1. The preceptor models professionalism and instills the highest principles of professional ethics by serving as a mentor and teacher to the student.

2. The preceptor practices and teaches patient-centered care.

3. The preceptor spends an appropriate amount of time orienting students in the beginning of the practice experience, explaining in detail what is expected of a student in regard to time requirements, appearance, preparation, performance, attitude, assignments, and method of practice. The preceptor is charged with ensuring that students adhere to these standards.

4. The preceptor determines competency by reviewing the student’s experience profile, by observation, and by appropriate questioning early in the experience.

5. The preceptor pursues open communication with each student at all times and must be willing to discuss and provide constructive feedback regarding any aspect of professional practice. Criticism should be constructive and empathetic and conveyed to the student privately whenever possible. It is to be presented as a means of learning and not embarrassment.

6. The preceptor identifies concerns as early as possible and brings them to the attention of the student and if necessary the Director of Experiential Education.

7. The preceptor should give regular constructive feedback to the student about his/her performance throughout the rotation and provide a midpoint and final evaluation of the student’s performance. All student evaluation forms should be completed in a timely fashion and should provide appropriate feedback and criticism regarding the student. All required evaluation forms and reports should be submitted to the Experiential Director in a timely manner.

8. The preceptor receives instruction about teaching students in the Professional Experience Program and becomes familiar with the materials in the manual. This guidance is facilitated by attending at least one preceptor development meeting per year.

9. Pharmacy practice sites and preceptors shall meet all standards set by regulatory agencies. The site and its staff should be free of any violations of state and/or federal laws.

10. The site must be clean, organized, and must reflect a professional image.
11. Sufficient reference materials must be available and accessible by students for the provision of information to pharmacists, other health care professionals, and patients.

12. Pharmacists at the site should be health educators (especially regarding pharmacotherapy information) to patients and other health care practitioners.

13. The site maintains adequate staffing to allow the student to have a meaningful educational experience. Students are not to function solely in the capacity of, or replace, a pharmacy technician. The student should be permitted, when appropriate and in accordance with state and federal law, to perform a pharmacist’s functions under direct supervision.

14. The preceptor provides a place for the student to leave his or her belongings during the work day.

15. Prior to the student’s arrival, the staff should be educated regarding the basic goals of the practice experience and their important role in participating in the student’s learning experience. The preceptor ensures that technicians understand the educational role of the student.

16. If the preceptor is out of town during a rotation period, then an alternate preceptor should be assigned. The preceptor of record must ensure that the individual has an appropriate amount of time to spend with the student.

17. The preceptor supervises communication between the student pharmacist and patients, caregivers, health care providers, or professionals.

18. The preceptor designates a period of time to regularly meet with the student to ensure completion of the learning objectives.