



Preceptor Week: Mini-Sessions to Promote Preceptor Development

TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER™

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BACKGROUND

Preceptor training is a requirement of the Accreditation Council for Pharmacy Education. The type and amount of training varies by state and individual college/school of pharmacy. A diversity of preceptor training programs currently exist. As part of the Texas Tech University Health Sciences Center Jerry H. Hodge School of Pharmacy Office of Experiential Programs (OOEP) quality assurance program we routinely evaluate the training we offer to our preceptors by utilizing student/preceptor evaluations, local pharmacist continuing pharmacy education (CPE) needs assessment, and AACP national preceptor surveys. Data from 2021-2022 highlighted that 15-30-minute online programs was the most desired format for CPE training. Based on these findings, we developed a five-part series covering key preceptor topics offered in short 15-minute segments in a one-week period and marketed as Preceptor Week.

METHODS

Designing Preceptor Week, the following actions were taken:

A. Creation of Content

- Topics derived from surveys & approved for ACPE credit
- Vice Chair of the OOEP agreed to deliver all five activities

B. Delivery of Programming

- Activities were during lunch hour over five consecutive days
- Activities were offered LIVE utilizing the Zoom platform
- A question/answer session was added days 3-5
- Presentation slides were sent to participants each day
- Provided information on CPE credit if they desired

C. Assessment of Program

- For those who obtained CPE credit, they completed a twelve-question evaluation for each day.
- For those who obtained CPE credit, a four-question survey was sent 3-months following each activity date.
- Investigators analyzed data from the above assessments to evaluate the effectiveness of this type of preceptor training delivery method.

RESULTS

Activity Evaluation

Theme	Day 1 Motivating Learners	Day 2 The Art of Feedback	Day 3 Creating Relationships	Day 4 Challenging Learners
# of Learners Attended	669	673	595	534
# of Learners to Claim CE Credit	444	458	440	383
Did CPE activity meet your educational needs?	Yes, 99%	Yes, 100%	Yes, 100%	Yes, 100%
Were the educ. materials given to you useful?	Yes, 100%	Yes, 100%	Yes, 100%	Yes, 100%
Were teaching and learning methods useful?	Yes, 99%	Yes, 99%	Yes, 100%	Yes, 99%
Were the informal learning assessments appropriate for this CPE activity?	Yes, 99%	Yes, 99%	Yes, 99%	Yes, 99%
Do you feel the presentation was presented in a balanced and unbiased manner?	Yes, 100%	Yes, 100%	Yes, 99%	Yes, 99%
Please rate the quality of the speaker on a scale from 1 to 5, with 5 being the highest.	4.9	4.9	4.9	4.9

Day	Objective	Pre-Activity	Post Activity	3 Month Post Activity (Confident & Very Confident)
Day 1	Discuss strategies that can be used to increase the motivation of learners on experiential rotations.	Yes, 69%	Yes, 99%	93%
Day 2	Discuss strategies that can be used to maximize both formal and informal feedback sessions with learners.	Yes, 68%	Yes, 99%	98%
Day 3	Discuss strategies that can be used to developing meaningful working relationships with learners.	Yes, 67%	Yes, 99%	98%
Day 4	Discuss strategies that can be used to deal with common learner challenges that occur during experiential rotations.	Yes, 62%	Yes, 99%	100%

3 Month Survey

	Day 1	Day 2	Day 3	Day 4
# of Learners sent the survey	444	458	440	383
# of Learners completed the survey	72 (16%)	54 (12%)	47 (11%)	35 (9%)
Did this Continuing Education program have an impact on your competence and ability to teach? Please rank on a 0 – 10 scale (With 0 = no increase and 10 = big increase).	7.39	7.54	7.67	8.06
Have you made any changes in your teaching based on what you learned in this educational activity?	Yes, 63%	Yes, 66%	Yes, 63%	Yes, 55%

If Yes, please provide an example of how you were able to apply what you learned from this activity to your current work or teaching setting.

