Communication Tips for Pharmacy Preceptors

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Learning Objectives

❖ Review of key points from the Part 1 webinar.

❖ Identify the differences between feedback and evaluation.

❖ Describe the difference between productive and non-productive feedback.

❖ Identify characteristics that apply to different learners.

❖ Review the key concepts of communicating with students in the experiential setting.

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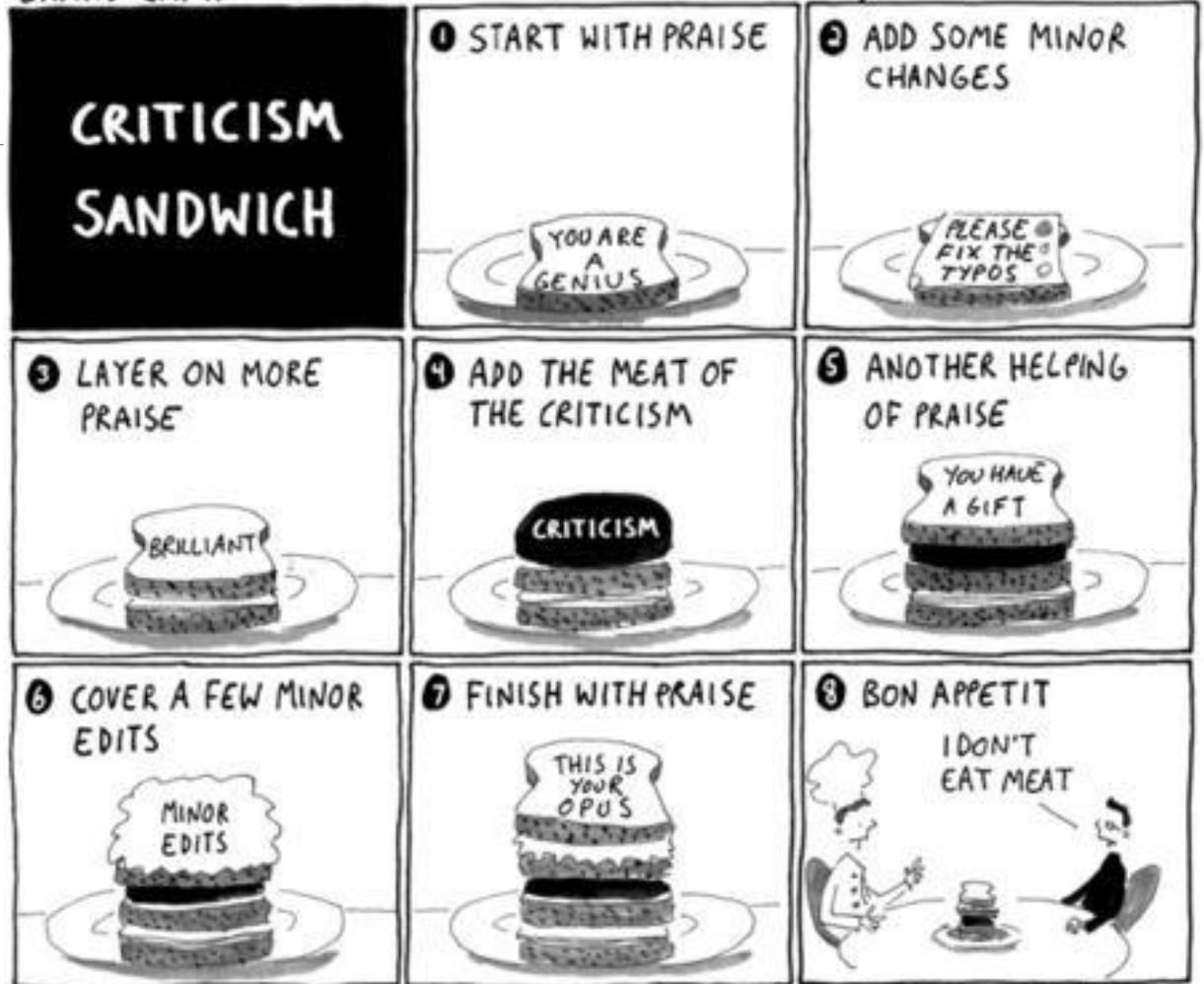University of Wyoming School of Pharmacy

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Giving Coaching/Evaluation Feedback

❖ Approach situation presuming student wants to improve their behavior.

❖ Be aware that emotions could be running high.

❖ Focus on the behavior, not the person.

