

Providing a Positive Learning Experience when Precepting Student Pharmacists

AJ Greco, PharmD

What is a Preceptor?

A teacher, instructor, and coach who moves students from:



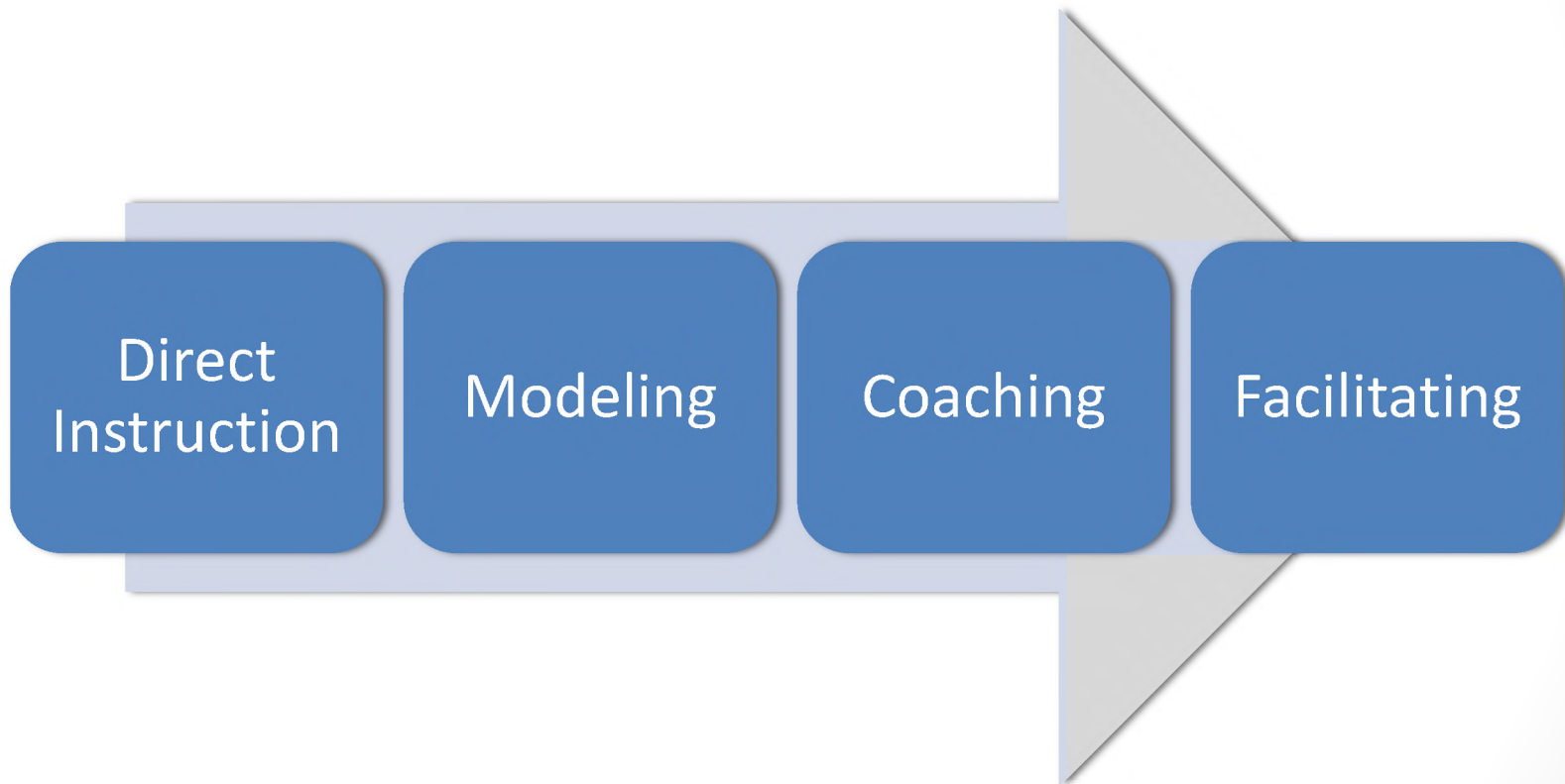
Preceptor “Hats”

“Hat”	Responsibility
Teacher	Teach students how to apply their knowledge in clinical and real-world settings
Instructor	Design activities to allow students to integrate their knowledge in a real-world patient care environment
Coach	Nurture student pharmacists’ professional growth by challenging and encouraging them

Why Become a Preceptor?