I feel I have been more aware of how I motivate learners by modifying the format of my feedback sessions. I have now decided to meet in person with learners at least the first two sessions rather than doing everything virtually. It has a significant impact on effectiveness of conversation. Non-verbal cues and other types of communication are indicators we miss when meeting virtually.

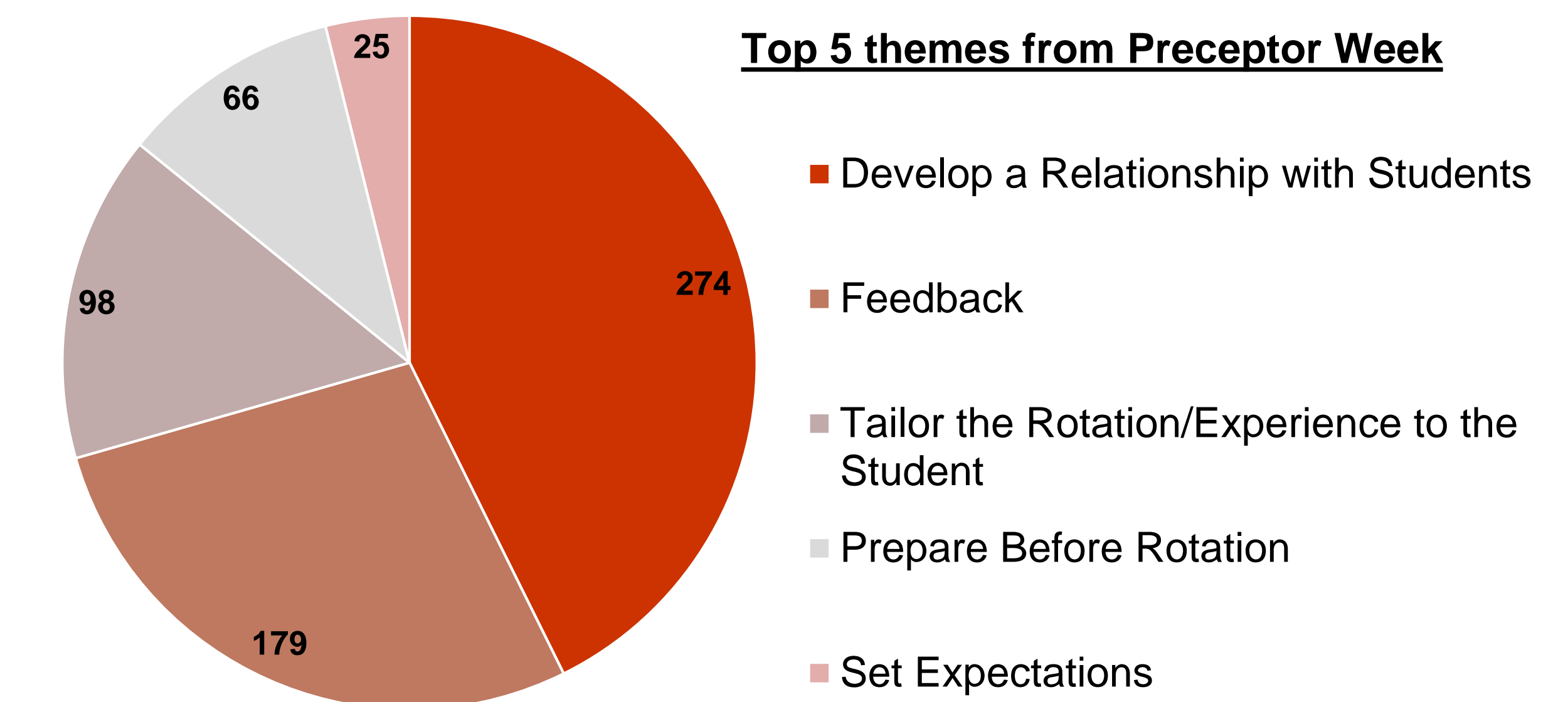
The biggest thing I implemented was setting expectations from the start, sticking with them, and providing Feedback Fridays along with daily feedback where necessary.

