

Preceptors' Workshop 2010

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Learning Objectives

1. To describe common barriers to student learning.
2. To identify the root cause of the barriers to student learning.
3. To develop strategies to prevent and resolve barriers to student learning.



Session Overview

- Review and discussion of actual cases
- Lessons Learned
- Resources for Preceptors

Case 1

- 4th year student
- Within 1st week, preceptors noticed that student was lacking basic pharmacy knowledge
- Over the next two weeks, preceptors assigned extra reading assignments on key pharmacy topics and held extra one-on-one discussion sessions to assess student's knowledge base
- At the midpoint evaluation, the student was still lacking basic pharmacy knowledge required for an APPE rotation

Case 1

- What should the preceptors do at this point?
- What could the preceptors have done differently?
- What could the College have done differently?

Case 2

- 4th yr student
- Always saying she's "done" and "bored"
- Does minimum to get by
- Plays solitaire on the computer
- Preceptor assigned extra projects throughout rotation
- Student would finish projects and still complain that she was "done" and "bored"

Case 2

- What should the preceptor do at this point?
- What could the preceptors have done differently?
- What could the College have done differently?

Case 3

- 4th year student on rotation near the end of the academic year
- Started out w/small things (missed deadlines, came in late, etc)
- Preceptors did not address these issues at midpoint evaluation
- Issues kept building until they exploded during last week
- Preceptors told student what he needed to do to finish rotation
- Student sent email to COP and to facility's Pharmacy Director (not preceptors) blaming others for the issues, taking no responsibility, and stating that he would not do what was asked of him

Case 3

- What should the preceptors/facility director do at this point?
- What could the preceptors have done differently?
- What could the College have done differently?

Case 4

- 4th year student assigned a drug monograph
- Deadline set as the end of the rotation
- Student did not start monograph until 5th week
- Writing style was very technical and formal and different from previous writing assignments; made preceptor suspicious so he asked for references
- Large portions of text from the original sources were used

Case 4

- What should the preceptor do at this point?
- What could the preceptors have done differently?

Case 5

- First Year IPPE Student completing 4-hr P4 shadowing rotation
- Student made inappropriate sexual comment to a nurse
- Nurse complained to facility's pharmacy department and threatened to go higher up in the facility unless something was done about it (COP could've lost student privileges at the facility)

Case 5

- What should the College do at this point?
- What could the College have done differently?

Lessons Learned

- Send a questionnaire to the student prior to the first day of the rotation that asks:
 - Previous work experience
 - Strengths/weaknesses
 - Interests
 - What he/she wants to gain from this experience
 - Requests for days off

Lessons Learned

- Explain Expectations of the Rotation on Day One (con't)
 - Syllabus/Rotation Guide
 - Structure of the rotation
 - Day-to-day schedule
 - Policies
 - Behavior/professionalism expectations
 - Assignments and due dates

Lessons Learned

- Explain Expectations of the Rotation on Day One (con't)
 - Evaluation Process
 - Schedule Midpoint and Final evaluation sessions

Lessons Learned

- Explain Expectations of the Rotation on Day One (con't)
 - Let the student know that you actually care about his/her learning and success
 - Let the student know that while some things are out of your control, you are willing to consider changes of things under your control

Lessons Learned

- Set regular meeting times
 - Formal:
 - Midpoint and Final evaluation
 - Other times
 - Informal:
 - Throughout the day give feedback
 - Teachable moments

Lessons Learned

- If a problem arises:
 - Even is minor, don't let issues go; address them as soon as possible
 - Sit down with the student individually, explain the issue, and listen to the student
 - Come up with a solution together

Lessons Learned

- If a problem arises (con't):
 - Remember that each student is an individual and may also have personal issues he/she is going through
 - Care must be taken to not embarrass the student or make him/her feel stupid in front of others

Lessons Learned

- If a problem continues:
 - Contact your superior, if applicable, to get advice on how to handle situation



Lessons Learned

- If a problem continues (con't):
 - Contact the Experiential Educational Department
 - University of Arizona College of Pharmacy:

- ◆ APPEs:

- Kevin Boesen

- (kevin.boesen@pharmacy.arizona.edu)

- Rebecca Malone

- (rmalone@pharmacy.arizona.edu)

- ◆ IPPEs:

- Rebekah Jackowski

- (jackowski@pharmacy.arizona.edu)



Lessons Learned

- If a problem continues (con't):
 - Contact the Experiential Educational Department
 - Midwestern University:
- ❖ Ron Woodbeck
(rwoodb@midwestern.edu)
- ❖ Erin Johanson
(ejohan@midwestern.edu)
- ❖ Michelle Hanke
(mhanke@midwestern.edu)



Resources for Preceptors

- UA: www.pharmacy.arizona.edu/experiential
- MWU: 623-572-3557
- Pharmacist's Letter
 - Preceptor Training CE
 - Teaching Resources
 - Monthly emailed newsletter
- APhA Preceptor Resources – on APhA website
- ASHP National Residency Preceptors Conference



Learning Assessment Questions

1. True/False: All challenging preceptor/student situations can be prevented with careful planning on the part of the preceptor.

Learning Assessment Questions

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Learning Assessment Questions

2. True/False: Students on APPE (Advanced Pharmacy Practice Experience) rotations always have fewer challenges in meeting professionalism expectations as compared to students on IPPE (Introductory Pharmacy Practice Experience) rotations.

Learning Assessment Questions

2. True/**False**: Students on APPE (Advanced Pharmacy Practice Experience) rotations always have fewer challenges in meeting professionalism expectations as compared to students on IPPE (Introductory Pharmacy Practice Experience) rotations.

Learning Assessment Questions

3. True/False: Resources are available to assist pharmacy preceptors with difficult student situations.

Learning Assessment Questions

3. **True**/False: Resources are available to assist pharmacy preceptors with difficult student situations.