



UNIVERSITY OF ALBERTA

PharmD for Practicing Pharmacists Program Preceptor Quick Reference Guide 2026

Direct Patient Care Placements Pharm 511/512/513/514

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This guide is designed to provide you with links and quick information that will be helpful when precepting your student in a PharmD for Practicing Pharmacists Program (PPP) experiential education course.

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Quick Links

- [Pharm 511-514 course information](#) (syllabus, modifiable calendar template, preceptor quick reference guide)
- [Undergraduate Experiential Education Policy and Procedure Manual](#)
- AHS Resources (accessible for AHS employees):
 - o [Preceptor Sharepoint page](#) (NEW design!)
 - Interactive Preceptor Preparation Flow Map
 - Information on Elective Placements, Emergency Preparedness Procedures and Quick Links to other preceptor resources
 - o [Psychological Safety](#)
 - o [Diversity and Inclusion](#) and [Best Practice Guide: Microaggressions](#)

PPP Learner Overview

Learners in the PPP program are pharmacists holding an active pharmacist license by a regulatory College in a Canadian jurisdiction. It is required for direct patient care placements for learners to hold an active license in the province the placement will take place in.

In addition to an active pharmacist license, learners also carry at least \$2 million professional liability insurance and authorization to administer injections in the province their placement(s) will take place.

Learners are expected to have the foundational knowledge of a Canadian pharmacist and a strong understanding of the [patient care process](#).

While on placement, PPP learners can be supervised under indirect supervision for all activities. However, it is strongly recommended that preceptors use direct supervision until they feel the learner has the competence in each activity to move to indirect supervision.

Course Descriptions

Pharm 511-514 are full-time placements (40 hrs per week) over 6 weeks, for a total of 240 hours.

Pharm 511 (PharmD Experiential Learning Part 1 – Interprofessional Team)

The student will be expected to demonstrate professional competencies in the provision of patient care. Direct patient care activities will include health assessment, therapeutic drug monitoring, provision of drug information, and contributing to patient care as part of an interprofessional team. An interprofessional team is described as a group of healthcare providers from 2 or more disciplines who routinely collaborate by fulfilling specific roles to jointly assess patients and plan care. They collaborate with patients and families or caregivers to improve patient health outcomes. The patient care setting is variable as emphasis is placed on outcomes within a multidisciplinary approach to care and

not the location. The student is expected to fulfill the role of a pharmacist, accepting professional responsibility and accountability under the preceptor's guidance. The preceptor is expected to guide the student to enhance patient care skills, develop knowledge and navigate the practice setting.

Pharm 512 (PharmD Experiential Learning Part 2 – Acute Care)

The student will be expected to demonstrate professional competencies in the provision of patient care. Direct patient care activities will include health assessment, therapeutic drug monitoring, provision of drug information, and contributing to patient care as part of an acute care setting. An acute care setting is defined as a service with acute care beds in a tertiary or secondary healthcare facility. The student is expected to fulfill the role of a pharmacist, accepting professional responsibility and accountability under the preceptor's guidance. The preceptor is expected to guide the student to enhance patient care skills, develop knowledge and navigate the practice setting.

Pharm 513 (PharmD Experiential Learning Part 3 – Community/Ambulatory Care)

The student will be expected to demonstrate professional competencies in the provision of patient care. Direct patient care activities will include health assessment, therapeutic drug monitoring, provision of drug information, and contributing to patient care as part of an ambulatory or community setting. An ambulatory or community setting is defined as a practice setting where patients seek care while residing in their primary residence such as a retail pharmacy, a primary care network, or an ambulatory practice. The student is expected to fulfill the role of a pharmacist, accepting professional responsibility and accountability under the preceptor's guidance. The preceptor is expected to guide the student to enhance patient care skills, develop knowledge and navigate the practice setting.

Pharm 514 (PharmD Experiential Learning Part 4 - Mandatory Elective)

Students may repeat one of the above courses (Pharm 511, 512, or 513) and the course description would align with the type of course they are repeating.

Reminders

1. **Instructions on how to view the documents posted for student requirements.** Students post their Resume and Learning Plan on CORE ELMS as a "Student Requirement". Login to CORE ELMS. Click on the drop-down menu to select your student. Scroll to "Student Requirement" Section. Click on the file button.

