

Background

- The pharmacy profession relies on experienced practitioners to become preceptors
- However, it can be extremely complex to evaluate how well a preceptor is doing based on the uniqueness of each rotation experience, preceptor teaching methods and how each student learns
- Prior to allowing a pharmacist to become a preceptor, Southern Illinois University Edwardsville School of Pharmacy reviews the pharmacist's previous experience
- Additionally, after each rotation, students submit an evaluation of the preceptor and site which serves as another evaluation for furthering preceptor's effectiveness
- Several other pharmacy programs use similar method of student-based evaluations of preceptors to determine preceptor performance^{1,2}
- This method is also used in other health professions including nursing and medical schools^{3,4}
- A professional affairs committee, which consisted of faculty of multiple disciplines from various colleges of pharmacy and professional staff determined that a self-assessment tool should be developed to determine how to further their professional development as preceptors^{5,6}

Purpose

- A preceptor self-assessment survey was developed to assess preceptors' skills in providing clinical education and identifying areas/methods for future development opportunities in continuing education at SIUE School of Pharmacy

Methods

- A survey was developed to evaluate the needs of preceptors
- Demographics section: preceptor's area of practice, type of learners they precept and how many years they have been a preceptor
- Preceptor skill set section: frequency they performed certain activities and how comfortable they felt with certain activities when they have a struggling student on their rotation
- Interprofessional practice section: how often they have interprofessional collaborations on their rotations and how comfortable they feel incorporating students into these collaborations
- Preceptor development question: interest of continuing education opportunities, topics that would be most beneficial and how they would like to receive this education in the future
- The survey was sent to all active preceptors
- Exclusion criteria: submissions without responses after demographic section
- Descriptive statistics were used to evaluate the data

