Preceptors
Preceptors

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Advanced Pharmacy Practice Preceptor Requirements

In order to serve as a preceptor for advanced pharmacy practice experiences, the applicant must:

1. Possess a Doctor of Pharmacy degree or other advanced degree. Pharmacists or other professionals holding other degrees will be considered based upon practice and experience.

2. Complete post-graduate training with one year of additional experience. Preceptors without post-graduate training must have a minimum of one year of experience in the area of practice.

3. Have been in practice at the site where they precept students for a minimum of 1 year.

4. Maintain the appropriate licensure in the state(s) of practices.

5. Be in good standing with the applicable professional board.

6. Possess a commitment to education exemplified by the following:
   - The preceptor must commit to provide adequate time for daily contact with student. The preceptor is expected to average 1-2 hours per day of contact time with the student. Contact time may include a variety of clinical and nonclinical activities.
   - The preceptor must model a commitment to professional growth and life-long learning.

Board certification is encouraged for APPE preceptors but not required.

The applicant must submit the following supporting materials:

- Letter requesting appointment as a preceptor
- Current Resume or Curriculum Vitae
- Copy of Current Pharmacist License
- Completed Preceptor Information Form
- Letter of Support from Owner or Administration

Pharmacists or other health professionals wishing to serve as a preceptor for the Union University School of Pharmacy may obtain a Preceptor Application Packet from the Office of Experiential Education.
Preceptor Development Resources

Collaborative Education Institute (CEI) Preceptor Development
Accessed through E*Value at https://E*Value.net
Developed by Creighton University, Drake University, and the University of Iowa Schools of Pharmacy for preceptor development. The site provides online and live continuing education opportunities for preceptors. The site provides additional resources as well.

Pharmacist’s Letter, Preceptor Training & Resource Network
www.pharmacistsletter.com
Preceptor Home: Preceptor Training & Resource Network
The site provides online and live continuing education opportunities for preceptors. The site provides additional resources and the ability to network with other preceptors.

The Community Pharmacist Preceptor Education Program
Sponsored by Merck and NACDS
Available at http://www.pharmacist.com/AM/Template.cfm?Section=Preceptor_Resources
This is an excellent 3 hour continuing education course for preceptors. The course is designed for community practitioners but is applicable to any preceptor. Acknowledgement of completion of the course can be forwarded to the School of Pharmacy.

Expert Preceptor Interactive Curriculum (EPIC)
www.med.unc.edu/epic/
This site contains 10 Learning Modules for preceptors. The modules are designed for community practitioners but are applicable to any preceptor. The modules are no longer available for continuing education credit, but they are an excellent resource.

Introduction to Chain Community Pharmacy Practice: A learning resource for pharmacy interns and their preceptors
http://www.nacdsfoundation.org/wmspage.cfm?parm1=1311
Supported by Wolters Kluwer Health, this three-module program is designed to enhance the learning experience of first professional year or second professional year pharmacy students during introductory practice experiential rotations or a summer internship program in a chain community pharmacy. This resource can be ordered online at no cost to pharmacy schools and community pharmacies.
Collaborative Education Institute (CEI)

The Collaborative Education Institute works to develop quality, innovative and comprehensive continuing professional development and educational activities for pharmacists, pharmacy technicians, and student pharmacists in order to advance pharmacy practice and enhance the quality of care provided to patients.

The Union University School of Pharmacy is pleased to offer CEI to all Clinical Preceptors at no cost to the preceptor.

Getting Started:

CEI can be accessed through E*Value. After logging into E*Value, select CEI Preceptor Education from the menu. Then select “Link to CEI.”

At the next screen, select “here” to proceed to the CEI Preceptor Education Page.

The CEI website opens to Preceptor Development Activities.
Scroll to the bottom and to the right side of the page. Select “Register” adjacent to Preceptor Development Core Modules. Other modules can be selected in the same manner.

The Registration page appears. Place a check in the box indicating you are a preceptor for Union University. Also, check the box labeled “Free.” Select “Register.”
Next, a screen will appear that describes the Transaction Summary. Scroll to the bottom of the page and select “Finalize Registration.”

The next screen to appear will thank you for your registration. You will also receive an email detailing your course registration. Select “Click here” to proceed to the course.
The next screen that appears is My Portfolio. Scroll to the bottom of the page to view the course(s) that you have registered to take.

