Engaging & Supervising Students: A Preceptor Workshop

Preceptors are Essential!
- The success of each student’s experiential education is dependent on the selection of qualified pharmacists to serve as faculty in the field.
- As instructors, role models, and mentors, you guide and monitor students in the application of knowledge learned in the classroom to patient care in practice.
- And you evaluate and grade the student’s progress toward defined professional behaviors and competencies.

Audience Participation
Handout: Preceptor’s Self-Evaluation

Goal
- To provide knowledge, know-how, tips, and tools to help you prepare, organize, conduct, and manage your rotations for a better experience for both you and your students

Learning Objectives
At the end of the workshop, you should be better able to:
1. Implement activities and projects for students on rotations, including a calendar or schedule that organizes the activities/projects over the weeks of the rotation.
2. Encourage the motivated student and redirect the unmotivated.
3. Manage student behaviors that fail to meet your expectations.

Learning Objective
1. Implement activities and projects for students on rotations, including a calendar or schedule that organizes the activities and projects over the weeks of the rotation.

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When you have a student scheduled for IPPE or APPE, what are you going to do to prepare?

Preparation

- Calendar/Schedule of events
- Activities to be completed
  - Relate to learning objectives
  - Allow for evaluation of the student pharmacist

Calendar

- What is going to happen daily?
- What is going to happen weekly?
- What are important deadlines that need to be met?
- What are important meetings that the student needs to attend?
- Outside opportunities

Introductory Pharmacy Practice Experience (IPPEs)

- Shadowing practitioners or APPE students
- Interviewing patients
- Patient education
- Process medication orders
- Create patient profiles using information obtained from patient interviews
- Respond to drug information request
- Interact with other health care professionals
- Prepare compounds

Advanced Pharmacy Practice Experience (APPEs)

- DIRECT PATIENT CARE!!
- Participate as a member of the team
- Counsel/recommend self-care products
- Identify, evaluate and communicate to the patient and other health care professionals the appropriateness of a patient's specific medications (dose, frequency, route, etc.)

Advanced Pharmacy Practice Experience (APPEs)

- Administer medications where practical (and legally permitted)
- Identify and report medication errors and adverse drug events
- Monitor drug regimens
- Provide patient care and education to a diverse patient population
Inpatient Activities
- Pharmacy calculations
- Compounding
- Medication Use Evaluations
- Discharge counseling
- Transition of care activities
- Medication reconciliation
- Medication safety

Outpatient Activities
- Nonprescription Formulary
- Marketing for clinical services
- FAQ’s for common questions asked by patients
- Drug Utilization Review
- Medication Therapy Management Consults
- Adherence assessments
- Developing and assisting with wellness programs

More Activities
- Journal Club
- Presentations
- Drug Information responses
- Newsletter for the site or patients
- Guideline reviews
- Create patient education materials
- Patient case discussions
- Patient Counseling
- Physical Assessment Skills

Activities Relate to Objectives
- You will need to assess student medication knowledge
  - What activities do you have for IPPE and APPE students to complete?
  - IPPE - Identify the most frequently prescribed drugs; including, brand and generic names, and patient counseling information.
  - APPE - Evaluate, develop, and implement therapeutic outcomes associated with a care plan for a patient.

Active Learning: Calendar
- Work with your group to discuss a calendar of activities/events for IPPE and APPE students?

What activities do you have student pharmacists participate in?
Learning Objective

2. Encourage the motivated student and redirect the unmotivated.

Patricia Richards-Spruill
Hampton University School of Pharmacy

Motivation

• What is it?
  • A student’s willingness, need, desire, and compulsion to participate in and be successful in, the learning process

• Two forms
  • Intrinsic
  • Extrinsic

Intrinsic Motivation

• Intrinsic motivation
  • A form of incentive that comes from a person’s internal desire for self-satisfaction or pleasure in performing the task

Extrinsic Motivation

• Extrinsic Motivation
  • A form of incentive that comes from a source external to the person performing the task (such as money, grades, or prizes)

Common Issues Associated with APPE Rotations

• Lack of interest in a particular type of rotation
• Students on “cruise control” until graduation

The Pharmacy Leadership Field Guide

• Motivating the Eeyores
  • Leading by example
  • Sharing your passion with others
  • Developing relationships
  • Holding people accountable for their performance
Leading by Example
- Recognize that you have more influence over your own behavior
- Easy concept, but very difficult to do when trying to motivate others
- Students will be watching how you interact with coworkers and patients on a day-to-day basis
- How are you leading by example?

