
Section of
CLINICAL SPECIALISTS
AND SCIENTISTS
ASHP Live Webinar: Pearls for Residency Preceptors
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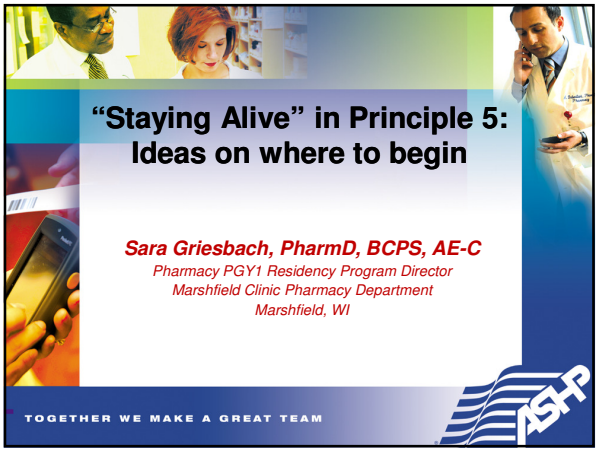
Brian C. Yarberry, Pharm.D.
Tuesday, March 29, 2011
1:00 – 2:00 PM ET
Planned by the ASHP Section of Clinical Specialists and Scientists Section Advisory Group on Preceptor Skills Development as a value added service for members developing residency preceptors.
TOGETHER WE MAKE A GREAT TEAM


"Staying Alive" in Principle 5: Ideas on where to begin
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TOGETHER WE MAKE A GREAT TEAM


Background
Preceptors must[1]
be evaluated on desire to teach
be evaluated on aptitude for teaching
have opportunity to enhance teaching skills
[1] American Society of Health-System Pharmacists (ASHP) Accreditation Standards

Purpose

- Conduct baseline needs assessment
- Implement faculty development program

Methods

- Created needs assessment questionnaire
- Sent electronic survey to preceptors
- Requested response in two weeks

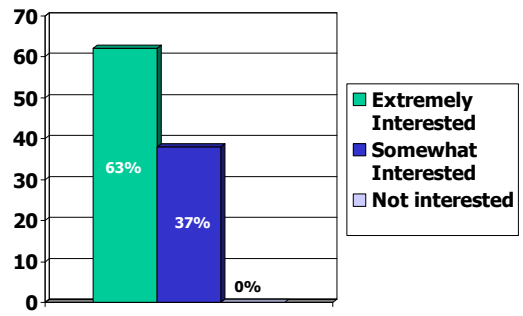
Results

- 100% response rate (13 of 13)

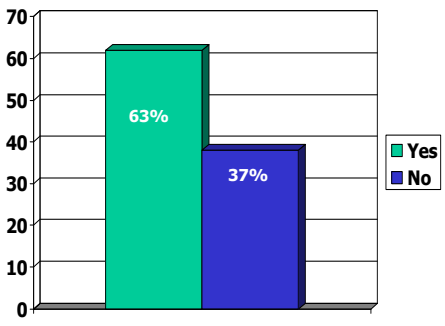
Past experiences teaching pharmacy students/residents?

- n=11 (85%)
  - Mentoring/teaching students
  - Facilitating student/resident learning activities
- n=3 (23%)
  - Precepting pharmacy residents

Level of interest in teaching residents?



Participation in training programs focused on teaching?



Current level of expertise and ability

Topic	Median	Range (1-5)
Teaching in small groups	4	(3-4)
Giving Constructive Feedback	3	(3-4)
Setting Expectations with Learners	3	(2-4)
Assessing Learner needs	3	(2-4)
Curriculum Development	3	(2-4)
Teaching Large Groups	3	(2-4)
Using Technology in Teaching	3	(2-4)
Assessing Learning Styles	3	(1-4)
Identifying Impaired Learners	2	(1-3)

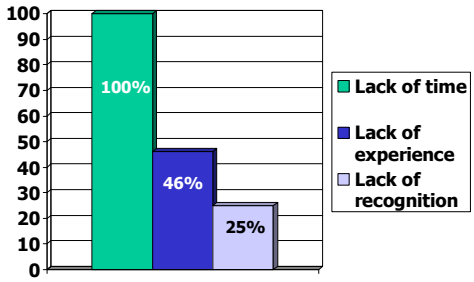
Scale: 5: Mastery, Could teach others; 3: Medium, good but could still improve or 1: Low, Need much development

Level of interest in 'teaching skills enhancement' opportunities

Topic	Median	Range (1-5)
Quarterly seminar/dinner potentially with outside speaker	4	(2-5)
Completing computer based training (CBT) focused on teaching	4	(1-5)
Reading teaching related materials	3	(2-5)
UW-Health Education Journal Club	3	(1-5)
Participating in UW-Madison MEDAL teaching program or similar program	3	(1-5)

