



October 9, 2006

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. Preceptors qualify to participate in the program by meeting and adhering to standards set by the College of Pharmacy and its Experiential Committee.

Application to become a ULM preceptor and an experiential practice site involves the following steps:

1. Completed CV/resume submitted to the Office of Experiential Education (mail or email)
2. Syllabus for the practice experience you are able to provide. The syllabus should contain goals, objectives, assignments and outcomes as well as evaluation methods which will be used.
3. Completed Preceptor Application submitted to the Office of Experiential Education (mail or email)
**Once the CV and preceptor application has been received and processed, you will receive a call from the Office of Experiential Education*
4. Signed standard affiliation agreement initiated by the Office of Experiential Education

Thank you for your participation in pharmacy education.

Sincerely,

Connie Smith, RPh
Coordinator of Experiential Education
ULM College of Pharmacy
700 University Avenue
Monroe, La. 71209
318-342-3271
csmith@ulm.edu

Qualifications for Practice Experience Preceptors and Sites

One of the goals of the Advanced Practice Experience is to provide students with experiential education in pharmacy practice sites where high standards of pharmaceutical care and instruction are available. Therefore, Advanced Practice Experience preceptors and sites must meet certain qualifications which are listed below.

Policy Number and Title: 1.12 Qualifications for Traditional Community and Institutional Pharmacy Practice Experiences

A. Preceptors must:

- Be actively engaged in the delivery of high-quality pharmaceutical care.
- Typically have completed a B.S. or a PharmD degree and may have residency and/or fellowship training.
- Willingly accept the responsibility for professional guidance and training of the student consistent with the course objectives and be able to devote adequate time to instruction.
- Be licensed and 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).
- Communicate and make recommendations to other health care professions.
- Participate in local, state or national professional organizations.
- Be evaluated annually based on student evaluations.
- Reflect by accomplishment, attitude and appearance the highest ideals of professional practice.
- Demonstrate active involvement in patient oriented practice.
- Provide a professional practice environment suitable for patient counseling and encourage participation in such by the student.
- Demonstrate proficiency or interest in promoting intra- and interprofessional relationships by collaboration with other health professionals and colleagues in pharmacy.

B. Facilities must:

- Be licensed and accredited by the State Board of Pharmacy in the state in which they are located, or meet the federal guidelines in the case of federal practice sites.
- Allow student access to primary literature, drug information media (texts, Micromedex, etc.) and a core professional medical library.
- Provide adequate student orientation to the facility.
- Allow access to appropriate patient information such as medication profiles, lab data, patient charts, etc.
- Allow student to function as a pharmacist under proper supervision.
- Be evaluated annually based on student evaluations.

Policy Number and Title: 1.13 Qualifications for Non-Traditional Patient Care/Non-Patient Care Practice Experiences

A. Preceptors must:

- Be actively engaged in the delivery of high-quality pharmaceutical care.
- Typically have completed a B.S. or preferable a PharmD degree and may have residency and/or fellowship training.
- Spend a majority of their time providing pharmaceutical care in their facility but will commit sufficient time to education of ULM students.
- Be licensed and in good standing with the State Board of Pharmacy and meets the Board of Pharmacy requirements for preceptor.
- Provide in-service education to other health care professionals.
- Perform patient specific assessments and care plans.
- Communicate and make recommendations to other health care professions.
- Document clinical activity as part of clinical practice.
- Provide patient education on regular basis.
- Evaluate patient outcomes to assure quality pharmaceutical care.
- Participate in local, state and national professional organizations.
- Be annually evaluated based on student evaluations.

B. Facilities must:

- Be licensed and accredited by the State Board of Pharmacy.
- Provide clinical services that are integrated into routine pharmacy practice and quality assurance procedures must be in place.
- Provide Adverse Drug Reaction reporting and Error monitoring programs.
- Allow student access to primary literature, drug information media (texts, Micromedex, etc.) and a core professional medical library.
- Provide adequate student orientation to the facility.
- Allow access to appropriate patient information such as medication profiles, lab data, patient charts, etc.
- Allow student to function as a pharmacist under proper supervision.
- Be evaluated annually based on student evaluations.

Practice and Ability Based Outcomes for Practice Experience Students

All activities listed below will be performed under the direct supervision of a licensed pharmacist

Professional Practice-Based Outcomes

- I. Provide Pharmaceutical Care
 - A. Gather and organize information in order to identify ongoing or potential drug-related problems and the root cause of the problems
 - B. Plan and perform ongoing patient evaluation to identify additional drug-related problems and implement changes in the pharmaceutical care plan
 - C. Interpret and evaluate pharmaceutical data and related information needed to prevent or resolve medication-related problems or to respond to information requests
 - D. Collaborate with physicians, other health care professionals, patients, and/or their caregivers to formulate a pharmaceutical care plan
 - E. Implement the pharmaceutical care plan
 - F. Document pharmaceutical care activity in the patient's medical record to facilitate communication and collaboration among providers
 - G. Display the attitudes, habits, and values required to render pharmaceutical care

