**Preceptor’s Playbook: Tactics, Techniques, and Strategies**

**Release Date:** December 15, 2020

**Expiration Date:** December 15, 2023

**Accreditation for Pharmacists**



The American Society of Health-System Pharmacists is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education.

**Target Audience**

This program is intended for pharmacists who are preceptors or interested in becoming a pharmacy preceptor. These modules are designed to enhance the skills and resources of pharmacy preceptors. Effectively precepting pharmacy students and/or residents require an extensive skill set, which very few possess naturally. In addition to the more “traditional” skills of precepting (such as designing learning experiences and coaching), there are a host of “softer” skills that are necessary for pharmacists to master in order to manage an experiential learning setting.

**Activity Overview**

Pharmacy preceptors serve an integral role in the training of pharmacy students and residents through mentoring and educating in real world settings to fulfill experiential learning objectives. The Accreditation Council for Pharmacy Education (ACPE) mandates the approximately 140 accredited colleges and schools of pharmacy support professional developmental for their pharmacy preceptors. The accredited pharmacy residency programs require resident pharmacists to be trained by pharmacist preceptors.

**Learning Objectives and Schedule of Activities**

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| Activity CE Information | Title, Description and Learning Objectives |
| ACPE #:  0204-9999-20-421-H04P  CE Hours: 2.0  Activity Type: Knowledge-based | **Title: Precepting Students: What the Discerning Preceptor Needs to Know**  Faculty:   * **Eric G. Johnson, PharmD, BCCCP** * **Brooke Hudspeth, PharmD, CDE** * **Stacy Taylor, PharmD** * **Joseph L. Fink III, BSPharm, JD, DSc (hon.)** * **Craig Martin, PharmD, MBA** * **Melissa L. Thompson Bastin, PharmD, BS, BCPS**   This module covers aspects of precepting students including the design, development, and implementation of rotations; interprofessional education; handling issues that might arise during a rotation; and guiding students toward research and publications  **Learning Objectives:**   * Identify key components of an APPE rotation syllabus in the development and maturation of a new APPE rotation. * Discuss the layered learning module. * Describe the impact the 2016 Interprofessional Education Collaborative (IPEC) Core Competencies for Interprofessional Collaborative Practice and the American Council for Pharmaceutical Education (ACPE) Standards 2016 for IPE have had on experiential education. * Apply the principles outlined in the Health Professions Accreditors Collaborative (HPAC) Guidance document to design practical experiential learning opportunities that reinforce and build collaborative, interprofessional competence. * Apply strategies for addressing academic misconduct. * Develop a response to a personal or professional crisis which emphasizes respect, empathy, and professionalism. * Identify research and publications opportunities for students in your practice. |

**Disclosures**

In accordance with the ACPE's and ACCME's Standards for Commercial Support, all those in a position to control the content of an educational activity is required to disclose to the accredited provider their relevant financial relationships. *An individual has a* ***relevant financial relationship*** *if he or she (or spouse/domestic partner) has a financial relationship in any amount occurring in the last 12 months with a commercial interest whose products or services are discussed in the activity content over which the individual has control.* In accordance with these Standards, all potential conflicts of interest have been resolved.

As defined by ACCME, a **commercial interest** is any entity producing, marketing, re-selling, or distributing health care goods or services consumed by, or used on, patients. The Standards for Commercial Support do not consider providers of clinical service directly to patients to be commercial interests.

* **All planners, presenters, reviewers, and ASHP staff report no financial relationships relevant to this activity.**

**Methods and CE Requirements**

Participants must participate in the entire activity, complete the evaluation and all required components to claim continuing pharmacy education credit online at ASHP eLearning Portal ([http://elearning.ashp.org](http://elearning.ashp.org/)). Follow the prompts to claim credit and view your statement of credit within 60 days after completing the activity.

**Important Note – ACPE 60 Day Deadline:**

Per ACPE requirements, CPE credit must be claimed within 60 days of being earned – no exceptions!

To verify that you have completed the required steps and to ensure your credits have been reported to CPE Monitor, we encourage you to check your NABP eProfile account to validate your credits were transferred successfully before the ACPE 60-day deadline. After the 60 day deadline, ASHP will no longer be able to award credit for this activity.

**System Technical Requirements**

System Requirements Courses and learning activities are delivered via your Web browser and Acrobat PDF. Users should have a basic comfort level using a computer and navigating web sites.

View the [minimum technical and system requirements](http://elearning.ashp.org/get-started) for learning activities.