



AMERICAN ASSOCIATION  
OF COLLEGES OF PHARMACY

## Academic-Practice Partnership Initiative (APPI) Preceptor-Specific Criteria of Excellence

This instrument is being used to evaluate preceptor level of excellence in the education of PharmD students. To complete the survey, circle the number that best corresponds with the level of agreement you have with preceptor-specific criteria listed below. Please respond to all items as thoughtfully and honestly as possible. A composite score for each item will be determined from combined responses. All data remain confidential and will be reported only in aggregate.

1=strongly disagree; 2=disagree; 3=neutral; 4=agree; 5=strongly agree;  
N/A=insufficient information to evaluate

**(Self) As a practitioner/preceptor... I**  
**(Peers or Students) The preceptor ...**

	Disagree			Agree			
1. Possess(es) Leadership/Management skills by...							
a. Demonstrating effective managerial and leadership relationships with pharmacist colleagues and staff	1	2	3	4	5	N/A	
b. Demonstrating aspects of humility related to his/her (my) own limitations	1	2	3	4	5	N/A	
c. Monitoring quality of professional practice and teaching activities	1	2	3	4	5	N/A	
d. Demonstrating nondiscriminatory behavior and practice	1	2	3	4	5	N/A	
e. Being active in professional organizations (e.g., ACA , ACCP, APhA, AMCP, ASCP, ASHP, NCPA etc.)	1	2	3	4	5	N/A	
2. Embody (ies) my (his/her) practice philosophy by...							
a. Demonstrating personal motivation and by inspiring pharmacists to develop pharmaceutical care practice	1	2	3	4	5	N/A	
b. Having a mission or vision statement of pharmacy	1	2	3	4	5	N/A	
c. Patterning my (his/her) practice after standard guidelines N/A or other model practices			1	2	3	4	5
d. Insisting that ownership or administration supports pharmaceutical care services	1	2	3	4	5	N/A	

	Disagree					Agree
3. A role model practitioner in...						
a. Providing patient-centered pharmaceutical care	1	2	3	4	5	N/A
b. Ethical decision making	1	2	3	4	5	N/A
c. Patient care problem solving	1	2	3	4	5	N/A
d. Providing medication, diseases and health education to patients	1	2	3	4	5	N/A
e. Professional patient care behavior	1	2	3	4	5	N/A
4. An effective, organized, and enthusiastic teacher by...						
a. Teaching by example	1	2	3	4	5	N/A
b. Demonstrating patient assessment skills	1	2	3	4	5	N/A
c. Demonstrating and discussing his/her(my) own clinical reasoning process	1	2	3	4	5	N/A
d. Demonstrating ethical behavior and high personal character	1	2	3	4	5	N/A
e. Having a strong command of drug therapy knowledge	1	2	3	4	5	N/A
f. Demonstrating a caring attitude towards students and patients	1	2	3	4	5	N/A
g. Teaching patient-provider communication skills including empathic listening skills	1	2	3	4	5	N/A
5. Encourage (s) self directed learning of the student with constructive feedback by...						
a. Identifying and responding to each student's specific learning needs	1	2	3	4	5	N/A
b. Challenging the learning process of each student pharmacist	1	2	3	4	5	N/A
c. Coaching student pharmacist behavior through effective, constructive and timely feedback	1	2	3	4	5	N/A
d. Making student pharmacist teaching an important focus of the practice site	1	2	3	4	5	N/A
e. Treating students as colleagues-in-training	1	2	3	4	5	N/A
6. Has well developed interpersonal/communication skills	1	2	3	4	5	N/A
7. Any other thoughts or specific examples you would like to share:						

<b>Part III. Preceptor-Specific Criteria</b>	<i>This section allows you to provide specific situations and examples that illuminate how the preceptor meets these criteria.</i>
<b>1. Possesses leadership/management skills</b>	
a. Demonstrates effective managerial and leadership relationships with colleagues	
b. Demonstrates humility related to own limitations	
c. Monitors quality of professional practice and teaching activities	
d. Demonstrates non-discriminatory behavior	
e. Active in professional organizations: How?	ACA ACCP AMCP APhA ASCP ASHP NCPA State Association:
<b>2. Embodies practice philosophy</b>	
a. Motivates and inspires pharmacists to develop pharmaceutical care services	
b. Has a mission or vision for pharmacy	
c. Practice patterned after standard guidelines or model practices	
d. Insists that ownership or administration supports pharmaceutical care services	
<b>3. Role model practitioner</b>	
a. Provides patient-centered pharmaceutical care	
b. Ethical decision making	
c. Patient care problem solving	
d. Provides education to patients	
e. Professional patient care behavior	
<b>4. Effective, organized, enthusiastic teacher</b>	
a. Teaches by example	
b. Demonstrates patient assessment skills	
c. Discusses own clinical reasoning process	
d. High ethical and personal	

character	
e. Strong drug therapy knowledge	
f. Caring attitude towards students and patients	
g. Teaches communication skills	
<b>4. Encourages self-directed learning with constructive feedback</b>	
a. Responds to students' specific learning needs	
b. Challenges the learning process	
c. Coaches student pharmacist behavior	
d. Makes student teaching an important focus of practice	
e. Treats students as colleagues in training	
<b>6. Has well developed inter-personal communication skills</b>	
<b>7. Any other thoughts or specific examples you would like to share</b>	