Effectiveness of Utilizing the R.A.F.T Approach in Engaging and Developing Preceptors

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Study Population
- 64 preceptors surveyed
- 80% response rate (51)

Percentage Strongly Agrees and Agrees

- The NEOMED representative was knowledgeable, polite, professional and communicated effectively.
- The scheduling process for the visit was appropriate and friendly.
- I feel more confident as a preceptor after the site visit.
- My overall impression of the site visit was positive.
- The NEOMED representative answered my questions.
- The site visit by the NEOMED representative was informative.

As a result of the site visit, I plan on making a change to improve the rotation experience for the students.

What topics would be most beneficial to assist you in developing your skills as a preceptor?

- Developing an orientation program for your student: 9%
- Preparing a schedule of student activities: 11%
- Insisting professionalism in students: 13%
- Developing and organizing a rotation: 16%
- Handling difficult learning situations: 16%
- Providing feedback to students: 19%

Background
- The NEOMED College of Pharmacy employs a field based experiential program faculty member to conduct site visits. To help facilitate these visits the R.A.F.T (Rapport-building, Assessment, Focused Instruction, and Thanks/Trinkets) protocol was adopted. This provides the field based faculty member the ability to address individual preceptor needs, preceptor development tools/information and reach all volunteer preceptors in a real time approach.
- The R.A.F.T protocol developed by the Department of Family and Community Medicine at the University of Kansas is based on the concept of “academic detailing” first described in 1983 designed to change physician prescribing habits. It has proven to be a valuable learner-centered method that reaches preceptors missed by traditional faculty development workshops.1

Objective
To identify the impact of utilizing the R.A.F.T protocol during experiential site visits to affect changes in a preceptor’s commitments to students, preceptor development, and the experiential experience provided.

Methods
R.A.F.T – Rapport building, Assessment, Focused Instruction and Trinket/Thank you is the approach used during experiential site visits. Following the focused instruction visit an IRB-approved eleven question survey was distributed to preceptors (n=64). The survey consists of 5-point Likert Scale open ended questions divided among three domains: Preceptor experience, Evaluation of the field-based experiential faculty member, and Changes to future rotations.

1. How many schools do you precept for?
2. How long have you been a preceptor?
3. The NEOMED representative was informative.
4. The NEOMED representative answered my questions.
5. My overall impression of the site visit was positive.
6. I feel more confident as a preceptor after the site visit.
7. The scheduling process for the visit was appropriate and friendly.
8. The NEOMED representative was knowledgeable, polite, professional, and communicated effectively.
9. As a result of the site visit, I plan on making a change to improve the rotation experience for the students.
10. What topics would be most beneficial to assist you in developing your skills as a preceptor?
11. What can we do to improve the site visit experience for you?

Summary
- Overall preceptors viewed the NEOMED representative and visit as a positive/informative experience easily scheduled with 63% of preceptors feeling more confident.
- The site visit motivated 39% of preceptors to make a change to the rotation, 24% were undecided and 37% made no changes.
- Preceptors identified providing feedback, preparing a schedule, handling difficult learning experiences and developing or organizing a rotation as beneficial development topics to provide preceptors.
- Preceptors appreciate the feedback pertaining to the experiences provided to the students.
- Preceptors become more engaged with the students understanding the university is supporting their efforts.
- Preceptors appreciate the reminders regarding the tools provided by the university to assist in developing their preceptor skills and the development of the rotation.

Comments
- “Make sure students understand expecations of each site”
- “Always good to get feedback & suggestions to improve the students experience”
- “I plan to use the eliest preceptor newsletter tool”
- “I appreciate the face to face visit”
- “I appreciate the information and feedback and also just letting us know the lines of communication are open”

Future Research
- Continue to collect data utilizing the present survey as new preceptors reach the threshold or the focused instruction visit.
- Evaluate the change in use of the university provided tools by the preceptors after the visit and focused instruction visit to verify effectiveness of the visit.
- Assess the impact the R.A.F.T protocol has on preceptor performance.

References