



School of Pharmacy

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SPE Program

Policy Handbook

for Students and Preceptors

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I. Introduction

This handbook contains information about the School of Pharmacy's Structured Practice Experience (SPE) Program. It outlines the SPE program structure, administration, policies and guidelines for students completing practice experience rotations as a component of the Pharmacy program.

II. Structured Practice Experience Program

Program Structure

The SPE Program is a MUN School of Pharmacy Program requirement aimed to bridge the gap between the academic study of pharmacy and the practice of pharmacy. Under the supervision of pharmacist preceptors, students will have the opportunity to apply their university gained knowledge and skills to patients and practice situations in order to achieve proficiency and competency in performing the functions of a pharmacist.

The SPE Program is managed by the School of Pharmacy, with direction from the Joint Committee on Structured Practice Experience, which has representatives from the School of Pharmacy and the Newfoundland & Labrador Pharmacy Board (NLPB). **Twenty-four weeks** of structured practice experience (three SPEs, each of four weeks duration, and one SPE of twelve weeks duration) are required to be completed as follows:

Course Number	Location	Number of Weeks/ When	Number of Hours (minimum)
Pharmacy 201W	Community Pharmacy	4 weeks at end of Winter Semester of 1 st academic year	40 hours per week
Pharmacy 302W	Hospital Pharmacy	4 weeks after 2 nd academic year	40 hours per week
Pharmacy 403W	Community Pharmacy	4 weeks at end of Winter Semester of 3 rd academic year	40 hours per week
Pharmacy 500X (clinical)	Institution, Community Pharmacy, Clinic, etc.	12 weeks (2 x 6 weeks) during Winter semester of 4 th academic year	40 hours per week

* A **week** is a period of seven consecutive days, i.e. a calendar week.

* The weeks must be served **consecutively**.

Students will **register** for each of the SPE courses in the Winter semester of the year in which they will be completed as per university registration procedures.

SPE Manuals

An SPE manual is provided at each level of the program to serve as a guide for students and preceptors in an effort to give uniformity and standardization to each student's learning experiences. Activities and questions that are required to be completed during the rotation are outlined in the manual. Some may require, or allow for, independent work by the student; others may necessitate discussion with, and participation by, the preceptor.

SPE manuals may be accessed on the School of Pharmacy website under the corresponding SPE course at <http://www.mun.ca/pharmacy/community/spe/>. While the preceptor will work with the student on the activities in the manual, it is the responsibility of the student to be self-directed in ensuring that the manual is completed.

It is important to strike a balance between working on projects and participating in pharmacy practice activities. **While some of the work presented in the manual is best completed at the SPE site, other work may, and should, be done on the student's own time.**

Assignments cannot address all the competencies needed to practice pharmacy in a particular setting and the preceptor may identify areas not covered, or have additional ideas for useful activities to maximize the student's experience.

Learning Objectives

Educational outcomes, developed by the Association of Faculties of Pharmacy of Canada (AFPC), describe **what graduates are expected to be able to do** at the end of a Baccalaureate or Doctorate program that is the first professional degree in Pharmacy.

Pharmacy graduates are **Professionals** whose core role is to serve as **Care Providers** who use their medication therapy expertise to benefit patients, communities, and populations through the skillful integration of **Communicator, Collaborator, Leader-Manager, Scholar** and **Health Advocate** roles.



The AFPC Educational Outcomes which are summarized in the following table have been adopted by the School of Pharmacy and guide the curriculum and experiential learning in the program.

Summary: AFPC Educational Outcomes 2017

Outcome	Description
Care Provider	Graduates use their knowledge, skills and professional judgement to facilitate management of a patient's medication and overall health needs.
Communicator	Graduates communicate effectively in lay and professional language, using a variety of strategies that take into account the situation, intended outcomes of the communication and diverse audiences.
Collaborator	Graduates work collaboratively with patients and intra- and inter-professional teams to provide safe, effective, efficient health care.
Leader-Manager	Graduates engage with others to optimize the safety, effectiveness and efficiency of health care and contribute to a vision of a high-quality health care system.
Health Advocate	Graduates demonstrate care for individual patients, communities and populations by using pharmacy expertise to understand health needs and advance health and well-being of others.
Scholar	Graduates take responsibility for excellence by applying medication therapy expertise, learning continuously, creating new knowledge and disseminating knowledge when teaching others.
Professional	Graduates take responsibility and accountability for delivering pharmacy care to patients, communities and society through ethical practice and the high standards of behaviour that are expected of self-regulated professionals.