Sharing Your Passion with Others
- Why do you do what you do?
- Enthusiasm becomes contagious
- Be open and share experiences with students
- “The only way to do great work is to love what you do. If you haven’t found it yet, keep looking. Don’t settle.” – Steve Jobs

Developing Relationships
- Crucial to finding out what motivates students to perform at a high level
- Frequent communication/feedback is essential
- Do not let the relationship evolve too much and become counterproductive

Holding Students Accountable for their Performance
- Make the expectations clear
- Routine follow-up
- Redirecting when necessary
- Let them know the consequences of not meeting your expectations

Managing the Unmotivated

Scenario #1
It is the final rotation of the year. Your rotation is a required Acute Care rotation at a major university hospital. The student’s father owns an independent pharmacy in his hometown and it will be passed on to him after graduation. His dream has always been to carry on the family business. He appears unmotivated to do this type of rotation since community pharmacy is his dream.

Scenario #1: Possible Approaches???
Managing the Unmotivated

- Plans change
  - Our best laid plans many not always work out
  - We are training well-rounded, general pharmacists, not specialists

Managing the Unmotivated

- Continuum of care
  - The patients in this hospital will end up in your pharmacy
  - Identify how the two practice settings overlap and discuss with the student how this can make them a better pharmacist

Managing the Unmotivated

- Contact the school
  - If you feel as though you are not making any progress, let the school know
  - Identify if this is an isolated occurrence or a pattern that the institution has witnessed

Managing the Unmotivated

Scenario #2

Joe has been at your practice site for 3 weeks. He has already missed 3 days that he has to make up and now at the last minute he has asked for the following Friday off in order for him to travel to participate in a wedding. You ask him what his plans are to make up the time and he tells you that, “I hadn’t really thought about that, because I bartend on the weekends and make really good money. He is a bright and intelligent student when he is engaged, but now, he appears to be getting more and more distracted and his cell phone is now becoming another issue.”

Managing the Unmotivated

Scenario #2: Possible Approaches???

Encouraging the Motivated

Scenario #3

Timmy has been at your practice site for 2 weeks now and has greatly exceeded every expectation that you have for students. He has already completed his special assignments that were not due until the final week of the rotation. You would feel comfortable hiring him to take care of your patients if you had a job opening. Typically, students do not get this far ahead and have this level of comfort at your practice site. You are impressed by his motivation to get ahead, but you feel that he may become bored during the final weeks of the rotation. There is also another student with him, so you feel it would be unfair to give him any additional assignments since the other student is not moving at the same rate.
Encouraging the Motivated

Scenario #3: Possible Approaches???

Learning Objective

3. Manage student behaviors that fail to meet your expectations.

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Adult Learner

Actively, purposefully engage in direct experience and focused reflection in order to:

- increase knowledge
- develop skills
- clarify values

* Directly related to the professionalism evaluation

What Preceptors Want

- Treat rotation like job interview
- Enthusiastic and eager to learn
- Positive attitude; appreciative of being guest at site
- Care first about patients and learning, not self
- Work well with team already in place
- Professional from start to end of rotation ... at all times (dress, phones, etc.)

Student Attributes

- Frequently demonstrates knowledge/capability
- Engaged, enthusiastic
- Assertive, sharp
- Dependable, contributes
- Caring
- Quality work
- Team player
- Pleasant, respectful

Infrequently demonstrates

knowledge/capability
Unmotivated, indifferent
Passive, hesitant to act
Undependable
Late, too many times
Excuses, too many
Arrogant, over confident
Contentious, impolite

Challenging Situations

- Easily occur when expectations and objectives are not clearly stated and understood early on and reinforced during the rotation.
- When preceptor and students expectations are not met, the rotation can quickly become a negative experience for all.
Challenging Situations
- Exception rather than the norm
- Student and/or preceptor factors can contribute
  - Knowledge deficit
  - Inappropriate behavior
  - Personal issues
  - Attitude/motivation
- Supervisor needed!

Supervisor/Preceptor
- Present ... not absent
- Firm ... not lenient
- Fair ... not biased
- Truthful ... not dishonest
- Sincere ... not cynical
- Polite ... not rude
- Focused ... not distracted
- Classy ... not tacky
- Friendly ... but neither pal nor foe

Scholarship & Commitment to Excellence
What needs improving?
- Appears uninterested in learning
- Appears to be marking time
- “I am here to observe/learn, not work.”
- Minimalist
- Produces work that must be redone

Accountability & Initiative
What needs improving?
- Lacks initiative/enthusiasm
- Is frequently late
- Does not complete assignments on time
- Slow to respond to normal requests
- Refuses to perform an activity

Teamwork & Professional Demeanor
What needs improving?
- Does not participate in group discussions
- Expresses lack of confidence in colleagues’ abilities
- Defensive
- Argumentative
- Uses offensive language

Most Frequently Sited by Preceptors
- Unmotivated/unengaged
- Chronic tardiness
- Frequent absences
- Inappropriate use of technology
- Failure to meet deadlines/fulfill assignments
- Breach of patient or site confidentiality
- Other unprofessional conduct
- As reported by preceptors in 2012-2013 workshops
Audience Participation

- Review handout of behaviors that fail to meet expectations for professionalism.
- Select your top 2 items in each category.
- Place a sticker on the wall paper beside your top 2 items in each category.

