

Harrison School of Pharmacy

Office of Experiential Learning

Information for Preceptors

Preceptor Qualifications

To become a preceptor for Harrison School of Pharmacy, a pharmacist must express a desire and willingness to educate and train student pharmacists within the pharmacist's practice setting. The pharmacist must be licensed in the state in which he/she practices and must be in good standing with the State Board of Pharmacy. He/She should be a positive role model for students, adhere to [the](#) pharmacist's code of ethical conduct and show a caring attitude toward patients. The preceptor should be able to provide appropriate feedback to students to ensure optimal growth of the student during the experience.

Requirements to become a Preceptor

Pharmacists interested in becoming a preceptor should contact the Director of Experiential Learning to discuss what opportunities are possible for student training within the practice setting. Preceptors must complete paperwork for an affiliate faculty appointment with Auburn University and submit a copy of college transcripts. This paperwork and the transcripts are forwarded to the Office of Provost for review and approval. Preceptors are expected to be competent practitioners who are committed to pharmacy education. The following are additional expectations:

- Adhere to the highest levels of ethical conduct and legal practice
- Have a license in good standing with all Boards of Pharmacy in the states in which you are licensed
- Complete an orientation to the program with the Director of Experiential Learning prior to having students assigned to them
- Complete at least 3 preceptor development modules prior to student assignment (these modules have been developed by the Southeastern Pharmacy Experiential Education Consortium specifically for preceptors of the schools/colleges of pharmacy in Alabama and Georgia; additional information about these modules will be provided once the affiliate faculty appointment has been completed)
- Abide by all program guidelines for student training and evaluation
- Be a licensed practitioner for at least 12 months in pharmacy practice (includes residency training)
- Be a licensed preceptor with the Alabama Board of Pharmacy if practicing in Alabama
- Demonstrate appropriate interpersonal and interprofessional communication and relationships
- Develop and provide a syllabus to each student for each training experience (syllabus templates are available from the Director of Experiential Learning; the Director is also available to assist with syllabus development)
- Have sufficient time to spend with student, providing one-on-one training and assessment in the specific area of pharmacy practice; communicate expectations to the student at the beginning of the rotation block
- Communicate with the Director of Experiential Learning if the preceptor is going to miss 5 or more consecutive days of a training period due to vacation, professional meetings, illness, etc. The preceptor and Director will confirm and agree upon training activities for the students during the preceptor's extended absence. Full-time faculty must have the approval of the Department Head of Pharmacy Practice for time away from the practice site. A licensed pharmacist approved by the Director of Experiential Learning and/or the Department Head of Pharmacy Practice must supervise student pharmacists during any absence of the preceptor.
- Allow the student to assume responsibilities of pharmacists' functions under the supervision of a licensed pharmacist where permitted by law
- Provide feedback to student both verbally and written throughout the training period
- Be available to the student to answer questions and provide guidance throughout the training period
- Serve as a role model with regards to continual professional development and life-long learning; participate in professional organizations
- Participate in preceptor development modules and training

Harrison School of Pharmacy is interested in preceptors who:

- Provide direct patient care to diverse patient populations
- Possess appropriate clinical and teaching skills
- Counsel patients on medication therapy and disease states
- Provide medication therapy management services
- Interact with other health care professionals while providing pharmacy care
- Have access to medical and drug information resources

The training site should have adequate staff to support student training. Each site should also meet or exceed all standards set by accrediting bodies or governmental agencies and be in compliance with all state and federal laws pertaining to pharmacy practice. There should be one primary preceptor for any given practice experience who assumes the responsibility of student orientation, training and assessment.

Preceptors are evaluated by the Director of Experiential Learning and students. The Director will periodically conduct site visits with the preceptor to assess student training opportunities and discuss student experiences with the preceptor. Students are also required to complete

a formal assessment of the preceptor and training experience at the end of each rotation block. This evaluation form can be viewed on the OEL website (<http://pharmacy.auburn.edu/oel/index.aspx>).

Overview of the Practice Experiences

The Introductory Pharmacy Practice Experiences (IPPEs) consist of longitudinal patient care experiences (Pharmacy Practice Experiences, aka PPE) in 6 courses throughout the P1-P3 years as well as training in community and institutional pharmacy settings. These later practice experiences occur in the summers between the P1 and P2 years (community pharmacy) and the P2 and P3 years (institutional pharmacy). Each student completes 80 hours (2 weeks) of practice activities in these settings under the supervision of a licensed pharmacist preceptor.