The School of Pharmacy encourages preceptors to take advantage of the many continuing education offerings available through this site.
The next page shows the Core Modules for New Preceptors. Complete each of the activities in Step 1. After completing these, proceed to Step 2 and select “Union University School of Pharmacy.” This module describes the mission and values of Union University as well as the role of the preceptor in the education of pharmacy students.

Other courses can be selected and completed.
Preceptor Training & Resource Network from Pharmacist’s Letter

We’re pleased to announce that Union University School of Pharmacy has made special arrangements to provide you with Preceptor Training & Resource Network from Pharmacist’s Letter.

Here’s what your access to Preceptor Training & Resource Network includes:

- Access to Union University School of Pharmacy's preceptor requirements, preceptor application forms, school-specific training modules, etc.
- Preceptor CE (home-based courses and live webinars)
- Sample student syllabi, activities, assignments and schedules
- Orientation, grading and evaluation tools
- Targeted professionalism, patient safety and practice-based teaching resources
- PL Journal Club (APPE teaching tools)
- Pharmacy 101 (IPPE teaching tools)
- Preceptor discussion board

Here’s how to set up your access:

If you already have access to Pharmacist’s Letter, it’s important that you follow the link below to login. This will ensure that you get Preceptor Training CE and other tools included in Preceptor Training & Resource Network added to your subscription.

If you don’t have access to Pharmacist’s Letter, you need to set up a Union University School of Pharmacy CE ID #. Your CE ID # will be automatically created and you’ll be able to use it from any Internet-connected computer to access Preceptor Training & Resource Network.

CLICK THIS LINK: www.pharmacistsletter.com/?referer=unionuniversity/ptrn.urls
(If you can’t click the link, copy and paste this exact URL into your web browser address bar.)
TIP: Bookmark or add this webpage to your “Favorites,” so you can easily return to the Preceptor Training & Resource Network any time.

Here’s how to access Preceptor Training & Resource Network any time in the future:

Once you have set up your access, return to www.pharmacistsletter.com/?referer=unionuniversity/ptrn.urls, enter your login information on the right side and click Login.

Need help?
Contact Preceptor Training & Resource Network with questions.

Darcy Meade
(209) 472-2240
preceptor@pletter.com
Pharmacist’s Letter
3120 W. March Lane
P.O. Box 8190
Stockton, CA 95208
Preceptor Responsibilities

- Prepare for the student in advance. Prepare your staff for a student. (See Preceptor Checklists) Provide an atmosphere of learning by demonstrating a desire to teach and motivate students.

- Provide a thorough orientation for the student within the first few days of the rotation. (See Student Orientation Checklist)

- Review the student’s portfolio at the beginning of the rotation to verify student prerequisites and to assess the student’s experience.

- Discuss with the student their experience with your type of pharmacy practice setting and determine their goals for the rotation.

- Introduce the student to the pharmacy staff, patients, and others.

- Role-model the professional and clinical attitudes and behaviors you want the student to adopt. Demonstrate a high level of concern and care for patients.

- Communicate your expectations to the student often and clearly. If a student is not meeting your expectations, take the time to provide necessary feedback. (See Feedback)

- Observe the student during patient, staff, and provider interactions. Discuss these interactions with the student noting what was done well and what could have been done better.

- Evaluate the student honestly and fairly.

- Complete and discuss the Mid-Point and Final Student Evaluation. The mid-point evaluation is especially important for those students who are not meeting the expectations of the rotation. Please notify the Director of Experiential Education immediately if the student is failing at the Mid-point Evaluation.

- Review the Final Evaluation with the student and allow an opportunity for student questions. Submit the Final Evaluation within 1 week of completion of the rotation.

- Notify the Director of Experiential Education immediately if the student has any problems with attendance, punctuality, behavior, professionalism, or personal conflicts.

- Enjoy the experience!
**Preceptor Check List**

**Prior to Day One**

1. Expect the student to contact you at least one-two weeks prior to the beginning of the professional practice experience (PPE). Discuss special instructions or information with your student including arrival time, parking, where to report, special prerequisites, etc.

2. Make certain that student prerequisites have not changed since your contract was signed with the School of Pharmacy. Students are required to have the following in their portfolio for your review of the first day of the experience:
   a. Proof of annual criminal background check
   b. Proof of annual urine drug screen
   c. Copy of immunization record
   d. Proof of liability insurance
   e. Proof of medical insurance
   f. Proof of HIPAA training
   g. Proof of OSHA training
   h. Certificate of Basic Life Support training
   i. Proof of registration with Mississippi Board of Pharmacy (required prior to APPEs)

3. Notify your staff that a pharmacy student will be working with you. Discuss the role of your staff in student training. Discuss the role and planned activities of the student. Discuss cross-coverage for anticipated and non-anticipated absences.