Student Requirements

Miscellaneous				
Requirements	Completed	Completed On	File	Expiration
Alcohol and Drugs Policy and Procedure (AHS/Covenant)	Yes	02-24-23	FORM	
Student Resume 	Yes	11-15-22	FILE 1 	
PharmD for Practicing Pharmacists				
Requirements	Completed	Completed On	File	Expiration
Pharm 511 Learning Plan	Yes	05-16-24	FILE 1 	
Pharm 512 Learning Plan 	Yes	08-13-23	FILE 1	
Pharm 513 Learning Plan	Yes	02-05-24	FILE 1	
Pharm 514 Learning Plan				
Pharm 514 Learning Plan #2				

2. **Student Schedule:** Please try to provide your student with their planned placement schedule and hours of work as early as possible, ideally before their rotation starts. This will help the student plan appropriately and avoid conflicts with rotation schedules.

3. **Seminar Course:** Students may be co-enrolled in a seminar course when they are in experiential courses. Mandatory sessions (1 hr) and presentations (2-3 hrs) may fall during rotation time. Students may request time to attend seminar activities. Please reach out to the course coordinator if you have any concerns about this.

Planning for the Placement

- Review the applicable course syllabus and this quick reference guide.
- Utilize the modifiable calendar available on the website for customization and organization of schedule/activities. This is in Word for customized use.
- Review the [courses](#) learners take during the PPP program. All didactic courses must be completed prior to starting direct patient care placements. Seminars can be taken concurrently with placements.
- ONE week before the placement starts, review the student's first draft of their Learning Plan (posted in CORE ELMS under Student Requirements, located on your dashboard once you select your student) and provide feedback about their goals during orientation.
- Review [Course Activities Summary](#), which outlines activities and clinical expectations for students providing care on placements.

Placement Policies and Procedures

The following are policies that preceptors often have questions about. Further information regarding other policies can be found in the PharmD for Practicing Pharmacists [Policy and Procedure Manual](#). Preceptors are encouraged to contact the Faculty if they are unsure. **In general, time away from each placement that exceeds one day needs to be made up.**

- *Absence Tracker:* Students are required to use the Absence Tracking feature in CORE ELMS. Students must record any absence in CORE ELMS and the preceptor will receive an email noting the absence and be required to confirm or deny the request on-line.
- *Statutory Holidays and Religious Observances:* Should a statutory holiday fall within the timeframe of the placement, it is at the discretion of the preceptor to determine how to proceed. Students may be granted the stat day off, a day off in lieu of the stat, or include that day as a placement day. Students may also request time off for religious observances. Students and preceptors should contact the Course Coordinator in advance to determine the most appropriate course of action. Students will be expected to make up time missed if more than 1 day is missed during the rotation.
- *Illness:* In the case of illness, students are expected to notify the preceptor as soon as possible. Absences due to illness of 2 days or more may require an explanation and/or evidence such as a physician's note. Either the student or preceptor should contact the Faculty if the absence exceeds 2 days. Routine medical appointments are expected to occur on personal time. **Time missed from the placement site due to illness may need to be made up.**
- *Covid-Related Symptoms:* Follow site policies regarding policies attending work while symptomatic or ill.
- *Bereavement:* In the case of death of a family member, students should notify their preceptor and the course coordinator to determine a course of action.
- *Faculty Endorsed Activities:* The Faculty supports student participation in activities such as conferences if feasible with the placement schedule. Preceptors should be informed of these occurring, and the total time away from the placement should be reasonable. Time missed from the placement for approved professional developments activities that exceeds 3 days needs to be made up.

The preceptor may speak to the course coordinator about an activity if they feel the standard of care to patients will be negatively affected by the absence of the student or it's anticipated that the time missed will impact the student's ability to complete the placement successfully. Some students may need to attend interviews for employment, or other professional endeavors. Any missed time will need to be made up if these activities occur on placement time. Where possible, students should schedule these during non-placement time.

- *Non-Endorsed Activities:* Activities ineligible for absence approval include: employment or other professional responsibilities, travel, and vacation. Changes to course dates to accommodate personal holidays are not permitted.

