

Institutional Advanced Pharmacy Practice Experience (APPE) Orientation Checklist

General Orientation

Introduction to practice

Work space (insert location here), office (insert if key/combo/badge required), reference materials, online access, institutional APPE, ASHP standards, Joint Commission, etc

Dress code: name tag, lab coat, etc..

Hours/ days

Parking, phone system, and e-mail

Restrooms, locker room, etc.

Cafeteria/microwave/refrigerator/vending machines

Introduce staff, describe each one's role and responsibilities

Unique learning opportunities (insert meetings, opportunities varies, Student interests --student to add here:_____)

Introduction to hospital

Facility tour

Hospital/health system characteristics

Community resources

IF new to area, where to buy groceries, do laundry, etc.

Overview of APPE

Relate APPE to learner's career plans

Introduction to learner

APPEs completed to date

Experience and skills mastered

Areas needing experience

Clarifying Expectations

Expectations of School and Preceptor

Course objectives of APPE

Criteria included in evaluation form (institutional APPE)

Review 3 ring binder for institutional APPE

Learner Objectives

Specific knowledge, skills and attitudes to develop

Grade expectations

Board of Pharmacy Intern Requirements and documentation (student to provide)

Preceptor Expectations

Daily routine:

Hours/ days learner in the office _____

Learner's level of responsibility and autonomy

Travel, meetings, etc.
Times preceptor is off; what to do then
Amount of reading expected
Review preceptor's schedule

Policies:

Directions
FERPA Policies, HIPPA Policies, Sexual Harassment Policies (insert links here if available)
http://www1.umn.edu/oit/security/OIT_14644_REGION1.html
Hospital/Site policies (insert information)

Values:

Show respect to preceptors, faculty, students and staff
Get to know pharmacists, students, preceptors, health care professionals, community members
Other:

Preceptor/learner interaction:

Format for presentations, Powerpoint, posters, etc
Regular time and process for feedback
Integrating teaching and learning styles
Learner responsibility to explain needs
Criteria to evaluate learner performance, what it takes to get a specific grade
Learner self-evaluation before discussing preceptor's evaluation

If a problem arises:

Absentee policy, how to notify preceptor, College Experiential Education office, etc
Contact for questions or problems
How to reach preceptor in an emergency- office (insert #)

APPE Objectives:

Required activities based on institutional outcomes, attend meetings, participate in quality assurance initiatives, insert others....
Specific knowledge, skills, and/or attitudes you notice learner could benefit