

## Background

- ACPE Standards 2016 place emphasis on quality improvement and the establishment of QA procedures for all practice experience programs<sup>1</sup>
- Required performance evaluation of preceptors against quality criteria (Standard 20)
- Apply quality criteria to practice sites along with regular evaluation + QI procedures (Standard 22)
- Formal, efficient QA processes are needed to allow experiential departments the ability to provide thorough feedback to preceptors and sites<sup>2</sup>

## Objectives

- The purpose was to develop and assess an annual quality assurance process to:
- Peer review all preceptors/sites
  - Identify preceptors needing additional development
  - Develop individualized reports (“report cards”) to provide preceptor feedback
  - Encourage preceptors to be more reflective and proactive in improving the quality of their precepting/rotations

## Results

- Student evaluations for 391 preceptors were reviewed for the 2016-2017 year.
- Nine preceptors required additional follow-up, including a phone call (1/9), email (4/9), face-to-face visit (2/9), or closely monitor (2/9).
  - Reasons for additional follow-up included calendar/organization of student activities, lack of preceptor involvement, challenges with non-preceptor staff, and rotation activities out of alignment with objectives.

## Sample Reports



### Evaluation of the Preceptor and Training Site Deidentified Preceptor Summary Report Preceptor ID: Academic Year 2016-2017

Rotations Precepted					
PHA 783, 784 Advanced Community Pharmacy	2 Evaluations				
PHA 783, 784 Advanced Community Pharmacy	3 Evaluations				
Evaluation Score Summary					
Average	Minimum	Maximum	Number of Evaluations		
96	85	100	5		
Part I - Evaluation of the Preceptor					
Question	Always	Usually	Often	Seldom	N/A
The preceptor clearly explained the expectations of me at the site.	3	2	0	0	0
The preceptor gave me feedback on a regular basis.	3	2	0	0	0
Feedback I received at my mid-point and final assessment was helpful and constructive regarding my progress in mastering competencies or the rotation.	3	2	0	0	0
The preceptor evaluated my performance fairly.	5	0	0	0	0
The preceptor was available and approachable when I needed help.	3	2	0	0	0
The preceptor encouraged me to take initiative in seeking and interpreting relevant drug information.	5	0	0	0	0
The preceptor tried to make my time at the site a good learning experience.	4	0	1	0	0
The preceptor modeled appropriate relationships with other health professionals.	5	0	0	0	0
The preceptor was a good professional role model.	4	1	0	0	0
I would strongly recommend this preceptor to other students.	3	1	0	1	0

**Comments**  
The preceptor can be very disorganized which can be hard to learn in that learning environment. As well as the store being extremely busy at times, where there isn't time for the preceptor to ask questions. (Confidential Comment)  
this preceptor likes to teach especially when it comes to OTC recommendations. He is the best teacher  
--- was a fun preceptor to work with and I really enjoyed my time learning from him! Although I am residency bound, he made community pharmacy fun and exciting!  
I felt that this preceptor was kind of lazy. At times I felt as if all of the work was being placed on me while he checked his emails, etc. I also felt that the preceptor required me to work a terrible schedule. I would work multiple long shifts in a row but still be required to be there even though he would have the next two days off. This preceptor was not aware of the time that I put into this rotation and I feel in the future, there needs to be a more set schedule. (Confidential Comment)

Part II - Evaluation of the Training Site			
Question	Always Agree	Partially Agree	Do NOT Agree
The distance that I had to travel to reach the site was reasonable.	4	1	0
When I first started, I was properly introduced and oriented to the rotation site.	5	0	0
I always felt welcomed at the training site.	5	0	0
The amount of time that I was required to spend at the rotation site was just about right.	3	1	1
Most of the time I knew what I was supposed to do at the rotation site.	5	0	0
The rotation site afforded me sufficient opportunity to learn.	4	1	0
Aside from the primary preceptor, other personnel at the site were helpful and appeared to take an interest in my training.	5	0	0
My time spent at the site was productive.	4	1	0
The resources and facilities made available to me at the rotation site were sufficient to support my learning experience.	5	0	0
I would recommend this site to others.	3	2	0

**What aspects of this rotation were most instructive?**  
staff members were very helpful and engaging to the students  
I loved the OTC review that we would do weekly/twice weekly. I was allowed to research the products on my own and then we would discuss them. I found this extremely helpful!

