Tips for successfully orchestrating your clinical and teaching responsibilities: Precepting our future generation of pharmacists

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Objectives

- Discuss challenges to balancing the demands of precepting with routine professional responsibilities.
- Identify strategies that can be utilized to integrate your student into your daily practice to reduce precepting burden and enhance teaching effectiveness.
- Describe one precepting technique that you can implement into your practice to efficiently assess student knowledge, critical thinking, or professional skills.
Preceptor Play List

play Preceptor challenges
play Selecting meaningful experiences for your students
play Strategies for precepting efficiently
play Plan for multiple learners
Polling Question

What is your biggest challenge in balancing your clinical and teaching responsibilities?

A. Time management
B. Location/logistics
C. Support from colleagues and administration
D. Inadequate preceptor training
E. Other: Explain
National Survey of Volunteer Pharmacy Preceptors - 2008

Survey for pharmacy preceptors regarding experiential education

- 1,163 preceptors responded
- Nearly all preceptors felt that the more time they spent with students, the higher quality the experience

- 20% (~233) felt they did not have enough time to provide a quality experience

Preceptor Challenges

Dramatic rise in number of US based colleges and schools of pharmacy

- 2000: 80
- July, 2018: 142

Dramatic rise in number of pharmacy graduates

- 2000: 7,260 pharmacy degrees conferred
- 2017: 14,502 pharmacy degrees conferred

TJUH Study - 2015

• 22 TJUH preceptors surveyed
• To all pharmacist who had served as IPPE preceptors between the fall of 2010 and February of 2015
• 64% response rate
• 77% (10 of 13) indicated that they enjoy precepting
• 38% (5 of 13) expressed concern about ability to incorporate precepting into daily responsibilities

Lack of adequate time to devote to students

Further Exploration

Focus Group convened in Fall 2015 for preceptors who had completed the survey and remained employed at TJUH along with preceptors who were new to the IPPE

- Share results and gain additional insight through personal interaction

Preceptors expressed sincere interest in collective student feedback

## Student Agreement with Survey Statements About Preceptors (n=68)

<table>
<thead>
<tr>
<th>Statement</th>
<th>No. (%) Students Who Agreed or Strongly Agreed With Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>My preceptor provided me with a thorough orientation to the site.</td>
<td>65 (96)</td>
</tr>
<tr>
<td>My preceptor was well prepared for each meeting/session.</td>
<td>66 (97)</td>
</tr>
<tr>
<td>My preceptor encouraged my participation in the experience.</td>
<td>67 (99)</td>
</tr>
<tr>
<td>My preceptor encouraged me to seek help when necessary.</td>
<td>65 (96)</td>
</tr>
<tr>
<td>My preceptor was available to answer my questions.</td>
<td>66 (97)</td>
</tr>
<tr>
<td>My preceptor provided timely, relevant, and understandable feedback.</td>
<td>65 (96)</td>
</tr>
<tr>
<td>My preceptor valued and respected me as a learner.</td>
<td>66 (97)</td>
</tr>
<tr>
<td>My preceptor consistently exemplified the characteristics of professionalism.</td>
<td>67 (99)</td>
</tr>
</tbody>
</table>

Anagnostis E, Joseph A. *Am J Health-Syst Pharm.* August 2016; 73 (15) 1126-27
“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

~Dr. Maya Angelou
Selecting Meaningful Experiences

Integrate your students into meaningful parts of your daily practice
Concept Overview

Adapted from: Doty, Randell. Getting Started as a Pharmacy Preceptor. APhA. 2011
Preceptor goal

• To provide an adequate learning experience that causes minor disruptions to operational procedures and patient needs/expectations

Review your own calendar

• Committee meetings, P&T meetings, manager meetings, teaching opportunities, flu clinics, etc
• What will give your student a holistic exposure to your day-to-day or to a pharmacist working at your organization?

Preparing and Planning

- List out your daily activities
  - What components can your student own?