The detailed document from AFPC can be found at http://afpc.info/system/files/public/AFPC-Educational%20Outcomes%202017_final%20Jun2017.pdf

SPE Placement Process

- During each placement cycle, a “Call for Preceptors” is made to the pharmacy community. A list of preceptors and sites willing to host students for practice experience rotations is maintained and posted by the School. Preceptors and sites must meet specific criteria as set by the Joint Committee on Structured Practice Experience. (See *Appendix A*).
- The placement process is managed by the SPE Program Coordinator. **Students are assigned to sites and preceptors rather than selecting their own.**
- Students will be given the opportunity to request placement in particular locations. While efforts will be made to accommodate requests, students may be assigned to any participating site within Newfoundland and Labrador. **Accommodations, travel expenses, and other costs related to SPE are the responsibility of the student.**
- Students wishing to complete SPEs **out-of-province** may be asked to assist in identifying possible placement sites outside NL. **Those students should, first, contact the SPE Program Coordinator to discuss options before directly communicating with potential sites.**
 - For **SPE IV**, comprised of two, six-week rotations during the Winter semester of final year, **a student will normally not complete both rotations out-of-province.**
- SPE assignments will be to a **single** site/location per rotation.

- Placements are **not subject to grievance**. Students are not permitted to change SPE sites with other students. If a site/preceptor withdraws after placements are made, the student will be notified and presented with available alternatives.
- Students will normally be assigned to a particular SPE **location** or **preceptor** only **once**.
 - **Exceptions** may be made in the case of institutional placements (e.g., a student who has completed SPE II at a particular institution may be permitted to return to that site for a clinical placement, SPE IV).
- Students will NOT be permitted to complete SPEs in a location where a family relationship exists.
 - This is defined as being related to a person by blood, or through marriage, conjugal relationship or adoption.
- Students will NOT be permitted to complete SPEs in a pharmacy, or with a pharmacist, where a relationship exists that may create possible bias or a conflict of interest in the placement setting.
 - For example, where there is a business, financial, contractual or other relationship between the student and a company, organization or individual at the SPE site. This includes practice sites where the student has received a wage in the past, is currently employed, or has a contract or promise for future employment; or where an otherwise close personal relationship exists.
- Students and preceptors will be advised once placements have been made.
 - Preceptors will be asked to complete a *Preceptor Agreement Form* prior to the beginning of a rotation. If more than one pharmacist is involved in supervising a student, each pharmacist should complete an agreement form. This allows for proper recognition of all preceptors who participate in the practice experience program.
 - Each student should prepare a **letter of introduction**. Once notification of placement is received, the student is responsible for making contact with the preceptor and arranging for a brief meeting and submission of his/her letter of introduction to the preceptor. This should be done well in advance of the starting date of the SPE.

Attendance, Punctuality and Absenteeism

- **Attendance is required.** Students are expected to begin their SPE rotations on the agreed upon dates and to complete them during the assigned period.
 - Typically, students will begin SPE I, II and III as soon as possible after exams have ended in the Winter Semester.
 - The dates for SPE IV follow the university calendar and are not flexible.
 - Should a student require a **change** in the starting/ending date, or in the case of other **anticipated nonattendance, a request for approval must be made in writing to the SPE Program Coordinator** at least **two weeks in advance** of the date(s) affected, outlining the reason for the change/absence.
- A **minimum** time requirement of **40 hours per calendar week** is mandatory during the SPE.
 - Scheduling of hours should be undertaken by the preceptor and student.
 - Students may be expected to complete shifts similar to the preceptor's, including evenings and weekends.