Your Expectations for Professional Behaviors?

- What fails to meet your expectations for professional behaviors?
- How many occurrences will you tolerate?
- When will you impose consequences?
- When will you contact the school?
- What's in writing?
- Did you make your expectations explicitly clear?

Tolerance > Consequences

Unprofessional act(s) deemed as such by the preceptor or authorities at the practice site ...

- Breach of patient or site confidentiality
- Persistent display of disinterest and apathy
- Excessive tardiness/absences
- Inappropriate personal use of internet access, computer, or phone

What Preceptors Want

- Treat rotation like job interview
- Enthusiastic and eager to learn
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- Care first about patients and learning, not self
- Work well with team already in place
- Professional from start to end of rotation ... at all times (dress, phones, etc.)

Do you make your expectations explicitly clear?

Audience Participation

Handout: Rotation Manual Template
**Your Explicit Expectations?**

**DO's**
- Be enthusiastic
- Be engaged
- Be dependable
- Be sharp
- Be caring
- Be a team player
- Be assertive

**DON'Ts**
- Be unmotivated
- Be indifferent
- Be undependable
- Be late/leave early
- Be unfriendly
- Be impolite
- Be over-confident
- Be arrogant

**Your Explicit Expectations?**

**Be Open Minded and Engaged …**
- You must resolve to be open minded and fully engaged in this rotation, whether or not your envisioned future career path aligns with this practice and venue.
- Think about your grandmother’s needs as she moves across patient care venues and what the profession could do better for her during these care transitions.
- You are better served by remaining objective about the rotation experience, for numerous career paths have been altered after students experience new options previously unimagined and subsequently appealing.

**Dress Code …**
- Required: clean/pressed attire, short white lab coat, school nametag. Men: ties, slacks, shirts. Women: dresses, slacks, knee-length or longer skirts, blouses
- Encouraged: comfortable shoes (but not sandals, flip-flops, or open-toed shoes)
- Permitted: tennis shoes, scrubs?
- Prohibited: jeans, caps/hats, shorts, short skirts, t-shirts, tank tops, strapless/see-thru tops, bare midriffs, sandals, torn, dirty, frayed, or wrinkly attire; attire that reveals cleavage, back, chest, stomach, underwear, or bare feet; clothing w/ words, terms, and/or pictures that may be offensive; clothing that works well for the beach, yard work, dance clubs, exercise sessions, and sports contests

**Rotation Hours …**
- Attendance is mandatory to fulfill the required number of hours for the rotation.
- Your first obligation is to the hours of your course/rotation; your primary objective is learning. Your job hours are secondary to your rotation hours. You are expected to work a minimum of ___am – ___pm (days of the week).
- Weekend and evening hours may be required, and you must be prepared to work these hours, too.
- After-hours homework may be assigned or required to fulfill assignments.
- Missed time must be made up … unless ???

**Tardiness …**
- Tardiness is not taken lightly at this practice site. As soon as you realize you will be late, you shall contact your preceptor right away to declare the circumstances.
- Your failure to contact the preceptor may result in your preceptor phoning the school in concern for your health and well-being.
- A second occasion of being tardy will be documented in your evaluation and reduce your professionalism assessment.
- You must make up the missed time.
- Excessive tardiness will be reported to the school and may/will result in termination or failure of the rotation.
Your Explicit Expectations?

Absences …
- Employment does not take priority over rotations.
- Seek permission of the preceptor well in advance – preferably at initial contact – of scheduling planned absences during the rotation, and arrange make-up time in advance.
- Notify the preceptor right away for unplanned absences, e.g. illness, flat tires, bereavement, inclement weather, etc.
- Time away must be made up in a satisfactory manner with the preceptor’s approval.
- Excessive absences will be reported to the school and may/will result in termination and/or failure of the rotation.

Your Explicit Expectations?

Cell/smart phone …
- You are permitted to use your cell/smart phone for accessing pharmacy-related references and research provided you notify your preceptor that you are using it for these restricted purposes.
- You are permitted use of your cell/smart phone for personal or emergency calls when on breaks or at meals.
- During your rotation hours, you are not permitted personal use of cell/smart phone for email, games, shopping, social media, pornography, etc. on the site’s or your personal computers.
- Cell/smart phone use for these unpermitted personal reasons will at minimum result in a lower professionalism score, be reported to the school, and may/will result in termination and/or failure of the rotation.

Your Explicit Expectations?

