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

**ACPE Activity Number(s):** 0204-9999-20-413-H04P thru to 0204-9999-20-421-H04P

**Release Date:** December 15, 2020

**Expiration Date:** December 15, 2023

**CE Credit Hour(s):** 13.25

**Activity Fee:** $125.00

**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 9 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 #:  0204-9999-20-413-H04P  CE Hours: 1.0  Activity Type: Knowledge-based | **Title: Precepting 101**  Faculty:   * **Elise Metts, PharmD, BCPS** * **Adrienne Matson, PharmD, BCPS** * **Holly Divine, PharmD, BCACP, BCGP, CDE, FAPhA**   This module discusses basic aspects of precepting, including benefits, roles, creating the learning experience, and appling the Pharmacists Patient Care Process in experiential education.  **Learning Objectives:**   * List potential barriers to precepting. Describe the professional and personal benefits of precepting. * Describe preceptor roles and different types of preceptor relationships. * Assess your practice site to develop a learning experience. * Identify ways a preceptor can use the Pharmacists’ Patient Care Process (PPCP). Compare and contrast the PPCP in student pharmacist and resident learning experiences. |
| ACPE #:  0204-9999-20-414-H04P  CE Hours: 1.5  Activity Type: Knowledge-based | **Title: Precepting Effectively: Establishing and Managing Expectations**  Faculty:   * **Mark Huffmyer, PharmD, BCGP, BCACP, CACP** * **Gavin T. Howington, PharmD, BCCCP, BCPS** * **Sara E. Parli, PharmD, BCCCP** * **Melissa A. Nestor, PharmD, BCPS**   This module covers how to establish expectations for a rotation and the learner, along with addressing various aspects of fitting precepting within your clinical work environment.  **Learning Objectives:**   * Describe important elements to include when setting expectations for in your rotation. * Give examples of professional expectations that will be required during a rotation. * Describe meaningful activities that can be incorporated into a rotation that helps set and manage expectations. * Describe the “One-Minute Preceptor” teaching method related to a pharmacy learner on rotation. * Use a tool to classify learners for ability and skill level for site specific pharmacist responsibilities. |
| ACPE #:  0204-9999-20-415-H04P  CE Hours: 1.5  Activity Type: Knowledge-based | **Title:** **Preceptor-Mentee Communications**  Faculty:   * **Tracy Macaulay, PharmD** * **Craig Martin, PharmD, MBA** * **Noelle Leung, PharmD, BCPPS**   This module discusses the relational aspects of precepting, as well as addressing errors, emotions, and diverse learner needs.  **Learning Objectives:**   * Describe the benefits and processes of establishing a positive preceptor/learner relationship. * Design a collaborative, non-punitive approach to discussing process improvements to avoid repeat mistakes. * Describe ways that preceptors can manage learner emotions in the workplace. * Describe ways to engage and teach diverse learners. |
| ACPE #:  0204-9999-20-416-H04P  CE Hours: 2.0  Activity Type: Knowledge-based | **Title: Assessment and Feedback**  Faculty:   * **Adrienne Matson, PharmD, BCPS** * **Noelle Leung, PharmD, BCPPS** * **Clark Kebodeaux, PharmD, BCACP** * **Brittany D. Bissell, PharmD, PhD, BCCCP** * **Holly Divine, PharmD, BCACP, BCGP, CDE, FAPhA**   This module addresses assessment and feedback methods, including how to provide constructive feedback and navigating difficult conversations in which the learner needs to take corrective actions.  **Learning Objectives:**   * Identify assessment strategies that can be used to evaluate learner and preceptor performance. * Compose contructive feedback using concrete examples and specific improvements for improvement. * Apply communication techniques to improve feedback to pharmacy students and residents. * Describe factors of feedback when corrective action is needed to improve performance. * Describe common practices that can be used to conduct an effective conversation about a difficult topic. * Define professionalism in student pharmacist and resident education. Create a syllabus to establish expectations for behaviors during learning experiences. |
| ACPE #:  0204-9999-20-417-H04P  CE Hours: 1.0  Activity Type: Knowledge-based | **Title:** **Challenges in Precepting**  Faculty:   * **Komal A. Pandya, PharmD, BCCCP** * **Brooke Herndon, PharmD, BCPS** * **Elizabeth Autry, PharmD, BCPPS**   This module addresses how to precept learners who are above or below the norm and/or who present challenges to learning in the experiential environment.  **Learning Objectives:**   * Identify methods to motivate high performing learners to continue to promote growth and excellence. * Describe the components of feedback necessary for overconfident learners. * Describe strategies for motivating the disinterested and/or unmotivated learner. * Identify strategies to improve learning potential for a clinically unprepared learner. |
| ACPE #:  0204-9999-20-418-H04P  CE Hours: 0.75  Activity Type: Knowledge-based | **Title:** **Preceptor and Learner Well-being**  Faculty:   * **Hannah E. Johnson, PharmD, BCPS, BCPP**   This module discusses strategies to promote well-being for learners and preceptors.  **Learning Objectives:**   * Discuss the importance of learner well-being. * Describe methods to incorporate well-being into rotation. * List strategies to improve preceptor work-life integration. |
| ACPE #:  0204-9999-20-419-H04P  CE Hours: 1.0  Activity Type: Knowledge-based | **Title: Developing Your Preceptor Toolkit: A How To Guide**  Faculty:   * **Brittany D. Bissell, PharmD, PhD, BCCCP** * **Sarah Cotner, PharmD, BCPS** * **Nicole Keenan, M.A. in Counseling** * **Barbara Magnuson Woodward, PharmD**   This module provides a how-to guide for several aspects of experiential teaching including journal clubs, topic discussions, and career coaching, as well as, providing a review of precepting best practices.  **Learning Objectives:**   * Define key compenents of an effective journal club. * Discuss concepts to consider when leading a topic discussion with trainees. * Describe elements of a personal philosophy as it related to mentoring and coaching. * Discuss strategies a preceptor can use to optimize learning during a rotation. |
| ACPE #:  0204-9999-20-420-H04P  CE Hours: 2.5  Activity Type: Knowledge-based | **Title:** **Precepting Residents: Guiding Principles**  Faculty:   * **Aaron Cook, Pharm.D, BCCCP, BCPS, FKSHP** * **Brooke Hudspeth, PharmD, CDE** * **Alex H. Flannery, PharmD, BCCCP, BCPS** * **Melissa L. Thompson Bastin, PharmD, BS, BCPS**   This module covers aspects of precepting residents including the design, development, and implementation of rotations and guiding residents through the different stages of research.  **Learning Objectives:**   * Identify strategies for developing a learning experience. * Describe ways to incorporate residents into a layered learning approach to make experiential learning activities more efficient. * Given a proposed research topic, critique the idea as a potential residency research project. * Describe key requirements of Institutional Review Board, as it relates to pharmacy practice research. * Apply best practices of database management to the creation and/or revision of a database for a residency research project. * Identify strategies to guide your mentees towards completion of their residency project within 1 year. |
| 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. |

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**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**

This online activity consists of a combined total of 9 learning modules. Pharmacists are eligible to receive a total of 13.25 hours of continuing education credit by completing all 9 modules within this certificate program.

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.