- To positively influence future pharmacists
- To broaden your impact on patients
- To give back to the profession

4 Preceptor Roles



Starring Roles: The four preceptor roles and when to use them.
American Society of Health-System Pharmacists.

http://www.ashpmedia.org/softchalk/softchalk_preceptorroles/softchalk4preceptorroles_print.html. Accessed October 25, 2016.

Direct Instruction

This preceptor role is typically appropriate for the beginning of the rotation

- Teaching of foundational content
- Orienting a student to the process at hand
- Filling in any necessary knowledge gaps before skills can be applied

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Direct Instruction - *Scenario*

Creating a medication action plan for a patient with diabetes

- The student pharmacist first needs to understand the following:
 - Information about diabetes
 - Potential treatment options for diabetes
 - The latest research for diabetes

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Modeling

This is appropriate after the student understands/demonstrates the appropriate amount of background information

- The preceptor demonstrates a task while “narrating” their actions out loud
- This allows the student to witness the problem-solving process

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Modeling - *Scenario*

Creating a medication action plan for a patient with diabetes

- The student will observe the preceptor developing the medication action plan while:
 - The preceptor “thinks out loud” and states their thought process
 - The student will prepare to emulate the plan

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Coaching

Appropriate when the student has observed modeling of the process

- The student is to perform a task, while being shadowed by the preceptor
- Preceptor provides ongoing feedback during this process
- Allows student to fine-tune their skills and gain independence

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Coaching - *Scenario*

Creating a medication action plan for a patient with diabetes

- The preceptor oversees the student as they develop the medication action plan
- The student “thinks out loud”
- The preceptor provides feedback during this process

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Facilitation

This role typically occurs towards the end of the rotation

- Allowing the student to perform more independently
- It is important that the preceptor remain readily available

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Facilitation - *Scenario*

Creating a medication action plan for a patient with diabetes

- The student is now able to complete the medication action plan on their own, but still under direct supervision of a pharmacist

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Student Learners

Introductory Pharmacy Practice Experiential (IPPE)

- Develop baseline competencies in the practice setting
- Typically less work experience
- May require more supervision/assistance

Advanced Pharmacy Practice Experiential (APPE)

- Preparation for entry-level practice
- Didactic curriculum completed
- Typically previous rotation and some work experience

Student Perceptions of Preceptor Excellence

- **Major factors and characteristics:**
 - Interest in teaching
 - Relate to the student as an individual
 - Encourage discussion
 - Accessible
 - Provide feedback
 - Serve as a practice role-model
 - Organized

Preceptor Qualities that Foster Learning

1. Be a Role Model
2. Perform a Pre-rotation Assessment
3. Provide Structure
4. Give Meaningful Work
5. Share Your knowledge and Expertise

Preceptor Qualities that Foster Learning

6. Be a Coach
7. Give Context to Future Practice
8. Provide Feedback
9. Spend Time with Your Students
10. Communicate

Teaching Techniques

- **Direct Instruction** – *Fundamental Content*
 - Assigned Readings
 - Lectures
 - Topic Discussions
 - Case-based Teaching

Teaching Techniques

- **Modeling** - *Problem Solving Process*
 - Actual patient encounter
 - Preceptor “Thinking Out Loud”
 - “Priming” before an encounter
 - Execute the behavior being modeled
 - Discussion on what was accomplished

Teaching Techniques

- **Coaching** – *Preceptor Observation*
 - Actual patient encounter
 - Student “Thinking Out Loud”
 - “Priming” before an encounter
 - Asking structured questions
 - Providing feedback

Teaching Techniques

- **Facilitation - *Guidance***
 - Allow students to work more independently
 - Remain available to de-brief
 - Teach students to evaluate their own work
 - Teach students how to facilitate their own learning

The One-Minute Preceptor

1. Get a Commitment
2. Probe for Supporting Evidence
3. Teach General Roles
4. Reinforce What was Done Right
5. Correct Errors

The One-Minute Preceptor

1. Get a Commitment

- What do you think is going on with this patient?
- What investigations do you feel are indicated?
- What do you think needs to be accomplished on this visit?

