











PRECEPTING TOOLKIT

Texas A&M HSC Rangel College of Pharmacy

EXERCISES and WORKSHEETS

-  **Preceptor Checklist**
-  **Define Professional Behaviors**
-  **Develop an Expectations Sheet**
-  **Develop a Rotation Calendar**
-  **Produce Relevant Learning Objectives**
-  **Motivate Students**
-  **Create a Grading Rubric**
-  **Define Student Evaluation Criteria**
-  **Dealing with Difficult Rotation Issues**
-  **Describe Precepting Challenges**

Preceptor Checklist

	Yes/No	Follow Up/Comment
Access to patient specific information?		
What drug information systems can the student use?		
Adequate physical space?		
Adequate computers?		
How much time can YOU devote to teaching?		
Sole preceptor at site? Others engaged?		
Orient the student to the site		
Review the student's portfolio and schedule		
Tailor the APPE experience based on the student's needs, interests and experiences		
Provide written copy and discuss rotation expectations		
Provide the student with a written schedule		
Convey requirements for professional attitude		
Review learning objectives		
Discuss rotation activities		
Match activities to course objectives and assessment (expected outcome)		
Develop activities to fulfill outcomes		
Plan for formative and summative feedback		
Plan for assessment and evaluation		
Gather all grading material and information		
Grade the Student		
Schedule a set time for final evaluation and feedback		

Define Professional Behaviors

Create a list of
PROFESSIONAL ATTITUDES, BEHAVIORS, VALUES

List the professional characteristics described by the audience:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

Develop an Expectations Sheet

Creating Rotation Expectations
Determine what you expect of your student on rotation.

Dress	
Time	
Cell Phones	
Copier	
Internet Use	
Parking	
Library Time	
Assignments	
Visitors	
Attendance	
Communication Late and to who?	
Reporting Structure	
Other:	
Other	
Other	
Other	
Other	
Other	

+ Develop a Rotation Calendar

Plan your rotation using a Calendar to Outline and Schedule Rotation Activities

Name _____ Rotation # _____ Date _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Orientation Day 8:30AM-Noon Review Portfolio Review Expectations Review Competencies Discuss Calendar Site Tour				
Week 2					
Week 3					Mid Rotation Evaluation
Week 4					
Week 5				Journal Club	
Week 6			Case Presentation		Formal Evaluation and Review 9:-Noon Colloquia 1-5PM

Produce Relevant Learning Objectives

Use the sheet provided (Suggested Action Verbs for Learning Objectives) select an action verb for an activity that you want your students to complete at your site.

#1. Write down the goal	
#2 Write down (words, phrases)of the performance that would demonstrate to you that the goal is achieved	
#3 Sort out the descriptions in step #2 Delete duplicates, unwanted items.	
#4 For each performance, write a complete statement; describe what you will consider acceptable: amount, quality and nature of the performance.	
#5 Test the objective: “If someone demonstrated each of these performances, would I be willing to say they achieved the goal?” When you can say “Yes”, the analysis is finished.	

Learning Objectives: http://usagso-sg.tripod.com/22_learning_objectives.pdf

Motivate Students

Six Factors that Impact on Learner Motivation. Use the Case provided as an example and complete the following exercise.

<p>1. Attitude: Many students come to professional school without a well defined set of attitudes about how a professional is supposed to behave. Since attitudes are learned, then can change.</p>	
<p>2. Need: To motivate to learn, help students meet their needs.</p>	
<p>3. Stimulation: Develop a learning environment, which challenges students to be actively involved and personally responsible for practicing like a professional.</p>	
<p>4. Affect: Take into account the emotional state of the student.</p>	
<p>5. Competence: Achieving competence can be a great motivator. Preceptors achieve this motivation by pointing out the progress the student is making. Competence fosters self-confidence.</p>	
<p>6. Reinforcement: positive reinforcement: a behavior is followed by a pleasant experience.</p>	

Define Student Evaluation Criteria

		Student and Preceptor Comments/Concerns/Questions
G	Get Ready at Beginning of Rotation to Assess Your Student by discussing the Grading Rubric at the beginning of the rotation and the rotation requirements.	
R	Review Your Expectations with Student as well as the School's Expectations	
A	Assess at Mid-Point	
D	Discuss Final Assessment and Improvement as compared to Mid-Point. Include assessment from individuals who interacted with student.	
E	End with a "Grade"	

Dealing with Difficult Rotation Issues


Discuss strategies for the situations listed below that are some of the most frequently encountered rotation issues, situations not caused by misunderstanding learning styles.