It has changed the way I get to know my students/residents before my rotation begins and during the first week as well. I try to get to know them on a more advanced level to get a better idea of their goals, desires and hopes.

I pay more attention to identifying common ground with the student earlier in the rotation as a result of this CE. I had previously viewed it as a part of natural socialization, and didn't value it as a tool to promote learning.

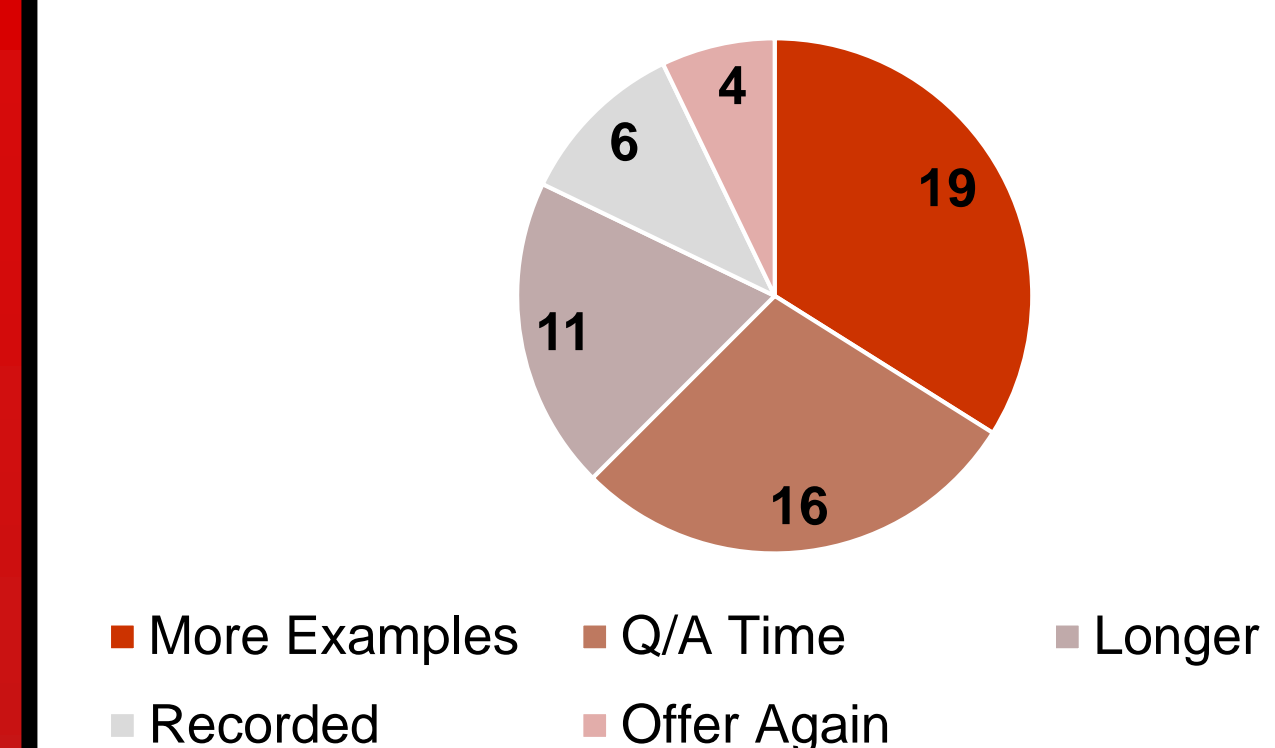
I have started to send out "Meet the Preceptor" slides prior to the start of the rotation so that students have a better idea of who they will be working with.

What will you do differently as a result of the presentation?

