Welcome to the Harding University College of Pharmacy

Whether you are a current preceptor or desire to join our team of clinical educators by becoming a preceptor, we thank you for your consideration of our students. Your role in our students’ education is crucial to their success as they develop the skills and knowledge required to become quality pharmacy care providers.

Overview

The Accreditation Council for Pharmacy Education (ACPE) Standards 2016 outline the minimum requirements for professional Doctor of Pharmacy degree programs. Programs are expected to exceed these requirements through initiatives designed to ensure continuous quality improvement.

This document contains the Harding University College of Pharmacy (HUCOP) plans for addressing the requirements of Standards 2016 that apply to preceptors and practice sites. The intent of this information is to offer an overview for new preceptors and potential sites as well as provide an ongoing resource for existing preceptors.

This document will be updated periodically to provide the most current information to our preceptors. The information will be disseminated to all active preceptors via email, quality assurance site visits, and through CORE ELMS, our experiential education learning management system.

Contact Information

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**Experiential Education Team**

For more information or to answer any questions about our experiential education program, please contact:

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History and Mission of the College

History
In October 2004, a former Harding University administrator suggested that pharmacy be investigated as an addition to the offerings of the University. Over the next several months, research was conducted and a consultant was secured to study the question of whether pharmacy would be consistent with the mission and goals of the University. Constituents outside the University including local pharmacists, the Arkansas State Board of Pharmacy, and the Accreditation Council for Pharmacy Education were also involved in initial discussions regarding the establishment of a College of Pharmacy. Following the endorsement of two formal consultant reports in May 2005, the Board of Trustees of Harding University approved the creation of a College of Pharmacy at its campus in Searcy, Arkansas. Thus was born the first College of Pharmacy at a church of Christ-affiliated institution, and the second Doctor of Pharmacy program in the state of Arkansas. The College of Pharmacy’s first class of students matriculated in the fall of 2008 and graduated in the spring of 2012.

Mission
Harding University’s College of Pharmacy seeks to graduate pharmacists who accept the responsibility of improving the spiritual and physical wellness of the world by providing patient-centered care that ensures optimal medication therapy outcomes delivered through the highest standards of Christian service.

To achieve this mission, the College of Pharmacy embraces the following goals:

**Deliver In-Depth Pharmacy Education:** Provide an education which delivers in-depth knowledge of medications and the biomedical, sociobehavioral, and clinical sciences while focusing on patient-centered and population-based care that optimizes medication therapy.

**Contribute to Society and the Profession:** Engender an environment of caring for and being responsive to all people and to the pharmacy profession resulting in positive contributions to both.

**Promote Health & Wellness:** Promote health improvement, wellness, and disease prevention while managing health care system resources in the application of evidence-based therapeutic principles and guidelines.

**Serve in Mission Efforts:** Serve in mission efforts while incorporating relevant legal, ethical, social, cultural, economic, and professional issues of contemporary pharmacy practice.
**Foster Innovation through Research:** Foster innovation in the development of pharmacy practice models through basic and applied research related to both improving health care outcomes as well as identifying effective educational methods.

**Pursue Lifelong Learning:** Instill the importance of personal and professional growth in students, faculty, staff, and alumni through postgraduate education and the pursuit of lifelong learning.

**Support Community Outreach:** Support development of community outreach programs that ensure: (1) medication therapy management is readily available to all patients; (2) desired patient outcomes are more frequently achieved; (3) overuse, under use, and misuse of medications are minimized; (4) medication-related public health goals are more effectively achieved; and (5) cost effectiveness of medication therapy is optimized.

**Accept Accountability for Patient Outcomes:** Develop graduates who accept accountability for patients' therapeutic outcomes and who view themselves as a primary resource for unbiased information and advice regarding the safe, appropriate, and cost-effective use of medications.

**Promote the Practitioner Role of the Pharmacist:** Promote pharmacists as the most trusted and accessible source of medications and related devices and supplies who are valued patient care providers whom health care systems and payers recognize as having responsibility for assuring the desired outcomes of medication use.

**Evaluate Achievement of Mission & Goals:** Engage in continuous quality improvement activities to ensure achievement of all college goals, and ultimately, the mission of the college and university.