- *Placement Time Frame*: Modification to the placement schedule outside of the stated course timelines must be approved by the course coordinator in advance of the change.
- *Workplace Injuries (including Needle Stick Injuries)*: If a student experiences an injury while on rotation, they must report the incident immediately to the preceptor and follow the placement site protocol. The Faculty must be advised immediately. There is further information in the [Policy and Procedure Manual](#).
- *Home Visits*: Students are NOT permitted to conduct patient home visits without the direct supervision of a preceptor.
- *Inappropriate Behaviours by Others*: Discuss with students what they should do if faced with a difficult, abusive, discriminatory patient, staff person, or other health care professional including microaggressions. Bring to the preceptor's attention for appropriate action, debrief together, report and document, as well as contact Faculty. Discuss with students the possibility of having a "safety signal" so that the student can gesture to their preceptor if they need assistance. For preceptors at AHS, there are AHS resources noted in Quick Links (page 2).

Resources for Students

Student Wellness is important. Students Services at the Faculty is readily available to support all students across their placements. If you feel your student is experiencing difficulty, please contact the Faculty (phexed@ualberta.ca) or the course coordinator.

Pharm 511-514 - Course Activities Summary

All placements are considered advanced patient care placements, allowing learners the opportunity to gain specialized knowledge in various practice settings. Depending on the opportunities available at a practice site, it is expected that students should be able to demonstrate competencies in the following course activities by the end of the placement:

Patient Care

- Develop & maintain a professional, collaborative relationship with the patients and the caregivers/family
- Interview the patient or caregivers/family or other relevant healthcare providers to obtain necessary information
- Gather and organize the information required to determine the patient's medication related & other relevant health related needs
- Assess if the patient's medication needs are being met
- List and prioritize the patient's medical conditions and drug related problems
- Develop a care plan that prioritizes and addresses the patient's medication-therapy problems & wellness needs
- Advocate for the patient's health related needs
- Implement, evaluate and modify patient specific care plans
- Provide accurate and appropriate patient education, including patient self-management
- Communicate and document patient care activities
- Provide continuity of care

Interprofessional Collaboration

- Integrate into the patient care team and work collaboratively with the patient, family, care givers and other healthcare professionals to facilitate the management of the patient's health needs
 - o Involve and refer to other interprofessional team members when outside of the scope of pharmacy.
 - o Proactively communicate identified drug therapy issues, appropriate recommendations for care and monitoring plan to the multidisciplinary team members (and patient as appropriate)

Professional Practice and Education

- Prioritize patient care activities and other placement responsibilities
- Participate in the site's process for reporting and managing medication errors and adverse drug reactions
- Provide patient (and their caregivers/family) and team member education
- Respond to drug information requests

- Contribute to precepting junior pharmacy students in collaboration with the preceptor when applicable (see Near Peer Teaching Activities)

Near Peer Teaching Activities

Students are expected to temporarily assume the role of the coach or instructor at different points throughout the placement when they are at the same site or on the same services as junior learners. Students will receive feedback and be evaluated on their precepting skills. The preceptor and student will collaborate to define the role based on the student's previous experience, stage in program and the clinical area. Please refer to the [Near Peer Teaching Guide](#) for additional information.

The student's role may include the following:

1. Assisting with orientation and clarifying expectations
2. Overseeing daily junior learner activities
3. Modeling, observing, coaching & debriefing patient care activities with junior learners
4. Reviewing & providing feedback on junior learner care plans, documentation and assignments
5. Providing feedback to junior learners on knowledge & skills
6. Developing and/or leading therapeutic or patient discussions, as determined with preceptor

NOTE: Administration of Drugs by Injection (for practice sites where this is an activity): Students in this program are licensed by ACP (or a provincial respective college) to administer drugs by injection. Students also have CPR Level C + First Aid. Students may administer injections under the indirect supervision of a pharmacist authorized by ACP to do so, once direct supervision has determined they are capable of moving to indirect supervision. Students should only administer drugs by injection to children between the ages of 2-5 in Alberta if they have accredited training to do so.