Criticism Sandwich

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Barriers for Preceptors

❖ Time

❖ Lack of competence

❖ Lack of confidence

Feedback vs. Evaluation

❖Feedback: verbal, ongoing communication

❖Evaluation: summary of how the student performed

Types of Feedback

❖ Productive (more helpful)
  ◦ Specific and qualitative
  ◦ Information could be used by the student to improve

❖ Non-productive (less helpful)
  ◦ Non-specific
  ◦ No insight on actions for improvement

Let's Practice

❖ "Student is too quiet on rounds." NP:_____ or P:_____

"It is important that the health care provider on the team be assertive and take the initiative to prevent problems and adequately address drug issues. How could you improve your skill in this area in the future"?

Practice #2

❖ "Student consistently evaluated the overall plan and achievement of patient-specific goals. For example, she identified: BP goals, narrowing antibiotic regimens based on MIC data, DVT prophylaxis needs based on stats of the patient, etc.".

NP: ____ or P: _____

Practice #3

❖Student needs to learn how to more effectively utilize the literature".

NP: ___ or P: ____

"Student did well identifying problems in the clinic but sometimes medication recommendation conflicted with current guidelines. Remember to always consult the most current evidence/practice guidelines prior to making future recommendations".

Practice #4

"You seem to be struggling with multitasking. Make a list of your responsibilities and research some time management strategies, and we will discuss them. Future preceptors may have additional insight and I encourage you to discuss it with them, too".

NP: ____ or P: _____

Key Points

❖ Deliver and document ongoing verbal feedback

❖ Resummarize your feedback in a <u>productive</u> way

❖ Limit surprises

❖ Strengthen overall message

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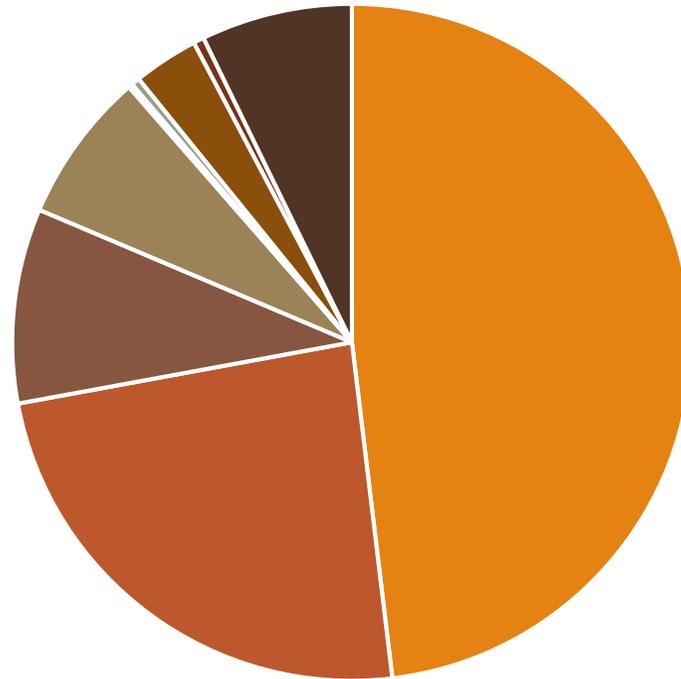
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Terminology

English as a second language (ESL or EASL),

English as a foreign language (EFL), and

Nonnative speaking (NNS) are all terms used in the literature to describe students for whom English is not the first language they learned to speak.

Student Demographics

Students Enrolled in Pharm.D. Program as of Fall 2019 by Race

- White
- Asian American
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- American Indian or Native Alaskan
- International
- Unknown
- Other or Two or More Races

Student Characteristics Preceptor Handbook

TABLE 18-2. **Characteristics of the Different Generations**[7-12]