- In order to optimize the learning experience, students should complete five, 8 hour days per week. It is recognized that there will be occasions where longer shifts may be required, and this is acceptable. However, it is not acceptable for a student to reduce the number of days that s/he participates in the SPE by completing exclusively 12 hour shifts.
- **Preceptors may occasionally expect students to attend more than the minimum number of hours designated for the rotation** (e.g., be present at a continuing education session or other event). **Students should also expect that additional time may be required outside of their regular SPE hours for completion of SPE activities** (e.g., research, case work-ups, presentations, etc.). Students should not expect that the preceptor will grant time away from the practice site for library research.
- Students are expected to be punctual and in attendance at the SPE site according to the schedule arranged with the preceptor.
 - Sign in/sign out sheets must be respected if they are requested at the site.
 - Schedule changes (i.e. those of a minor nature) must be approved by the preceptor.
 - **Any changes in the starting/ending dates or other absences** must be approved by the **SPE Coordinator**.
 - In the unlikely event of a **delayed arrival** (e.g., due to an unavoidable circumstance or emergency) on any day of the SPE, the student is expected to contact the preceptor directly as soon as possible and let him/her know. Students should review with the preceptor the best way to advise of a late arrival. **Preceptors should report issues of repeated lateness to the SPE Program Coordinator.**
- Should a **statutory holiday** fall within the timeframe of the practice experience, students are expected to attend the rotation, if the pharmacy is open/operational, unless the preceptor directs otherwise. The closing of the University for a statutory holiday does not necessarily determine a day off for the student.
 - The statutory holidays pertain to those in the province or country in which the student is completing the rotation.
 - If the student is required to work a statutory holiday, usually no other day off will be provided in lieu.
 - If the pharmacy is closed, the student is not required to make up the day.
- **Absences** are permitted only in the case of illness, bereavement or other acceptable cause (e.g., family emergency), duly authenticated in writing with supporting documents, except in the case of illness lasting less than 5 days.
 - Any student who must be absent during the SPE is required to **notify both the preceptor and the SPE Coordinator** (phone, 864-7900, or email, wspurrel@mun.ca) as soon as it is determined that (s)he is not able to attend the SPE.
 - For illnesses or medical conditions of **five days or longer**, students must complete and submit the *Student Health Certificate* form found under **Forms**, then **Health** at the following link: <http://www.mun.ca/regoff/forms.php>. This is in accordance with Memorial's General Regulations 6.15.6 "Information Required in Certificates from Health Professionals" <http://www.mun.ca/regoff/calendar/sectionNo=REGS-0859>. Documentation must be submitted to the SPE Program Coordinator.
 - **Preceptors are requested to note any absences on the student evaluation forms.**

- **Any student who misses 2 or more days of a 4-week SPE or 4 or more days of a 6-week SPE is normally expected to make up missed time.**
- In the case of **unapproved absence** or absence which does not meet the above criteria, one or more of the following may apply:
 - A letter may be placed in the student’s School of Pharmacy file citing the unexcused absence.
 - The student may not be eligible to receive the grade of “Pass with Distinction” or to be considered for certain Scholarships and Awards.
 - The student’s eligibility for consideration for the Dean’s List that academic year may be compromised.
 - Remedial work may be required.
 - The student may fail the rotation.
- Students attending **professional conferences** in an **official capacity** during the SPE period may be granted time away from the SPE site, for which they may receive credit. An **application** must be made by the student to the SPE Coordinator at least **two weeks in advance** of the conference, outlining the name of the conference, location, nature of participation and dates for which the absence is requested. A post-conference report by the student may also be required. (This policy is supplementary to the School’s PDW policy.)

Evaluation

- **SPE rotations are academic courses and must be successfully completed in order to enter the next year of pharmacy study and to graduate from the School of Pharmacy.**
- Overall evaluation of SPEs will result in the assignment of one of the following letter grades: PWD (pass with distinction), PAS (pass), or FAL (fail).
- The School of Pharmacy determines the grade for each SPE. A passing grade is contingent upon:
 - Ability of the student to meet the required competencies, **as assessed by the preceptor**, using the evaluation tools supplied by the School.
 - Evaluation by the preceptor is required to be conducted at the **mid-point** and **end** of the rotation.
 - Consistent demonstration by the student of professional and ethical behaviour that meets the criteria for student conduct according to the School of Pharmacy’s *Code of Professional Conduct for Pharmacy Students*, Memorial’s *Student Code of Conduct* and any relevant site policies.
 - Satisfactory completion of activities and questions, as determined by preceptor’s evaluation and submission of materials to the School, as required.
 - Satisfactory attendance record.
 - Other criteria relevant to the specific SPE (Please refer to the corresponding rotation manual).
- Students who conduct themselves in such a manner as to cause their termination from the SPE site will be assigned a grade of FAIL for the rotation.