2. Probe for Supporting Evidence

- What are the major findings that lead to your conclusion?
- What else did you consider?
- What made you choose that particular treatment

The One-Minute Preceptor

3. Teach General Rules

- Keep it brief and focused on identified issues

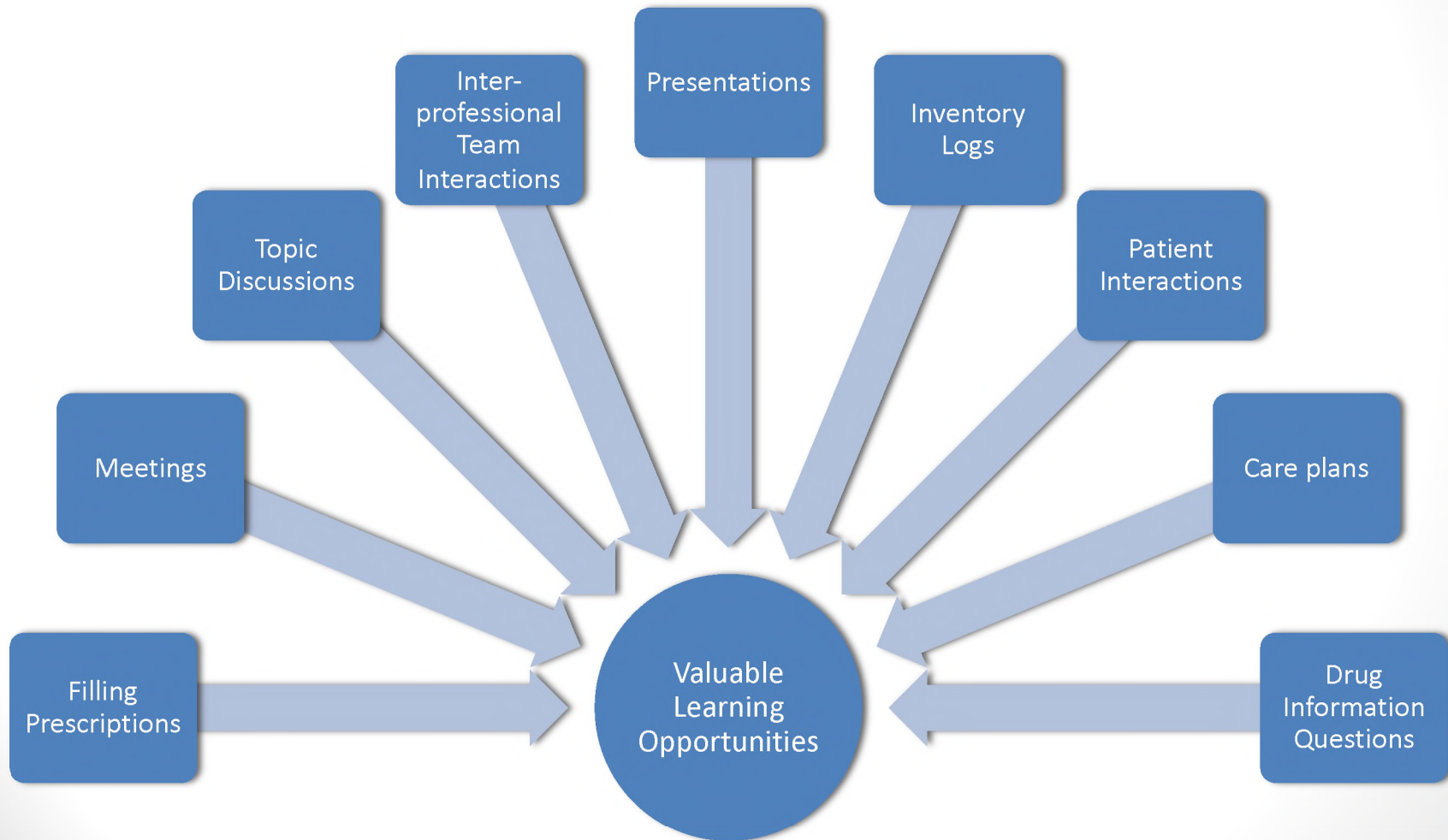
4. Reinforce What Was Right

- Explain what they did right and the effect that it had

5. Correct Mistakes

- Explain what they did right
- Explain what they did not do right
- Explain how to improve for the next time

