Disclosure and Conflict of Interest

- Jennifer Rosselli declares no conflicts of interest, real or apparent, and no financial interests in any company, product, or service mentioned in this program, including grants, employment, gifts, stock holdings and honoraria.

- Caleb Witt declares no conflicts of interest, real or apparent, and no financial interests in any company, product, or service mentioned in this program, including grants, employment, gifts, stock holdings and honoraria.

Pharmacist Objectives

At the conclusion of this program, the pharmacist will be able to:
1. Identify necessary components to structure a student-centered experiential rotation.
2. Recognize approaches to integrating the learner into pharmacy workflow.
3. Develop learning activities that are mutually beneficial for the student and the community preceptor/experiential site.
4. Describe methods of providing constructive summative and formative assessment.
Why You Should be a [Great] Community Pharmacy Preceptor

- Elevate patient care: every patient deserves to live a healthy and active life
- Pay it forward: get students excited about community pharmacy, elevate the profession
- Balance work load of your pharmacy team
- Stay current: “while we teach, we learn”
- Access to professional resources
- Expand your network / job prospects / future resources

Developing Learning-Activities

Integrating Learners into Workflow

- Assign computer training to give student overview of your software
- Give a tour and explain the workflow process
- Introduce learners to everyone
- Match student with an employee to serve as a mentor / trainer
- Provide adequate equipment, resources, and physical space to allow the student to be successful
- Explain students’ role in the workflow process

Designing Mutually Beneficial Assignments

- Find projects / tasks that you are already doing and assign to student
- Explain why the projects / tasks are important and how they benefit the patient or pharmacy
- Start with easy win assignments to allow student to gain confidence
- Find repeat tasks students can complete on a daily basis
Designing Mutually Beneficial Assignments, cont’d

- Match the project / task with student’s skill level
- Find assignments that don’t always require your attention
- Design additional projects / tasks that will increase the care for your patients

Potential Activities

- Improve medication utilization
  - Call patients that are new to therapy
  - Call patients that are late to filling Rx
- Call provider offices on prescriber errors
- Manage prior authorizations
- Set up and perform medication therapy management services
- Provide immunizations
- Patient counseling
- Take new prescriptions over the phone/voicemail
- Participate in community activities
- Provide a summary about a new medication
- Design, re-design, or implement expanded clinical services

What Works for You?

Identify mutually beneficial activities or projects that students can be assigned to at your pharmacy.
- What has worked for you or a colleague in the past
- Ideas for the future

Walking the Balance Beam
How Do You Stay on the Balance Beam?

Reflect on how you can balance your professional duties with teaching students.
- What is working for you?
- What do you need to work on?

Balancing Professional Duties with Experiential Teaching

- Have your staff work as a team to grow and develop the student
- Prepare your staff for having a learner present
- Assign different training to different employees
- Assign the lowest level employee capable of teaching a certain skill / task to train
- Intentionally schedule time for precepting activities (before, during, and after the rotation)
- Intentionally schedule downtime for student to complete assignments / projects

Preparation

What Makes a Good Preceptor?

- A professional role model
- Show interest in teaching and in the student
- Make students a priority
- Accommodating
- Actively engage students
- Provide meaningful feedback and evaluation
- Treat students with trust and respect
- Open to questions
- Demonstrate enthusiasm
- Delegate patient care responsibilities
Review Resources from Partnering School

- Obtain and review documents the school uses for the type of rotation you are precepting
  - Experiential education policies
  - Pharm.D. curriculum
  - General syllabus
  - Suggested activities
  - Assignment rubrics
  - Mid-point and final assessment documents

Develop Expectations

- Develop your own “mini-syllabus” with site-specific information as the focus
  - Rotation description
  - Describe potential activities and projects
  - Professional conduct
  - Dress code
  - Supplies needed
  - How situations will be handled (i.e. absences, late or missed assignments, plagiarism)
- Consider developing a learning contract
- Provide a rotation calendar or schedule

Needs and Learning Assessment

- Consider student learning styles
- Methods of teaching
- Identify what is needed for the learner to achieve desired knowledge and skills
- Determine how and when will you give feedback

Types of Learners

Visual
Auditory
Read & Write
Kinesthetic

http://vark-learn.com/introduction-to-vark/the-vark-modalities/
Strategies for Being an Effective Clinical Teacher

Communicate Expectations
- Schedule an introductory meeting with students (ideally on day 1)
  - Describe rotation / practice site
  - Review rotation calendar or schedule
  - Discuss assignments and/or projects
  - Describe performance expectations
  - Learn about the student
    - Education history
    - Past pharmacy experiences (work and experiential education)
    - Professional interests and goals

Engage Students in Learning
- Active learning
- Critical thinking
- Promote life-long learning (i.e. continuing professional development)
- Facilitate personal growth
- Motivate

Goal Setting
- Have student set personal goals
  - Encourage use of SMART method to develop goals
  - Review goals with student (ideally before week 2) and modify as necessary
  - Revisit goals periodically during rotation to discuss progress toward achievement