REQUIRED COURSE ACTIVITIES The following are activities students <u>must</u> complete during the placement to meet course objectives. Completion of course activities is the responsibility of the student, with preceptor guidance to arrange for various opportunities and to identify appropriate learning opportunities.	✓
1. TWO Assignments (as chosen between student and preceptor) Students must complete <u>at least TWO Assignments.</u> • Examples include (but are not limited to): - o providing an educational session on a therapeutic topic or controversy, - o providing a patient case presentation or in-service for pharmacist colleagues and/or interdisciplinary audiences, - o leading a journal club presentation • The chosen activities should be of importance to the preceptor, and preceptor/student should negotiate the activity details. • The student is responsible for completing the activity to the expectations set with the preceptor(s). If not completed in a satisfactory manner, the activity will need to be re-done to a satisfactory level. • The activity may be assessed using evaluation forms posted for students and included in the course syllabus (please request from student.)	

Expectation of Learners on Placement:

Learners are not required to complete a specified number of care plans while on placement, allowing for flexibility to integrate into the practice setting as an advanced learner. However, it is generally expected that learners should be able to manage at least half of the usual patient load of a pharmacist on the unit by the end of the placement, demonstrating adequate time management skills and quality of care.

Assessment Procedures and Information

- All assessments are completed and submitted through CORE ELMS.
- After logging in, the evaluation tab is in the green column on the left side of the screen.
- To allow for preparation by preceptors, assessments can be viewed in CORE ELMS at least 1 week prior to the start of the placement. Instructions are outlined in the Student Performance Assessment. At the end of the placement, you will assign a placement grade of Pass or Fail. At midpoint, a pass / fail grade is not assigned.
- Based on ratings assigned at the midpoint assessment, if a student has 4 or more "Inconsistently Meeting Expectations" or any ratings of "Not or Rarely Meeting Expectations", the course coordinator will reach out to offer support to both the student and the preceptor(s).
 - One strategy to support learning and feedback is to conduct a "supplemental" assessment after 4-5 weeks. This is intended to provide more diagnostic feedback to help the student work towards achieving the learning outcomes. The decision on whether this is needed would be determined in collaboration between the student, preceptor(s) and Course Coordinator.
- The criteria for each outcome is in CORE ELMS (on-line) and is also in the [course syllabus](#).
- To support preceptors in best practice in assessment, the foundational preceptor skills online training includes a module on Student Performance Assessment (module 4), which can be accessed [HERE](#). This takes 30-40 minutes to review, and we recommend this for all new preceptors, and it is a good refresher for more experienced preceptors.
 - Note: some slides are more focused on E2P placements, so please defer to the Pharm 511-514 course syllabi and this guide for any discrepancies.
- If you have difficulties accessing or submitting assessments, contact: phexed@ualberta.ca.

Grading Criteria

In order for the preceptor to provide a recommendation of "PASS" for the placement, for the skills and behaviours associated with each outcome for this placement, the student must:

1. Achieve a rating of at least **"Mostly Consistent in Meeting Expectations"** on all professionalism outcomes and
2. Have no more than 3 (maximum of 2 for care provider) outcomes achieve a rating of **"Inconsistently Meeting Expectations"** and
3. Have zero ratings of **"Not or Rarely Meeting Expectations"**

If a preceptor is concerned that a student is at risk of failing or if they intend to fail the student, they must contact the course coordinator as soon as possible so that they can support both the preceptor and the student.

Assessment Tips and Suggestions

- Periodically click on the "save" tab at the bottom of the form, to avoid a "time-out" and losing information entered.
- Assessments can be completed in 'real time' and saved as a draft to complete later; "save" before exiting or information will be lost.
- Once the completed assessment is submitted, it is visible to the student being assessed.
- Disregard the "section weight" and "minimum AVS score required" sections.
- All assessments must be discussed with the student. There is an acknowledgment at the end of each form that indicates the assessment has been discussed by the student and preceptor.
- Comment boxes should be used to provide evidence to support the grade given. While the rating score for each area of assessment is important, providing written commentary that supports your decision. This is especially important when the student is not meeting expectations, or is inconsistently meeting expectations and requires improvement, as it provides specific details about concerns.
- Completion reminders are emailed by the Faculty.
- Faculty reviews all assessments at midpoint and final for completion and content.
- If you are co-precepting or using another precepting model such as peer-assisted learning, refer to the [Faculty Models of Precepting Webpage](#) for suggestions on completing assessments.

