The College is pleased to announce several changes within the College and specifically within the Office of Experiential Programs (OEP).

**Dr. Karen Whalen** has accepted the appointment as the Assistant Dean for Clinical Education. This is a new assistant dean position in the college. In this capacity, Dr. Whalen will provide leadership to the Office of Experiential Programs, work with the Associate Dean for Curricular Affairs and Accreditation to review outcomes data and refine the curriculum, and ensure compliance with accreditation standards related to clinical education.

**Dr. Denise Klinker** has accepted the appointment as the new Director of Experiential Programs and reports to Dr. Whalen. In her new capacity, Dr. Klinker will oversee the OEP including the IPPE and APPE programs ensuring all experiential related ACPE standards and guidelines are met. Dr. Klinker will work closely with Dr. Whalen and the Assistant Director of Experiential Programs to meet the needs of both the students and the preceptors.

**Ms. Stacey Curtis** has accepted the appointment as the new Assistant Director of Experiential Programs and will focus her time on the Advanced Pharmacy Practice Experiences (APPE). Ms. Curtis will continue to serve as the Regional Coordinator and support the students and preceptors in the Gainesville and Panhandle regions. Stacey will be able to devote more time to the OEP and specifically the APPE programs in her new role.

**Contact:**
Please do not hesitate to contact the Office of Experiential Programs with any questions or concerns:
- Ms. Curtis scurtis@cop.ufl.edu 352-273-6228
- Dr. Klinker dklinker@cop.ufl.edu 352-273-6227
- Dr. Whalen whalen@cop.ufl.edu 352-273-9497
APPE Schedules Available in PharmAcademic

Thank you to all of our wonderful preceptors for your time, energy and wisdom imparted on our University of Florida College of Pharmacy students. As you know, the scheduling process for our 2014-2015 APPE students has been completed and this new batch of students started rotations on March 3rd, 2014. Please check your APPE schedule in PharmAcademic so you are prepared for students to arrive at your institution. Also, please keep in mind while pharmacy students from other Colleges of Pharmacy are completing their academic careers, ours are at the beginning of their APPE rotations. It is an exciting time where they will finally have the opportunity to apply all of their didactic knowledge into real-life patient care scenarios while honing their critical thinking skills.

Student APPE Orientation

Our UF students have completed their IPPE hours, including 80 hours in a community setting and 80 hours in a hospital setting in addition to completing a Medication Reconciliation experience, but their growth over the next 12 months of rotations will be exponential. The new APPE students completed a rotation orientation process which covered all expectations during rotations with a focus on professional behavior expected of them at all times. Including:

- being punctual with rotation hours and assignments
- professional interactions
- media technology use
- appropriate dress

They are also getting an orientation regarding their PharmPortfolio requirements for their APPE rotations. An overview of PharmPortfolio requirements can be found using the following link: [http://pharmacy.ufl.edu/files/2012/05/Student-Portfolio-Overview-for-APPE-Preceptors.pdf](http://pharmacy.ufl.edu/files/2012/05/Student-Portfolio-Overview-for-APPE-Preceptors.pdf)

This year’s requirements remain similar to last year’s requirements but have been updated to incorporate some changes based on feedback from preceptors and Regional Coordinators. As a reminder, completion of the PharmPortfolio requirements is exclusively the student’s responsibility, but you may be approached by a student asking for a particular assignment to help meet their PharmPortfolio needs. Any additional rotation-specific orientation you can complete on day #1 at your site would be very helpful for making sure they can rise to your expectations while on your rotation.

Initial Student Contact

As students are contacting you to inquire about pre-rotation requirements, please know your Regional Coordinators are happy to post any rotation-specific information into PharmAcademic on your behalf. Documents may include course syllabus, pre-rotation required readings, required new student paperwork you can refer students to vs. e-mailing the material to the students each month. The students have been asked to contact you at least 45 days prior to the start of their rotation. Oftentimes, students are very anxious to make the initial contact and hear back from you to know everything is all set for the first day of rotation, and appreciate a timely response.

Rewarding Outstanding & Professional Behavior

Lastly, we would like to make you aware of ways to acknowledge outstanding students you may encounter this year who consistently demonstrate professional behavior. First, an online report is available for you to recognize these students for extraordinary work. This report will go directly to the Professionalism Committee and the student will be recognized by the College of Pharmacy. The link is as fol-
Preceptor's Community

- [http://forms.cop.ufl.edu/output/forms/best-practices/best_practices_report.php](http://forms.cop.ufl.edu/output/forms/best-practices/best_practices_report.php). Second, you can nominate a student for the Ronald B. Stewart Award for Excellence in Clinical Pharmacy or The Facts and Comparisons Award for Excellence in Professional Communications. We encourage you to nominate students for these awards. The College of Pharmacy will send an email out requesting preceptors to complete a nomination form for their students at the end of the rotation year. Please look for this email in March 2015 or feel free to contact our office for additional information regarding nominating students for awards.