SMART = specific, measurable, achievable, realistic, time-sensitive

http://www.umassd.edu/fycm/goalsetting/resources/smartgoals/
Teaching Clinical Problem Solving

- Four preceptor roles
  - Instructing
  - Modeling
  - Coaching
  - Facilitating

Strategies for Clinical Teaching

One Minute Precepting
- Question or scenario (ex. What would you do for the patient if I weren’t here?)
- Probe for supporting evidence
- Teach general rules
- Reinforce positive behaviors
- Correct mistakes

SNAPPS
- Summarize relevant history and physical findings
- Narrow the possible interventions
- Analyze the narrowed down interventions
- Probe the preceptor
- Plan patient management
- Select a case-related learning issue

Aunt Minnie model
- Briefly present chief complaint and assessment
- Preceptor evaluates patient independently while the learner writes assessment and plan
- Discuss the case again and finalize patient care plan

- Direct instruction
- Assigned readings
- Case-based teaching
- Traditional case presentation
- Think aloud model
- Questioning

Delivering Meaningful Feedback

- Provide frequent constructive feedback
- Identify days / times for informal and formal assessments
- Incorporate student self-assessment / reflections frequently
- Provide a balance of positive observations and recommendations for improvement
- Develop a plan for improvement
- Solicit feedback from students about how you or the site can help achieve their goals

Evaluating Student Performance

Formative Assessment (Assessment for Learning)
- Questioning
- Preceptor / staff feedback
- Peer assessment
- Self-assessment
- Reflective writing
- SMART goal setting
- Pre-test
- Rough drafts
- Mid-module evaluation

Summative Assessment (Assessment of Learning)
- Portfolios
- Drug information responses
- Presentations
- Handouts
- Post-test
- Final evaluation
When the Grass isn’t Always Green

What difficult experiences with students have you had?

Identify difficult student situations you have encountered or have heard about.

• How did you or the preceptor handle the situation?
• How would you handle the situation if it happens again?

Handling Difficult Situations

• Difficult students
• Difficult problems
• Recognize troubled students
• Consider what are reasonable accommodations
• Don’t hesitate to ask for help
  – Experiential education office
  – Student affairs office
  – Disability support services
  – Counseling services
• Document

Resources for Preceptors

<table>
<thead>
<tr>
<th>Program / Resource</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASHP Preceptor Skills Resource Center</td>
<td><a href="https://www.ashp.org/Pharmacy-Practice/Resource-Centers/Preceptor-Skills">https://www.ashp.org/Pharmacy-Practice/Resource-Centers/Preceptor-Skills</a></td>
</tr>
<tr>
<td>Collaborative Education Institute (CEI)</td>
<td><a href="http://www.gotocei.org/Preceptor">http://www.gotocei.org/Preceptor</a></td>
</tr>
<tr>
<td>APhA Advanced Preceptor Training</td>
<td><a href="http://www.pharmacist.com/apha-advanced-preceptor-training">http://www.pharmacist.com/apha-advanced-preceptor-training</a></td>
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<tr>
<td>APhA / NACDS Community Pharmacist Preceptor Education Program</td>
<td><a href="http://pharmacy.ucmri.edu/preceptors/CommunityPharmacist.pdf">http://pharmacy.ucmri.edu/preceptors/CommunityPharmacist.pdf</a></td>
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</tbody>
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ASHP = American Society of Health-System Pharmacists, ACCP = American College of Clinical Pharmacy, APhA = American Pharmacists Association, NACDS = National Association of Chain Drug Stores
Post Test: Question #1
Which of the following strategies will help integrate learners into the pharmacy workflow?
- Involve other staff members in training
- Provide resources for student to use
- Have student complete computer training
- Provide meaningful tasks that make an impact
- All of the above

Post Test: Question #2
Which of the following is a meaningful learning activity for an advanced pharmacy practice student?
- Fill prescriptions
- Put away the pharmacy order
- Clean shelves
- Research and present information about a new medication

Post Test: Question #3
Which of the following do students value as part of an excellent rotation experience? Select all that apply
- Preceptor holds a board certification
- Preceptor displays enthusiasm for patient care
- Students are given a rotation calendar or schedule
- Students are given patient care responsibilities

Post Test: Question #4
Which of the following is a type of summative assessment?
- Final evaluation at the end of the rotation
- Feedback on a case presentation rough draft
- SMART goal development
- Reflective writing
Take Home Points

Take Aways

• Supply the “why”
  – Explain the purpose of each task you have assigned the student and the impact it will have

• Precepting takes a village
  – Integrating the student into your practice environment requires a team effort from the entire staff

• You can’t have just have one [teaching strategy]
  – A variety of teaching strategies must be employed to achieve experiential learning outcomes

• The final grade should not surprise the student
  – Provide frequent feedback and discuss performance

Resources & References


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