

University of Georgia College of Pharmacy
Experiential Clerkship Site and Preceptor Requirements

Mission and Vision:

The University of Georgia College of Pharmacy will strive to provide its' students high quality practice experiences and develop a national reputation in the area of experience training.

1. Develop individualized student schedules that meet both the student's educational needs and the College's curricular goals and requirements.
 - a. Experiences should be structured to reinforce didactic material and develop skills necessary for graduates to excel in their first professional position and advance professionally.
 - Develop sufficient numbers of quality inpatient and outpatient experiences that deal with common health care subpopulations and disease states.
 - Develop sufficient numbers of quality experiences in specialty practice pharmacy areas.
 - Integrate administrative issues, including personnel management, in all clerkship experiences.
 - Order experiences in complexity based upon past student experiences
 - b. Core clerkships should meet uniform standards for content and quality.
 - Develop and implement key educational objectives.
 - Develop and implement quality assessment tools.
 - Develop and implement a comprehensive preceptor development program.
 - Develop and implement a continuous quality improvement program for all sites and preceptors.
 - c. Clerkships should challenge the best students yet encourage and motivate weaker students.
 - d. Equal access to experiences should be provided for all students enrolled in the Non-Traditional Pharm.D. Pathway Program.
2. Develop a national reputation among Colleges of Pharmacy for innovation and excellence in the area of experience training.

The Preceptor:

The College of Pharmacy will strive to have all preceptors be competent practitioners who are committed to pharmacy education and set a positive and realistic example for the student.

1. The preceptor(s) agree(s) to abide by all guidelines of the program.
2. The preceptor must be licensed and in good standing by their state board as required by the practice environment.
3. All preceptors will adhere to a code of ethical conduct.
4. The primary preceptor for any rotation must have practiced in their discipline (pharmacy, medicine, nursing) as a licensed practitioner, if required, for at least the past 12 months.
5. The preceptor demonstrates good intra-professional, inter-professional, and health care provider-patient relationships.
6. The preceptor should take sufficient time to organize the student's clerkship, spending one-on-one time with the student assessing and communicating progress. The preceptor should thoroughly communicate expectations to the student at the start of the experience. A brief verbal evaluation should be completed at least weekly along with a written evaluation at the midpoint and end of the rotation.
7. The preceptor should meet with key health care personnel that the student may interact with (e.g. attending physician, chief resident, head nurse) and explain the role of pharmacy students in that setting, the duration of their experience, and whom they should call if there are any problems.
8. The preceptor should be available to the student at all times that the student is at the preceptor's site (unless supervision has been transferred temporarily to another individual and the name of that person and mechanism of contact has been given to the student).
9. The preceptor should engage in professional growth and life-long learning through active participation in professional organizations, preceptor training conferences, and continuing education.
10. The preceptor should provide learning experiences that stress the responsible provision of pharmaceutical care and the optimization of patient medication outcomes.
11. In selecting and assigning preceptors the site coordinator will preferentially assign students to pharmacists and other healthcare professionals who:
 - a. Have developed an innovative practice site
 - b. Have one or more of the following:
 - (1) Exceptional teaching skills
 - (2) Exceptional clinical skills
 - (3) Frequent patient contact
 - (4) Opportunities to interview and counsel patients / private counseling area
 - (5) Processes for evaluation and monitoring of patient drug therapies
 - (6) Processes for disease-state management programs
 - (7) Interaction with other health professionals
 - (8) Access to the complete medical record
 - (9) Access to the internet for literature and health-related information searches
 - (10) Processes for compounding extemporaneous formulations
 - (11) Prescriptive authority
 - (12) Opportunities for visitation to other health-related agencies, e.g., EMS, health department, hospice, governmental agencies, managed care organizations
 - (13) Processes for pharmacotherapy / pharmaceutical care research

Evaluation of Preceptors

Assigned students and selected faculty from the Offices of Experience Programs and Nontraditional Education will evaluate preceptors and their practice sites. The results of this evaluation will be communicated to the preceptor and site coordinator annually.

The Experience:

The College of Pharmacy will strive to have all experiences meet or exceed both the student's educational needs and the College's curricular goals and requirements.

1. The student should be properly oriented to the rotation. This includes:
 - a. Tour of the site and involved locations
 - b. Discussion of expectations
 - c. Review of syllabus and schedule
 - d. Introduction to key personnel (physicians, nurses, pharmacists, etc.)
 - e. Computer access and basic training (where applicable)
2. The experiences should meet the minimum expectations as outlined by the UGA College of Pharmacy Experience or Non-Traditional Programs Manual.
3. Pre-tests and post-tests may be considered
4. The experience should be evaluated continuously utilizing feedback from the preceptors, students and College of Pharmacy faculty.

The Site:

The College of Pharmacy will strive for all sites to have the potential for excellence. Students will be placed preferentially at sites that demonstrate excellence and advance the profession.

1. The site should maintain adequate staffing to allow the student a meaningful educational experience.
2. The site should meet all standards set by governmental agencies and accrediting bodies.
3. The site and its staff should be free of any violations of state and/or federal laws.
4. The site should be clean and reflect a professional image.
5. All preceptors at the site must maintain an outstanding ethical and legal compliance record.
6. Student learning at the site should be supervised by one primary preceptor for each rotation. All pharmacists at a site willing to precept students may become co-preceptors if they meet the minimal requirements.
7. For rotations where it applies, the scope of pharmaceutical services provided and the volume and variety of activities should be suitable to provide a rich learning environment.
8. For rotations where it applies, the student must be permitted to perform a pharmacist's functions under supervision.
9. For rotations where it applies, a patient profile system should be maintained and utilized.
10. Sufficient reference materials should be available for the provision of information to patients, pharmacists, and other health professionals.

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