Learning Opportunities

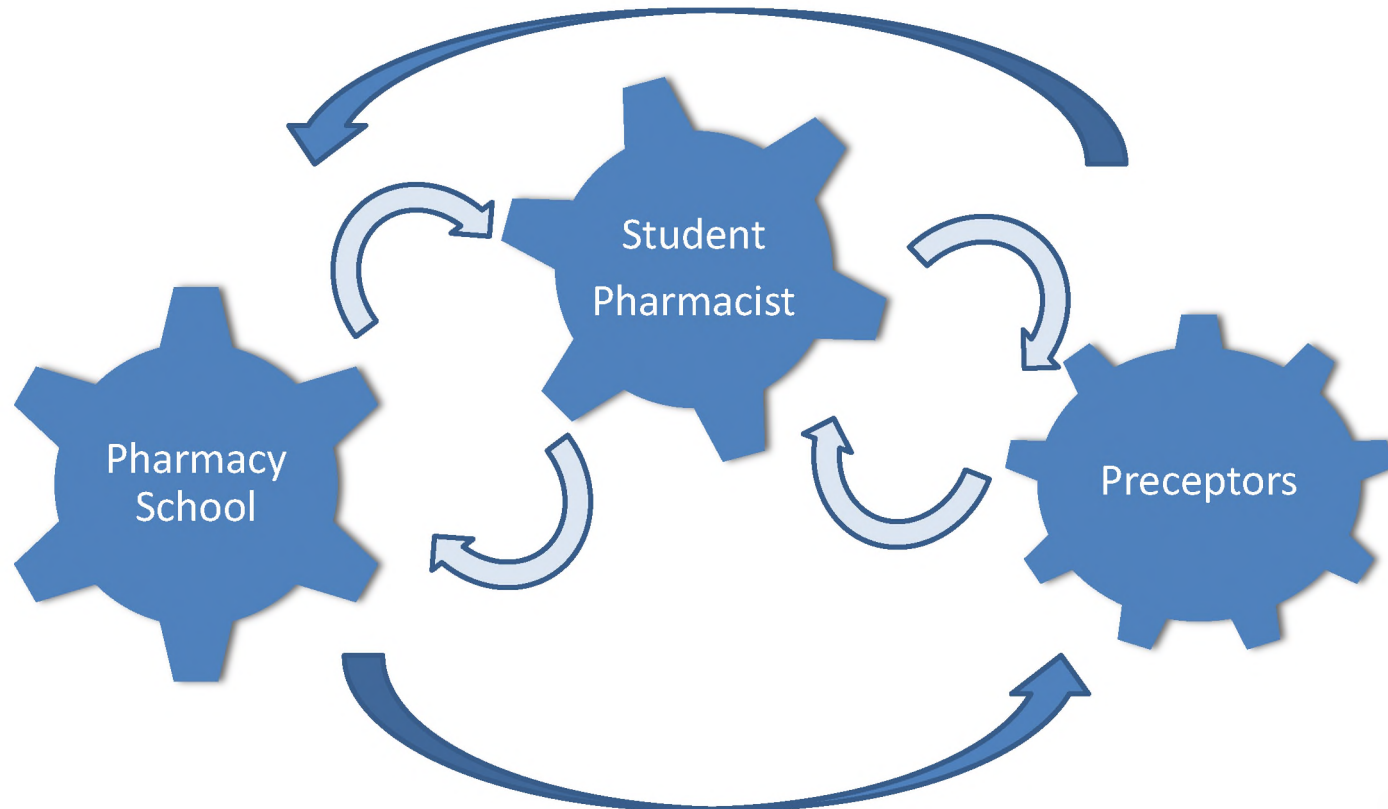


Identifying Learning Opportunities

The Process of Identifying Opportunities for Learning:

1. Brainstorm activities ahead of time
2. Review academic assignments/requirements
3. Create a list of potential functions of the student at your site
4. Collaborate with your team to identify who will be involved
5. Exchange feedback with the student to allow for improvements throughout the rotation