**Our Vision**
The College of Pharmacy will be recognized nationally for its leadership and innovation in Christian pharmacy education as well as for its service to society and the profession.

**Our Core Values**
The College of Pharmacy bases its educational program and position in the pharmacy community upon certain core values. The core values of the college are advancement, Christianity, collaboration, trustworthiness, innovation, outreach, nurturing, and service. These values are symbolized by the acronym ACCTIONS.
The Critical Role of the Preceptor

Why are preceptors so important? And why does our need for quality educators and solid clinical sites continue to grow?

With more than 30% of the total curriculum focused on experiential education, the role of the preceptor in pharmacy education is ever growing. The need for experienced professionals to share their skills is immense. We have preceptors assisting us from around the country and around the world.

Preceptors serve as teachers, mentors, career advisors, and assist students in making that transition from the classroom to practice. By serving as a preceptor, you can have a significant and lasting impact on the future of practice.

A key role of a preceptor is to serve as an evaluator of student performance. Accurate assessment of a student’s work is key to their development and success and also required for the college’s accreditation. Harding utilizes CORE ELMS as its experiential learning management system to monitor student progress and collect important data to support continuous improvement of our programs.

Introductory Practice Experiences

<table>
<thead>
<tr>
<th>Type of IPPE</th>
<th>P1 Year</th>
<th>P2 Year</th>
<th>P3 Year</th>
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<tr>
<td>Interprofessional Socialization</td>
<td>4 hours</td>
<td>4 hours</td>
<td>N/A</td>
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<tr>
<td>Patient Caring</td>
<td>6 hours</td>
<td>8 hours</td>
<td>10 hours</td>
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<tr>
<td>Pharmacy Service Learning</td>
<td>12 hours</td>
<td>16 hours</td>
<td>18 hours</td>
</tr>
<tr>
<td>Simulation</td>
<td>1 hours</td>
<td>2 hours</td>
<td>3 hours</td>
</tr>
<tr>
<td>Practice Site-Based IPPE</td>
<td>84 hours (com)</td>
<td>84 hours (inst)</td>
<td>42 hours (amb)</td>
</tr>
<tr>
<td>APPE Readiness</td>
<td>N/A</td>
<td>N/A</td>
<td>8 hours</td>
</tr>
<tr>
<td>Reflection &amp; Discussion</td>
<td>3 hours</td>
<td>3 hours</td>
<td>3 hours</td>
</tr>
<tr>
<td>Total Hours Per Year</td>
<td>110</td>
<td>117</td>
<td>84</td>
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During the first three professional program years, students participate in Introductory Pharmacy Practice Experiences (IPPEs) that integrate didactic coursework with experiences in real pharmacy practice environments. With growing emphasis being placed on the experiential aspect of the Pharm.D. curriculum, Harding has tailored its program to cover a broad range of practice experiences and continues to explore new and unique opportunities that allows students to practice and demonstrate the skills appropriate to their level of study.

Harding students complete a minimum of 311 contact hours during their first three professional years. These hours are designed to develop the technical and professional practice skills needed to be effective in various practice environments. These
experiences help prepare students for success in their advanced pharmacy practice experiences in the final year, and in practice beyond graduation. Serving as a preceptor for early experiential students can be an excellent stepping-stone for advanced practice rotations and can be an extremely rewarding experience.

**Advanced Practice Experiences**

The entire final year of the professional program (P4 year) is spent completing Advanced Pharmacy Practice Experiences (APPEs). P4 students are required to complete 1440 hours of advanced pharmacy practice experiences, comprised of nine APPEs spread over the course of the year. Required APPEs include advanced community I and II, inpatient/acute care general medicine, ambulatory care, health and wellness, advanced hospital/health-system and at least one institutional patient care elective. Two additional elective APPEs are chosen from a variety of possible experiences to complete the P4 curriculum. Each advanced pharmacy practice experience is 4 weeks in length, for a total of 160 hours in one month. In total, the pharmacy graduate must complete 1751 combined hours of introductory and advanced pharmacy practice experience during their education at Harding University College of Pharmacy.

Harding supports experiences across the country and around the world. Our affiliation with numerous medical mission points provides numerous opportunities for students interested in better understanding global health issues.