- II. Manage the practice
 - A. Manage pharmacy operations
 - B. Manage medication distribution and control systems
 - C. Manage human resources
 - D. Manage facilities and equipment
 - E. Manage fiscal resources
 - F. Manage change in response to professional evolution

- III. Manage medication use systems
 - A. Participate in the pharmaceutical care system's process for reporting and managing medication errors and adverse drug reactions
 - B. Participate in the pharmaceutical care system's process for conducting drug use evaluations
 - C. Participate in the development, implementation, evaluation, and modification of a formulary system
 - D. Apply principles of outcomes research and quality assessment methods to the evaluation of pharmaceutical care

- IV. Promote public health
 - A. Provide emergency care on a limited basis
 - B. Provide patients with access to poison control and treatment information
 - C. Promote public awareness of health and disease

- V. Provide drug information and education
 - A. Provide pharmaceutical information to health professionals and the general public
 - B. Design, develop, and present educational materials tailored to the needs and educational background of a given audience

General Ability-Based Outcomes

- I. Think critically, solve complex problems, and make informed, rational, responsible decisions within scientific, social, cultural, legal, clinical, and ethical contexts
 - A. Identify, retrieve, understand, analyze, synthesize, and evaluate information needed to make informed rational, ethical decisions
 - B. Solve complex problems that require an integration of one's ideas and values within a context of scientific, social, cultural, legal, clinical, and ethical issues
 - C. Display habits, attitudes, and values, associated with mature critical thinking
- II. Communicate clearly, accurately, and persuasively with various audiences using a variety of methods and media
 - A. Read and listen effectively
 - B. Effectively communicate in speaking and writing, choosing strategies and media that are appropriate to the purpose of the interaction and to the ideas, values, and background of the audience
- III. Make rational, ethical decisions regarding complex personal, societal, and professional situations within a context of personal and professional values
 - A. Interpret decision making within a context of personal and professional values
 - B. Make and defend rational, ethical decisions
- IV. Demonstrate the ability to place health care and professional issues within appropriate historical, cultural, social, economic, scientific, political, and philosophical frameworks, and demonstrate sensitivity and tolerance within a culturally diverse society
 - A. Interpret the context of health care and professional issues in the context of historical, cultural, social, economic, scientific, political, and philosophical frameworks of thinking
 - B. Demonstrate sensitivity and tolerance within multicultural interactions and settings
- V. Demonstrate an appreciation of the obligation to participate in efforts to help individuals and to improve society and health care system
 - A. Demonstrate personal growth through volunteer activities in the community
 - B. Demonstrate leadership abilities in community activities that involve health and human service initiatives focused on individuals or groups
 - C. Advocate improved professional approaches to meet the pharmacy-related needs of society and individual patients
 - D. Promulgate a philosophy of care within health care settings
- VI. Function effectively in interactions with individuals, within group situations, and within professional organizations and systems
 - A. Evaluate different types of interpersonal behaviors and their roles in effective social interactions
 - B. Demonstrate interaction behaviors that are appropriate for a particular interpersonal situation
 - C. Evaluate the process and outcomes of interpersonal interactions and modify as appropriate

- VII. Self-assess learning needs and design, implement, and evaluate strategies to promote intellectual growth and continued professional competence
- A. Determine areas of deficiency and/or interest
 - B. Engage in learning activities on an ongoing basis for personal or professional development based on self-determined areas of deficiency and/or interest

Syllabus Requirements

All syllabi should contain goals, objectives, assignments and outcomes as well as evaluation methods which will be used.

Objectives should identify:

- The competencies to be achieved
- Expected type of patients
- Level of student responsibility
- Setting needed for objectives to be met

In addition, experiences with direct patient care should also include:

- Major disease states/conditions that students are expected to encounter
- Extent of student interaction with patients and the setting in which the interactions will occur

*If you need help preparing your syllabus please contact the Office of Experiential Education at 318-342-3268.

Preceptor Application

(Please complete and return with your CV and syllabus to the ULM College of Pharmacy Office of Experiential Education, 700 University Avenue, Monroe, LA 71209)

Please visit our website at <http://rxweb.ulm.edu/pharmacy/oe/preceptorarea.html>

Site and Preceptor Selection Criteria:

- The site and preceptor must be licensed and in good standing with a State Board of Pharmacy.
- The preceptor must be licensed for a minimum of two years
- The site and preceptor must be free of any violations of state and/or federal laws.
- Preceptor must allow sufficient time to organize a student clerkship and provide one on one time with the student.
- The site must have sufficient reference materials.
- The site must have adequate staffing to promote a meaningful educational experience for the student.
- The site and preceptor must be able to allow the student to perform pharmacist's functions under supervision.
- The preceptor must demonstrate professionalism and life-long learning.
- The site must have the following available for the student
 - Patient contact
 - Monitoring of patient drug therapy
 - Health care professional interaction
 - Access to medical record and/or drug profile