Practical Approaches to Developing Residency Preceptors

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Thursday, October 21, 2010
2:00 – 3:00 P.M. EST

TOGETHER WE MAKE A GREAT TEAM

Poll Question 1

Indicate your role in the residency program:

1. New preceptor
2. Established preceptor (precepting residents at least 3 years)
3. Hope to become a preceptor
4. Residency program director
5. Other

Poll Question 2

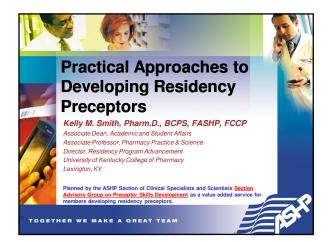**Indicate the type of residency program(s) in which you precept**

1. PGY1
2. PGY2
3. Both PGY1 and PGY2
4. None

Poll Question 3

What best describes your residency program's accreditation status?

1. Pre-candidate OR soon to develop program
2. Candidate
3. Newly accredited (accredited within past 2 years)
4. Young program (accredited for 2-5 years)
5. Established (existence longer than 5 years)

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Planned by the ASHP Section of Clinical Specialists and Scientists Section Advisory Group on Preceptor Skills Development as a value added service for members developing residency preceptors.

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Learning Objectives

- Describe practice-derived approaches to developing residency preceptors
- Identify content and structural resources to assist in implementing and sustaining a residency preceptor development program

No Conflicts to Disclose

Charting Our Course

- **Review accreditation requirements**
- **Delineate resident from student precepting**
- **Step-wise approach**
  - ❖ Assessing needs
  - ❖ Structural considerations
  - ❖ Content
  - ❖ Additional resources

ACCREDITATION REQUIREMENTS

TOGETHER WE MAKE A GREAT TEAM

Requirements for Residency Program Design and Conduct (4)

- **Activities directed at enhancing achievement of the program's outcomes**
  - ❖ Preceptors as important elements of the program
  - ❖ Responsibility of residency program director (RPD)

http://www.ashp.org/s_ashp/docs/files/RTP_PGY1AccredStandard.pdf

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Requirements for Residency Program Design and Conduct (4)

- **Evaluate potential preceptors on desire to teach AND aptitude for teaching**
  - ❖ Excludes formal didactic instruction
- **Provide opportunities to enhance teaching skills**

http://www.ashp.org/s_ashp/docs/files/RTP_PGY1AccredStandard.pdf

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Preceptor Desire and Aptitude

- **Qualifications to serve as preceptor**
  - ❖ Credentials
  - ❖ Contributions and commitment to practice (Principle 5)
  - ❖ Site requirements
- **Abilities**
  - ❖ Instruct, model, coach, facilitate
  - ❖ Criteria-based feedback

Enhancing Teaching Skills

- **Individual development**
- **Across the residency program**
- **External programs**

Requirements for Residency Program Design and Conduct (4)

- **Devise and implement plan for assessing and improving quality of preceptor instruction**
  - ❖ Includes considering resident evaluations of preceptor performance
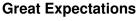
Development Plan

- **Assess quality**
  - ❖ Self-assessment
  - ❖ RPD assessment
  - ❖ Resident assessment – formal and informal
- **Feedback loop**
- **Potential need for program changes**
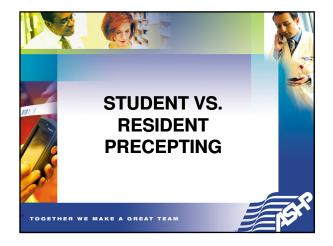
Poll Question 4

Describe your program's current status regarding formal preceptor skills development

1. **Recognize need but have taken no action**
2. **Beginning to develop a process**
3. **Recently implemented a process**
4. **Revising an established process**
5. **Fully established process**

Great Expectations

- **Preceptor development an increasing focus of residency accreditation process**
- **Most common area of partial compliance in 2010**
  - ❖ 81% of PGY1 programs (Source - Commission on Credentialing)
  - ❖ Preceptor concerns composed 4 of the top 5 areas of partial compliance unrelated to pharmacy services

STUDENT VS. RESIDENT PRECEPTING

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Things Are Different…

Student	Resident
•College responsibility	•RPD responsibility
•Must vs. should	•Will
•Suggested content	•Less guidance in Standard
•Broader dissemination of examples	•Relative uncertainty by program directors – fewer models to assess
•General concepts of suitability	•Specific, required contributions to profession

Things Are Different…

Student	Resident
•Disparity in sophistication (IPPE, APPE)	•Disparity between PGY1 and PGY2
•Wider array of career paths, interests, and abilities	•Higher performers, career goals that match practice site
•Volume of preceptors that lack connection	•Smaller group of colleague preceptors
•Geographic spread	•Same practice setting

Things Are Different…

Student	Resident
•Competing expectations (multiple COPs)	•Focused training program
•Volunteer vs. fee-for-service	•Incorporated in job responsibilities
•Site may not often host students	•Residency training as part of culture

Poll Question 5

What is the primary challenge to developing a formal preceptor skills development process at your facility?