- Ask where your students are in the curriculum (IPPEs)

- Identify co-preceptors
Time Efficient Precepting Strategies
SCOs: Structured Clinical Observations

- Useful for maximizing time with students AND having students contribute to workload
- Focused observation that evaluates a specific patient-centered skill
  - Student greeting and introduction
  - Assessing chief complaint and HPI +/- physical exam components
  - Medication use history
  - Social and family history
  - Patient education and counseling

One Minute Preceptor Model

- Get commitment
  - What do you think?
- Probe for supporting evidence
  - Why do you think that? What led you to that conclusion?
- Reinforce what went well
  - Specifically you did___ well and that is important because____
- Correct mistakes
  - I disagree with_____ or You forgot to factor in_____ patient characteristics in your assessment
- Brief general instruction (teach one general rule)
  - The key thing I want you to remember is...
- Expanded tool: plan for future
  - What are you going to do differently when you see a patient like this next time? What did you learn from this?
SCOOP: Student’s Clinical Observation of Preceptors

- Intentional role-modeling
- Positive role models are a key method for learning
- Be selective in the experience students observe

What are the attributes, as identified by students, of effective role model?

- Clinical competence
- Teaching skills
- Personal qualities

Other Teaching Techniques

Give students time limits

• “You have five minutes to summarize pertinent patient information and three minutes to tell me your Assessment and Plan”

Plan out discussion time

• “Keep a record of your questions that come up through the day and we will review when we take our 20 minute break at X time”
• Daily/weekly debrief sessions, put them in your calendar
• Have student look-up their own clinical questions, preceptor to fill in holes only

Students need to know what to expect!

Does anyone have any additional tips or examples of how you’ve integrated your student into your practice?

Other Teaching Techniques

Think Aloud Method

• Student to provide rationale and thought process to support conclusion

Self-directed learning

• Assign literature/readings to reach a clinical topic or role
  • Example: Informal topic discussions
• Coaching
  • Provide student with verbal coaching cues only
  • Immediate feedback

Remember to set time limits!

Sources:
Plan for Multiple Learners
Polling Question

How many students do you precept at one time?
A. One
B. Two
C. Three
D. More than three
Polling Question

What is the level of your learners? Select all that apply.
A. IPPEs
B. APPEs
C. Residents
Setting The Bar

ACPE Standards for preceptors

Standard 20 - Preceptors:

• “Student-to-preceptor ratio – Student to precepting pharmacist ratios allow for the individualized mentoring and targeted professional development of learners”.

• In most situations, student:preceptor ratios for IPPE and APPE do not exceed 3:1 and 2:1, respectively.

Layered Learning Model

Primary Preceptor

Resident Preceptor

Student Learner

## Layered Learning Model

### Primary Preceptor

- Oversee all patient care and education activities
- Define expectations for all learners
- Orient residents and students to LLPM, practice site, and staff
- Review resident and student syllabus
- Outline learner responsibilities
- Evaluate resident for both clinical and teaching activities
- Assist resident in providing student feedback

Layered Learning Model

Resident Learner

- Plan learning experiences with primary preceptor prior to the student’s first day
- Assist in preparation of student calendar and rotation activities
- Orient student to practice site and establish goals
- Integrate student into patient care activities
- Supervise student during patient care activities
- Ensure student has necessary resources to perform required activities
- Provide regular feedback to students
- Lead topic discussions and other educational activities
- Perform final evaluation

Layered Learning Model

<table>
<thead>
<tr>
<th>Student Learner</th>
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<tbody>
<tr>
<td>• Reports to resident preceptor</td>
</tr>
<tr>
<td>• Participates in patient care and rotation activities</td>
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<tr>
<td>• Provides ongoing feedback to resident</td>
</tr>
<tr>
<td>• Similar strategies can be utilized in pairing APPE and IPPE students</td>
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</tbody>
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Polling Question

What teaching strategies have you used in your practice?

A. Student’s Clinical Observation of Preceptors
B. Structured Clinical Observations
C. One Minute Preceptor
D. Think Aloud
E. Layered learning
F. Other: Explain

What has worked well? What have you learned?
What will you implement?
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References