Confidentiality

- **Students are responsible for ensuring that all information obtained during SPE rotations is held in the strictest confidence.**
 - Collection, use, sharing, disclosure or disposal of information must be done in accordance with the **Personal Health Information Act, the terms of the Pharmacy Network, professional standards and codes of ethics** as well as **site policies**.
 - Information that is to be kept confidential and private includes that which would not otherwise be publicly available including patient personal health information or personal information, the organization's internal policies, financial or business information, etc.
- Students should be aware that the intentional collection, use, and/or viewing of confidential information that is not necessary to perform one's duties is a breach of privacy even if that information is not disclosed to anyone else.
- To help prevent inadvertent breaches of confidentiality, the following should be adhered to:
 - Patients or patient care situations should not be discussed outside the care delivery team.
 - Discussion of patient cases (i.e. amongst the team) should be **avoided in public** or other areas where it may be overheard, including hallways, elevators, cafeteria, etc.
 - **All identifying features** (e.g., patient name, address, phone #, MCP #, etc.) **must be removed from any papers/notes intended for review/schoolwork.**
 - During group discussions or case presentations, patients should be referred to in a manner by which they cannot be identified (e.g., Patient A, Patient B).

Professionalism

Students must exhibit a professional image, both in manner and dress, and must follow the standards of the site to which they are assigned. Notwithstanding site-specific policies, students are expected to abide by the School of Pharmacy *Code of Professional Conduct* and *Professional Attire Guidelines* outlined here:

http://www.mun.ca/pharmacy/programs/bsc/Code_of_Professional_Conduct.pdf

http://www.mun.ca/pharmacy/programs/pharmd/Guidelines_for_Professional_Attire.pdf

In the practice setting, students are required to wear a **name badge** indicating their full name and title, "*Pharmacy Student.*" A laboratory/dispensing jacket is required unless otherwise directed by the preceptor.

Remuneration

Students do not receive financial remuneration during the SPE. SPEs are **learning experiences**, not employment experiences.

CPR and First Aid

Students are required to provide evidence of a valid certificate in St. John Ambulance or Canadian Red Cross Standard First Aid Level C that is valid for the duration of the SPE. Equivalent certificates will be considered and assessed on an individual basis for acceptability.

- Students must provide a copy of their certificate showing successful completion of an approved program to the SPE Program Coordinator by the end of the **Fall semester** of the academic year in which SPE rotations are scheduled. Since students are required to have this course for the duration of the SPE Program, re-certification will be necessary throughout the Pharmacy program.

Immunization

Students are responsible to help prevent the spread of communicable diseases by protecting themselves and patients through immunization. This requires ensuring immunizations are up to date and that a baseline test for tuberculosis is performed **prior to beginning the hospital SPE after second year and kept up to date for SPE IV.**

- The School works with the Student Health Nurse at MUN to facilitate this process, though it is the students' obligation to ensure their records are complete and to provide documentation to the site where required. Any costs associated with this are the responsibility of the student.
- Most healthcare institutions require records of immunization as a condition of allowing students to complete rotations at their sites and may refuse to permit a student to complete a practice experience rotation at the site if immunization requirements are not fulfilled.
- Students who develop a potential communicable disease during an SPE must discuss the appropriate procedure to follow with their preceptor.

Criminal Record Checks

While the School of Pharmacy does not require criminal record checks of applicants to the program, such record checks or other screening procedures may be required by SPE sites and/or the provincial regulatory authority as a condition of student registration.

- SPE sites may refuse to accept students on the basis of information obtained from a criminal record check thereby preventing the student from completing a practice experience rotation.
- All costs associated with the criminal record check or other screening procedures are the responsibility of the student.

Respirator Mask Fit Testing

Some SPE sites require students to be fit tested for N95 respirator masks prior to the start of their SPE. Costs associated with the fit testing are the responsibility of the student.