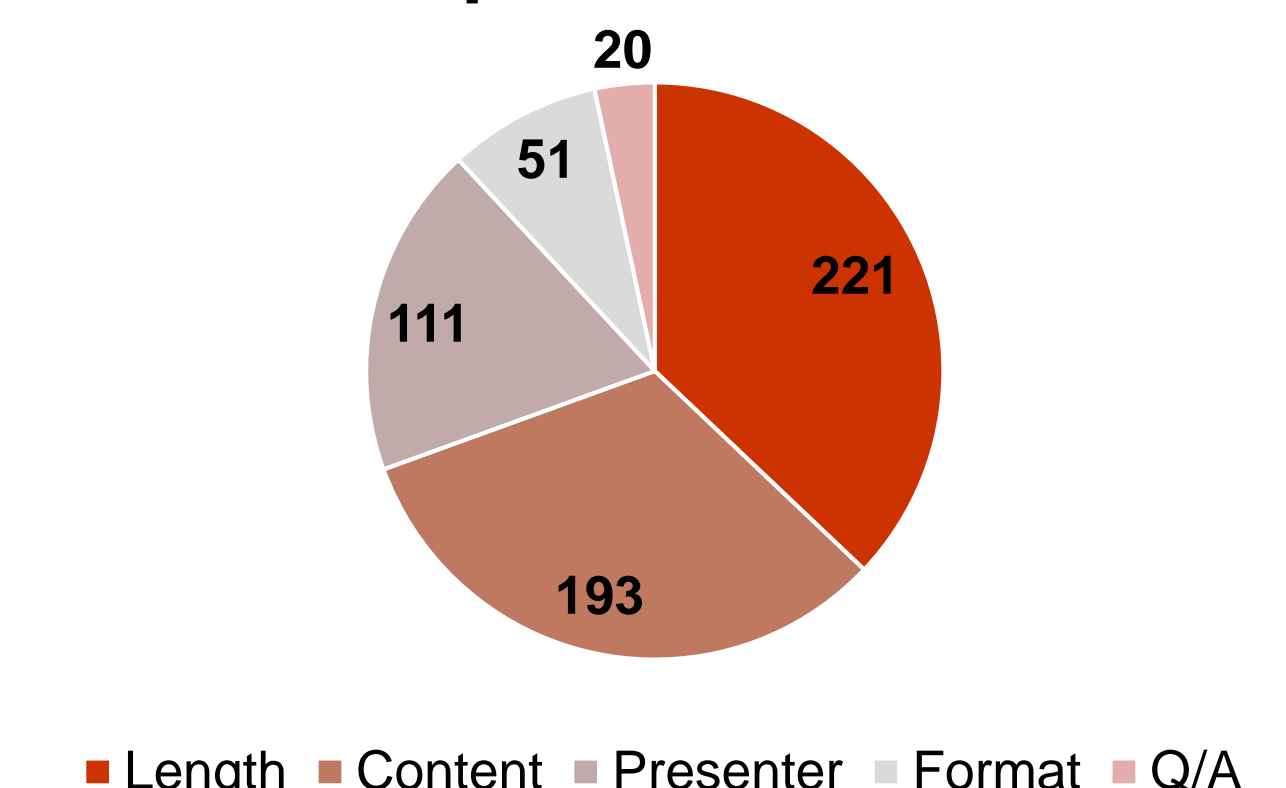


LIMITATIONS

What can be *improved* in the presentation?



What were the *strengths* of the presentation?



CONCLUSIONS

Preceptor Week was very successful and affirmed the following:

1. Participants like to receive content in short bursts.
2. Participants want the opportunity to engage with each other.
3. A short/online format can be an effective method of teaching content given immediate and long-term learning.
4. Opportunity to revisit offering Preceptor Week again and potentially record for those unable to attend live.

What's Next

1. Future offerings in a similar format covering other unique preceptor topics (both live and recorded)
2. Experiment with delivery method being via Podcast vs. Zoom session