**What would have been helpful for you to know at the beginning of this rotation?**  
everything was addressed during our introductory email

**What changes would you recommend in this rotation site, if any?**  
nothing that I noticed

**What changes in the curriculum would you recommend to better prepare you for this rotation?**  
incorporating law for the students

**Please provide any additional feedback that you feel would enhance the learning experience at this rotation site**  
overall, this was a good rotation site for the students. It is student friendly and gives an opportunity for the students to learn. I will highly recommend this site to other students



### Preceptor and Training Site Annual Report Academic Year 2016-2017

Rotations Precepted	
IPPE (P1) Community	1 Evaluations
PHA 783, 784 Advanced Community Pharmacy	2 Evaluations

Student Evaluation Scores (with Comparison Scores)						
Rotation Type	Average for Preceptor		Average for Rotation Type		Average for All Rotations	
	Preceptor	Site #	Preceptor	Site #	Preceptor	Site #
PHA 783, 784 Advanced Community Pharmacy	100	100	97	97	98	890
IPPE (P1) Community	100	100	98	97	98	890

**Notes:**  
Preceptor = average score on questions pertaining to the preceptor; Site = average score on questions pertaining to the training site; # = number of evaluations included in the average  
Average for preceptor includes all evaluations of the same rotation type for a single preceptor; Average for rotation type is the average of all WUSOP evaluations for the rotation type (e.g., internal medicine, advanced community, IPPE-1, etc.); Average for all rotations is the average of all WUSOP evaluations regardless of rotation type.

**What is the Preceptor Doing Well?**  
Students praised this preceptor for her kindness, encouragement, and honest feedback. One student expressed they "love community pharmacy" after rotating with this preceptor, and another student stated she is an "example for community pharmacists." Students appreciate the opportunity to review pharmacy law and counsel patients.

**What are Areas for Improvement?**  
One student suggested including more information on the layout of drug storage areas and counting trays as part of the orientation to the site. Several students specifically stated that no changes are needed for this rotation site!

## Methods

- Evaluations of preceptor and training site were de-identified and assigned to members of the Practice Experience Advisory Committee (PEAC) for review
- PEAC members summarized positive and negative aspects of rotation experiences and identified preceptors requiring further review/potential intervention by experiential administrators
- All preceptors received a summary report of student feedback, PEAC feedback, and comparator scores by rotation type/all preceptors
- Preceptors asked to review the feedback and set 1-2 goals for their precepting in upcoming rotations

## Implications

- Developing a preceptor feedback/QA process allows experiential departments to consistently and proactively monitor preceptor quality assurance
- Previously, experiential faculty spot reviewed evaluations for patterns with a goal of finding the “negatives” or items of concern
- Preceptors should receive recognition for what is going well on-site
- All preceptors can benefit from individualized feedback
- Future directions will hinge upon building a more robust “feedback loop”; not only asking preceptors to set 1-2 objectives for the coming year, but following up and crafting more individualized preceptor/site improvement plans

## References

- Accreditation Council for Pharmacy Education. Accreditation Standards and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree (“standards 2016”). 2015. <https://www.acpe-accredit.org/pdf/Standards2016FINAL.pdf>. Accessed June 25, 2018.
- Danielson, J., Craddick, K., Eccles, D., Kwasnik, A., & O’Sullivan, T.A. (2015). A qualitative analysis of common concerns about challenges facing pharmacy experiential education programs. *Am J Pharm Educ.* 2015;79(1): Article 06.