For more information regarding the specific pharmacy practice experience types, including sample syllabi and preceptor resources, please contact the Office of Experiential Education.

**Preceptor Recruitment**

Due to the important role that preceptors play in the education of our students, HUCOP has a set of minimum standards for inclusion. All HUCOP preceptors must maintain an active, unrestricted license to practice pharmacy in the United States. Preceptors should have at least one year of pharmacy practice experience. Occasionally the College will designate quality non-pharmacist preceptors for certain pharmacy practice experiences. In most cases, the non-pharmacist preceptor is a health professional that oversees students in interprofessional settings (e.g. team-based care in service and medical mission settings) or faculty members serving as preceptors for service, academic or research experiences.

Becoming a preceptor is relatively straightforward. Interested individuals should submit a request for consideration to the Assistant Dean for Experiential Education (ADEE) or Experiential Education Director (EED). The Office of Experiential Education (OEE) then provides an online survey to the potential preceptor in order to gather detailed
information about the preceptor and site. The applicant is asked to submit additional supporting documentation for consideration (current licensure, resume/CV, site information, relevant precepting experience, etc). Depending upon precepting experience and/or assessment by the ADEE, the applicant may be asked to obtain a predefined number of preceptor-related continuing education hours in order to complete the application process. Once the applicant is confirmed, a member of the OEE will add the information to the CORE ELMS database and store the preceptor CV on the HUCOP secure drive. The preceptor is then notified and provided with orientation materials and a CORE login and password. The OEE will determine if a current fully executed affiliation agreement is on file for the practice site. If not, the OEE will ensure that an affiliation agreement is in place before students arrive to the site. The ADEE or EED completes an initial visit with the preceptor (note: this visit may occur by phone or virtually for some out of state sites) to confirm that he or she has reviewed and understands the provided orientation materials. Student outcomes, evaluation, feedback, and competencies are discussed during the initial preceptor visit.

**Preceptor Benefits**

**General Preceptor Benefits**
Serving as a preceptor is very rewarding and provides the opportunity for personal satisfaction and professional growth. All preceptors are provided the opportunity to:

- Train future pharmacists and give back to the profession
- Help embed students in “real world” experiences to prepare them for practice
- Keep current on medications and treatment modalities within the medical field
- Involve students in developing and maintaining new or expanded clinical services
- Teach students the importance and value of a service-based profession
- Interact with student pharmacists through experiences and assess fit for employment

**HUCOP-Specific Preceptor Benefits**
Choosing to serve as a preceptor for Harding University College of Pharmacy gains preceptors a defined position within the College as a “Clinical Pharmacy Preceptor” (CPP) and associated program-specific benefits, including:

- FREE preceptor education opportunities through our partner, The Collaborative Education Institute (CEI), including:
  - Four core preceptor training modules covering various teaching and learning topics
  - Access to monthly live, online journal club sessions designed to facilitate preceptor/student discussions
  - Additional preceptor training activities accredited by ACPE
- University library and media access to drug information resources and clinical research portals for educational use
- Paid State Board of Pharmacy preceptor fees (where applicable and by request)
• Experiential education materials and resources (e.g. Pharmacy Practice Experience Manual, sample syllabi, assessment and grading tools, etc.)
• Opportunities to serve on HUCOP committees
• Site support or development (upon request)
• Opportunities to guest lecture in HUCOP courses
• Various teaching and learning resources
• Opportunities to speak or attend HUCOP-sponsored events

**New Clinical Pharmacy Preceptor Orientation**

Upon approval by the Office of Experiential Education, and prior to student assignment, new preceptors are asked to review the HUCOP Pharmacy Practice manual, representative APPE syllabi or IPPE skills competencies, APPE core competencies and the APPE policy and procedures.

The ADEE or EED works directly with each new preceptor to confirm that all orientation requirements are complete and to assess expectations and quality criteria prior to student assignment.