Scale: 5=most interested; 1=Least interested

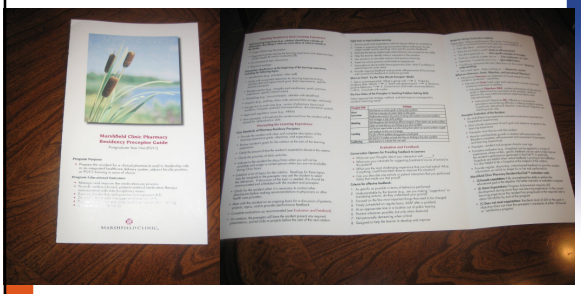
What prevents preceptors from performing at our best?



Next steps: Preceptor Development Plan

- Preceptor Guide
- Annual participation requirement
- Biannual quality improvement meetings

Preceptor Guide



Preceptor Guide Contents-1

- Program Purpose
- Program Educational Outcomes

Preceptor Guide Contents-2

- Resident Orientation
- Precepting the Learning Experience
  - Core Standards of Preceptors
  - Eight Tasks to Facilitate Learning
  - Four Roles of Preceptor

Preceptor Guide Contents-3

- Evaluation and Feedback
  - Conversation Openers
  - Giving Constructive Feedback
  - Preceptor Evaluation of Resident
  - Evaluation Scale

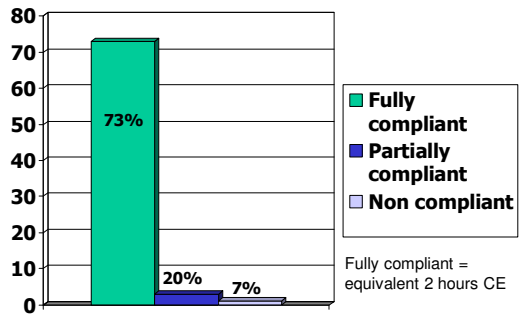
Preceptor Guide Contents-4

- Preceptor Development Program
  - Participation requirement
- List of potential activities
  - Computer Based Training
  - Conferences/Courses
  - Readings related to teaching

Biannual Quality Improvement

- Preceptor and program director
  - Matching learning activities with objectives
  - Review of evaluations
  - Preceptor development
  - Balance of work time/teaching

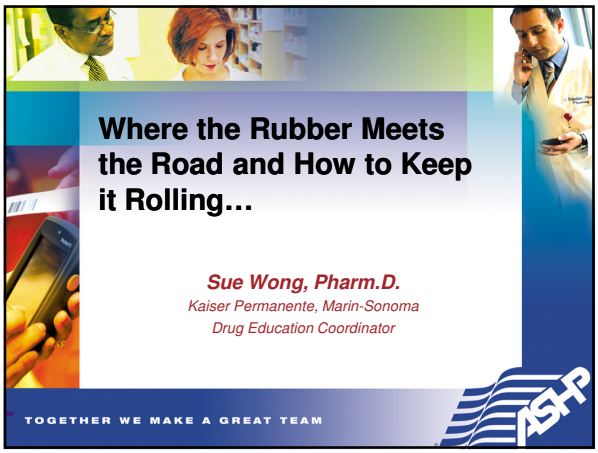
Preceptor Participation in Instructional Program



Fully compliant = equivalent 2 hours CE

Future Preceptor Development Activities

- S.M.A.R.T Goals for each preceptor/experience
- Professional Development journal clubs
- Quarterly Town Hall Meetings
- Preceptor Retreat
- Shared Preceptor Website



Preceptor Development Overview

- New vs. Established programs
- Preceptor Pool
- Barriers
- Residency Learning System training
- Preceptor training
- Partnering
- Keeping Up the Momentum!
- Sample Program Structure

New vs. Established Residencies

- New Programs: Plan ahead
  - Start trainings well before start date
  - Get as many preceptors on board as possible
  - Continue after residency start date
  - Include all staff: clerks, techs, residents
- Established programs
  - Offer trainings periodically for new employees and to update experienced preceptors

Preceptor Pool

- Things to consider:
  - One institution +/- several training sites
  - Several programs offered by one organization or academic center
  - Several programs geographically located near one another

Barriers

- Interest and attitudes
- Time: weekends (giving up personal time) vs. weekdays (staffing issues)
- Expenses: local vs. non-local trainings
- Online vs. readings vs. live CE
  - Live trainings capture live teaching
- CE vs. non CE: CE more attractive

Residency Learning System Training

- RLS essential for systematic, planned approach to residency development
- Smaller programs: send preceptor or director to ASHP pre-meeting to "train the trainer"
- Larger groups or pooled programs: consider bringing in ASHP trainer (save travel expenses with 1 ASHP trainer vs. sending multiple preceptors)