Summary of Assessments / Evaluations to Be Discussed between Preceptor and Student

(All assessments are completed and submitted through CORE ELMS)

Assessment/ Evaluation	Submission Timeframe	Submitted by	Comments
Student Self-Assessments (SSA) (completed twice)	Midpoint and end of placement	Student	- Midpoint should be submitted 1-day prior to the Midpoint Assessment discussions to allow time for preceptor review. - For Final SSA, students should complete and be prepared to discuss at final assessment.
Student Performance Assessment MIDPOINT	End of week 3	Preceptor	- It takes about 30-60 minutes to complete. - Includes identification and discussion of areas and skills that will be focussed on for balance of the placement.
Student Evaluation of Preceptor and Site – MIDPOINT	End of week 3	Student	Students must discuss with preceptor after discussion of the Student Performance Assessment.
Student Performance Assessments – FINAL Recommend Final Placement Mark	End of placement	Preceptor	- It takes about 30-60 minutes to complete. - Assessment of all learning outcomes. (same as midpoint) - At the end of the assessment preceptors provide a <u>Placement Mark: PASS or FAIL</u> based on the overall grades assigned to each learning outcome.
Student Evaluation of Preceptor and Site – FINAL	End of week 6	Student	Students must discuss with preceptor after discussion of the Student Performance Assessment.
Preceptor Evaluation of Course	After student has left placement site	Preceptor	Anonymous – option provided to have Faculty contact the preceptor

Pharm 511-514 - Course Assignments

Assignment #1: Learning Plan

Students are required to develop a Learning Plan using the template provided in the syllabus. Once developed, the student will post it to Student Requirements in CORE ELMS for his/her preceptor (or co-preceptor team) for review 1-week prior to start of placement. In consultation with the preceptor(s), the student will refine and finalize the components of the Learning Plan by the end of week 1 of the placement. The revised plan should be posted in CORE ELMS. This is a living document that should inform the student's personal learning goals. It can be updated to include new goals as needed (including areas that may require improvement after receiving feedback). The student should be taking ownership, and preceptors can support their students to ensure that goals are SMART and achievable in the practice setting.

Preceptor feedback is important to ensure that student's learning goals and objectives are appropriate and feasible. Also preceptors can reinforce the importance of self-directed learning and the expectation that students update their progress at midpoint and final in their learning plan is encouraged.

Key Student Responsibilities

- Students develop 2-4 goals in areas that they feel require development. Feedback received from other experiential courses completed to date, if applicable, should inform their creation.
- Students determine strategies to achieve each, as well as indicators of progress that will inform if they are achieving their goals.
- Students must post a *revised Learning Plan* when progress updates are added at the start of the placement. The learning plan does not need to be re-uploaded to CORE at midpoint and final. The final learning plan will be posted on Canvas as part of their course assignments.
- Areas indicated by the preceptor as "Inconsistently Meeting Expectations" or "Not or Rarely Meeting Expectations" on the midpoint Student Performance Assessment should be added by the student to their

midpoint Learning Plan as learning goals. This is to ensure these areas will be addressed in the second half of the placement

Key Preceptor Responsibilities

- Review Learning Plan before the placement starts.
- Provide feedback on the feasibility and appropriateness of the goals. Suggest modifications as needed. Goals need to align with what is feasible within the practice setting.
- Review progress that student presents at midpoint and final; support and/or suggest strategies for enabling the student to achieve their goals.
- Provide feedback on the student's self-assessment ratings for their goals.

Assignment #2: Two Assignments

Students must complete TWO clinical assignments during their placement (*see above under Course Activities*). The type of assignment and topic will be determined between student and preceptor. Preceptors (and other pharmacists/staff members) should observe and evaluate the student on the delivery of each assignment using a rubric. Rubrics for the following types of presentations are located in the course syllabus and on Canvas (student can access these) and can be used during the placement:

- Case presentation
- Journal Club presentation
- General presentation
- Education Session

Clinical assignments should be completed outside of placement hours. Students should be provided with time to gather necessary information (such as patient data) while on site, as needed, and may be provided with additional time only if time permits and it does not impact the ability to complete necessary patient care activities.

