

Preceptor CE: Assessment of Preceptor Habits

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I have no relevant financial relationships to disclose

Objectives

- Explain the Habits of Preceptors Rubric (HOP-R)
- Apply the HOP-R to assess precepting habits
- Utilize self-reflection to identify one area for personal improvement as a preceptor
- Discuss ideas for how to increase preceptor efficacy

Precepting habits and self-reflection

- Feedback for improvement from:
 - Learners
 - Peers
 - Self-reflection
- Habits: consistent and repeatable practices

Habits of Preceptors Rubric (HOP-R)

- Self-assessment of preceptor habits
 - 3 domains:
 - Pharmacy practice role-model
 - Effective educator
 - High-quality assessment
- NOT meant to compare preceptors

HOP-R Example

Domain	Preceptor Habits	Habit Level				Habit Level Achieved
		Developing Habits	Proficient Habits	Accomplished Habits	Master Habits	
2. Preceptor is an effective educator	2.1 Creates a positive learning environment	<p><input checked="" type="checkbox"/> Displays enthusiasm/passion for teaching and is approachable (e.g., friendly, supportive, willing to help).</p> <p><input checked="" type="checkbox"/> Rotation experience is organized. Provides clear communication for all learning activities and rotation assignments (e.g., calendar of events with due dates, basic syllabus) at the beginning of the rotation.</p> <p><input checked="" type="checkbox"/> <u>Occasionally</u> dedicates protected time for learners to answer questions, provide oversight, and give feedback.</p> <p><input checked="" type="checkbox"/> Preceptor <u>occasionally</u> asks the learner to provide feedback on the learning experience and <u>considers</u> implementation that could better the rotation for future learners.</p>	<p><input checked="" type="checkbox"/> Showcases a genuine interest in learner success (i.e., creates a welcoming environment each day despite personal or professional challenges that are present).</p> <p><input type="checkbox"/> Facilitates a comprehensive orientation providing role clarity and establishing learner expectations. Ensures rotation is structured to allow learner achievement of program-specified goals & objectives.</p> <p><input checked="" type="checkbox"/> <u>Frequently</u> dedicates protected time for learners to answer questions, provide oversight, and give feedback.</p> <p><input checked="" type="checkbox"/> Preceptor <u>frequently</u> asks the learner to provide feedback on the learning experience and <u>considers</u> implementation that could better the rotation for future learners.</p>	<p><input checked="" type="checkbox"/> <u>Is</u> dedicated to learners and is often viewed as a mentor/coach.</p> <p><input type="checkbox"/> Provides learners with comprehensive syllabus (e.g., appropriate for level of learner from IPPE to APPE to resident, authentic to the roles & responsibilities of pharmacists practicing at this site) that is reflective of actual learning experience.</p> <p><input checked="" type="checkbox"/> <u>Usually</u> dedicates protected time for learners to answer questions, provide oversight, and give feedback.</p> <p><input type="checkbox"/> Preceptor <u>usually</u> asks the learner to provide feedback on the learning experience and <u>carefully considers</u> implementation that could better the rotation for future learners.</p>	<p><input checked="" type="checkbox"/> Preceptor advocates for all learners at the site.</p> <p><input type="checkbox"/> Rotation (including syllabus) has instructional alignment (i.e., learning objectives are congruent with learning activities and assessment methods) that ensures the essential elements of pharmacy practice are taught and assessed.</p> <p><input type="checkbox"/> <u>Always</u> dedicates protected time for learners to answer questions, provide oversight, and give feedback.</p> <p><input type="checkbox"/> Preceptor <u>always</u> asks the learner to provide feedback on the learning experience and <u>carefully considers</u> implementation that could better the rotation for future learners.</p>	<p>2.1</p> <p><input type="checkbox"/> Developing</p> <p><input checked="" type="checkbox"/> Proficient</p> <p><input type="checkbox"/> Accomplished</p> <p><input type="checkbox"/> Master</p> <p>In this example, the preceptor assessed displays all developing habits, near complete display of proficient habits, and partial display of accomplished and master habits. We would suggest focusing on development of the remaining proficient-level habit for CPD.</p>

