Communication Tips for Pharmacy Preceptors

Michelle Blakely, PhD.
Antoinette Brown, RPh
Janelle Krueger, RPh
Becky Linn, PharmD, BCPS
Tracy Mahvan, PharmD, MBA, BCGP
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.
Dr. Michelle Blakely

Assistant Professor of Social and Administrative Pharmacy
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

1. Start with praise
2. Add some minor changes
3. Layer on more praise
4. Add the meat of the criticism
5. Another helping of praise
6. Cover a few minor edits
7. Finish with praise
8. Bon appetit

Brand Camp

By Tom Fishburne

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Dr. Becky Linn

Clinical Associate Professor of Pharmacy Practice
University of Wyoming School of Pharmacy

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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”? 
“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 **productive** way
- Limit surprises
- Strengthen overall message
Dr. Tracy Mahvan

Clinical Associate Professor of Pharmacy Practice
University of Wyoming School of Pharmacy

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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
- Unknown
- International
- Other or Two or More Races
TABLE 18-2. Characteristics of the Different Generations

<table>
<thead>
<tr>
<th>Generation</th>
<th>Birth Year</th>
<th>Age in 2018</th>
<th>Part of Work-Force</th>
<th>Defining Events of Generation</th>
<th>Work Characteristics</th>
<th>Communication Preferences</th>
<th>Coaching Preferences</th>
<th>Recognition Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silent</td>
<td>1925-1945</td>
<td>74-91</td>
<td>2%</td>
<td>Great Depression, World War II, war-based economy, threat of nuclear war</td>
<td>Practical, patient, loyal and hard-working, respectful of authority, follows rules</td>
<td>Formal, face-to-face, written</td>
<td>One-to-one, formal instructions</td>
<td>Handwritten notes, plaques</td>
</tr>
<tr>
<td>Baby Boomers (Boomers)</td>
<td>1946-1964</td>
<td>55-73</td>
<td>29%</td>
<td>Vietnam War; Civil Rights movement; Woodstock festival; space race; walk on the moon; assassinations of John F. Kennedy, Martin Luther King, Jr., and Robert Kennedy; Voting age lowered to 18 years of age, TV access, 2-parent home, father worked and mother stayed home</td>
<td>Optimistic, values teamwork and cooperation, ambitious, work-oriented</td>
<td>Less formal, face-to-face, group processing</td>
<td>Peer-to-peer</td>
<td>Public recognition</td>
</tr>
<tr>
<td>Generation X</td>
<td>1965-1980</td>
<td>39-54</td>
<td>34%</td>
<td>AIDS epidemic; Roe vs. Wade; Women's movement; 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 household, &quot; latchkey&quot; kids</td>
<td>Skeptical; more independent, risk-taking; balances work and personal life; likes to keep things informal and fun; technology literate</td>
<td>Concise and direct, technology usage</td>
<td>As a partner, seeks to demonstrate expertise</td>
<td>Paid time-off, involvement in novel projects</td>
</tr>
<tr>
<td>Millennials (Generation Y; Natives, Net-Gen)</td>
<td>1981-1996</td>
<td>23-38</td>
<td>34%</td>
<td>Violence and terrorism; Princess Diana's death; teen housing crisis, teen-Centre 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</td>
<td>Hopeful, meaningful work; diversity and change valued; technology savvy; achievement focused</td>
<td>Short discussion, less reading; quick feedback</td>
<td>Increased coaching, prefer structure and guidance, values teamwork</td>
<td>Personal feedback, schedule flexibility</td>
</tr>
<tr>
<td>Generation Z (Post Millennial)</td>
<td>1997-Present</td>
<td>22 yrs and under</td>
<td>1%</td>
<td>International terrorism, natural disasters—Hurricane Katrina, Haitian earthquake; Born with technology—computers and cell phones, information at their fingertips; Read less, sleep less, close to family</td>
<td>Confident, but caution, seeks autonomy</td>
<td>Texting, email, technology-driven</td>
<td>Prefer self-reflection and self-evaluation, locates information as needed</td>
<td>Instant feedback</td>
</tr>
</tbody>
</table>
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 preceptor 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.
Janelle Krueger & Antoinette Brown

Director of Experiential Education & Coordinator of Experiential Education

University of Wyoming School of Pharmacy

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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


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?