Regional Coordinator Assistance

Please contact your Regional Coordinator for assistance if you have any questions or concerns. Regional Coordinators are there to support you and are happy to be your resource at any time for assisting with student issues, working with you to ensure quality rotations, and assist in identifying ways to improve rotations. If they are unable to help you, they will refer you to the appropriate person in the Office of Experiential Programs as needed. Again, thank you for all you do for our students.

### 2014-2015 APPE Schedule

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<tr>
<th>Month</th>
<th>Start Date</th>
<th>End Date</th>
<th>Grades Due</th>
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<tbody>
<tr>
<td>March 2014</td>
<td>03/14 - 03/31</td>
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<td>April 4, 2014</td>
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<td>April 2014</td>
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<td>May 2014</td>
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<td>September 2014</td>
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<td>February 2015</td>
<td>02/01 - 02/28</td>
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<td>March 6, 2014</td>
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The College of Pharmacy has a Curriculum Revision Task Force which is developing a new curriculum for implementation in Fall 2015. Dean Johnson has charged the Task Force to develop a curriculum which prepares students for new practice models and for 21st century pharmacy practice. The Task Force members include the following Preceptors: Shawn Anderson, Pharm.D., BCACP; John Kight, Pharm.D.; Kenneth Klinker, Pharm.D.; and Bryan Schuessler; Pharm.D., M.S.

Curricular Changes

Curricular changes being discussed include use of integrated courses so students apply foundational knowledge and learn skills using cases, simulations, and role plays. Other curricular changes discussed include a skills lab each semester, a “co-curriculum” to develop skills such as leadership, self-awareness, and professionalism, and a new IPPE curriculum. There will be more emphasis on assessment of individual students so we know the student is ready to perform practice tasks when they begin APPEs and are proficient in performing these practice tasks at the end of the APPE sequence.

Practice Ready

The curricular changes are intended to make students “practice ready” for the APPE sequence. At the end of the APPE sequence, the graduates are expected to be “practice ready for team-based care.” Specifically, the graduate will be prepared to work collaboratively with other healthcare providers when providing direct patient care, managing the medication use system, and functioning within a larger health care system.

Preceptor Feedback

The Curriculum Revision Task Force will be seeking your input several times over the next few months. Please watch your email and respond to requests for input. Any surveys will be very brief.
Student PharmPortfolios™ Purpose

UF Pharm.D. students are now maintaining portfolios to document significant learning achievements such as presentations, projects, patient cases, and events. The documents that are placed in the portfolio are called “evidences”. A portfolio is an “extended CV” since it provides evidence of achievements typically described in a CV or resume.

Required Evidences

During APPEs, the “evidences” students are required to complete are listed in the rotation syllabus and the same information is available in the student’s Portfolio Manual. At the end of each rotation, students are also required to document their accomplishments (strengths), learning needs during the upcoming rotation, and learning needs related to their career goal. This self-assessment and reflection is designed to prepare the student to be a lifelong learner.

Preceptor Approval Required Prior to Uploading Evidences

The student is responsible for completing the “evidences” required for each rotation and then obtaining preceptor approval for uploading documents into the Portfolio. We want preceptors to be involved in reviewing these evidences to make sure site requirements related to confidentiality are being met. This also provides an opportunity for the preceptor to reflect on the quality of the student’s work during a rotation.

PharmPortfolio™ Information Available for Preceptors

As a Preceptor, you may access a student’s Portfolio within 30 days before or after a rotation with you. Student Portfolios are part of PharmAcademic. Preceptors using PharmAcademic will see a link to a student’s PharmPortfolio™ Viewer when they view information about the student on the preceptor schedule.

You may access a student’s portfolio using the following directions:

- Log in to PharmAcademic™
- Select the Schedule tab in the Experiential Student viewer page
- Click the “View the Student’s Portfolio” link
- The PharmPortfolio™ Viewer will open in a separate browser tab (you may need to disable pop-up blockers in your browser).

The PharmPortfolio™ Viewer will display information loaded by the College, as well as information entered by the student. This information includes contact data, a photo, education and employment history, a CV, patient care notes, case presentation handouts, journal club presentations, projects, and other activities.

Recommendations for Reviewing Student Portfolios

We strongly encourage Preceptors to review the Portfolio of an upcoming student since this provides insight into the student’s prior accomplishments and learning needs. This information is essential as you plan for the student’s rotation experience. At the end of a rotation, preceptors are also encouraged to review the evidences the student has completed during a rotation since these evidences provide insight about the student’s rotation performance. A review of these evidences at the end of a rotation can assist you in assigning ratings within SUCCESS.
Not Just for Poor Performers
When asked whether or not preceptors complete mid-point evaluations, many say they only do so when they have a student who is in danger of failing or is clearly in need for some remediation in a particular area. They feel the midpoint evaluation helps everyone with their due diligence when there is particular concern over a student’s ability to succeed in the APPE rotation. The preceptor completes the evaluation and makes sure to reach out to the Office of Experiential Programs when there is a fear the student will not be able to reach the minimum requirements to pass the rotation, and perhaps be able to remediate the situation and prevent the student from failing.

