

Longitudinal Health-System Pharmacy Practice Experience
Evaluation of Site and Preceptor

Creation of Supportive Learning Environment

Insufficient contact to judge	Student learning needs are not discussed and/or facilitated. Rotation-related responsibilities and performance expectations are not discussed and/or clarified. Student often feels unwelcome: student is not encouraged to observe and participate in rotation-related tasks and activities within the site.		Student learning needs are discussed and facilitated. Preceptors provide guidance around student responsibilities and rotation-related tasks. Preceptors encourage and facilitate student observation and direct participation in rotation-related tasks. Student feels welcome at the site.		Student learning needs are regularly discussed and facilitated. Preceptors provide on-going guidance around student responsibilities and rotation-related tasks as needed and actively engage student in appropriate rotation-related tasks. Student feels they are contributing positively to the workload and workflow within the site.
0	1	2	3	4	5

Orientation

Insufficient contact to judge	Orientation to site and service lacking or absent. Student expected to infer their role and responsibilities over the first few weeks of the rotation. Introductions to key personnel occur as available.		Orientation to site and service occurs during first week and affirms or clarifies student role and responsibilities. Introductions to key personnel are timely.		Orientation to site and service occurs during first week and affirms and/or clarifies student role and responsibilities through discussion, demonstration, and experimentation. Introductions to key personnel are prioritized at onset of rotation.
0	1	2	3	4	5

Learning objectives and Expectations

Insufficient contact to judge	Learning objectives for the rotation are never discussed and/or expectations of student performance are not clarified.		Learning objectives for the rotation are discussed and/or expectations of student performance are clarified.		Learning objectives for the rotation are discussed at the onset of the rotation and/or expectations of student performance are clarified dynamically throughout the rotation.
0	1	2	3	4	5

Feedback

Insufficient contact to judge	Preceptor infrequently provides feedback and/or when given, feedback is without clear direction for corrective action. Feedback is often judgmental and/or not offered in a supportive manner.		Preceptor provides feedback. Feedback contains clear direction for corrective action. Feedback is nonjudgmental and offered in a supportive manner.		Preceptor consistently provides timely, nonjudgmental feedback that clearly identifies both strengths and areas for continued improvement. The student consistently receives corrective feedback in a supportive manner.
0	1	2	3	4	5

Role Model for Student Pharmacists

Insufficient contact to judge	Preceptor displays bias and/or stereotyping in provision of services/care; demonstrates negative attitude towards the profession of pharmacy; is not regularly sought out by co-workers and patients/caregivers.		Preceptor displays compassionate, culturally appropriate and ethical services/care; demonstrates a positive attitude towards the profession of pharmacy; is regularly sought out by co-workers and patients/caregivers.		Preceptor consistently displays compassionate, culturally appropriate and ethical services/care; demonstrates passion for the profession of pharmacy; is involved in professional organizations or advocacy; is constantly sought out by co-workers and patients/caregivers.
0	1	2	3	4	5

Promotion of Critical Thinking

Insufficient contact to judge	Preceptor infrequently discusses the clinical reasoning behind processes and decisions; rarely or does not support the use of literature or resources to improve services/care; does not promote and/or facilitate self-directed learning.		Preceptor discusses the clinical reasoning behind processes and decisions; encourages the use of literature or resources to improve services/care; promotes and/or facilitates self-directed learning.		Preceptor regularly discusses the clinical reasoning behind processes and decisions; encourages and models the use of literature or resources to improve services/care; promotes, facilitates and models self-directed learning.
0	1	2	3	4	5

Availability of Resources

Insufficient contact to judge	Site was lacking or did not clearly identify availability and/or accessibility of resources (e.g., workspace, computer access, drug information-related references) required to participate effectively in and complete assigned tasks/activities.		Site made available resources (e.g., workspace, computer access, drug information-related references) required to participate effectively in and complete assigned tasks/activities.		Site had dedicated resources (e.g., workspace, computer access, drug information-related references) available that were required to participate effectively in and complete assigned tasks/activities.
0	1	2	3	4	5