

# Modeling: Getting Your Residents Ready for the Practice Runway

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Preceptors Conference

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# Objectives

- Identify ways to prepare yourself to precept a resident.
- Discuss strategies to incorporate components of professional competence into your training model.
- Recognize how to adjust to changing needs of residents.
- Consciously choose your teaching role in various learning environments.

# Typical Style – Sink or Swim

- Orient to site
  - Nuts and bolts
- Provide materials to read
- Shadow preceptor
- Assign to practice
  - Service
  - Patient population
  - Clinic
- Meet sporadically
  - Discussion
  - Project review
  - Deadlines, projects, assignments

# Preparation

- Learning/Teaching Styles
- Four teaching roles
  - Role model
  - Expert
  - Facilitator
  - Consultant
- Four preceptor's roles
  - Direct instruction
  - Modeling
  - Coaching
  - Facilitating
- Time commitment
- Space
- Patients

# Orientation

- Workflow
- Roles of all staff
- Written syllabus with role definitions
- Written calendar
- Resources
- Codes
- “First Thing” activity

# Professional Competence Equation

- Skills
  - Psychomotor
  - Problem Solving
    - Strategic content (What)
    - Procedural knowledge (How)
- Professional socialization
  - Attitudes
  - Values
- Judgment
  - Practice with feedback
  - Reflection on practice

Nimmo CM, Holland RW. Transitions in Pharmacy Practice, part 2: who does what and why *AJHP* 1999;56:1981-7

# Developing Skills

- Self assessment
- Incorporation into practice workflow
- See one, do one, teach one
- Extension of the preceptor
- Independent practitioner

# Self-Assessment

- Survey tools
  - ASHP
  - Create your own
- Myers-Briggs Type Indicators
  - [www.humanmetrics.com/cgi-win/JType1.htm](http://www.humanmetrics.com/cgi-win/JType1.htm)
- Kolb Learning Style Inventory (LSI)
- *Strength Finders 2.0*, Tom Rath
- Observation

# Incorporating Residents into Patient Care Activities

- Observing and shadowing
  - Miss valuable hands-on experience
  - Disrupt workflow
  - Feel like they are in the way

# See One, Do One, Teach One

- Participate in the learning
- Observe preceptor on first encounters
- Participate in part of encounter
- Eventually lead the encounter
- Feedback
- Teach
  - Patient or caregiver
  - student

# Extension of the Preceptor

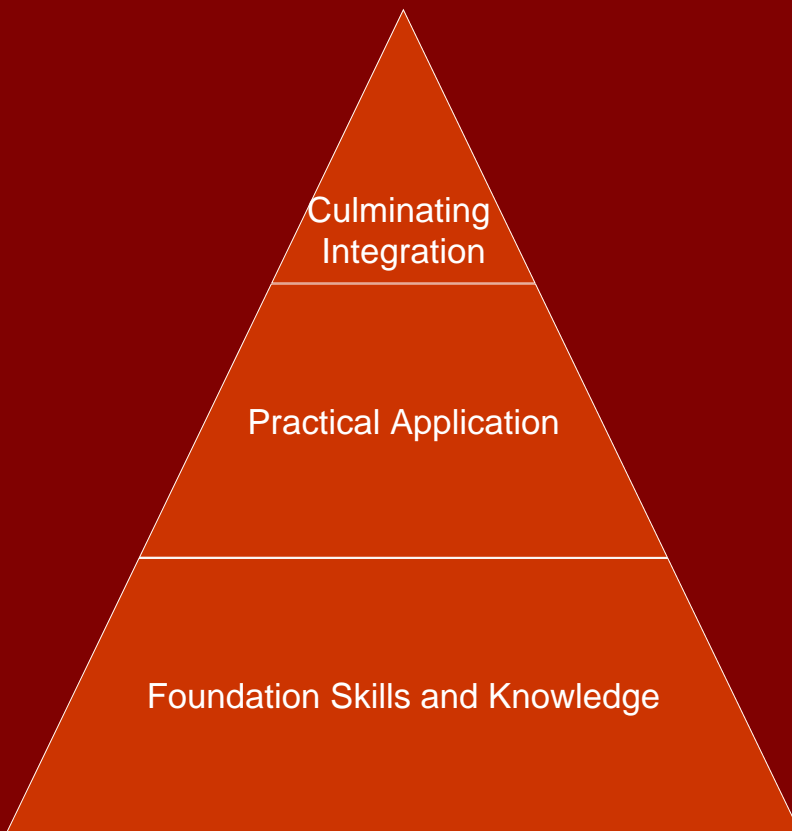
- Systematic addition of resident to workflow
- Extension of yourself
- Train in the workflow of practice
- Encourage them to engage in practice

# Independent Practitioner

- Evaluate where resident is in rotation cycle
- Evolution over time
- Intentionally plan for increasing independence

# Stages of Learning

Preceptor Role



Facilitating



Coaching



Modeling



Direct Instruction

# Professional Socialization

- Goal: Professionally mature individual
- Standards of attire
- Standards of conduct
- Ethical behavior
- Steward of moral values

# Setting the Stage

- History of the practice
- Philosophy of the practice
- Role of the pharmacist
- Target population
- Expectations
  - Patients
  - Health care providers
  - Resident

# Teaching Professional Socialization

- Modeling attitude and values
- Reflecting
- Journaling
- Not protecting
- Studying and meeting leaders
  
- Teaching style
  - Modeling, coaching, facilitating

# Judgment

- Begins on clerkship rotations
- Evolves
  - extensive practice
  - Self-assessment and reflection
  - Feedback on performance

# Feedback

- Immediate feedback
- Record on 5 x 7 card for review at end of the day
- Critique encounters of the preceptor
- “What went well, what didn’t” on a scheduled basis
- Timing
- Type of time with preceptor
- Learning to give feedback
- Learning to self assess

# Millennials

- Born between 1980 and 1994
- Raised in a digital world
  - Demanding, smart, impatient
  - Overachieving
  - Pressure and high expectations
  - Continuous partial attention
  - Multi-taskers
- Prefer to learn from each other and in groups
- Feel they are special
- Want to know expectation
- Close to their parents

# Challenges

- Problem-solving
- Project management
- Time management
  - Impact on others
- Use of resources
- Desire for and response to feedback
- E-mail/technology
- Understanding of the why
- Switch from clerkship student, to resident, to colleague
- Function in a multi-generational world

# Tools

- Timelines
- Reality
  - Teaching chart
  - Case book
  - Role plays
  - Feedback from patients
- Guidelines
- Creation of tools for use with students
- Reflections
- Presentations

# Summary

- Prepare yourself
  - Train to develop professional competence
  - Adjust to meet the resident's needs
  - Choose your role to advance the resident to be an independent practitioner
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- Be yourself!
  - Enjoy!

# Questions?



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# Overview

- Preparation
- Set the stage
- Orientation
- Incorporation into practice
- Learning/teaching styles
- Stages
- Tools
- Feedback