

Preceptor Promotion Application

To apply for promotion, all materials including this application should be submitted electronically by September 1 of each year to experiential@stlcop.edu. Candidates are notified by April 1. Advanced appointments commence at the start of the next experiential academic year (beginning in May).

BACKGROUND & CRITERIA FOR PROMOTION

St. Louis College of Pharmacy (STLCOP) recognizes that preceptors devote a great proportion of time to the inseparable activities of teaching and service and, therefore, play a significant role in pharmacy education. Initially, all preceptors are appointed as an “Adjunct Experiential Instructor” academic rank. To provide avenues for rewards and recognition, preceptors may apply for promotion to a higher academic rank.

Individuals who precept a minimum of two (2) students per year are eligible for promotion after three (3) years at the current academic rank. Preceptors who have hosted non-STLCOP student pharmacists are eligible for promotion after two (2) years of precepting STLCOP students but will be required to provide evidence of criteria for all three (3) years of precepting.

Preceptors are formally evaluated on the following four domains (see evaluation rubric below):

1. Teaching
2. Practice (Standards and/or Innovation)
3. Contributions (Scholarship and/or Service)
4. Professional Attributes

The advanced academic ranks include:

1. Adjunct Experiential Assistant Professor
2. Adjunct Experiential Associate Professor
3. Adjunct Experiential Professor

MATERIALS TO SUPPORT PROMOTION APPLICATION

Preceptors seeking promotion to the next highest academic rank should submit this application including the self-assessment of performance on the grid, as well as the following:

1. Letter of Intent
2. CV or Resume
3. Two letters of recommendation. One letter must be from a supervisor or peer and the second letter may be from a former student. Letters can be sent directly to experiential@stlcop.edu.

To apply for promotion, submit this application and additional materials by September 1 to experiential@stlcop.edu.

PRECEPTOR INFORMATION

Pharmacist First Name: _____ Last: _____

Preferred phone: _____ Work Other Primary E-mail address: _____

Site Name: _____

Seeking promotion to:

- Adjunct Experiential Assistant Professor
- Adjunct Experiential Associate Professor
- Adjunct Experiential Professor

Preceptor for STLCOP since what year? _____

List other colleges/schools of pharmacy that you are a preceptor for:

- _____ since year _____
- _____ since year _____
- _____ since year _____
- _____ since year _____

How many STLCOP students will you host this current academic year? _____

of students from other schools? _____

How many STLCOP students did you host the last academic year? _____

of students from other schools? _____

How many STLCOP students did you host the year before that? _____

of students from other schools? _____

A Letter of Recommendation is being provided by to experiential@stlcop.edu by the following people:

- _____
- _____

Please review your rotation description and information on PILS. If it is not up-to-date, please email changes to experiential@stlcop.edu prior to submitting this application.

PRECEPTOR PROMOTION GRID

In order to be promoted to the next academic appointment, candidates must meet each bulleted criteria for the academic rank in all four domains within that appointment. Each appointment level assumes the mastery of all prior levels. In the table below, please self-assess which area you fall into by checking the appropriate box under each of the four domains, then provide a short justification using examples from Appendix 1.

1. Teaching		
Choose one:		
<input type="checkbox"/> Adjunct Experiential Assistant Professor	<input type="checkbox"/> Adjunct Experiential Associate Professor	<input type="checkbox"/> Adjunct Experiential Professor
<ul style="list-style-type: none"> • Has a record of yearly preceptor development programming completed since previous appointment • Creates an organized learning experience that reflects the abilities and goals of the student • Routinely improves teaching & learning experience • Provides timely and consistent feedback that is positive and constructive • Is knowledgeable of and occasionally utilizes the four preceptor roles • Offers to host students 	<ul style="list-style-type: none"> • Has a record of yearly preceptor development programming completed since previous appointment • Creates an organized learning experience that reflects the abilities and goals of the student • Meaningfully improves teaching & learning experience • Provides timely, specific, and consistent feedback that is of high quality • Regularly utilizes the four preceptor roles • Offers to host students for 50% of available modules 	<ul style="list-style-type: none"> • Has a record of yearly preceptor development programming completed since previous appointment and provides mentorship to others on preceptor development • Creates an organized learning experience that reflects the abilities and goals of the student • Efficiently improves teaching & learning experience • Provides timely, specific and consistent feedback that is exceptional, incorporating student's self-assessments • Masterfully applies and differentiates between the four preceptor roles • Offers to host students for 50% of available modules
Brief justification for self-assessment:		
•		

2. Practice		
Choose one:		
<input type="checkbox"/> Adjunct Experiential Assistant Professor	<input type="checkbox"/> Adjunct Experiential Associate Professor	<input type="checkbox"/> Adjunct Experiential Professor
<ul style="list-style-type: none"> • Integrates students into the practice and provides adequate opportunities that will meet the stated rotation outcomes • Contributes to elevating practice demonstrated by involvement in two (2) activities at the site • Recognized within company/institution for significant contributions in practice setting 	<ul style="list-style-type: none"> • Integrates students into the practice and provides robust opportunities that will meet the stated rotation outcomes • Contributes to elevating practice demonstrated by involvement in three (3) activities at the site • Recognized within local/region/state for excellence in practice setting 	<ul style="list-style-type: none"> • Integrates students into the practice and provides robust opportunities that exceed the stated rotation outcomes • Contributes to elevating practice demonstrated by involvement in three (3) activities at the site • Recognized within region/state or nationally for excellence in practice setting
Brief justification for self-assessment:		
•		

