

DfYWdrct@ Guide

The toolbox below provides practical tips, strategies, and resources for preceptors to use. This toolbox can be used for a variety of learners (e.g., pharmacy technicians, pharmacy students or residents, medical students or residents).

Goal	Suggested Strategies or Resources
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Be a good role model .	Demonstrate professionalism in character (personal reliability), connection (interpersonal compatibility), and competence (professional capability). ³ Examples of professionalism for each domain include: ³ <ul style="list-style-type: none">○ character: honesty, integrity, humility, responsibility, service, and moral courage○ connection: compassion, empathy, self-control, kindness, and influence○ competence: self-directed learning, knowledge, applied skill, proactivity, and wisdom

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High-	<ul style="list-style-type: none">○ Set the stage. Explain that your job as a preceptor is to provide

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Challenging learners or situations, continued	<ul style="list-style-type: none">○ Addressing the Needs of Challenging Learning Situations at https://studylib.net/doc/18531398/pharmacy-practice-experiences---american-pharmacists-asso. <p>When remediation is needed, follow appropriate remediation policies for:⁹</p> <ul style="list-style-type: none">○ frequency of feedback○ documentation requirements○ other customizable interventions (e.g., extended rotation, repeat rotation, probation, counseling [referring residents to your Employee Assistance Program when appropriate]).
Build resilience in longer-term learners (e.g., residents).	<p>Share the following resources with learners:</p> <ul style="list-style-type: none">○ State Affiliate Toolkit Well-Being and Resilience (https://www.ashp.org/State-Affiliates/Affiliate-Resources/State-Affiliate-Toolkit-Well-being-and-Resilience)○ National Academy of Clinical Well-Being Knowledge Hub (https://nam.edu/clinicianwellbeing/) <p>Consider initial and ongoing assessment of resilience with an existing tool (e.g., Connor-Davidson Resilience Scale [http://www.connordavidson-resiliencescale.com/])</p> <p>Consider expanding your discussions to include resilience topics (e.g., combating imposter syndrome [feeling like a fraud], creating a mantra, finding balance, gratitude, mindfulness).^{6,14,15}</p> <p>Embrace the phrase takes a by providing a culture of connection and support.¹³ Examples of ways to do this might be:</p> <ul style="list-style-type: none">○ including family or significant others in parts of resident orientation to foster an understanding of what is involved in the residency with a goal of leading to encouragement at home.○ providing an informational email or pamphlet for residents to share specifically with family or significant others. <p>Encourage and build relationships both in and outside of the facility.¹³ For example, consider:</p> <ul style="list-style-type: none">○ resident-only social events to build camaraderie.○ resident and staff events to allow time for personal or non-professional interactions between residents, preceptors, and staff.○ event ideas could include: beginning or end of the year picnic, holiday potlucks, dining out, hiking, bowling, painting classes. <p>Celebrate successes to build confidence (e.g., staff meeting or newsletter recognition, personal note, text, or email).¹³</p> <p>Tailor resident development plans to incorporate goals and build on existing personality types and individual strengths.¹³ Consider having residents complete a personality assessment (e.g., Myers-Briggs [https://www.mbtionline.com/], DiSC profile [https://www.discprofile.com/]) and/or a strength assessment (e.g., <i>StrengthsFinder 2.0</i> or <i>CliftonStrengths</i> [https://www.gallup.com/cliftonstrengths/en/252137/home.aspx]) and use the results. For example:</p> <ul style="list-style-type: none">○ if a resident has as a strength, helping to organize activities for pharmacy week might be a good fit.○ a resident who aligns with the Myers- personality type is typically curious, enjoys solving problems, and works methodically). Capitalize on this; involve the resident in helping a student understand a complicated concept or patient case. <p>Keep tabs on resident well-being by asking about stressors and encouraging self-care (e.g., sleep, healthy eating, exercise).¹³</p>

Goal Suggested Strategies or Resources

References

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3. Brown D, Ferrill MJ. The taxonomy of professionalism: reframing the academic pursuit of professional development. *Am J Pharm Educ.* 2009 Jul 10;73(4):68.
4. American Society of Health-System Pharmacists. Code of ethics for pharmacists. <https://www.ashp.org/-/media/assets/policy-guidelines/docs/endorsed-documents/code-of-ethics-for-pharmacists.ashx>. (Accessed April 21, 2022).
5. Midwestern University, Larson S, Davis LE, et al. The habits of preceptors rubric: providing a framework for pharmacy preceptor development. *devel11(a)9(r)42 EMC /Araa 9 Tf576*nQg0 G(Sy)-5(s)-6(te)7(m)-6()-468(P)14(h/F1 9 Tf1 0 0 1*