Computer and internet access …
- During your rotation hours, you are not permitted personal use of Internet access for email, games, shopping, social media, pornography, etc. on the site’s or your personal computers.
- Posting disparaging comments about the preceptor, site, personnel, or rotation on social media sites will not be tolerated.
- Internet access for these unpermitted personal reasons will at minimum result in a lower professionalism score, be reported to the school, and may/will result in termination and/or failure of the rotation.

Your Explicit Expectations?

HIPAA …
- All patient data reviewed or discussed during this rotation must be kept confidential.
- Review HIPAA requirements and policies of the rotation site.
- When discussing a patient while outside of the immediate practice area, or with anyone not involved in the patient’s care (e.g., in public areas, at case presentations, or professional meetings), you must never reveal a patient name.
- Any breach of patient confidentiality will be reported to the school and will result in dismissal from the site and failure of the rotation.

Your Explicit Expectations?

Site Confidentiality …
- You must respect any and all confidences revealed during this rotation, including pharmacy records, fee systems, professional policies, etc.
- Breach of site confidentiality will be reported to the school and will result in dismissal from the site and failure of the rotation.

Prevent

Stop before occurs
- Know the school’s expectations: syllabus
- Review the evaluation and rubrics
- Know you can call the school for guidance
- Know you are not required to pass the student
- Know your grounds for failure
- Identify your own expectations
- And make your expectations explicitly clear to the student!
**Identify**

Detect problems early
- Look for red flags
- Pay close attention to early warning signs, comments, or opinions of staff
- Do not delay: assess a potential problem situation early
- Avoid tendency to ignore, shrug off as immature, wait and see
- Screen to validate concern and determine scope

**Intervene**

Don’t permit continuing unacceptable behavior
- Monitor closely for a limited time
- Observe and record examples of specific behaviors
- Contact the school for assistance
- Intervene early
- Hold student accountable
- Document and continue to monitor

**Discuss**

Some problems may only need specific feedback
- Discuss the situation with the student using detailed, specific observations
- Review your expectations as written and discussed at orientation vs. what you’re observing
- Use the evaluation form as a discussion guide for areas of concern
- Ask the student for their view

**Resolve**

Manage effectively
- Can the student continue the rotation without compromising patient care?
- Decide & document the course of action appropriate for the problem
- Contact the school for assistance
  - If the student may not pass the rotation, notify the school immediately.

**Why You May Not Want to Honestly Assess Student**

- Hesitant/reluctant
- Uncomfortable/unwilling
- Lack of confidence
- Student maturity
- “Nice guy/gal”
- “Don’t want to get the student in trouble”

**We Want You to...**

- Be the supervisor
- Be honest
- Be firm
- Be fair
- Contact the school/college if any issues arise at ANYTIME during the rotation
We Want You to Avoid...

- Permitting continuing unacceptable behaviors
  - "What’s permitted is promoted." - F. Medio
- Inconsistencies between scores and comments (written and verbal)
- Grade inflation
- Highest scores on all competencies

In Conclusion

1. Be a good role model.
2. Be tough and firm, but fair.
3. Have high expectations for students.
4. Make sure students know your high expectations at the beginning ... and remind them PRN.
5. Provide feedback on a regular basis, positive and negative.

In Conclusion

6. Suggest ways for the student to improve.
7. Hold students accountable for their actions.
8. Don’t be afraid to speak up; let the student know what you’re thinking
9. Don’t allow a poor performing student to progress; it only worsens the problem long-term.
10. Professionalism is as important as competency. Pay attention to both.

The Wisdom of Lola May

“There are 3 things to remember when teaching:
1. Know your stuff.
2. Know whom you are stuffing.
3. And then stuff them elegantly.”

Wrapping Up

1. Review your original answers on the green self-evaluation form ... any changes now?
2. Complete yellow form to share your feedback with the schools.
3. Complete blue form: Why are you a preceptor?
4. Complete CE evaluation form →
**CE Form Requirements**

- Print
- Complete front & back
- Must provide NABP e-Profile Number & birthdate
- Must submit before leaving
  - Will not be accepted afterwards
- Don’t have NABP e-Profile Number with you?
  - Email # to vpha@virginiapharmacists.org
- Never had an NABP e-Profile Number?
  - Apply at www.mycpemonitor.net
  - Email # to vpha@virginiapharmacists.org

**Preceptor Resources**

Handout: VPhA web site screen shot

- www.virginiapharmacists.org
  > CE Events > Preceptor Resources
- “Providing Feedback & Evaluating Students” – handouts from this 2012-2013 workshop
  - Preceptor’s Expectations of Students & Student Learning Agreement
  - Preceptors’ Feedback & Evaluation Comments Re: Student Performance
- “Your Preceptor Take-Home Toolkit” – slides and handouts from the 2011-2012 workshop
  - Activities Checklist
  - Orientation Checklist
  - Plus many more to use or edit to fit your preferences

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**The Wisdom of James Allen**

“No duty is more urgent than that of returning thanks.”

Thank you!