Preceptor Training

- Teaching how to teach
  - Not trained in school to teach
  - Understand audience and learning styles
  - Implement learning pyramid
  - Effective feedback and evaluations
  - Address difficult situations
  - Include useful or meaningful pearls

    (e.g. pre-testing, orientation checklists, clerkship committees, special project development, outstanding preceptor characteristics)

Partnering

To enhance interest & expedite message:

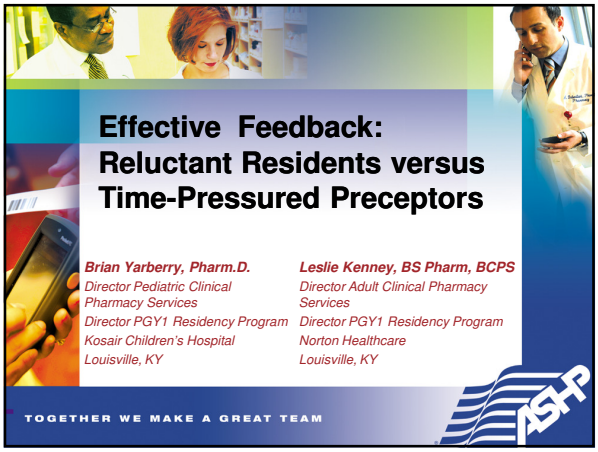
- Local schools of pharmacy - assist with training and CE accreditation
- State professional organizations - also accredit CE and central training
- Organizational leadership - assist in sending a clear message of support of precepting, professional development
- Nearby programs - pool resources and share best practices

Keeping the Momentum!

- Teach “hands-on” experience = where the rubber meets the road
- Allows preceptors to take ownership of learning experience (goals/objectives, schedules, etc.)
- Promote continued interest and training to move our programs and profession forward = how to keep it rolling…

Sample Training Structure

DATE	TRAINING	AUDIENCE	WEEKEND vs. WEEKDAY	ATTENDEES
4/06	RLS	Regional	Saturday	~50
6/06	Preceptor	Local	Saturday	19
9/06	Preceptor	Local	Saturday	25
7/1/07 start of residency program				
7/07	Preceptor	Regional	Weekday (Residents)	29
8/07	Preceptor	Local	Weekday (3 sessions)	33
7/08	Preceptor	Regional	Weekday (Residents)	29
8/08	Preceptor	Regional	Both (3 sites across Northern CA region)	~150
2/09	RLS	Regional	Saturday	78
3/17/09 residency accreditation survey				
7/09	Preceptor	Regional	Weekday (Residents)	26
9/09	Drug Info Resources	Regional	Both (3 sites across Northern CA region)	~125
7/10	Preceptor	Regional	Weekday (Residents)	25
10/10	Drug Info Resources	Local	Saturday (2 sessions)	35



Effective Feedback: Reluctant Residents versus Time-Pressured Preceptors

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What challenges keep a resident or preceptor from providing effective feedback?

Would residents and preceptors report similar or dissimilar barriers to providing effective feedback?

Objectives

- Identify barriers to providing effective feedback.
- Describe startegies to overcome barriers to effective feedback.
  - Known Barriers to Providing Feedback
  - Residents Perceptions
  - Preceptor Perceptions

The Learning Activity

- KPRN Summer Meeting Attendees
- Separate Residents and Preceptors
- 30 minutes "Brainstorming" Session
  - "What keeps you from providing effective feedback?"
  - Prioritize the list
- Reconvene the group; reveal the results in "Family Feud" style

Question #1

What is the biggest barrier as a preceptor to giving a resident feedback?

A. Time
B. Confrontation with the resident
C. Lack of privacy
D. Lack of training on how to give feedback
E. Not necessary, it is required to often.

Question #2

What is the biggest barrier as a resident to giving a preceptor feedback?

A. Time
B. Don't know how to give feedback
C. Fear of retribution by the preceptor
D. Difficult to give honest feedback

Revealing the Barriers (in a prioritized list)

- Residents
  - Retribution
  - Don't know how
  - Time
  - Upset Preceptor
  - Difficult
- Preceptors
  - Time
  - Confrontation
  - Don't know how
  - Privacy
  - Not Necessary

Strategies to Overcome Barriers to Providing Effective Feedback

- Recognize & Address Perceptions
- Define Feedback
- Educate Methods of Feedback
- Create Space & Time for Feedback
- Information-Specific & Issue-Specific
- Identify Mentors & Role Models

Benefits of this Learning Activity

- Both groups individually identified barriers specific to their group, while the combined group considered effective techniques to overcome barriers.
- The exercise of considering each other's perspective brought about meaningful dialogue and realistic expectations about providing effective feedback.