Communication is Key

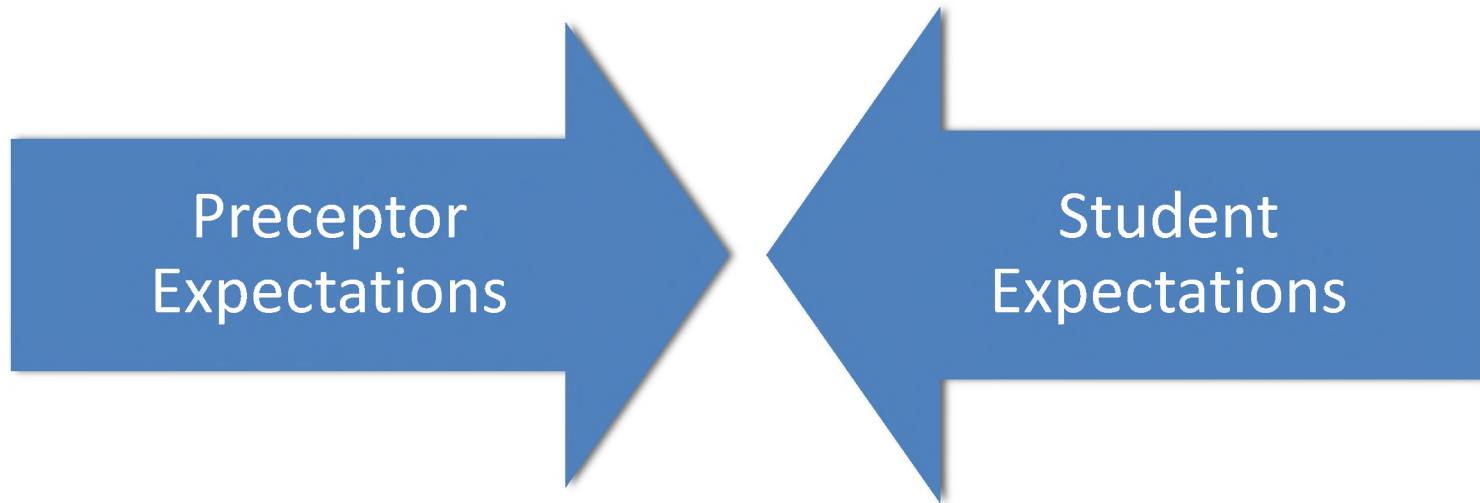


Doty R. Getting Started as a Pharmacy Preceptor. Washington, D.C. American Pharmacists Association; 2011.

Calendar

- This is the turn-by-turn directions to provide structure
- Start with a blank calendar and fill-in events that will occur throughout the rotation
- The following questions should be considered:
 - What is going to happen daily?
 - What is going to happen weekly?
 - What is going to happen occasionally?
 - What deadlines need to be noted?

Discussing Expectations



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Determining Student Interests

- Ask the student pharmacist to list the following:
 - Strengths
 - Weaknesses
 - Experiences
 - Interests
- Be sure to weigh student input carefully but do not alter the heart of the rotation experience

Motivating Student Pharmacists

Intrinsic Motivation	Extrinsic Motivation
Desire to do well	Grades
Desire to help patients	Future monetary goals
An interest in the area of practice	Approval from others

Feedback

- Information about how successfully something has been or is being done
- Considered important for performance improvement
- Fundamental aspect of teaching and learning in any environment

