

ASHP Section of AMBULATORY CARE PRACTITIONERS

**ASHP LIVE Webinar Networking Session:
Tips for Precepting Pharmacy Students**

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TOGETHER WE MAKE A GREAT TEAM

Polling Question 1:

Do you currently have students in rotation at your site?

- ◆ Yes
- ◆ No

Polling Question 2:

- Do you have an infusion site at your institution?
 - ◆ Yes
 - ◆ No

Polling Question 3:

- Please identify your role in pharmacy:
 - ❖ Practitioner/ Hospital staff
 - ❖ Director of pharmacy
 - ❖ Clinical Coordinator
 - ❖ Student/ Resident
 - ❖ Other



Experiential Education

- IPPE
 - ❖ Done early (first 3 years in standard program)
- APPE
 - ❖ Advanced (last part of program)
- Purpose
 - ❖ Introduce students to to duties and responsibilities of managing a pharmacy
 - ❖ Emphasize the importance of professional and personal development
- Benefit to Student




Program Setup

- Similarities
 - ❖ Commitment to patient safety
 - ❖ Assessment of drug related problems
 - ❖ Work in an actual practice site
 - ❖ Demonstrate effective communication skills
- Differences
 - ❖ IPPE concentrates more on operational issues
 - ❖ APPE is more clinical
 - ❖ Some programs have longer rotations for APPE




Identifying a Rotation: Site

- Space
 - ✦ Work
 - ✦ Personal
- Pharmacy Staff
 - ✦ Motivated
 - ✦ Educated
- Workflow and Pace




Identifying a Rotation: Preceptor

Criteria	Requirements or Expectations
<ul style="list-style-type: none">● Licensed with the State Board of Pharmacy or applicable Board● Other<ul style="list-style-type: none">✦ Credentials✦ Length of practice✦ Application process✦ Training✦ Good legal standing	<ul style="list-style-type: none">● Prepare for the student● Provide activities for students to achieve the rotation outcomes● Interact with students frequently● Provide frequent and periodic feedback to students● Agree to evaluation from students and College● Obtain preceptor development training



Prepare for the Student

- Review rotation outcomes
- Paperwork from College
- Affiliation agreement
- Special requirements of site
- Orientation to the College/Experiential Program
- Become familiar with scheduling system



Provide the guidance and activities for students to achieve the rotation outcomes

- Establish goals for the patient-specific disease management plan
 - Patient care plan
 - Patient phone calls
- Write and speak accurately and clearly during communications with patients & health professionals
 - Patient phone calls
 - Interdisciplinary interaction
 - Participate in patient meetings
- Display professionalism in pharmacy practice
 - On time for all meetings
 - Independent worker
 - Appropriately dressed

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Provide frequent and periodic feedback to students

- Provide feedback during or immediately after an activity
 - ❖ Student assessment
 - ❖ Preceptor assessment
 - ❖ Plan for next time
- Plan a face to face meeting

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Agree to evaluation from students and College/School

- Students are encouraged/required to evaluate each rotation
- College/School quality assurance

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Obtain preceptor development training


- State Association
- College/School Preceptor Development



Identifying a Rotation: Preceptor


Responsibilities:

- Positive role model
- Effective communication
- Facilitate learning
- Interest in teaching
- Encourage the student to participate
- Build up confidence of student
- Organized




Expectations of student behavior

- Professionalism
- Completion of all work
- Attendance
- Laws and regulations
- Commitment to excellence




Student

- **Requirements**
 - ❖ Drug tests
 - ❖ Background checks
 - ❖ Compliance exercises
- **Responsibilities**
 - ❖ Active learning
 - ❖ Maintain confidentiality
 - ❖ Complete any school requirements



Course Objectives

- Process orders
- Process and interpret patient data
- Understand financial aspects
- Evaluate administrative activities




Setting up the course

- **The syllabus**
 - ❖ Provided by institution
 - ❖ Provided by site
- **Course overview**
- **Evaluation forms**
 - ❖ Midpoint
 - ❖ End of rotation
 - ❖ Relevance and adaptation
- **Policies specific to site**
 - ❖ Cell phones
 - ❖ Dress code




Setting up the course

- **Required readings**
 - ❖ Pharmacy policies
 - ❖ USP <797>
- **Calendar**
 - ❖ Guide for each day's activities
- **Provide an orientation**
 - ❖ Tour
 - ❖ Videos
- **Provide guidance to assist students**
 - ❖ meetings



Resources available for preceptors

- **ASHP Preceptor Skills Resource Center**
<http://www.ashp.org/preceptorskills>
- **The ASHP Preceptor Tool-Kit**
<http://www.ashp.org/menu/MemberCenter/SectionsForums/SICP/Resources/ASHPPreceptorsToolKit.aspx>
- **Library access through the institution of the student**



ASHP Best Practices & Resources

- **ASHP official professional policies**
<http://www.ashp.org/menu/PracticePolicy/PolicyPositionsGuidelinesBestPractices.aspx>
- **Go to the Section's Website:**
<http://www.ashp.org/ambulatorycare>
- **Use ASHP Connect:** <http://connect.ashp.org/>
- **Serve on a Section Committee or SAG**
 - ❖ To apply, go to: <http://www.ashp.org/sag>
- **Contact the Section of Ambulatory Care Practitioners Directly:**
sections@ashp.org

