

# Experiential Education Community Pharmacy Site of Excellence Definition

## Preamble

- ▶ The intent of this definition is to guide pharmacy leaders and colleges and schools of pharmacy in making improvements in community pharmacy experiential education sites.
- ▶ The site, preceptor, school, and student all play a critical role in ensuring a successful rotation experience.
- ▶ This definition assumes all minimum experiential education requirements are met by pharmacy sites and preceptors.
- ▶ A high-quality community pharmacy experiential site is not required to meet all of these criteria, **but may use this as a best practice.**

## Pharmacy Site

The pharmacy site has a variety of direct patient care services, including non-dispensing clinical services, that are incorporated into normal pharmacy operational workflow and are supported by all pharmacy staff. The pharmacy demonstrates commitment to quality patient care through seeking patient feedback and conducting continuous quality improvement.

The pharmacy site has a positive culture with high team morale that provides a warm, welcoming, and inclusive learning environment for staff, students, and patients. Defined roles with shared responsibility and clear communication among all who interact inside and outside the pharmacy (e.g. patients, other healthcare providers, pharmacy staff, etc.) facilitates exceptional patient care.

The pharmacy site has a strong operational workflow with sufficient staffing, technology, and resources to support student learning, has support from leadership to have learners on site, and has staff who value lifelong learning and are supportive of teaching and mentoring students.

## Learning Experience

The preceptor has leadership support to implement a structured learning experience. The learning experience includes a structured orientation with overall expectations and training on pharmacy processes. The learning experience has activities with clear, specific, measurable expectations that facilitate achievement of learning objectives. Activities and expectations are customizable based on each student's prior experiences, knowledge, skills, and interests to facilitate appropriate progression. The learning experience includes a structure for timely, specific, formal, and informal feedback.

# Experiential Education Community

## Pharmacy Site of Excellence Definition (*cont'd*)

The learning experience includes integration of dispensing and direct involvement in patient care activities (e.g., counseling, immunizations, disease state management, ensuring medication access) both in person and virtually. Activities allow for increasing responsibilities and autonomy throughout the experience, allowing students to move from observation to active participation even if for a portion of a complex task (including tasks reserved for pharmacists).

The learning experience affords students the opportunities to problem-solve independently on projects at all stages of pharmacy service implementation, participate in various pharmacy operations, management, and business activities, and learn how to follow all regulatory policies/procedures.

### **Preceptor Excellence**

The preceptor is inclusive, approachable, shows enthusiasm for teaching, and creates a positive, respectful, and conducive learning environment by demonstrating a genuine interest in student growth. The preceptor has a positive attitude toward and passion for the profession. The preceptor is committed to lifelong learning to best serve patients in the community with exceptional patient care and with strong understanding of pharmacy operations to advance practice efforts.

The preceptor demonstrates effective organization skills to maintain structure of the learning experience and provide thorough evaluations and fair assessments. To ensure all requirements and expectations are met for the learning experience, the preceptor maintains a positive and open relationship with the Experiential Learning Department at the College/School of Pharmacy.

The preceptor has sufficient time for direct interaction with and observation of students and engages in coaching and instruction, including offering guidance during activities and taking the time to explain processes in detail.

The preceptor is flexible in teaching methods to adapt to the level of student performance and learning style and maintains high, but reasonable, expectations and standards to appropriately challenge students.

The preceptor provides frequent, quality formal and informal feedback that is timely and specific, highlighting strengths and areas for improvement and encouraging innovative thinking and problem-solving in students. The preceptor demonstrates clear, effective and honest communication to facilitate self-reflection in students. The preceptor solicits and incorporates student feedback.