

Precepting in Parallel: *Partnering for Success*

October 11, 2019

KCHP/KU/UMKC
Preceptor Boot Camp
Lawrence, Kansas

Jennifer Dill, PharmD
Clinical Assistant Professor
University of Kansas, Pharmacy Practice
E-mail: jdill@kumc.edu

Joann Moore, RPh, DPLA
Medication Safety Coordinator
The University of Kansas Health System
E-mail: jmoore16@kumc.edu

Disclosure

- The presenters have no actual or potential conflicts of interest to declare.

Learning Objectives

- Identify key elements to set the stage for effective co-precepting of learners on rotation.
- Describe communication plan to ensure preceptors are aware of learner's progress on the rotation.

Our Rotations

- Medication Safety & Formulary Management
 - PGY-1 / HSPA / Informatics (5 weeks)
 - APPE Students (month)
- PGY-2 Medication-Use Safety & Policy
- Multiple learners and layered learning

Herding Cats



Pre-Rotation

- Learner Information Form
 - Staffing area or previous work experience
 - Areas of interest
 - Previous rotations
 - Strengths
 - Areas of improvement
 - Feedback preferences
 - Goals

Pre-Rotation Meeting

- Set stage for rotation
 - Review completed Learner Information Form
 - Review syllabus
 - Description
 - Expectations
 - Goals (ASHP, preceptors, learner)
 - Preferred method of contact
 - Calendar sharing

Rotation – Day 1

- Review rotation activities
 - Projects
 - Meetings
 - Readings and topic discussions
- All parties sign syllabus (rotation contract)
- Emphasize open communication and ongoing feedback for future rotation improvements

Assessment Question

Which of the following are important key elements to share in order to set the stage for effectively co-precepting a rotation:

- A. Learner shares with preceptors their identified strengths, areas of improvement and goals for the rotation.
- B. Learner and preceptors share calendars and contact information/preferred method of communication.
- C. All parties sign contract outlining goals and expectations for rotation.
- D. All of the above.

Weekly Touchbase

- In person at beginning of week (30-45 min)
- Attendees: Both preceptors, learner, other learners
- Objectives
 - Review project status
 - Resolve meeting conflicts
 - Review progress toward goals
 - Assess workload
 - Discuss challenges/roadblocks
- Feedback to and from learner

Weekly Status Report

- By phone at end of week (10 min)
- Attendees: Both preceptors and learner
- Objectives
 - What questions do you have about your projects?
 - Are there any challenges/roadblocks?
 - What do you need from us?
- Feedback to and from learner

Rotation Wrap-up

- After all projects completed/presented
- Review learner goals
- Feedback to and from learner
- Review evaluations
- Recruitment
- Rotation improvements?

Incorporating Learner Feedback

- Two learners at same level on rotation together
- Incorporating dues dates in rotation activities list
- Meetings
 - Include short description for each meeting including attendees and objectives
 - Delineating what meetings require one-time or weekly attendance
 - In-person vs. remote attendance
- Daily Status Report vs. Weekly Status Report

Assessment Question

What methods have you used or can you think of to ensure that co-preceptors are mutually aware of learner progress on rotation?

Juggling Multiple Learners

➤ Challenges

- Staggered start times and duration and start times
- Different stages of learning
- Significant time commitment for preceptors

➤ Benefits

- Layered learning opportunities
- Multiple points of view
- Topic discussions
- Project collaboration
- Recruitment

Lessons Learned

- Differences in learner communication styles and willingness to ask for help/share struggles with one preceptor vs. other
- Early identification of struggling learners
- Setting stage regarding flexibility
- Value of structured rotation activities list, due dates for accountability
- Value in combined communication with learner
- Ongoing assessment of goals, workload, project progress
- When learners feel valued, they are more engaged and perform at higher level