Generation	Birth Year	Age in 2019	Part of Work-force	Defining Events of Generation	Work Characteristics	Communication Preferences	Coaching Preferences	Recognition Methods
Silent (Traditional-ists/Veterans/Matures)	1925–1945	74–91	2%	Great Depression, World War II, war-based economy, threat of nuclear war Emergence of middle class, one-income family	Practical, patient, loyal and hard-working, respectful of authority, follows rules	Formal, face-to-face, written	One-to-one, formal instruc-tions	Handwritten notes, plaques
Baby Boomers (Boomers)	1946–1964	55–73	29%	Vietnam War; Civil Rights movement; Wood-stock festival; space race; walk on the moon; assassinations of John F. Kennedy, Martin Luther King, and Robert Kennedy Voting age lowered to 18 years of age, TV access, 2-parent home, father worked and mother stayed home	Optimistic, values teamwork and cooperation, ambitious, work-oriented	Lesser formality, face-to-face, group processing	Peer-to-peer	Public recognition
Genera-tion X	1965–1980	39–54	34%	AIDS epidemic, Roe vs. Wade, Women's move-ment, Watergate, Challenger explosion, end of Cold War, fall of Berlin Wall, end of Vietnam War, massacre in Tiananmen Square, end of apartheid in South Africa 2-career households—40% grew up in divorced households, "latchkey" kids	Skeptical, more independent, risk-taking; balances work and personal life; likes to keep things informal and fun; technology literate	Concise and direct, tech-nology usage	As a partner, seeks to demon-strate expertise	Paid time-off, involve-ment in novel proj-ects
Millennials (Generation Y, Nexters, Net-Gens)	1981–1996	23–38	34%	Violence and terrorism, Princess Diana's death, Iran hostage crisis, Iran-Contra affair Raised in multicultural, multiethnic, global world Born to older mothers—60% born into homes in which both parents work Structured and scheduled world, MTV	Hopeful, mean-ingful work; diver-sity and change valued; technology savvy; achievement focused	Short discus-sion, less reading, quick feedback	Increased coaching, prefers structure and guidance, values intern-ship	Personal feedback, schedule flexibility
Genera-tion Z (Post Millen-nial)	1997 - Present	22 and under	1%	International terrorism, natural disasters—Hurri-cane Katrina, Haitian earthquake Born with technology—computers and cell phones, information at their fingertips Read less, sleep less, close to family	Confident, but cautious, seeks autonomy	Texting, email, technology-driven	Prefers self-reflection and self-evaluation, locates informa-tion as needed	Instant feed-back

Feedback

Helpful tips for giving feedback:

1. Daily feedback in a private location generally helps the student to feel secure.

2. Give feedback in a private place. Adhere to the adage, "praise in public, correct in private."

   If it is necessary to correct a preceptee in front of other staff to protect a patient, do it in a tactful way.

3. Ask students to evaluate themselves after tasks are performed by asking,

   - "How did you feel you did?" and "What could you do differently next time?
   - "This initiates performance evaluation in a non-threatening manner.

4. Feedback should be objective in nature.

   - Use "I" statements, such as, "I noticed that…" Avoid judgmental statements, such as "You should have known better…"

Feedback

5. To know what specific performance items need to be evaluated, review the indicators in the evaluation tool.

6. Private weekly evaluations work well to track student progress towards course and personal objectives.

This is the time to say, "You are doing well." Point out what the student has learned and how much knowledge and skill proficiency has been acquired, and what problems need to be addressed.

7. Phrase feedback in a positive fashion, such as "This is what I want you work on."

8. Encourage students by pointing out their strengths often and in an honest manner.

Celebrate successes. Seeing your obvious pleasure in their success is a wonderful reward for a student.

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Summing It All Up!

❖General communication tips for providing constructive feedback to student pharmacists
  - ◦ Two types of feedback: Productive & Non-productive
  - ◦ Focus on the behavior, not the person
  - ◦ Approach situation presuming student wants to improve their behavior
  - ◦ Students model preceptor skills, so the way preceptors communicate in evaluations is important in the students overall development
  - ◦ Ask students to evaluate themselves after performing a task
  - ◦ Celebrate student successes
  - ◦ Help ESL students understand social, cultural and healthcare norms

Summing It All Up!

❖Review the evaluations with students

◦ Set aside time to speak with the student about their evaluation

◦ Strive to provide feedback to students in a private location.

◦ Utilize the feedback strategies discussed during these two webinars

◦ Students may not absorb everything you are saying, despite how it appears

◦ The evaluation is designed to grade on performance & not their potential

◦ Honest feedback is the best for students, especially those who struggle in certain areas

Resources

Buck B, Wilkinson S, Phillips H. Preceptor development: providing effective feedback, part 2. *Hosp Pharm* 2014;49;521-529.

Taylor, J. N., Nguyen, N. T., & Lopez, E. J. (2020). The pharmacy student population: Applications received 2018-19, degrees conferred 2018-19, fall 2019 enrollments. American Journal of Pharmaceutical Education, 84(7). https://doi.org/10.5688/ajpe8207.

https://saskpreceptors.ca/documents/interacting-with-students/Giving-Feedback.pdf

Thank You for Attending!

If you wish to receive ACPE credit for this webinar, please email Antoinette at: abrown13@uwyo.edu for a link to the CE form. The form must be completed and submitted by Thursday, October 20th in order to receive credit for today's presentation.

Questions?