Necessary for High Performers, Too!
If you have a great student, you may be tempted to say “Hey, you rock! Keep up the great work!” This type of feedback, although very nice to hear, does little to actually expand a student’s professional growth. You may be tempted to think rock-star students and regular students think midpoint evaluations are “busy work” and the only time they want feedback is if they are going to fail. There isn’t one single APPE student who doesn’t benefit from learning something new while on rotation. Even your most advanced student will benefit from a midpoint evaluation, not because he or she needs help or remediation, but because it allows the student to focus on improving areas that they are not as strong in.

Mid-Point Evaluations Required by ACPE
The Accreditation Council for Pharmacy Education (ACPE) has determined the value students receive from a formal midpoint evaluation is so important they now require all students receive one half-way through the rotation. Mid-point evaluations are required to be completed at the end of the second week of a 4-week rotation and after the fourth week of an Adult Medicine or Ambulatory Care rotation.

Opportunity to Reevaluate Rotation Plan
A midpoint evaluation not only allows the student to identify areas for them to work on, but also allows you as the preceptor to slightly alter the rotation experience to help fulfill the student’s full potential. For example, you may have a student who knows pathophysiology and pharmacology forwards, backwards, and inside out. They have excellent verbal communication skills with patients and are able to quickly and accurately identify a medication related problem. However, they have no idea how to effectively manage or lead a team. At the midpoint evaluation, you may find the student is already at a level for “Excellent” for most of the competencies, except for the ones related to management. For the second half of the rotation, while still accomplishing the tasks and requirements, you might incorporate some managerial or team leadership elements into the experience. The student leaves the rotation with some important tools which might otherwise never have been learned since the need was never identified.

New Reminder and Follow Up Process
Starting with the April rotation, all Preceptors received a reminder email to complete mid-point evaluations in SUCCESS according to ACPE standards. The Office of Experiential Programs will monitor completion of mid-point evaluations and will follow up with preceptors as needed to ensure all mid-point evaluations are completed in a timely manner. Please contact the Office of Experiential Programs should you have any questions or concerns regarding this new requirement. Thank you for providing continued feedback to our students. Your time is greatly appreciated!
What is a Block?
A block rotation is a longitudinal multi-rotation experience at a single institution or site designed with the intention of maximizing educational and experiential time for students and by minimizing time spent orienting to multiple sites and medication use systems. Block rotations allow for greater immersion of the student into the site, opportunity to develop deeper relationships with site staff and healthcare providers and most importantly increase the depth and breadth of the experience.

Why Consider Developing a Block Rotation?
Blocks, depending on their structure, can offer students a chance to gain more experience during rotation in their chosen practice environment. In addition, sites are able to accommodate a larger number of students who are more productive due to increased knowledge and familiarity of processes at the site. Block students easily integrate and often become more valuable members of the pharmacy team than those students who are at the site for a traditional 4 week experience.

Block Requirements
Each block must contain at least 2 months of required rotations from the options listed below and must have a combined minimum length of 4 months:
- Advanced Hospital
- Adult Medicine 1 & 2
- Ambulatory Care 1 & 2
- Selective rotation
  - Cardiology
  - Critical Care
  - Geriatrics
  - HIV
  - Hospice
  - Neonatology
  - Nephrology
  - Obstetrics/Gynecology
  - Oncology
  - Pediatrics
  - Psychiatry
  - Transplant

Block Rotation Approval Process
The Director of Experiential Programs must approve all block rotations in advance. Therefore, appropriate planning must occur to ensure all deadlines are met prior to the beginning of rotation assignment. The first step is to contact the appropriate Regional Coordinator to discuss the possibility of setting up a block.

Block Scheduling Guidelines
July 15, 2014 - Development and uploading of required PharmAcademic information: site description, site rotation pre-requisites, rotation description, rotation syllabus, preceptor CV. (Sites will need to work with Regional Coordinator to complete). Determination of preceptor availability (Internal process)
August 1, 2014 - Creation of draft block schedule by Block Coordinator (Regional Coordinators are available to assist with schedules as needed)
September 1, 2014 – Present and finalize block schedule with site leadership and complete required preceptor application paperwork

**October 1, 2014** - Deadline to submit final schedule to Regional Coordinator

October 15, 2014 - Students rank block rotations
November 1, 2014 - Block scheduling begins
December 1, 2014 - Single rotation scheduling begins

Block rotations can be successful with careful planning and communication between the site and the College. Please do not hesitate to contact your Regional Coordinator if you have any questions regarding block rotations.