Difficult Rotation Issue	Intervention Strategies
<p>Tardiness: Infrequent showing up late (15 minutes) is not grounds for dismissal. Routine tardiness should trigger a discussion regarding the student's feasibility of continuing at the site.</p>	
<p>Excessive Absences: Students should have NO unexcused absences. This can be grounds for dismissal from the rotation. Explainable absences are reasonable provided you are satisfied with the excuse. Excessive explained absences may be grounds for failure.</p>	
<p>Inadequate Knowledge Base: Although very difficult to evaluate, a student may occasionally provide information about medication that is wrong. When this occurs, the preceptor should help the student understand what the corrected response should be. Continued provision of incorrect information in the event that the student has been asked to refrain from providing that information is grounds for dismissal from the site since patient safety is the priority.</p>	
<p>Inadequate Communication Skills: Communication skills are hard to evaluate and difficulty in communicating may be attributed to a variety of causes, most common being behavior and working styles. If you think a student's communication skills are poor, talk with your colleagues to verify that you are not the only one experiencing communication difficulties.</p>	
<p>Other:</p>	

 Activity # 1 **Difficult Student/Professional Behaviors**

Professional Behavior, Value or Attitude	Explicit Written Expectations	Activity	Consequences
<i>reliable and dependable</i>			
<i>“follows through” with responsibilities</i>			
<i>appearance</i>			
<i>punctual</i>			
<i>effectively uses time</i>			
<i>prioritizes responsibilities</i>			
<i>respectful and cooperative</i>			
<i>accepts and applies instructive feedback</i>			
<i>nonjudgmental</i>			
<i>communicates assertively</i>			
<i>diplomatic</i>			
<i>demonstrates confidence</i>			
Other: SITE			

Describe Precepting Challenges Adult Learners Generational Differences

Characteristics of Adult Learners 	Rotation Expectations Adaptation for Adult Learners	Rotation Evaluation/Assessment Adaptation for Adult Learners
Self Directed-Not Passive Learners		
Draw upon Experiences as a Resource		
More Motivated		
Learner Role is Secondary		
Lack Confidence		
Must fit Learning into Life		
More Diverse than Youth		
More Resistant to Change		
More Pragmatic in Learning		
Compensate for Aging in Learning		

Describe Precepting Challenges

Adult Learners Generational Differences

What Generation are YOU? _____ How would you accommodate a student from a Different Generation than Yourself?

Generation Z ; (Before 1999) The Silent Generation	Generation Y ; “Nexters” (1975-1995) (1981-1999)	Generation X (1966-1975) (1965-1980)	Generation Baby Boomer “Me Generation”(1947-1965) (1946-1964)	Traditionalist (before 1947) or Eisenhowers
Events and Experiences Technology Rules World No Memory of Pre-Internet 18% of the Population very little communication skills Values Instant action Social networking Privacy Important Mass collaboration via Net Lack of Privacy Expect to speak to Audience even in personal communication Familiar with anonymous criticism.	Events and Experiences School shootings Oklahoma City Technology Prefer Email Child focused world Clinton / Lewinsky Values Optimistic Feel civic duty Confident Achievement oriented Multi-task Respect for diversity Money (making and spending)	Events and Experiences Fall of Berlin Wall Watergate Women’s Liberation Desert Storm Energy Crisis Values Diversity Techno literacy Email Fun and informality Self-reliance Entrepreneurial Spirit Pragmatism Creative Continuous Feedback	Events and Experiences Civil Rights Sexual Revolution Cold War Space travel Assassinations Values Optimism Team orientation Personal gratification Involvement Personal growth Competition Constant Change Hard Workers Success driven Anti Rules and Regulations Inclusion (accept a person if they can perform to standards) Fight for a Cause	Events and Experiences Great Depression New Deal World War II Korean War Values Hard work Dedication & sacrifice Respect for rules Duty before pleasure Honor Private Trustworthy Formal Social Order Possessions-won’t get rid of them
Tips for Communicating	<i>Use action words and challenge them</i> <i>Seek their feedback and provide constant feedback</i> <i>Create a fun learning environment</i> <i>Encourage them to take risks</i>	<i>Use email</i> <i>Short sound bites</i> <i>Ask for feedback</i> <i>Provide regular feedback</i> <i>Share information regularly</i> <i>Informal communication style</i>	<i>Show me generation</i> <i>Body Language Important</i> <i>Use open, direct style</i> <i>Answer questions thoroughly, expect press for details</i>	<i>Don’t expect sharing of thoughts</i> <i>Educator’s word is important-focus on words</i> <i>Face to face or written communication preferred</i> <i>Don’t waste their time</i>
Strategies for Working with Generational Differences on Rotations				