SMART Goals Specific, Measurable, Attainable, Relevant, Time bound	What resources or experiences are needed to accomplish this goal?	Dates	Outcome
2.1 Create a positive learning environment Evaluate and revise my APPE student rotation in terms of design (i.e., structure, organization, learning activities, assignments) and syllabus to ensure program-specific goals and objectives are being met and are clearly documented and communicated to my learners. Complete this process prior to the start of rotations for the next graduating class.	<ul style="list-style-type: none"> - Contact program for rotation-specific goals and objectives - Evaluate the learning environment at my site to ensure that the goals and objectives can be met - Attend preceptor conference in summer to learn more about instructional alignment - Assess ability of instructional activities (e.g., work assigned to learner) to meet stated objectives - Engage learners on next 2 rotation blocks in sharing their perspective on the rotation structure and ability of the syllabus to communicate clearly and accurately describe the rotation experience - Ask for feedback on the revised syllabus from at least one colleague at my practice site as well as the experiential office at the pharmacy school 	<p>Start Date: Spring 20XX</p> <p>Goal Finish Date: Fall 20XX</p> <p>Actual Finish Date: TBD</p>	

Try it out!



Incorporation of HOP-R Self-assessment

TABLE 1. Habits of Preceptors Rubric Overview of Domains and Habits¹

<i>Domain</i>	<i>Preceptor Habit</i>	<i>Habit Level Achieved (Developing- Proficient- Accomplished- Master)</i>
1. Preceptor is a practice role model	1.1 Demonstrates professionalism in character, competence, and connection with others as per the Taxonomy of Professionalism	Each of the 11 preceptor habits should be individually assessed for achievement (i.e., developing, proficient, accomplished, master).
	1.2 Establishes and maintains professional relationships	
	1.3 Demonstrates self- and social- awareness in communication	
	1.4 Displays an outcomes-oriented approach to their professional work	
	1.5 Engages in continuous professional development (CPD)	
	1.6 Advocates for positive change in the pharmacy profession	
2. Preceptor is an effective educator	2.1 Creates a positive learning environment	
	2.2 Uses established precepting principles	
	2.3 Adapts teaching methods to meet the needs of individual learners	
3. Preceptor provides high-quality assessment of learners	3.1 Provides accurate, quality feedback to learner	
	3.2 Evaluates learner performance appropriately	

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Feedback Methods

- ARCH Model
- Stop/Start/Continue
- Plus/Delta
- Pendleton
- What? So what? Now what?

ARCH Model for feedback

- **A**llow/ask for self-assessment
- **R**einforce what is being done well
- **C**onfirm what needs **c**orrection or improvement
- **H**elp the learner with a plan for improvement and coach as needed

Stop/Start/Continue

- **Stop:** Things that are less good and which should be stopped
- **Start:** Things which aren't currently being done but which it would be good to start doing
- **Continue:** Things that are good and which should be continued

Plus/ Delta

Something I really liked about your presentation..... +	Something to improve on for future presentations.... Δ
I like how they took turns speaking. I also like how they organized their slide.	They could talk a little louder. Level 3.

Pendleton

- Encourages active participation
- Promotes self-reflection
- Uses open-ended questions-
 - “What do you think went well?”
 - “What do you think could be improved?”
 - “How can this be achieved?”

What? So What? Now What?

- What? – Replay situation to be evaluated
- So what? – How was the experience important? What was learned?
- Now what? – How will this experience influence future behavior?

Barriers to effective feedback

- Feedback is general / no advice for how to improve
- Fear of upsetting colleague / damaging relationship
- Defensive behavior when receiving feedback
- Physical barriers
- Lack of confidence giving feedback

Content of feedback is mainly learner driven

Creating a culture of feedback

- How much feedback are you getting from learners?
- Be a good listener
- Ask for clarification/examples/suggestions
- Show appreciation
- Reflection

In summary

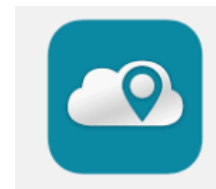
- The Habits of Preceptors rubric is a self-assessment of preceptor habits
- Providing and receiving feedback are two important habits
 - Consider shifting to learner driven feedback

Questions??

References

- MW Nagy, E Pogge, T Storjohann, et al. The power of guided self-reflection: rubric for the robust assessment of precepting habits. The Journal. March 2020. Available from www.pswi.org.
- Larson S; Davis LE, Stevens AM et al. Development of a tool to assess and advance the effectiveness of preceptors: The Habits of Preceptors Rubric. Am J Health-Syst Pharm. 2019; 76:1762-1769.
- The Eleven Habits of Highly Effective Preceptors. Available at: <https://learn.ceimpact.com/library/course/1346>.

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Please complete the Evaluation for the activity

#2

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#3

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