A Focused Approach to Precepting Multiple Types and Levels of Learners

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A few definitions

- **Chaos**: complete confusion and disorder; a state in which behavior and events are not controlled by anything
- **Disaster**: something that has a very bad effect or result
- **Mess**: a situation that is very complicated or difficult to deal with
- **Epiphany**: a moment in which you suddenly see or understand something in a new or very clear way

http://www.merriam-webster.com/dictionary

Objectives

- Describe effective teaching strategies to engage pharmacy students in the experiential setting
- Describe effective ways to incorporate precepting activities across multiple healthcare disciplines and levels of learners
- Identify solutions to commonly encountered preceptor-student issues in the experiential setting

Disclosure

- No financial disclosures... 😊
- My background:
  - Professor (Clinical Track) at University of Utah
  - 48% College of Pharmacy, 10% University of Utah Healthcare Pharmacy Services, 42% School of Medicine (Family Medicine)
  - Family medicine residency clinic practice site
  - For 8 years did both inpatient and outpatient family medicine
  - 2 clinics physically separated by < 5 miles, one on campus, one 5 miles away
  - 16 years in this position

What types of learners do you regularly precept?

- A: Pharmacy students only
- B: Pharmacy Residents only
- C: Both pharmacy students and residents
- D: Interprofessional learners (PharmD, NP, PA, MD etc)

How long have you been precepting learners?

- A: No experience outside of training
- B: 0 – 5 years
- C: 5 – 10 years
- D: Greater than 10 years
My Pharmacy Squad (mob?)...

- Contracted for 8 pharmacy students per year
  - 6 wk APPE
- 2 - 3 PGY 1 Health System Residents per year
  - (4 wk required)
- 1 PGY 2 Ambulatory Care Resident
  - Residency Director and Primary Preceptor
- 2 PGY 1 Community Pharmacy Residents on longitudinal family medicine rotation/year
- 4 – 6 Family Medicine Residents (physician)
  - 1 – 2 week elective pharmacotherapy rotations
- PA students and Medical Students in Clinic
  - not primary preceptor
- As many as 5 pharmacy learners at once.
  - Never more than 2 APPE students.

How many learners do you typically have at one time?

A 1  
B 2  
C 3  
D 4 or more

Strategically Putting Together Your Squad

- Sequencing and planning
- Graduated responsibility
- Huddle
- Memory check
- Protected time
- It takes a village
- Patient Centered Precepting

Sequencing and Planning

- Set basic goals/tenets – based on your/site/college specific needs
- Brainstorm
- Be thoughtful as you establish priorities
  - Especially as a new preceptor!

Sequencing and Planning

- Turn to your neighbor and share 2 tenets of rotation planning you have utilized or are considering with your learners.

For example...

1. No pharmacy students in July (new resident)
   - Try to not have any pharmacy students until Sept
2. Two pharmacy students at a time in the Fall/Winter
   - Sept/Oct, Oct/Nov, Jan/Feb
3. Stagger PGY 1 residents with students whenever possible
   - Optimal to have PGY 1 resident in clinic at least one week prior to student start.
   - PGY 1 residents with primary care or academic career goals earlier in year
4. Work with PGY 2 to establish goals for precepting – consider independent precepting of 1 student in Feb/March or May/June*
5. Work other learners around this ordered list.
Graduated Responsibility

- “Show one, Do one, Teach one” – version 10.0!
- Utilized tools discussed by Dr Cox to evaluate learners
- Learners earlier in the year will have different abilities/starting points than learners in the latter part of the year
- Avoid excessive shadowing after the first few days if possible
- Encourage resident/student teams
  - Or PA/NP/Pharm teams
  - Or Pharm/MD student teams
- Consider adopting medical model of attending when precepting multiple learners...

1, 2, 3 READY GO!

Huddle

- With students
- Others depending on rotation site....
  - With providers
  - With other staff (care managers, RN’s etc)
- Goals:
  - To improve efficiency across various people providing care
  - To establish expectations of care provided

Memory Check

- Write down assignments, projects, drug information questions
- White board etc in core area
- Copy of rotation calendar
- For both preceptor and student memory

Protected time

- Take time each week or so to spend protected time with each learner
  - This may be over lunch, coffee, etc
  - Check in with learners
    - Identify goals, challenges, frustrations, etc.
    - Write them down, come up with a plan.
- Protect time for yourself
  - Have students come in 30 minutes after you – or plan discussion so that you have time to think and plan your day before you meet with students

It takes a village... to precept multiple learners

- Who are your team members?
  - RN’s, Clinical lab, Care managers, Case managers, Discharge Planners, outpatient pharmacists, medical assistants, front desk
  - Consider outside the box activities...
    - Pharmacy student as MA
    - Home visits with care managers
    - Medical residents in the outpatient pharmacy
  - Value in learning with and understanding team contributions
It takes a village….
Avoid needless repetition! Give yourself a break!

- Who is also precepting learners in your area of practice?
  - Develop a team to lead topic discussions/case presentations/journal clubs
  - Work together on expectations
  - Trade off on team leading
  - Develop a schedule prior to rotation start
  - Involve residents in teaching

Patient Centered Precepting

- This is why we are in our jobs
- This is what we should focus on
- Think about the activities you are currently having your learners work
  - Are they focused on improving patient outcomes?
  - Are the learners developing skills to bring to their future careers?
  - Are you allowing them the appropriate autonomy to gain knowledge?

Summary….From Chaos to Epiphany

- Sequencing and planning
- Graduated responsibility
- Huddle
- Memory check
- Protected time
- It takes a village
- Patient Centered Precepting

And….be passionate about precepting and share your experience, wisdom, and joy with your students

Audience Challenge

Write down:
(send an text to yourself!)
2 items you will plan to implement for your future learners that you have learned from today's speakers

Questions?