Preceptor Pearls:  
New Practitioner Transitions and  
Self-Assessment Skills

October 27th, 2017  
MSHP Annual Meeting  
Nicholas Torney, Pharm.D., BCPS  
Clinical Pharmacist, Infectious Diseases

Disclosures
• ALK-Abello  
  ▫ Speaker Honoraria  
  ▫ Educational / Travel grant

Objectives
1. Describe the challenges associated with transitioning from student to resident to preceptor.  
2. Identify resources to develop and maintain precepting skills.

Road Map
• Challenges with rapidly evolving roles  
• Pharmacy precepting resources  
• The learning experience (*Not all inclusive*):  
  ▫ Preparing for the experience  
  ▫ Conducting the experience  
  ▫ Improving the experience  
• Self-Assessment skills (Dr. MacDonald)  
  ▫ Challenges with evaluation  
  ▫ Developing a plan to improve self-assessment skills

My Experience with Transitioning Roles
• 2013-14: P4 student  
• 2014-15: PGY1  
• 2015-16: PGY2 ID  
• 2016-17: PGY2 ID residency program director, PGY1 preceptor, P4 preceptor, and ID pharmacist.

Student→Resident→Preceptor
• How the transition occurs is all a matter of perspective
**Student ➔ Resident ➔ Preceptor**

- **From the Student's perspective**
  - Clear demarcation between roles
  - “stepping stones”

**So Close!**

- **From the Resident's perspective**
  - “Identity Crisis”

- **Who am I? What is my role? Where is my Coffee?**

- **From the Preceptor's perspective**
  - “lifelong learner”
  - “resident with more responsibilities, but more experience and less learning curve”

**Balancing Act for Preceptors**

1. Involving students in this discussion early on is beneficial
2. The lines are blurry (especially for a resident)
3. Activities that can facilitate the leap from resident to preceptor:
   - Include preceptor development into the residency curriculum
   - When able, give residents the opportunity to precept/mentor students
   - Encourage preceptor training CE
Another way to look at it...

Precepting Resources

- Pharmacist’s Letter
  - Preceptor Training CE programs (requires membership)
- ASHP
  - Pharmacy Residency Resources for PGY1 & PGY2 programs (i.e. goals/objectives, examples of learning experience descriptions, etc.)
  - Publications (i.e. The Effective Pharmacy Preceptor)
  - Preceptor’s Playbook ($small fee required)
  - Preceptor’s Toolkit (free for members)
- Colleges of Pharmacy

ASHP’s Preceptor’s Toolkit

ASHP’s Preceptor’s Toolkit

- Resources on:
  - Verbal & written communication skills
  - Teaching Skills
    - Example: “The 1 minute preceptor method”
  - Leadership Skills
    - Example: “Are you a manager or a leader?”

Developing and Improving Learning Experiences

- Part I: Building the Experience
- Part II: Conducting the Experience
- Part III: After the Experience

Part I:
Building the Learning Experience

- Assessing your practice site for learning experiences
- Writing your syllabus or learning experience
description
- Tailoring the experience
Preparing for the Experience

“An ounce of prevention is worth a pound of cure” – Benjamin Franklin

“A pound of preparation saves a ton of future headaches” – Every Pharmacy Preceptor

What makes a Learner Frustrated on a Rotation?

• One way to provide a good experience is to ask yourself, “why were the bad learning experiences I had as a student/resident so bad?”
  
  • “I didn’t know what was expected of me”

Preparing for the Experience

Develop a syllabus and/or learning experience description (mandated by college of pharmacy and ASHP)

• Topics to include:
  
  □ Directions, Map, Day 1 instructions (put this in the syllabus word doc email attachment, not the body of the email, which forces the learner to open the attachment 😊)
  
  □ Day to day activities
  
  □ Expected progression of the learner each week
  
  □ Description of interactions with pharmacy preceptor (describe both quality and time)
  
  □ Learning goals and objectives, and how the learner is graded on these

Other Syllabus Topics

□ Reading Calendar (with room for flexibility)

□ Required assignments to be completed with estimated deadlines

Preparing for the Experience: Tailored to the learner

• Ask the learner to complete a 1-pager for Day 1
  
  ▪ Strengths
  
  ▪ Weaknesses
  
  ▪ Areas of interest
  
  ▪ Career goals (short and long-term)
  
  ▪ 3-5 things you want to get out of this rotation

Tailoring the Experience

• What does this do?
  
  ▫ Let’s the learning know you care about their interests and career path
  
  ▫ Motivates the learner because you gave them a voice in the experience

This is what we have to do

You Pick!

All the things
Part II: Conducting the Experience

- The art of teaching
- Assessing the performance of the learner

Know Your Learner

- IPPE
- APPE
- PGY1
- PGY2/Fellow

The 4 Preceptor Roles

- **Direct Instruction**
  - Try to refrain from “mini lectures” with residents.

- **Modeling**
  - Preceptor performs task while “thinking out loud,” learner observes

- **Coaching**
  - Learner performs tasks while “thinking out loud,” preceptor observes and performs feedback

- **Facilitation**
  - Learner can perform task independently, with the preceptor on standby

Assessment

- **Formative**
  - Informal, timely feedback (~5-10 minutes)
  - Provided after a specific action

- **Summative**
  - Formal, scheduled evaluation
  - Provided at the midpoint and/or end of rotation

Continuous Quality Improvement

- How do you evaluate your effectiveness as a preceptor?
- How do you use the resident’s learning experience evaluation to build on obvious shortcomings?
  - Make easy changes for the next rotation
  - Discuss more difficult changes at Residency Advisory Committee meeting, or with the college of pharmacy

Part III: After the Experience

- Preceptor assessment and development
- Using learners to improve your practice site
Overview

- Precepting pharmacy learners is a way to give back to and grow the profession
- Transitioning from student to resident to preceptor is a fluid process and should start early
- Utilize resources available to you (ASHP, Pharmacist's Letter, Colleges of Pharmacy, CE events)

Question 1

1. Which of the following activities can help facilitate the transition from resident to preceptor?
   a) Including preceptor development into the residency curriculum
   b) Giving the residents the opportunity to precept/mentor students
   c) Encouraging preceptor training continuing education
   d) All of the above

Question 2

2. Which of the following is a resource for developing and maintaining pharmacy precepting skills?
   a) ASHP Preceptor’s Toolkit
   b) Pharmacist’s Letter preceptor training webinars
   c) Colleges of pharmacy
   d) All of the above

Preceptor Pearls:
New Practitioner Transitions and Self-Assessment Skills

October 27th, 2017
MSHP Annual Meeting
Nicholas Torney, Pharm.D., BCPS
ntorney@mhc.net