Student Registration with the Provincial Regulatory Authority / Liability Insurance

- All students must register as a "Pharmacy Student" with the Newfoundland and Labrador Pharmacy Board by September 30th of each academic year. See <http://www.nlpb.ca/media/Interpretation-Guide-Registration-as-a-Pharmacy-Student-Dec2014.pdf> .
- All applicants for registration as a pharmacy student **must provide certification that they have obtained professional liability insurance coverage** in accordance with NLPB *Professional Liability Insurance Requirements for Registration*. [http://www.nlpb.ca/media/Interpretation Guide-Liability Insurance-Nov2015.pdf](http://www.nlpb.ca/media/Interpretation%20Guide-Liability%20Insurance-Nov2015.pdf)

- **Students completing SPEs in other provinces must contact the appropriate provincial pharmacy society/board and follow registration procedures for students in that province BEFORE starting their rotations.**
 - Student application forms and information on registration can be found on the NAPRA website at www.napra.ca or obtained from the provincial regulatory authority.
- **Failure to register with the appropriate regulatory authority may result in the student being disciplined by the provincial regulatory authority and/or being required to repeat the practice experience.**

III. Roles and Responsibilities of the Preceptor

The preceptor accepts responsibility for the **education and supervision** of the student during the period of the practice experience.

The preceptor:

- reviews the SPE Manual, learning objectives, activities and assignments, together with the assessment and evaluation forms.
- provides an orientation to the practice experience site.
- discusses expectations for the rotation with the student (e.g., specific tasks, conduct, scheduling).
- supports the student in achieving the goals and objectives of the practice experience program by **planning activities** and ensuring the student is given the opportunity, under the **preceptor's supervision**, to **actively participate** in the practice of pharmacy and contribute meaningfully to patient care at a level appropriate to their education and experience.
- is open to questions from the student.
- serves as a role model and mentor by exhibiting high standards of ethical and professional practice.
- monitors student progress and provides regular and constructive feedback to the student. This may include keeping notes (with specific examples) on the student's performance.
- evaluates student performance using tools provided by School and determines whether the student has met the stated learning objectives.
- communicates concerns about student performance to the SPE Coordinator as soon as possible to allow for assistance and support to be provided.

IV. Responsibilities of the Student

The student, not the preceptor, is responsible for his/her own learning. Preceptors volunteer their time to teach students. Their primary obligation is to their patients, colleagues and employer. Students must respect this.

Students are expected to:

- review SPE Manual, learning objectives, activities and assignments, together with the assessment and evaluation forms, prior to the SPE.
- discuss learning goals with the preceptor.
- exhibit initiative and a self-directed approach to learning (i.e. seek and become involved in learning opportunities as they arise and within the guidelines set by the preceptor).
- maintain open communication with the preceptor.

- ask for help when needed.
- show respect and be courteous toward all pharmacy staff, patients and their families, and other health professionals.
- clearly identify themselves as pharmacy students (not pharmacists). Accept only appropriate roles. Professional decisions or judgments must not be made by the student without the approval or consent of a pharmacist.
- prepare adequately and be punctual for all scheduled activities.
- seek regular feedback. Accept and act upon constructive criticism.
- perform self-assessment regularly, especially prior to mid-point and final evaluations; recognize when additional learning is required and take action to achieve it.
- adhere to university, School of Pharmacy, and site policies and guidelines.
- comply with the ethical, legal and regulatory requirements of practice.
- demonstrate flexibility and appreciate that sites and rotations will differ in activities, expectations, and workload.

Students may be removed from the practice site because of unsatisfactory performance, unprofessional conduct, violation of school or site policies or conduct which poses a risk to patients. Preceptors are asked to report any such occurrences to the SPE Coordinator.

V. Addressing Student/ Preceptor Concerns during the Rotation

Conflicts may result from differences in expectations and can often be resolved positively through early intervention. Students and preceptors are encouraged to discuss conflicts that may arise during the practice experience with each other directly at the time of the concern.

Students and preceptors may also choose to inform the SPE Coordinator or request guidance or support in any troublesome situation, regardless of the severity. However, **serious or unresolved difficulties or problems concerning student performance necessitate the notification and involvement of the SPE Coordinator!**

The following tips are provided which may be useful in handling a troublesome situation:

- Address the issue promptly; do not wait too long, hoping that the problem will disappear.
- Listen carefully and thoughtfully to the other person.
- Be as clear and specific as possible when identifying a problem and remember to focus on the situation, not the person.
 - If the preceptor has a specific issue with a student, an attempt should be made to discuss this with the student as part of the regular feedback process.
 - Discussion may include restating the rotation goals or professional expectations, outlining steps to help the student overcome the problem and explaining to the student how they will be evaluated to assess improvement.

Generally, concerns should be shared amongst only the individuals involved (\pm the SPE Coordinator), not publicized to other students, other pharmacy staff, etc.

