



Dear Pharmacist Preceptor:

Thank you for your interest in precepting ULM pharmacy students. Preceptors are vital role models in the education of pharmacy students and their role cannot be overemphasized. Practice experiences must be completed in a permitted practice site under the supervision of a pharmacist with no less than two years of experience as a licensed pharmacist. A small percentage of qualified non-pharmacist preceptors may be used for elective rotations. Students shall not practice in a permitted pharmacy site that is on probation with the board of pharmacy nor under the supervision of a pharmacist whose license is on probation with the board.

Preceptors qualify to participate in the program by meeting and adhering to standards set by the School of Pharmacy and its Experiential Committee. Application to become a ULM preceptor and an experiential practice site involves the following steps:

1. Preceptor Application submitted to the Office of Experiential Education
2. Once the preceptor application has been received and processed, you will receive an affiliation agreement from the School of Pharmacy

Thank you for your participation in pharmacy education.

Sincerely,

A handwritten signature in dark ink that reads "Connie Smith". The signature is written in a cursive, flowing style.

Connie Smith, Pharm.D.  
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## Qualifications for Practice Experience Preceptors and Sites

It is essential that experiential education be provided in facilities where high standards of pharmaceutical care and instruction are available. Therefore, preceptors and sites must meet certain qualifications that are listed below.

### Preceptor Expectations

Preceptors serve as positive role models for students by demonstrating the following qualities (as applicable to their area of practice):

- Demonstrating a desire and aptitude for teaching that includes the import roles necessary for teaching clinical problem solving including instructing, modeling, coaching/mentoring, and facilitating
- Practicing ethically and with compassion for patients
- Accepting personal responsibility for patient outcomes
- Having professional education, experience, and competence commensurate with their position
- Utilizing clinical and scientific publications in clinical care decision-making and evidence based practice
- Desiring to educate others (patients, caregivers, other healthcare professionals, students, residents)
- Demonstrating the willingness and ability to advocate for patients and the profession
- Demonstrating creative thinking that fosters an innovative, entrepreneurial approach to problem solving
- Having an aptitude for facilitating learning
- Being competent in the documentation and assessment of student performance
- Having a systematic, self-directed approach to their own continuing professional development and actively participate in self-directed lifelong learning.
- Collaborating with other healthcare professionals as a visible and contributing member of a team
- Being committed to their practice organization, professional societies, and the community
- Be in good standing with the State Board of Pharmacy and meets the Board of Pharmacy requirements for preceptors in the state in which the practice site is located, or in any state in the country for a federal practice site (e.g. Veteran's Administration Hospital/Clinics).

### Practice Site Expectations

- A patient population that exhibits diversity in ethnic and/or socioeconomic culture, medical conditions, gender, and age
- A patient population that supports the learning objectives for the experience
- Access to learning and information resources
- A commitment to the education of pharmacy students
- A practice environment that nurtures and supports professional interactions between students, pharmacists, and patients and their caregivers

- Adequate resources to ensure that students receive oversight, professional guidance, and performance feedback from preceptors
- Equipment and technology that reflect contemporary practice and support student education for that practice
- Contemporary services for individual and group patient care, such as Medication Therapy Management (MTM)
- Collaborative professional relationships with other healthcare providers
- A strong commitment to health promotion, disease prevention, and patient safety, as reflected by the services provided (e.g., provision of health screening, tobacco cessation counseling, immunizations) and/or products made available (e.g., not stocking cigarettes and other tobacco products)

### **Preceptor Requirements:**

- Complete Preceptor Application Packet and return to School
- Complete preceptor orientation
  - Orientation to the ULM School of Pharmacy's mission, values, and goals
  - Review the school's curriculum and teaching methods
  - Review the specific learning objectives for the pharmacy practice experiences
  - Review how to assess students' prior knowledge and experience relative to the rotation's objectives. This allows the preceptor to tailor the rotation to maximize the student's educational experience and ensure appropriate interaction with patients, their caregivers, and other health professionals, as applicable
  - Orientation to systems in place to assist preceptors in dealing with serious student problems and/or unprofessional student behaviors
  - Review the school's performance assessment and grading systems
- Pharmacist license for a minimum of two years
- Maintain an active license in good standing with the board of pharmacy
- Undergo preceptor assessment by the OEE, including the preceptor's ability to: (1) facilitate learning, (2) communicate effectively, (3) serve as a professional role model and mentor, and (4) positively represent and advance the profession
- Serve as a role model by displaying the attributes listed in the "Preceptor Expectation" section of this document
- Fulfill all requirements listed under the "General Preceptor Policies" section of the Preceptor Manual