An Assignment/Assessment Checklist is in [Appendix 1](#).

APPENDIX 1 (Pharm 511-514): Assignment and Assessment Schedule/Checklist

Week	Planning/Assessments/Assignments
1-4 weeks before placement starts	☐ Review student CV/resume in CORE ELMS. ☐ Review syllabus: course expectations, activities and assignments. ☐ In the week prior to student arriving, review Learning Plan posted by your student. This is in Student Requirements in CORE ELMS. ☐ Correspond with student regarding start time, dress code, parking, etc. ☐ Develop preliminary schedule for placement. (Use modifiable calendar template, posted on Faculty website under Pharmacy 511, 512, 513, 514, 515 - PharmD for Practicing Pharmacists ☐ Determine if IT access, and any other required accesses, is established for your student.
Week 1: Orientation to Practice Site	
Orientation	☐ Review items on orientation checklist (Appendix 2) ☐ Discuss student-prepared Learning Plan. ☐ Review preliminary schedule: plan activities and assignments and add to schedule as needed. ☐ Discuss expectations for feedback process and timelines. ☐ Tour practice setting.
Early Check-In	☐ END of Week 1: Discuss how things are going from both preceptor/student perspectives. Clarify any questions. Review schedule and expectations for balance of placement.
Week 3: Date: _____	
Midpoint Assessments and Evaluations	☐ Review MID-POINT Student Performance Assessment (in CORE ELMS) with student. ☐ Student will discuss Student Evaluation of Preceptor/Site and Student Self-Assessment ☐ Ensure clinical assignments to be completed as part of placement activities are initiated and on-track.
Learning Plan Progress Update	☐ Student to share progress achieved in Learning Plan. Student will incorporate new goals or update/refine existing ones as appropriate.
Week 6: Date: _____	
Final Assessments and Evaluations	☐ Review Final Student Performance Assessment with student and recommend the Placement Grade. ☐ Student will discuss Student Evaluation of Preceptor/Site and Student Self-Assessment
Learning Plan Progress Update	☐ Student to share progress achieved in the Learning Plan.
Complete Course Evaluation	☐ Preceptor to complete Preceptor Course Evaluation (in CORE ELMS)

APPENDIX 2: Orientation Checklist for Student and Preceptor

This orientation checklist is to be used by both the student and preceptor to cover important topics at the beginning of the placement. Site specific items can be added to the list at the bottom.

Orientation Activity	✓
1. Professional Discussions • Preceptor's practice experience and interests • Feedback and communication including preceptors preferred method of contact • Student/preceptor responsibilities and expectations including preceptor review of assignments, provision of feedback and student's submission of assignments or documentation for review • Practice expectations, patient confidentiality, dress and appearance policies • Practice setting information regarding policies and procedures, including patient and staff safety • Information regarding professional and pharmacy activities • Discuss student-prepared Skills Inventory, prior feedback and Learning Plan • Discuss with students what they should do if faced with a difficult, abusive, racist patient or staff person, including microaggressions. Bring to the preceptors attention for appropriate action, debrief together, report and document, as well as contact faculty. Discuss with students the possibility of having a "safety signal" so that the student can gesture to their preceptor if they need assistance. • Preceptor to review worksite specific occupational health and safety requirements and responsibilities as it relates to workplace safety (refer to the Policy and Procedures Manual for additional details).	
2. Course Discussions; review course syllabus • Objectives • Activities: patient care, presentations, in-services, projects, etc. • Assignments • Assessment process: review forms (Student Performance Assessment in syllabus) and timing • Discuss student/preceptor responsibilities and expectations • Review preliminary student schedule; modifiable calendar available on faculty website	
3. Pharmacy Practice • Practice specialties and characteristics • Site resources and learning opportunities • How will the student be involved in patient care? • Provide samples of forms used, documentation policies and procedures	
4. Practice Environment • Guided tour of practice environment • Introduction to staff; include roles and how they will be involved with student experience • Library, drug information and other resources • Student workspace • Eating area, lockers, washrooms, etc.	
5. Technology orientation • Computer order entry systems • Phone, fax, internet	
6. Other	