VI. *Workers' Compensation Coverage for Students*

In accordance with the Workplace Health, Safety and Compensation Act, Section 42 (Work Training Programs) and Regulation 16 (Educational Institutions), a Memorial University Pharmacy student participating in the SPE Program who is **not compensated** by the employer is considered to be a worker employed by the Province. Such a worker is **eligible** to receive Workers' Compensation benefits if a work-related injury occurs during the course of the training period.

VII. *SPE Credit towards Licensing Requirements*

Time served by students in SPEs is recognized by the Newfoundland & Labrador Pharmacy Board as contributing towards licensing requirements upon graduation. As students complete SPEs, the School of Pharmacy notifies NLPB of the number of weeks completed. Successful completion of all four SPEs will result in students receiving credit for 24 weeks of practice experience.

The Newfoundland & Labrador Pharmacy Board requires a total of 44 weeks pharmacy practice experience in order to be eligible, upon graduation, to be licensed as a pharmacist in NL.

The 20 weeks of pharmacy practice experience required by NLPB beyond the 24 weeks SPE required by the School is divided into:

- 12 weeks of **Supervised Studentship** served during the summers after the 1st, 2nd or 3rd year of the pharmacy program, which may be served in continuous blocks of no less than 4 weeks and no more than 8 weeks.
- 8 weeks supervised **Final Internship** served after successful completion of the B.Sc. Pharm. degree requirements.

For further information, refer to “Practical Training Requirements for Registration as a Pharmacist”, NLPB.

<http://www.nlpb.ca/media/Interpretation-Guide-Practical-Training-Pharmacist-Canadian-BSC-June2018.pdf>

Questions may be addressed to Ms. Margot Priddle, Registrar at mpriddle@nlpb.ca; or Aileen O’Keefe, Registration and Licensing Administrator at aokeefe@nlpb.ca, NLPB. Telephone: 753-5877.

Students considering becoming licensed in a province other than NL are advised to contact the licensing authority in that province for information about requirements for practice experience with respect to licensing.

VIII. *Inquiries and Special Requests*

- General inquiries and requests for assistance regarding the School of Pharmacy SPE Program should be directed to the Program Coordinator, Ms. Wanda Spurrell. (Contact information on the front cover.)
- Students requesting interpretation or variance from these regulations must do so **in writing** to the Program Coordinator. Individual requests are generally referred to the Joint Committee on Structured Practice Experience for consideration.

Appendix A

Preceptor Criteria

Pharmacists wishing to serve as preceptors must normally meet the following criteria:

- be currently licensed to practise pharmacy and be in good standing with the provincial regulatory body with no restrictions on their practice.
- have been actively practising pharmacy for a minimum of **12 months**.
- have a minimum of **three months “on site” experience**, to provide adequate familiarity with systems and patients.
- have completed one of the following free online **courses** or other acceptable preceptor education program:
 - *Dalhousie University Preceptor eLearning Course* (accredited for 5 CEUs)
<http://preceptor.healthprofessions.dal.ca/>
 - University of British Columbia's Practice Educator Development Models
<https://courses.cpe.ubc.ca/browse/ubcv/pharmaceutical-sciences-cpe/oeo-practice-educator-resource-centre/courses/oeo-003>
- be willing to **accept responsibility for providing learning opportunities and supervising** the student during the SPE period, normally through being directly involved with the student for at least **half** of the student's time at the practice site.
- be willing to assess student performance by providing **feedback** on a regular basis and completing required **evaluation** forms.
- must not be immediately related to the student (i.e. connected by blood relationship, marriage, conjugal relationship or adoption).
- must not have a relationship with the student that could preclude the preceptor giving an honest and unbiased assessment of the student's performance or that could be perceived as a conflict of interest (e.g., have a business, financial or contractual relationship with the student; or have an otherwise close relationship with the student).

Practice Site Criteria

The practice site should:

- display high standards of pharmacy practice and meet all legal and professional standards.
- support experiential learning by allowing the preceptor and student sufficient opportunity to interact in a teacher-student role.
- provide an environment that allows the student access to work space and required reference materials.
- ensure all pharmacists at the site are in good standing with the provincial regulatory body with no restrictions on their practice.
- where applicable, have been licensed and in operation for at least 6 months; and provide adequate opportunities for the student to complete the required learning activities and interact with patients.