3. Contributions		
Choose one:		
<input type="checkbox"/> Adjunct Experiential Assistant Professor	<input type="checkbox"/> Adjunct Experiential Associate Professor	<input type="checkbox"/> Adjunct Experiential Professor
<ul style="list-style-type: none"> • Actively participates in scholarship or service activities 	<ul style="list-style-type: none"> • Actively participates in scholarship or service activities • Recognized within local/region/state for scholarship or service 	<ul style="list-style-type: none"> • Demonstrated evidence of scholarship • Actively participates in service activities • Recognized within region/state or nationally for scholarship or service
Brief justification for self-assessment:		
•		

4. Professional Attributes

Choose one:

<input type="checkbox"/> Adjunct Experiential Assistant Professor	<input type="checkbox"/> Adjunct Experiential Associate Professor	<input type="checkbox"/> Adjunct Experiential Professor
Interacts positively with others; usually meets deadlines and follows through on commitments; is an effective role model; professional demeanor (integrity, humility, altruism, responsibility, and moral courage) is acceptable	A valued preceptor who is sought out and respected by others on professional matters; is an excellent role model; professional demeanor (integrity, humility, altruism, responsibility, and moral courage) is of good quality	A true asset to STLCOP; open-minded; educationally well-rounded and honest; possesses a broad view of the profession; highly respected by others; is an excellent role model; professional demeanor (integrity, humility, altruism, responsibility, and moral courage) is outstanding
Brief justification for self-assessment:		
<ul style="list-style-type: none"> • 		

Appendix 1: Examples of Performance Indicators

Examples of indicators for promotion are given below. This is not an exhaustive list and activities in other areas than those listed may also be considered. A candidate does not have to perform all activities listed below to be successfully promoted within the various tracks. Candidates should highlight their contributions in supporting documentation that is provided with this application.

1. Teaching

- Command of material and effectiveness of teaching shown by peer evaluations
- Command of material and effectiveness of teaching shown by student evaluations
- Development of courses, curriculum and instructional methods for rotation (to include, but not limited to syllabi, innovative non-traditional instructional methodologies, other computer based instructional programs, technology, and other media)
- Honors or special awards for teaching accomplishments
- Documentation of provided special teaching activities
- Appointment to state, regional, or national bodies concerned with teaching such as accreditation site visit teams
- Effective mentoring of students in pursuing their goals
- Presentations at state, regional, national or international meeting related to teaching
- Documentation of didactic teaching/assessment experiences upon request such as lectures, labs, facilitation, independent study, and case discussion
- Feedback provided to students

2. Practice (Standards and/or Innovation)

- Activities
 - Development or application of innovative pharmacy care programs and activities (e.g. patient safety or continuous quality improvement initiatives)
 - Adoption by other institutions of clinical programs developed/maintained
 - Documentation of consultation in the candidate's field
 - Development /modification of patient care protocols utilized by health care organizations
 - Participation in committees (e.g. Pharmacy & Therapeutics, Quality Assurance, etc.)
 - Drug monographs prepared for Pharmacy and Therapeutics Committee consideration
 - Grants/contracts received to provide services to the health care organizations
 - Presentations at state, regional, national or international meeting related to practice innovations
 - Documentation of contribution to the mission/goals of the practice setting
 - Documentation of patient care activities and outcomes
- Recognition
 - Letters from peers, patients, physicians, nurses, health care organizations supervisors/administrator, etc., evaluating the quality of direct patient care activities provided by the candidate
 - Evaluation and recognition (honors and awards) of practice proficiency by state, national or international professional organizations
 - Practice awards, certificates, or other added qualifications such as board certification

3. Contributions (Scholarship and/or Service)

- Scholarship
 - Participation in research. May include consultation on protocol development, patient recruitment, and conduction of trial, data collection, data analysis, manuscript preparation, and preparation for submission to professional meeting.
 - Invited lectures/presentations
 - Presentation of research, patient care services, or continuing education programs
 - Published research in peer reviewed journals
 - Published textbooks, book chapters, position papers, case reports, letter to the editor, review articles, book reviews, practice guidelines, policy statements, or other invited articles in peer reviewed journals

- Professional newsletters- editor; contributor
- Receipt of grants to support research efforts
- Service
 - Participation in local, state, regional, national and international professional organizations (e.g. elected officials, committee membership, etc.)
 - Participation in community organizations or media as a pharmacy representative
 - Reviewer or editor for professional journals; reviewer of abstracts or posters for professional meeting; reviewer of research proposals for funding
 - Participation in healthcare related community service
 - Participation in service to STLCOP (e.g. Preceptor Advisory Council, student organization advising, student progression interviews, assessment of student learners)
 - Description of effective mentoring of junior practitioners
- Recognition
 - Honors and awards for research or service efforts
 - Letters from peers, or supervisors/administrators, evaluating the quality of service initiatives
 - Invited lectures/presentations

4. Professional Attributes

- Has a positive attitude and is enthusiastic
- Relates to student as an individual
- Encourages discussion
- Is accessible
- Is organized
- Spends time with students
- Is supportive and respectful of colleagues, students, and patients
- Describes expectations clearly
- Reflects on own experiences or feedback from students, STLCOP, and others; incorporating into future teaching
- Completes all required evaluations. The preceptor evaluates the student prior to the end of the rotation and discusses with the student
- Demonstrates flexibility in problem-solving
- Manages conflicts with patients, peers, students, and others effectively and efficiently