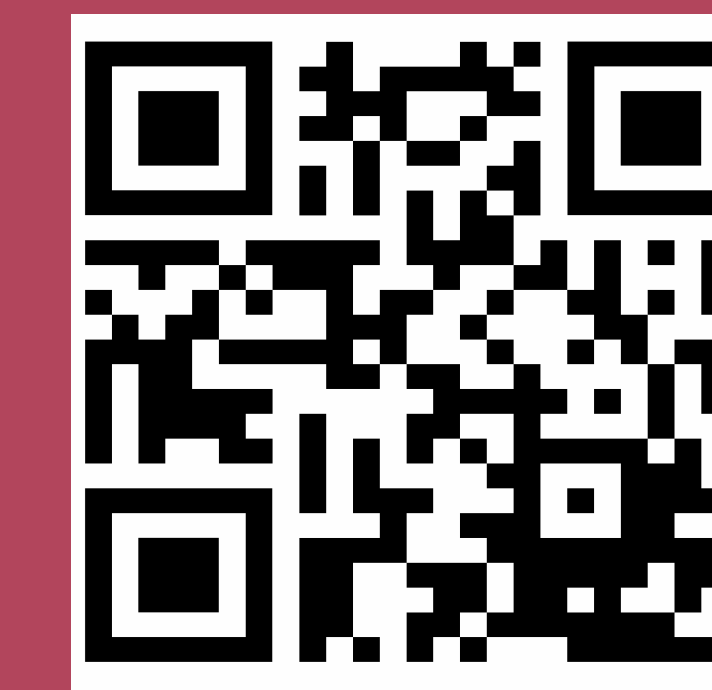




# Preceptor Self-Assessment of Preparedness and Continual Development Needs



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## Objective

- To evaluate preceptors' perceived levels of preparation and extent of continual development needed to incorporate selected activities within their rotation experiences.

## Methods

- A self-assessment instrument was developed and distributed via e-mail to all program affiliated Introductory and Advanced Pharmacy Practice Experience (IPPE and APPE) preceptors.
- The assessment consisted of 34 items divided into three sections:
  - Demographic information (10 items)
  - Knowledge of areas necessary for preceptor preparation (9 items)
  - Extent of continual development needed to incorporate selected activities (15 items)
- Results were analyzed using Qualtrics software and Microsoft Excel.

*The University of Charleston Institutional Review Board approved the study following exempt review.*

## Results

- Response Rate: 18.4% (69 of 375 preceptor recipients)  
*Majority of respondents were affiliates/adjuncts (83.33%)*
- Top three areas of limited to no knowledge:
  - The Joint Commission of Pharmacy Practitioners Pharmacists' Patient Care Process (PPCP)
  - UCSOP's IPPE learning objectives
  - ACPE Standards 2016 (relevant to experiential education)
- Top three areas requiring extensive or significant assistance to incorporate selected activities:
  - Utilizing the layered-learning model
  - Addressing cultural competency and health literacy issues
  - Utilizing team-based learning

## Results (continued)

### Self-Assessed Knowledge of Preceptor Preparation

|   | Limited/No Knowledge | Basic Knowledge | Good Knowledge | Excellent Knowledge |
|---|----------------------|-----------------|----------------|---------------------|
| ACPE Standards 2016                     | 24.64%               | 49.28%          | 20.29%         | 5.80%               |
| PPCP                                    | 42.03%               | 37.68%          | 15.94%         | 4.35%               |
| Mission, Vision, Program Outcomes       | 20.29%               | 40.58%          | 21.74%         | 17.39%              |
| Curriculum/ Teaching Methods            | 21.74%               | 37.68%          | 24.64%         | 15.94%              |
| IPPE Learning Objectives                | 30.43%               | 36.23%          | 21.74%         | 11.59%              |
| APPE Learning Objectives                | 11.59%               | 37.68%          | 33.33%         | 17.39%              |
| Performance Assessment/ Grading Systems | 11.59%               | 34.78%          | 37.68%         | 15.94%              |
| Policies to Address Unprofessionalism   | 20.29%               | 39.13%          | 26.09%         | 14.49%              |
| Legal Issues                            | 20.29%               | 52.17%          | 20.29%         | 7.25%               |

### Extent of Development Needed to Incorporate Activities

|   | Extensive | Significant | Limited | Minimal-None |
|---|-----------|-------------|---------|--------------|
| Setting Expectations                                      | 2.90%     | 10.14%      | 50.72%  | 36.23%       |
| Identifying Activities                                    | 4.35%     | 10.14%      | 44.93%  | 40.58%       |
| Assessing Prior Knowledge                                 | 5.80%     | 11.59%      | 50.72%  | 31.88%       |
| Tailoring to Learning Styles                              | 7.25%     | 8.70%       | 53.62%  | 30.43%       |
| Integrating Students into Practice Site                   | 1.45%     | 8.70%       | 42.03%  | 47.83%       |
| Instructing, Modeling, Coaching, and Facilitating         | 5.80%     | 11.59%      | 44.93%  | 37.68%       |
| Utilizing Team-Based Learning                             | 11.59%    | 13.04%      | 42.03%  | 33.33%       |
| Addressing Cultural Competency and Health Literacy Issues | 7.25%     | 18.84%      | 49.28%  | 24.64%       |

## Results (continued)

### Extent of Development Needed to Incorporate Activities (continued)

|   | Extensive | Significant | Limited | Minimal-None |
|---|-----------|-------------|---------|--------------|
| Utilizing Layered-Learning                  | 10.14%    | 31.88%      | 47.83%  | 10.14%       |
| Evaluating/ Documenting Student Performance | 4.35%     | 15.94%      | 43.48%  | 36.23%       |
| Providing Feedback                          | 4.35%     | 10.14%      | 52.17%  | 33.33%       |
| Overcoming Communication Barriers           | 1.45%     | 17.39%      | 53.62%  | 27.54%       |
| Addressing Unprofessionalism                | 5.80%     | 14.49%      | 42.03%  | 37.68%       |
| Managing/Resolving Conflict                 | 4.35%     | 13.04%      | 55.07%  | 27.54%       |
| Utilizing Feedback for CQI                  | 4.35%     | 8.70%       | 47.83%  | 39.13%       |

## Implications

- Survey results were used to develop resources and create a comprehensive preceptor development program, targeting identified areas of need first.
- An orientation module was developed to provide an additional method of communicating information necessary for preceptor preparation.
- Preceptor development tools and resources were made available to assist with the incorporation and assessment of selected activities (including a preceptor newsletter published in December and May).
- A live preceptor development symposium is held annually in collaboration with the UCSOP residency program and was revised to address preceptor needs.
- Preceptors will be required to complete two hours of professional development and to reassess their knowledge of areas for preparation and ability to incorporate selected activities every two years.