The Advanced Pharmacy Practice Experiences (APPEs) are the final phase of the Harrison School of Pharmacy Doctor of Pharmacy curriculum. During this rotation sequence, the student pharmacist will complete 8, five-week rotation blocks that involve direct patient care; identification, prevention, and resolution of drug-related problems; and achievement of positive patient outcomes.

Purpose

The Harrison School of Pharmacy mission is to prepare highly competent primary care pharmacy practitioners who deliver pharmacy care to Alabama citizens either independently or in collaboration with other health care providers. This rotation sequence is designed to give the student opportunities to develop and demonstrate achievement of this endpoint in actual practice settings. As a student progresses through the practice experiences, he/she will develop the ability to independently resolve both routine and complex patient care problems and accomplish this by adapting to and functioning within the practice setting's pharmacy and medication use system. Special emphasis is given on developing the student's ability to resolve pharmaceutical-related problems with professional character, confidence and decisiveness.

Description of the Curriculum and Sequence

The Doctor of Pharmacy curriculum allows student pharmacists to achieve ability-based outcomes as they matriculate through the program's coursework. Each of these outcome statements describes an activity or function that requires the integration of a set of knowledge, skills, attitudes, and values. The Pharmaceutical Care Ability Profile (PCAP) provides a mechanism for assessing the ability-based outcomes that a Doctor of Pharmacy candidate must demonstrate during the APPEs in order to graduate. Therefore, in this final year the student pharmacist will make the final steps towards graduation by demonstrating these abilities in the actual practice setting. Specifically, the student pharmacist will achieve the ability to resolve both routine and complex pharmaceutical-related problems without instructor/practitioner intervention.

Consistent with the goal of preparing primary care practitioners who can successfully practice within any settings where Alabama citizens need access to health care, the Department of Pharmacy Practice has established Primary Care as its focus. The Department has fortified a theme of Primary Care by establishing a faculty in which most all of them have post-graduate training/expertise in family practice, ambulatory care, internal medicine, and pediatrics. These faculty members practice at regional sites across Alabama and in Columbus, Georgia, that are affiliated with medical residency programs, primary care clinics, ambulatory care clinics, and local or regional medical centers that provide citizens with initial access to health care. Therefore, the majority of practice experiences occur in primary care settings and other health system environments that immediately support primary care practitioners in the community.

The type and sequence of practice experiences has also been established for the purpose of preparing primary care practitioners who can provide pharmacy care.

The Advanced Pharmacy Practice Experiences consist of the following rotations:

- Health System Practice (1 block)
- Acute Care Medicine (1 block)
- Community Pharmaceutical Care (1 block)
- Primary/Ambulatory Care (2 blocks)
- Elective (2 blocks)
- Selective-either drug information or medicine (1 block)

Students are placed in one of 4 clinical education centers for the APPEs. These clinical education centers consist of 6 geographic regions for scheduling purposes:

- Auburn-Montgomery
- Columbus, GA
- Birmingham
- Tuscaloosa
- Huntsville/North Alabama
- Mobile-Biloxi, MS-Pensacola, FL

The assessment and evaluation processes have been specifically designed using an outcomes-based model. Since the purpose of an abilities-based outcome curriculum is to prepare student pharmacists who can "do" what they "know", the format of the assessment and evaluation methods involve direct observation in the actual practice setting, evaluation of documents that provide evidence of patient care activities (e.g., SOAP notes and other documentations), and clinical simulations using standardized patients (milestone exams). For example, rotation

instructors (preceptors) observe and evaluate a student pharmacist's daily performance using a scale with a continuum, where, at the lowest level the student pharmacist requires instructor intervention in order to correctly perform a task and at the highest level is able to independently perform the task. As the student progresses across the 8 rotation blocks, he/she must demonstrate growth along this continuum. In order to successfully pass the PCAP (<http://pharmacy.auburn.edu/oel/pdf/pcap.pdf>), the student pharmacist must be able to correctly perform both routine and complex tasks without the instructor having to use interventions such as directed questioning or pointing out errors. Preceptors are required to complete the PCAP for student assessment in E-value (<https://www.e-value.net>).

Policies for the APPEs can be found at http://pharmacy.auburn.edu/oel/pdfs/rotation_policies_and_standards.pdf. Additional information is also available on the Office of Experiential Learning website (<http://pharmacy.auburn.edu/oel/index.aspx>).

Federal Educational Rights and Privacy Act (FERPA)

FERPA protects the privacy of student educational records. This federal law is very important to education institutions and should be reviewed by faculty and preceptors. More information about FERPA can be obtained from the following website: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.