1. **Don't know where to begin**
2. **Lack human resources to develop a process**
3. **Unsure of criteria for developing a process**
4. **Lack expertise or content for the process**
5. **Unconvinced a process is needed**

STEPWISE APPROACH

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Structure

- **Conduct a needs assessment**
  - ❖ Differentiate results by extent of individual experience
- **Develop a pilot   VS.   Starting program   small**
- **Avoid one-size-fits-all approach**
- **Elements that benefit all experience levels**

Connections to Performance

- **Delineate qualifications for preceptors**
- **Preceptor application and interview process**
- **New preceptor training/orientation**
- **Assign a mentor for new preceptors**
- **Precepting ladder**
  - ❖ Student Preceptor
  - ❖ Resident Co-preceptor
  - ❖ Resident Preceptor

Individual Development

- **Preceptor Portfolio**
  - Annual performance goals
  - Performance plan
  - Assessments
- **Preceptor scorecard**
- **Intensive development sessions**
  - Boot camp
  - ACPE credit
  - Online elements of competency programming

"Cultural Competence"

- **Create, implement and uphold expectations**
  - Element of job description
- **Measure performance**
  - Integrate in performance evaluation
  - Active engagement of RPD in assessment
  - Engage residents in assessment
- **Award stellar performers**

Low Stakes Approaches

- **Routine preceptor meetings**
- **Integrate preceptor content in staff meetings**
- **Preceptor pearls**
  - Facilitated by experienced preceptors
- **Case-based discussions**
- **Grand Rounds**
  - Collaborate with other healthcare professionals

Content Areas

- **Providing effective feedback**
- **Meeting contributions and commitment to pharmacy criteria**
- **PGY1 vs PGY2 training**
- **Dealing with performance extremes**
- **Conflict resolution**
- **Learning styles; adult learning approaches**

Content Areas
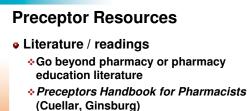
- **Understanding RLS**
- **ResiTrak™ as a tool**
- **Structuring a learning experience (e.g., orientation, syllabus, topic discussions)**
- **Setting and communicating performance expectations**
- **Reviewing ASHP PGY1 and PGY2 standards**

Content Areas

- **Career counseling**
- **Student vs resident training**
- **When is it time to treat a resident as a peer?**
- **Program expectations and vocabulary (to ensure consistency)**
- **Communication skills**

Preceptor Resources

- **Literature / readings**
  - ❖ **Go beyond pharmacy or pharmacy education literature**
  - ❖ *Preceptors Handbook for Pharmacists* **(Cuellar, Ginsburg)**
  - ❖ *Pharmacist's Letter*

Preceptor Resources

- **ASHP** (💻 www.ashp.org)
  - ❖ **National Residency Preceptors Conference**
  - ❖ **Section of Clinical Specialists & Scientists**
    - ▪ Section Advisory Group
  - ❖ **New Practitioners Forum**
    - ▪ Preceptor Information* 💻
  - ❖ **Preceptor Toolkit*** 💻
  - ❖ *American Journal of Health-System Pharmacy* 💻

💻 Online resource   * Focus on students

Preceptor Resources

- **American Association of Colleges of Pharmacy (AACP)**
  - ❖ **Education Scholar*** 💻
- **American College of Clinical Pharmacy (ACCP)**
  - ❖ **Education and Training PRN**
- **Practice Site Organizations**
  - ❖ **University HealthSystem Consortium (UHC)*** 💻

💻 Online resource   * Focus on students

Preceptor Resources

- **Collaboration**
  - ❖ **Colleges of Pharmacy***
  - ❖ **Training programs at site (e.g., Graduate Medical Education)**
  - ❖ **Regional residency programs**
  - ❖ **Programming at local and state organization meetings**

💻 Online resource   * Focus on students

MOVING FORWARD

TOGETHER WE MAKE A GREAT TEAM

Putting It All Together

- **Assess your program's needs**
- **Identify potential resources**
- **Implement change**
- **Assess impact**
- **Critical success factors**
  - ❖ **Empowered RPD**
  - ❖ **Supportive Director of Pharmacy**
  - ❖ **Engaged preceptors and residents**

QUESTIONS