4. Prepare a student orientation checklist. (See Student Pharmacist Checklist)

5. Prepare a calendar of assignments and activities for the student. (See Sample Calendar)

6. Contact the Director of Experiential Education if you have any questions.
Preceptor Check List

On Day One

1. If at all possible, be on time to meet your student at the location that you designated.

2. Take note of the student’s attire. The student should be dressed professionally. They should be wearing a clean white lab coat and a name badge that identifies them as a student pharmacist. (See Dress Code). If the student is not dressed appropriately, please feel free to send the student to change into appropriate attire.

3. Please review the student’s portfolio. The portfolio should include copies or proof of student prerequisite. (See Student Prerequisites). Students are required to bring the portfolio to the site on the first day of the experience. Although you may ask to review the portfolio any day that the student is at the experience, the student may not have it with them on the day requested if it is after the first day.

4. Orient the student to the site and to the experience. Review the course goals and objectives, calendar of assignments, and activities so the student knows what expect. (See Student Orientation Checklist).

5. Introduce the student to your staff, your patients, and others.

6. Be enthusiastic.

7. Don’t be afraid to say “I don’t know.” Students are great at asking challenging questions. Their question could be the topic of an unplanned discussion for the following day.

8. Discuss with the student any anticipated student or preceptor absences. Discuss any change in the schedule or required assignments as a result of the absence.

9. Pray for the student.

10. Enjoy the experience!
# Student Pharmacist Orientation Checklist

<table>
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<th>Topic</th>
<th>Details</th>
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<td>Preceptor</td>
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<td>Other pharmacy or professional staff</td>
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<tr>
<td><strong>Goals and Objectives for Experience</strong></td>
<td>Syllabus review</td>
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<tr>
<td></td>
<td>Activities that will support each goal</td>
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<td>Expected outcomes</td>
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<td>Daily requirements</td>
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<td>Special activities/projects</td>
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<td>Evaluation</td>
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<td><strong>Student Portfolio Review</strong></td>
<td>Previous experience</td>
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<td>Specific interest areas</td>
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<td></td>
<td>Strengths and weaknesses</td>
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<tr>
<td><strong>Rotation Calendar</strong></td>
<td>Hours/schedule</td>
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<td></td>
<td>Calendar with deadlines</td>
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<td>Attendance, expected absences</td>
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<td>Seminars, conferences</td>
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<td>Tour of work area</td>
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<td>Restrooms/break area location</td>
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<td>Food storage</td>
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<td>Dress Code</td>
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<td>Name badge</td>
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<td><strong>Introduction to work area</strong></td>
<td>Review of pharmacy and workflow</td>
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<td>Computer systems and expectations</td>
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<td>Phone systems and expectations</td>
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<td>Paper documentation</td>
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<td>Internet access and restrictions</td>
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<td>Copy machines and restrictions</td>
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<tr>
<td><strong>Legal and regulatory issues</strong></td>
<td>HIPAA, access to patient information</td>
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<td>Site policies and procedures</td>
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References:

Feedback

Providing ample feedback to the student is an essential component of the professional practice experience and of learning in general. Ongoing formal and informal feedback throughout the rotation will help the student know strengths, weaknesses, and areas that need improvement. Appropriate feedback should have the following characteristics:

- **Specific**
  Rather than tell the student, “You did a nice job” or, “That did not go well,” tell the student exactly what they did correctly or incorrectly. Offer suggestions on ways they can improve their areas of weakness. Feedback should focus on the learning goals and objectives of the rotation. Feedback should be based primarily on direct-observations and not hearsay.

- **Frequent**
  Discuss the student’s progress every few days. Don’t wait until scheduled evaluation times to inform a student that they are doing well or that they are not progressing as expected.

- **Individualized**
  Evaluate each student independently of previous students or other students currently on rotation. Compare the student’s performance to the expected standard, not to the performance of someone else.

- **Immediate**
  When possible, let a student know immediately when they perform well or when they perform poorly. If immediate feedback is not possible or appropriate, write notes to help you remember specific strengths and weaknesses you want to address.

- **Private**
  Providing positive feedback can be done openly, but tact should be used when providing a constructive critique or criticism. Pulling the student aside will allow you to privately address issues that need correction and discuss issues respectfully.

Consider having the student evaluate their own progress or performance before you provide feedback. This will allow the student to reflect upon their own performance and think of ways they can improve future performance.

Adapted from: