



# Building Professional Relationships: Student & New Practitioner Perspectives on the Roles of Pharmacist Preceptors & Mentors

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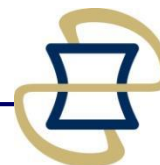
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UNIVERSITY OF PITTSBURGH

School of Pharmacy

THE ART *and* SCIENCE OF EXCELLENCE

*Established 1878*

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# Presenter Disclosure

- Dr. Antinopoulos is employed by UPMC and Hometown Apothecary.
- Dr. Garmong is employed by UPMC and Rite Aid Pharmacy.
- Dr. Antinopoulos and Dr. Garmong have no other relevant financial or nonfinancial relationships to disclose.
- However...

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# Presenter “Disclosure”

- Dr. Antinopoulos and Dr. Garmong are residents... so they are both preceptees and preceptors!

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# Attendee “Disclosure”

<http://bit.ly/1z5fbGb>

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# Objectives

At the completion of this activity, the participant will be able to...

- Compare and contrast preceptorship and mentorship.
- Explain the importance of preceptorship and mentorship to student pharmacists' professional growth.
- Identify student-perceived characteristics and behaviors of successful preceptors and mentors.

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# Objectives

- Anticipate and plan for challenges and opportunities to effective precepting and mentoring relationships.
- Develop effective, mutually rewarding precepting and mentoring relationships with student pharmacists.

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# How will we get there?

- Student Pharmacist Interviews
  - 8 students
  - 3 SOPs
  - 20 min of precepting & mentoring insight!
- Group Discussion
- Literature
- Resident Perspectives

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# Preceptors & Mentors: Same Difference?



Valerie Nolt - P3 Student Pharmacist  
University of Pittsburgh SOP



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# Preceptors & Mentors: Same Difference?

Preceptor: “a practicing physician who gives personal instruction, training, and supervision to a medical student or young physician”

Mentor: “someone who teaches or gives help and advice to a less experienced and often younger person”

# Preceptors & Mentors: Same Difference?

<b>Preceptors</b>	<b>Mentors</b>
Typically assigned	“Naturally formed”
Help “students gain the knowledge and skills necessary for them to become pharmacists”	“Promote personal and professional development beyond any particular curricular or institutional goals.”
Short-term	Long-term

# Preceptor Roles



**Melissa Murphy - P2 Student Pharmacist  
Thomas Jefferson University SOP**

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# Preceptor Roles

- Share professional experiences
- Show the student what it is they do
- Ensures student is meeting learning objectives
  - Learning what you need to become a pharmacist
  - Role in licensing...
- Application of classroom learning to practice

# 49 Pa. Code 27.26:

## Pharmacy Internship

Purpose: “provide a registered intern with the knowledge and practical experience necessary for functioning competently...”

### **(h) Preceptor Requirements:**

- (7) “...report to the Board...on the progress of an intern under the pharmacist’s supervision.”
- (8) “...seeing that his intern receive proper pharmaceutical training and experience, always keeping in mind the objections of the practical training program.”

# ACPE Accreditation Standards:

## Preceptors

- Role models
- Practice ethically and with compassion for patients
- Accept personal responsibility for patient outcomes
- Have professional training, experience, and competence commensurate with their position
- Utilize clinical and scientific publications in clinical care decision making and evidence-based practice
- Have a desire to educate others...

# ACPE Accreditation Standards:

## Preceptors

- Have an aptitude to facilitate learning
- Be able to document and assess student performance
- Have a systematic, self-directed approach to their own continuing professional development
- Collaborate with other health care professionals as a member of a team
- Be committed to their organization, professional societies, and the community

# ASHP Accreditation Standards for Pharmacy Residency Programs

## Requirement 5.10 - Preceptor Requirements

- Desire & aptitude for teaching
- Mastery of 4 Preceptor Roles
  - Direct Instruction
  - Modeling
  - Coaching
  - Facilitation
- Criteria-based feedback and evaluation of resident



