

# Precepting in Parallel: *Partnering for Success*

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KCHP/KU/UMKC  
Preceptor Boot Camp  
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# 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