Institutional Preceptor Attitudes on Rotations Early in Student’s Academic Pharmacy Career

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**BACKGROUND**

Institutional preceptors are valued resources for IPPE rotations. Identifying areas of concerns and benefits to these educators is important to the experiential program.

The Marshall University School of Pharmacy begins P1 experiential rotations very early in the students’ professional academic career, as early as 5 weeks into the P1 academic year. P1 students are assigned to a 40 hour, 5-week block, after 5 or 10 weeks of starting the program. Students prior to the start of the rotations had didactic instruction on immunization, patient confidentiality, OSHA blood-borne pathogens, pharmaceutical calculations, and had completed CPR training. Preceptors as well as faculty members had concerns about beginning experiential rotations so early without more extensive didactic training.

**OBJECTIVE**

To assess institutional preceptors’ opinions after an early P1 experiential rotation where the students have received minimal didactic education.

**METHODS**

Institutional preceptors were surveyed regarding their opinions on very early P1 rotations. Opinions were solicited as to the benefit to the student, the benefit to the preceptor, and to the benefit to the profession of pharmacy. The online survey tool Qualtrics was used to obtain opinions anonymously.

The survey consisted of two major domains:
- The first domain ascertained opinions on the philosophy of the early P1 rotations and not on specific student issues.
- The second domain focused on the impact the rotation had on student behavior from the preceptor’s vantage point.

**RESULTS**

**Domain 1.** The following five survey items are related to the concept or philosophy of having students involved in experiential rotations during the first semester of professional studies in the School of Pharmacy. They should not reflect a specific experience with a student:

<table>
<thead>
<tr>
<th>Having IPPE during the first semester of professional studies is beneficial for the Profession of Pharmacy.</th>
<th>I gained professional satisfaction by being a preceptor for students during the first semester of professional studies.</th>
<th>Overall, the experience was beneficial for me.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Opinion</td>
<td>Strongly Agree</td>
<td>No Opinion</td>
</tr>
<tr>
<td>Agree</td>
<td>Strongly Agree</td>
<td>Agree</td>
</tr>
</tbody>
</table>

**Domain 2.** The following five survey items are related to your experience of having students in experiential rotations during the first semester of professional studies in the School of Pharmacy. They should reflect specific experiences with your student(s):

<table>
<thead>
<tr>
<th>The Student’s respect for others improved.</th>
<th>The Student’s understanding of the Practice of Pharmacy improved.</th>
<th>Overall, the experience was beneficial for the student.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Opinion</td>
<td>Strongly Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Agree</td>
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<td>Agree</td>
</tr>
</tbody>
</table>

**IMPLICATIONS**

Problem Statement: This survey addressed concerns identified by focus groups.

- Early rotations were perceived as beneficial to the student by all preceptors. This repudiates the initial concerns of some in the focus group.
- Most, but not all, preceptors felt the early rotations were beneficial to them or their pharmacy; therefore the School should invest in additional methods to improve value to the preceptors, such as, preceptor development, program CQI, and adoption of best practices.
- The school should continue to invest in early experiential activities in conjunction with didactic courses during the academic year.

**DISCLOSURES**

- RB Stanton Nothing to Disclose
- CA Kimble Nothing to Disclose
- HG Anderson Nothing to Disclose
- SL Anderson Nothing to Disclose
- KA Broedel-Zaugg Nothing to Disclose