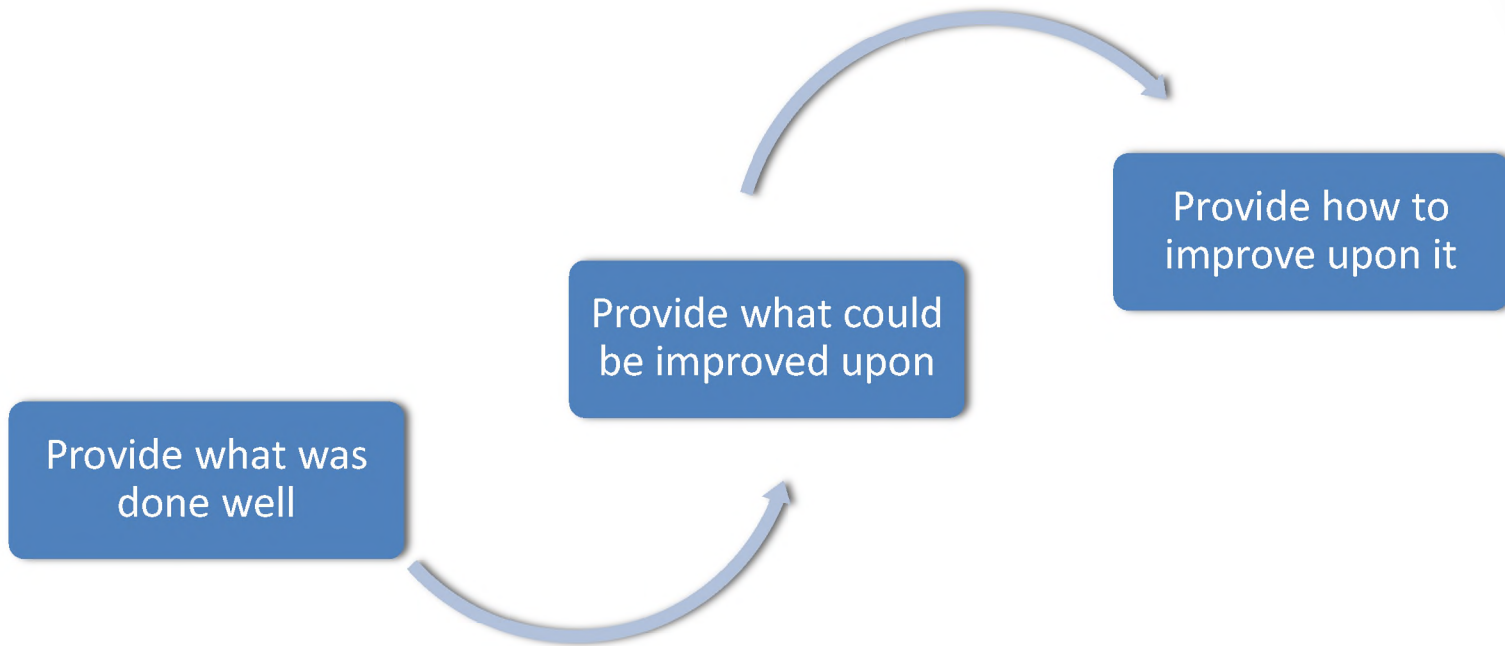
Feedback vs. Evaluation

	Feedback	Evaluation
Basis	Observation (assessment)	Observation (assessment)
Content	Objective	Objective
Timing	Immediate, timely	Scheduled
Setting	Informal	Formal
Scope	Specific actions	Overall performance
Purpose	Improvement	Grading & Future Improvement

Feedback Essentials

- **Points to follow:**
 - Be regular in providing feedback
 - Provide timely feedback
 - Be comfortable with the evaluation system in place
 - Be consistent in the way you evaluate
 - Be diligent in your documentation

Constructive Feedback



GRADE Strategy

Get Ready

Review Expectations with Student

Assess

Discuss Assessment at Midpoint

End With a Grade

Langlois JP and Thach S. Evaluation Using the GRADE Strategy.
Fam Med. 2001;33(3):158-60.

Get Ready

- Create learning objectives
- Consider unique opportunities and challenges of your practice site
- Identify expectations of the student pharmacist

Langlois JP and Thach S. Evaluation Using the GRADE Strategy. Fam Med. 2001;33(3):158-60.

Review Expectations

- Meet early in the learning experience
- Determine student pharmacist's knowledge and skill level
- Review program goals, your goals, and learner's goals
- Describe the evaluation process

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Assess

- Schedule sufficient time
- Complete evaluation in advance
- Support your evaluation with examples
- Highlight items that can be worked on in the future

Discuss Assessment at Midpoint

- Formal meeting
- Student pharmacist and preceptor fill out form in advance
- Compare evaluations together
- Discuss differences and whether expectations are being met
- Plan for the rest of the rotation

End With a Grade

- Schedule sufficient time
- Complete evaluation in advance
- Support your evaluation with examples
- Highlight items that can be worked on in the future
- Provide Summative Grade

Feedback Examples

- **Effective:**

- “The student pharmacist effectively explained the ASCVD 10-year risk score to the patient, and explained the benefits and risk of implementing statin therapy. Please remember to cite the 2013 ACC/AHA guidelines when documenting the recommendation.”

- **Ineffective:**

- “The student pharmacist fulfilled the duty of recommending the initiation of statin therapy to the patient, good job.”

Feedback to the Preceptor

- **Four Primary Sources of Information:**
 - Direct student feedback
 - Formal student evaluations
 - Feedback from the school of pharmacy
 - Peer review

Factors Influencing Learning Environment

- Preceptors
- Student pharmacists
- Patient care opportunities
- Physical layout/space

Summary

- The four preceptor roles are essential when educating a student pharmacist
- Student pharmacists value preceptors that serve as practice role models and show an interest in teaching
- Identifying appropriate learning objectives and activities help create a positive learning environment
- It is important to deliver feedback that is consistent and constructive to promote growth of the student pharmacist

References

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