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# Importance of Preceptors



**Briana Hicks - P4 Student Pharmacist  
University of Pittsburgh SOP**

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# Importance of Preceptors

- Real life experiences
- Applying classroom skills and knowledge
  - Clarification
- Developing clinical judgment
- Learning to interact with other healthcare providers
- Handling/learning from mistakes

# Student Expectations: Preceptors



**Valerie Nolt - P3 Student Pharmacist  
University of Pittsburgh SOP**

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# Student Expectations: Preceptors

- Communicate expectations early
- Tailor learning experiences to meet goals
- Be willing to help to develop skills needed to be a pharmacist
- Be knowledgeable about profession
- Be open for communication, friendly
- Be patient
- Challenge students
- Understand student learner status

# Mentor Roles



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# Mentor Roles

- Experienced role model
- Interest in student as a person
- Shares experiences and guidance beyond what is required
- Listen, provide advice
- Assist with career planning
- “Generativity” - giving self away
- “Keepers of the Meaning”
- “Hidden Curriculum” – ethics, professionalism, etc.

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# Importance of Mentors



**Briana Hicks - P4 Student Pharmacist  
University of Pittsburgh SOP**

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# Importance of Mentors

- Professional growth, involvement
  - Guiding steps
- Mentor as someone who has “been there”
- Facilitate connections, networking
- Talking through personal & professional problems
- Foster self-confidence, recognize potential
- Emotional support, encouragement, motivation



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# Student Expectations: Mentors



**Valerie Nolt - P3 Student Pharmacist  
University of Pittsburgh SOP**

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# Student Expectations: Mentors

- “Being there” for advice
- Interest in student as a whole person
- Allow autonomy, but always available for support

# Establishing Relationships

Establishing Relationships



**Taylor Warmbrodt - P2 Student Pharmacist  
Lake Erie College of Osteopathic Medicine SOP**

# Establishing Relationships

- Sought out and pre-determined
  - Mutual interests
  - Perception that mentor has much to teach
  - Availability, willingness to help
  - Friendliness, communication
  - From precepting relationships...
- Formal and informal
  - Discuss in person if possible
  - Communicating expectations clearly up front and when help needed
  - Preceptor role in setting tone
- Student showing their contributions to relationship

# Behaviors/Attributes



# Attributes: Preceptors/Mentors

- Professional
- Knowledgeable, skilled
- Enthusiastic
- Respectful
- Inviting, open
- Engaging
- Self-aware
- Compassionate
- Humorous
- Available
- Consistent
- Dependable
- Effective communicator
- Challenging
- Fair
- Flexible, adaptable
- Shared interests

# Behaviors: Mentors

- Direct, honest communication:
  - Student background, goals, expectations
- Sharing own experiences/struggles
- Promoting student independence, confidence
  - Helping student identify strengths
  - Asking questions vs. always providing advice
  - Provide feedback, but not making decisions
  - Referral to other resources
  - Welcoming differences of opinion
- Regular assessment of relationship

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# Behaviors: Preceptors

- Tailored experiences
- School & student goals
- Set expectations up front
- Provide autonomy and support
- Contact information
- Effective feedback...
- Understanding learner status
- Opportunity to correct mistakes



# Effective Feedback

- Feedback
  - a. Routine, timely
  - b. Private
  - c. Criteria-based: learning objectives
  - d. Encourage self-assessment
  - e. Positive-negative-positive
  - f. Speaking in 1st person
  - g. Based on specific observed behaviors
  - h. Simple & slow
  - i. Constructive
  - j. Plan for improvement & follow-up

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# Behaviors/Attributes: Students

- Passion, enthusiasm, positivity
- Respect for preceptor/mentor & expertise
  - Interest in mentor, as well
- Communicating expectations, updates
- Promptness
- Keeping commitments
- Making the most of the relationship
  - Asking questions
- Accepting feedback
- Acknowledging mistakes

# Barriers to Effective Relationships



**Melissa Murphy - P2 Student Pharmacist  
Thomas Jefferson University SOP**

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# Barriers to Effective Relationships

- Non-communicative students
- Students not meeting performance expectations
  - **Timely** feedback
- Discomfort asking for mentoring
- Unclear expectations
- Not enough support available
- Tense environment

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# Solving the Barriers

- Continue trying to understand student
- Showing an interest in student as a person
- Scheduling a time to talk - expectations

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# Breaking the Time Barrier

- “One Minute Preceptor”
  - Secure Commitment
  - Supporting Evidence?
  - Feedback
  - General Points
  - Preceptor’s One Minute Reflection & Conclusions to Case
- Setting time limits for students, encouraging prioritization - conciseness

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# Breaking the Time Barrier

- Using “down time” for questions
- Involve students in diverse experiences, projects
  - Feedback
- Team precepting - colleagues, other healthcare professionals
- Newspaper Method - reflection on day

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# Final Thoughts...

- Use it as a dual learning opportunity
- Customize to student goals, interests, performance level if possible.
- Create a positive environment
- Be available to the students
- Ask for feedback from the students!



# Putting it Into Practice



“Do or do not, there is no try.”

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# Case 1

David is a student who is on his first hospital APPE rotation at a site with a preceptor that was selected for him. He knew very little about the site and preceptor before starting the rotation. On the first day, David was given an orientation with all the other students explaining they would be performing medication reconciliation and how to document in the health record. He was also provided with a schedule that told him what floor units he would be one performing the med rec. This is his first time truly working in a hospital setting. As the rotation goes on, he meets with his preceptor halfway for his evaluation. The pharmacists and students both get shifted around a lot so he does not consistently work with the same pharmacist. David feels all he is doing is the same work the interns get paid to do and there is little oversight. He figures he'll just show up, put in his time, and count down the days until he sees his preceptor again for the final evaluation.

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# Case Questions

1. Type of interaction: Preceptor, mentor, or both?
2. Positive/negative characteristics/behaviors?
3. Challenges to relationship?
4. Strategy for developing strong relationship?

## Case 2

David is a student who is on an acute care APPE rotation at a site with a preceptor that was selected for him. He knew very little about the site and preceptor before starting the rotation. A month before the rotation started, the preceptor had him complete a worksheet asking for his past pharmacy experiences, areas/pharmacy topics he is passionate about, and his career goals. David has mostly worked in a community pharmacy setting and plans to pursue a community pharmacy residency. On the first day, the preceptor orients him to the site as well as introduces him to all the current attending and resident physicians and nurses on the unit. David is given a schedule for the month including list of assignment (topic discussions, journal clubs, patient case presentation) due dates, a list of clinical trials to read, and any suggestions for additional experiences that align with the requirements for the rotation and his career goals...

## Case 2

...As the rotation goes on, the preceptor expects David to quickly work up to working-up each patient on the unit before rounds and present to him his recommendations for the team. Three weeks into the rotation, the preceptor allows David to round with the team on his own knowing the preceptor is always available should any question or need arise. David is also set up with working on a transitions of care project that another pharmacist is completing at the hospital. David has an interest in transitions of care and how it applies to community pharmacy. The preceptor meets weekly with David to ensure he is meeting his goals of the rotation and provide David with feedback and goals for the following weeks. He also uses this time to help review David's CV and offer tips and guidance on pursuing residency.

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# Case Questions

1. Type of interaction: Preceptor, mentor, or both?
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# Case 2 - Epilogue

David is now a community practice resident and has funding available to attend a professional meeting. He has been involved and attended many conferences in the past as a student, but only has funding available to attend one. He learns that a preceptor he had during an acute care APPE rotation is presenting a CE at his state association's annual conference. He remembers how active his preceptor was in the association and through communications they have shared since the rotation ended. David reaches out to his previous preceptor and schedules a time with him to get together for some coffee and catch up on their professional lives since they last saw each other. David cannot wait to attend the conference and see his "phriend."

# Acknowledgements

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# Questions?

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