experiential Experience (APPE) (as required by ACPE) will be satisfied by nine 4-credit (one month) rotations in the P4 year. Refer to the APPE Rotation Manual for SCCP requirements for rotation hours for each month. Required APPE rotations include: 2 acute/general medicine rotations, 1 ambulatory care rotation, 1 community rotation, 1 hospital/health system rotation, and 4 elective rotations.