**Expectations and Quality Criteria**

**Preceptor Expectations & Quality Criteria**
Preceptors serve as positive role models for students by demonstrating the following qualities applicable to their area of practice:

• Maintain professional education, experience and competence within their position
• Positively represent the pharmacy profession
• Serve as professional role model and mentor
• Demonstrate commitment to their practice organization, professional societies, and the community
• Demonstrate the willingness and ability to advocate for patients and the profession
• Approach continued professional development and participate in self-directed life-long learning
• Practice ethically and with compassion for all patients
• Collaborate with other healthcare professionals as a visible and contributing member of a team
• Utilize clinical and scientific publications in clinical care decision-making and evidence-based practice
• Demonstrate creative thinking that fosters innovative, entrepreneurial approach to problem solving
• Accept personal responsibility for patient outcomes
• Demonstrate the desire to educate others including patients, caregivers, students, residents and other health-care professionals
• Provide appropriate oversight and supervision of student activities performed at the site
• Demonstrate a desire and aptitude for teaching clinical problem solving
• Communicate effectively throughout the rotation
• Assess student prior knowledge and experience relative to the rotation objectives
• Communicate expectations and set realistic expectations for student performance
• Complete, review with the student and submit via CORE ELMS a formative student evaluation at the mid-point of the experience
• Complete, review with the student and submit via CORE ELMS a summative student evaluation on the final day of the experience

Site Expectations & Quality Criteria
Quality practice sites that offer contemporary pharmacy practice experiences and opportunities for interprofessional learning are necessary to ensure the effective and timely delivery of the experiential component of the curriculum. As such, HUCOP affiliated practice sites should:
• Meet or exceed all state and federal laws related to the practice of pharmacy
• Demonstrate a commitment to the education of pharmacy students
• Have the ability to provide experiences that meet the educational outcomes for the College of Pharmacy’s experiential programs
• Demonstrate a caring attitude towards patients
• Be patient-centered and have pharmaceutical care as the focus of practice
• Be adequately staffed to provide quality pharmaceutical care to patients
• Have an adequate number and sufficient variety of patients
• Provide a practice environment that facilitates collaborative and professional relationships between inter-professional healthcare providers
• Provide contemporary pharmacy services for individual and group patient care (e.g., medication therapy management (MTM))
• Utilize equipment and technology that reflect contemporary practice and supports student education for that practice
• Have library and learning resources sufficient to support optimum patient care.
• Display a professional image
• Ensure patient privacy and confidentiality issues are protected via structural design of pharmacy and is in compliance with all HIPAA requirements
• Have site ownership or administration that encourages quality improvement programs

Preceptor Review and Retention
Students provide directed preceptor and site feedback following each site-based pharmacy practice experience. Data from these assessments are held and reviewed by the OEE before releasing aggregate and blinded results to preceptors twice per year in January and June. The specific evaluation tools used for this feedback are accessible in the Pharmacy Practice Manual. Directions on how to access aggregate performance results on demand are provided to preceptors through the OEE.

Members of the OEE review student feedback and meet regularly with the Chair for Pharmacy Practice to discuss practice site and preceptor performance for continued inclusion in experiential offerings. Preceptors that complete the onboarding process are recognized as HUCOP Clinical Pharmacy Preceptors and retain this status indefinitely with compliance to quality standards and review by the OEE. This appointment is at will and subject to dissolution upon written notification by either party. Final decisions regarding student placement and/or recognition as a HUCOP affiliated preceptor reside solely with the Assistant Dean for Experiential Education.

Clinical Pharmacy Preceptors are valued educators for the College and encouraged to be active and engaged when invited to participate in:

- College and/or University appointed committees
- Ad-hoc preceptor advisory committee meetings
- Student admissions interview sessions
- Guest lectures and invited panel discussions throughout the curriculum
- Continuing education and professional development activities
- Special student recognition ceremonies (Hooding, Graduation, etc.)

Additional opportunities for preceptor involvement are communicated as they arise.

**Statement of Accreditation**

Harding University’s Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60603, 312-664-3575; FAX 312/664-4652. For more information, please visit [www.acpe-accredit.org](http://www.acpe-accredit.org).

**Contact Information**

Thank you for your important contribution to pharmacy education. Our success is dependent upon the service of dedicated practitioners and we sincerely appreciate your willingness to share your expertise. For more information or to answer questions regarding Harding University College of Pharmacy and Health Sciences Experiential Education Program, please contact us at: