

- 4.3.b.5 maintenance of continuity of practice during the time of residents' learning experiences; and,

Guidance

Preceptors maintain continuity of practice while residents are in their learning experiences. A learning experience may use one or more preceptors.

How it will be surveyed

Discussion and review of residents' evaluations of preceptors and learning experiences.

4.3.b.6 ongoing professionalism, including a personal commitment to advancing the profession.

Guidance:

4.3.b.6 is a critical factor (see Glossary for definition of "critical factor")

Ongoing professionalism is demonstrated by completing at least 3 activities in the last 5 years.

Examples:

- Serving as a reviewer (e.g., contributed papers, grants, or manuscripts; reviewing/submitted comments on draft standards/guidelines for professional organizations)
- Presentation/poster/publication in professional forums
- Poster/presentation/project co-author for pharmacy students or residents at a professional meeting (local, state, or national)
- Active service, beyond membership, in professional organizations at the local, state, and/or national level (e.g., leadership role, committee membership, volunteer work)
- Active community service related to professional practice (e.g., Free Clinic, medical mission trips)
- Evaluator at regional residency conferences or other professional meetings
- Routine in-service presentations to pharmacy staff and other health care professionals
- Primary preceptor for pharmacy students
- Pharmacy technician educator
- Completion of a Teaching and Learning Program⁶
- Providing preceptor development topics at the site
- Professional consultation to other health care facilities or professional organizations (e.g., invited thought leader for an outside organization, mock, or practitioner surveyor)
- Contributing to health and wellness in the community and/or organization through active participation in health fairs, public events, employee wellness promotion/disease prevention activities, consumer education classes, etc.
- Publication of original research or review articles in peer-reviewed journals or chapters in textbooks
- Publication or presentation of case reports or clinical/scientific findings at local, regional, or national professional/scientific meetings or conferences
- Teaching of pharmacy students or other health care professionals (e.g., classroom, laboratory, inservice)
- Active involvement on committees within enterprise (e.g., work impacts more than one site across a health system)

How it will be surveyed

Review of Academic and Professional Record form or PharmAcademic® review.

⁶ Wright EA, Brown B, Gettig J, et al. Teaching and learning curriculum programs: Recommendations for postgraduate pharmacy experiences in education. Am J Health-Syst Pharm. 2014; 71:1292-302.