Results

TABLE 1- Rotation Activity Frequency

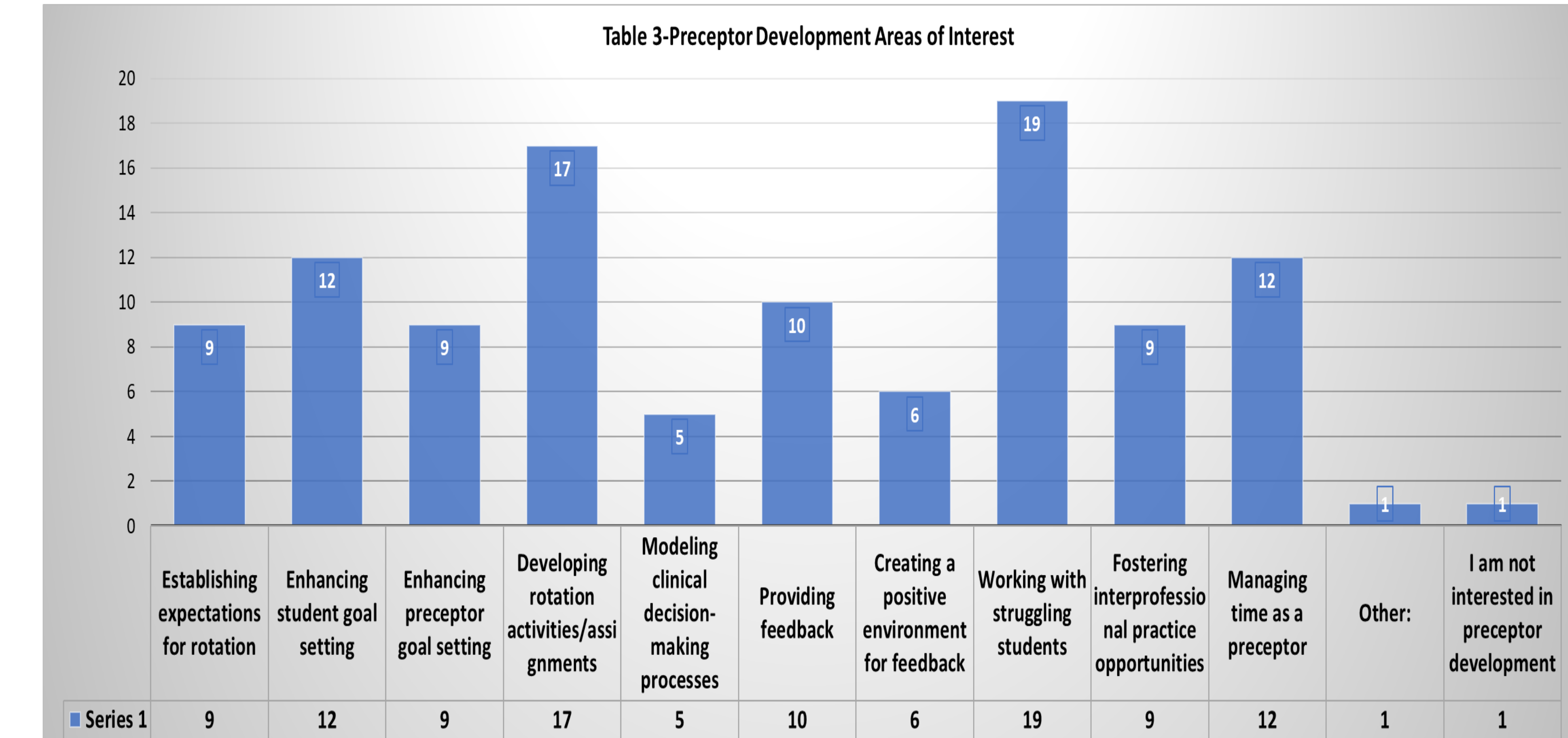
Question	Never	Occasionally	Frequently	Always
Establish expectations for the rotation with your student verbally	1 2.78%	0 0.00%	8 22.22%	27 75.00%
Establish expectations for the rotation with your student in writing	5 13.89%	5 13.89%	6 16.67%	20 55.56%
Discuss SMART (specific, measurable, attainable, relevant, time bound) goals with students	2 5.56%	16 44.44%	10 27.78%	8 22.22%
Tailor the rotation to meet the unique needs or preferences of the student	0 0.00%	2 5.56%	15 41.67%	19 52.78%
Provide a written schedule/plan for the rotation	4 11.11%	7 19.44%	5 13.89%	20 55.56%
Provide direct instruction to your student to explain challenging topics or skills	0 0.00%	1 2.78%	13 36.11%	22 61.11%
Model your clinical decision-making process (ex: explaining step by step how you complete common tasks)	0 0.00%	3 8.57%	14 40.00%	18 51.43%
Provide constructive feedback to students	0 0.00%	0 0.00%	18 50.00%	18 50.00%
Schedule specific/dedicated time to provide feedback	0 0.00%	8 22.86%	12 34.29%	15 42.86%
Intentionally create a positive environment when delivering feedback	0 0.00%	2 5.56%	10 27.78%	24 66.67%
Discuss evaluations with students	0 0.00%	1 2.78%	6 16.67%	29 80.56%
Ask your students to provide feedback on your rotation	1 2.78%	3 8.33%	5 13.89%	27 75.00%
Reflect on your skills, abilities, and effectiveness as a preceptor	1 2.78%	5 13.89%	19 52.78%	11 30.56%
Actively pursue preceptor development opportunities to reinforce or strengthen your effectiveness as a preceptor	1 2.78%	16 44.44%	15 41.67%	4 11.11%
Implement changes to your rotation based on feedback	1 2.78%	3 8.33%	24 66.67%	8 22.22%

Table 2- Comfort Level with Precepting a Struggling Student

Question	Very Uncomfortable	Somewhat Uncomfortable	Somewhat Comfortable	Very Comfortable
Asking questions to determine why the student is struggling	1 2.78%	1 2.78%	15 41.67%	19 52.78%
Providing specific feedback	0 0.00%	3 8.33%	9 25.00%	24 66.67%
Guiding the student to develop a plan for improvement	0 0.00%	2 5.56%	15 41.67%	19 52.78%
Contacting the SIUE Experiential Office for help regarding the student	0 0.00%	4 11.11%	8 22.22%	24 66.67%
Discussing mental health issues the student may reveal to you	3 8.33%	11 30.56%	11 30.56%	11 30.56%

Results

Table 3- Preceptor Development Areas of Interest



- Demographic Results:** Areas of Practice included 50% hospital, 33.33% community, and 30.56% other; Level of Preceptor Experience included 41.67% greater than 10 years, 36.11% less than 5 years; Type of Students included 91.67% APPE students, 33.89% IPPE students, 27.78% residents, and 2.78% post-doctorate students
- Interprofessional Results:** Collaborate with non-pharmacist health professionals 70.59% daily; Incorporate students 55.88% daily, 14.71% weekly, and 26.47% occasionally

Conclusion

- Overall preceptors feel comfortable with their skills, there were opportunities identified for future preceptor development activities including working with struggling students, developing rotation activities/assignments, enhancing student goal setting, and managing time as a preceptor
- Development should be offered utilizing a variety of methods including on-demand online webinars, written articles, and an on-campus free CE session

References

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