Question 1: Getting to know you
*Please answer by holding up the lettered cards.

- Do you currently serve as preceptor for PharmD student rotations?

- Please answer by holding up the lettered cards.
  - A = No. I do not precept.
  - B = Yes. I precept IPPE students.
  - C = Yes. I precept APPE students.
  - D = Yes. I precept both IPPE & APPE students.

Reminder: IPPEs take place in P1 & P2 years. APPEs take place in the final year (post didactics).

What is my role?

- Educational Programming & Training
  - Student orientation
  - Preceptor support
  - Site development

- Administration
  - Report intern hours upon graduation
  - Review assessments at mid-point and final
  - Handle disciplinary and academic issues while on rotations

- Development & Continuous Quality Improvement
  - Ensure adequate number of sites and variety of experiences
  - Site visits
  - Assessments
  - Preceptor trainings

- Legal
  - Intern licenses
  - Affiliation agreements
  - Site special requirements
  - Background checks

*Plus teaching, service, and scholarship/research of course!
Today’s Objectives

1. How will recent changes in the curriculum affect me as a preceptor?
2. What makes a productive and challenging experience for the student?
3. What tools are available to the preceptor to help develop effective goals and objectives?
4. How can I teach effective problem solving skills to a student?
5. How can I stay ‘up to date’ as a preceptor?
6. How can I give effective feedback to a student?

PharmD Curriculum Basics

- Accreditation
  - University
    - Programmatic goals
  - Pharmacy-specific
    - The Accreditation Council on Pharmacy Education (ACPE) Standards 2016
    - Center for the Advancement of Pharmacy Education (CAPE) Outcomes 2013

ACPE Standards for Experiential Education

12.1: Professional Competencies & Outcome Expectations
13: Curricular Core: Knowledge, Skills, Attitudes, and Values
14: Curricular Core: Pharmacy Practice Experiences
- Must include patient interaction
- Variety of settings/diversity of populations
- Involve collaboration with other healthcare professionals
- Under the supervision of pharmacist preceptors
15: Assessment and Evaluation of Student Learning and Curricular Effectiveness
23: Professional Behavior and Harmonious Relationships
28: Practice Facilities

Impetus of changes

- The reports of the Institute of Medicine (www.iom.edu) noting needed changes in our healthcare system to improve medication safety and patient outcomes, including the five competencies that all healthcare professionals should attain during their education:
  1. Provide patient-centered care
  2. Work in interprofessional teams
  3. Employ evidence-based practice
  4. Apply quality improvement
  5. Utilize informatics

Law/ Provider Status

- Expansion of the scope of pharmacy practice in state laws and regulations to include collaborative practice with prescribers.

CAPE Educational Outcomes 2013

<table>
<thead>
<tr>
<th>Domain</th>
<th>1 - Foundational Knowledge</th>
<th>2 - Essentials for Practice and Care</th>
<th>3 - Approach to Practice and Care</th>
<th>4 - Personal and Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Learner</td>
<td>Patient-centered care (Caregiver)</td>
<td>Medication use systems management (Manager)</td>
<td>Population-based care (Provider)</td>
<td>Self-awareness</td>
</tr>
<tr>
<td>2.1 Learner</td>
<td>Health and wellness (Promoter)</td>
<td>3.1 Problem Solving</td>
<td>3.2 Educator</td>
<td>Leadership</td>
</tr>
<tr>
<td>2.2 Learner</td>
<td>4.1 Self-awareness</td>
<td>3.3 Patient Advocacy</td>
<td>3.4 Interprofessional collaboration</td>
<td>4.2 Leadership</td>
</tr>
<tr>
<td>2.3 Learner</td>
<td>3.5 Cultural sensitivity</td>
<td>3.6 Communication</td>
<td>4.3 Innovation and Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>2.4 Learner</td>
<td></td>
<td></td>
<td>4.4 Professionalism</td>
<td></td>
</tr>
</tbody>
</table>

9/25/15
Focus of ACPE Standards 2016

1) the development of students’ professional knowledge, skills, abilities, behaviors, and attitudes, including scientific foundation, knowledge application, and practice competencies,
2) the manner in which programs must assess students’ acquisition of knowledge,
3) the mastery of skills and achievement of competencies, and
4) the importance of both curricular and co-curricular experiences in advancing the professional development of students.

Experiential Education

Experiential Education Specifics

- Introductory Pharmacy Practice Experiences (IPPEs)
  - Community
  - Institutional
- Advanced Pharmacy Practice Experiences (APPEs) → 40 hrs/week x 6 weeks/each = 240 hours/block
  - Adult Acute Care
  - Ambulatory Care
  - Advanced Community
  - Institutional
  - Selective/Electives

“How will recent changes in the curriculum affect preceptors?”

