

MSHP MASSACHUSETTS SOCIETY OF HEALTH-CARE PHARMACEUTISTS

## MSHP Annual Meeting 2016

### Rising to the Challenge: Developing and Maintaining Qualified Preceptors

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## The Opener

You've just remembered that you have a pharmacy resident starting on rotation with you in a week. Which best describes your attitude?

- A weary; How will I find time to teach?
- B excited; I know how to extend my practice via a resident's or student's involvement
- C excited but anxious; I am SO new at this
- D complacent; time again to take out my bag of tricks



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## Who Are We?

Which of the following best describes YOU?

- A a budding preceptor (current resident or recent graduate)
- B an experienced pharmacist considering taking the plunge into teaching
- C an experienced pharmacist and preceptor who enjoys precepting and is making it work
- D a seasoned pharmacist and preceptor who needs a booster dose on precepting



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## Objectives

**Goal:** Awareness is a major component in successful teaching

- Summarize the ACPE/ASHP Accreditation Standards for preceptors
- Evaluate current staff's qualifications for preceptorship
- Devise strategies to engage front line staff as residency preceptors and preceptors-in-training
- Develop programs to ensure continued success/resources

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## Strategies for Effective Teaching: Step 1 The Expectations

- What are the expectations or qualifications of a qualified preceptor?
- How do institutions ensure that preceptors are qualified?

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## Selection of Preceptors

- Does everyone with an advanced practice automatically become a preceptor?
- Is precepting a part of each pharmacist's performance appraisal?

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## Selection of Preceptors

- Programs must have criteria as to who can be a preceptor and a written process for preceptor selection and development

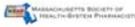


## Preceptor eligibility

Pharmacist preceptors must be licensed pharmacists who:

- Have completed an ASHP-accredited PGY1 residency followed by a minimum of one year of pharmacy practice experience or
- Have completed an ASHP-accredited PGY1 residency followed by an ASHP-accredited PGY2 residency and a minimum of six months of pharmacy practice experience or
- Without completion of an ASHP-accredited residency, have three or more years of pharmacy practice experience

\*Critical factor



## Preceptor qualifications

- Demonstrate the ability to precept residents' learning experiences by use of clinical teaching roles (i.e., instructing, modeling, coaching, facilitating)
- Ability to assess residents' performance
- Recognition in the area of pharmacy practice for which they serve as preceptors
- An established, active practice in the area for which they serve as preceptor
- Maintenance of continuity of practice during the time of residents' learning experiences
- Ongoing professionalism, including a personal commitment to advancing the profession



## Preceptor-In-Training

Pharmacists new to residency training who do not meet the requirements to become a preceptor must:

- Be assigned an advisor or coach who is a qualified preceptor
- Have a documented preceptor development plan to meet the qualifications for becoming a residency preceptor within two years.



## Getting back to you...

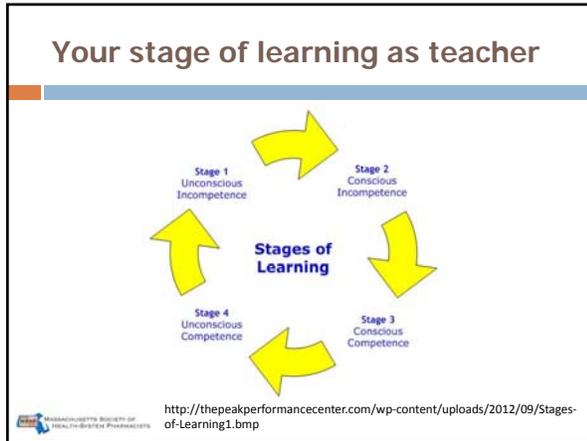
- What is your biggest challenge with meeting these requirements?
- Most surveys say that these are the challenges:
  - ▣ 1) not enough time to do it right
  - ▣ 2) no formal education in education to do it right
  - ▣ 3) not enough interest in teaching versus practice
  - ▣ 4) other (what do they say?)



## Strategies for Effective Teaching: Step 2 Self-Awareness

- "The curious paradox is that when I accept myself just as I am, then I can change."  
— [Carl R. Rogers](#)
- "Your visions will become clear only when you can look into your own heart. Who looks outside, dreams; who looks inside, awakes."  
— [C.G. Jung](#)





### Perform a Personal Inventory

14 statement inventory

Statement	Agree	Disagree
My motivation to teach is primarily to 'pay it forward'.		
I teach because my job description requires me to do so.		
I am typically excited by the prospect of precepting a student.		
I struggle with identifying what I have to teach someone, particularly pharmacy students.		
I consider myself as a teacher.		
I see myself as a pharmacist but not as a teacher.		
I am consistently motivated to teach.		
I often feel ill-prepared to teach.		

- ### Effective Strategies
- 1) Recognize what you need to work on (attitude, inability to take risks, stale approach)
  - 2) Learn about your learners
  - 3) Recognize and OWN your strengths (instructor, model, coach, facilitator)
  - 4) Know your practice (What do you need to do every day to meet your job description?)

### How do I better learn about my learners?

**Common scenario:** I usually spend time with the new students on day 1 to review the expectations, provide a tour and get them oriented. As of day 2, they go on rounds and are expected to perform key functions such as medication reconciliation. I find that I have to spend SO much time re-teaching core skills. How do I better design the orientation activities to better learn about these learners?

### Identifying my role as teacher

**Common scenario:** I struggle with teaching. I do not enjoy lecturing and I don't feel that I am good at it. How do I teach if I am not comfortable in the role of lecturer or instructor?

### Expanding my practice

**Common scenario:** I'm told that students should expand 'our reach' to patients and I am familiar with the term, 'pharmacist extender'. I can't seem to make this happen. How do I involve students as pharmacist extenders?

## Budding Preceptor

- Step 1: Believe that you have something to offer new students
- Step 2: Realize that you don't become an experienced teacher overnight
- Step 3: Know your limitations and OWN your strengths
- Step 4: Have a teaching mentor(s)
- Step 5: READ
- Step 6: Take risks
- Step 7: Reflect; become a reflective teacher and practitioner

## Seasoned practitioner; New teacher

- Step 1: Teach from what you know
- Step 2: Don't equate teaching with the conventional role of lecturer/instructor
- Step 3: Model what you do to develop practitioners
- Step 4: Share your thoughts OUT LOUD; Tell students what you focus on and why, and what you don't focus on and why
- Step 5: Teach by asking questions
- Step 6: Recognize that practice requires practice
- Step 7: Reflect; become a reflective teacher and practitioner

## Seasoned teacher who needs a booster dose

- Step 1: Self-awareness: Recognize that you need a booster dose
- Step 2: Re-examine your practice: What do you need to accomplish by the end of the day? How could a student assume responsibility for some of this?
- Step 3: Re-examine your teaching strategies
- Step 4: Buddy system – find a teaching buddy
- Step 5: Look for loading doses: local and regional programs
- Step 6: READ
- Step 7: Reflect; become a reflective teacher and practitioner

## Key Takeaways

- Key Takeaway #1
  - To be an effective teacher, you need to have awareness of the expectations and self-awareness.
- Key Takeaway #2
  - A clearly defined plan for selecting preceptors is needed
- Key Takeaway #3
  - Self-reflection is a necessary step for teacher/preceptors at all levels