- Emphasis on direct patient care
- Increase in cognitive services offered
- Interprofessional education
- Multiple domains of learning
- Assessment

Question 2

“Please answer by holding up the lettered cards.

1. Which of the following impact changes to the Pharm.D. curriculum?
   a. ACPE
   b. CAPE
   c. Practice
   d. All of the above

“What makes a productive and challenging experience for the student?”
The purpose of Pharm.D. education is to prepare students for **entry-level practice**. Rotations provide opportunity to **learn from experts in a wide variety of areas**. COMPETENCE, CONFIDENCE, Advanced-Level PRACTICE

**How you can prepare**
- Know the manual policies and procedures
- Clarify expectations
- Manage your time wisely
- Make the most of every day, every patient encounter, every new med, disease state and networking opportunity
- Communicate!

**Suggestions for Every Rotation**
- Develop written and oral communication skills
- Relationship rapport
- Give and get feedback
- Complete mid-point and final-evaluations
- Help students reflect and develop a plan
- Ask for help
- Provide electronic as well as face-to-face comments
- Allow the student opportunities to PRACTICE, PRACTICE, and PRACTICE new skills

**Question 3**
*Please answer by holding up the lettered cards.*
- **A** = Have them check outdates.
- **B** = Have them take out the trash.
- **C** = Have them help identify areas where they can learn while bringing benefit to your team and patients.
- **D** = I have no idea.

**Program Manuals**
- Policies
- Responsibilities
- Learning Outcomes
- Assessment Methods and Forms
Assignment & project ideas

Day 1 rotation template

Preceptor Development

Example topics for discussion

People
Question 4
*Please answer by holding up the lettered cards.

› Tools that I can use to help me as a preceptor include ______.
  - A = Continuing education programs online and in-person.
  - B = The experiential coordinators.
  - C = The experiential manuals.
  - D = All of the above.

“How can I teach effective problem solving skills to a student?”

› Opportunity
› Practice
› Communication
› Safety

Preceptor Responsibilities

Problem Solving Loop

Define the Problem

Develop a Plan

Improve

Implement the Plan

Evaluate

Question 5
*Please answer by holding up the lettered cards.

› The best way for a student to learn to problem solve is ______.
  - A = Memorize drug information
  - B = Practice applying didactic learning with real world experiential opportunities.
  - C = Pass all PharmD coursework
  - D = Review common disease states

Question 6
*Please answer by holding up the lettered cards.

› Indicate your agreement with the following statement:
  “I need help staying ‘up-to-date’ as a preceptor.”
  - A = Strongly agree
  - B = Agree
  - C = Disagree
  - D = Strongly disagree.
“How can I stay "up to date" as a preceptor?”

- Attend CEs
  - In person at the university
  - Therapeutics
  - Preceptor Development focused
  - Pharmacists/Preceptors Letter
  - Monthly emails and webinars

Communicate

- with your Experiential Team
  - Phone
  - Email
  - Site visits
- Read the manuals, emails, and other materials from the university

Participate

- As a member of an Advisory Board
- In trainings with your staff
- Model life-long learning
- Request site visits for help
- Use your students as a resource

Question 7

- Please answer by holding up the lettered cards.
- Indicate your agreement with the following statement:
  - “As a preceptor, I give effective feedback to my students.”
  - A = Strongly agree
  - B = Agree
  - C = Disagree
  - D = Strongly disagree.

The importance of feedback

- Increases awareness
- Allows opportunity for change
- Improve quality of behavior
- Maintain relationships
- Clarify expectations
- Motivate performance
- Encourage growth
- Gives direction moving forward, specifies actions necessary to achieve outcomes

“How can I give effective feedback to a student?”

- Method
  - Formally
  - Informally
- Frequency
  - Daily
  - Weekly
  - Mid-point
  - Final
- Delivery
  - Oral
  - Written

“Without feedback, mistakes go uncorrected, good performance is not reinforced, and clinical competence is achieved empirically, if at all.”
The Feedback Sandwich

- Compliment
- Ask
- Tell
- Ask

No surprises!

- Descriptive
- Sensitive
- Specific
- Directed
- Timely
- Selective

References

- CAPE Educational Outcomes
- ACPE Draft Standards 2016
- ASHP Preceptor Toolkit
  - http://www.ashp.org/menu/MemberCenter/SectionsForums/ASHPREACADEMY/ASHPPreceptorsToolkit.aspx
- Pharmacists’ Letter Preceptors Letter
- The Effective Preceptor
  - http://www.occom.ohiou.edu/fd/monographs/effective.htm
- ACCP White Paper on Quality Experiential Education

Time for Q & A

Thank you for your attention and participation!

If you are interested in becoming a preceptor or have more questions about this content, feel free to email me at ejohanson@roseman.edu.