Enhancing the intern pharmacist experience through preceptor development and support

Michelle Vienet, Gina Arora, Kirstie Galbraith, Angelina Lim, Brigid McInerney

Faculty of Pharmacy and Pharmaceutical Sciences
Monash University
Background

Australian pharmacy graduates:
• 1 year internship
  • paid work plus study
  • accredited ITP
  • approved preceptor
  • approved practice site

Preceptors:
• Should be adequately prepared
• Training recommended
• To maintain currency, review of preceptor skills should take place
Background: pilot

The preceptor is key to the success of the internship

Support package for preceptors:
- Training
- Formal recognition and credentialing
- Tools to enhance feedback
- Site visits
- Increased communication and engagement

Background: credentialing of clinical educators

- Monash University Pharmacy Credentialed workplace
- Workplace offering the Monash University Intern Training and Foundation Programs
- Preceptor responsible for the clinical supervision of intern pharmacists undertaking the intern foundation program
- Agree to Monash University requirements relating to the roles and responsibilities for Monash Credentialed Pharmacy Clinical Educators
- Clinical educator training
Objective

To describe initiatives undertaken by Monash University to further enhance the intern pharmacist experience through preceptor development and support following pilot of a preceptor support offering.
Methods

Feedback from

Interns and preceptors
- During the pilot
- In focus group meetings at the conclusion of the pilot

Other key stakeholders
- Advisory group
- Pharmacy managers
- Pharmacists

University staff
- Intern Program staff
- Teaching Associates (practising pharmacists)
Opportunities

- Extending free online clinical educator (CE) training to include all pharmacists involved in supervising the University’s intern pharmacists and undergraduate students undertaking experiential learning
- Face to face skill enhancement training for CEs
- Developing a formal process for preceptors to review and maintain currency of clinical supervision skills and eligibility for re-credentialing as Clinical Educators (CEs)
- Expanding credentialing of clinical educators beyond the intern program
Results

Extension of availability of online Clinical Educator (CE) training

• 200 pharmacists have completed the online CE training
• 44 pharmacists practising in community pharmacy
• 156 pharmacists practising in hospital settings
• Doubling of resources
• 66 credentialed pharmacists (others in various stages)
Fourteen clinical educators participated in a workshop facilitated by a psychologist with expertise in clinical supervision.

Practical Feedback Skills for Clinical Educators

The workshop covered the following areas:

- What makes feedback effective and how does this change across the intern year
- How to give effective feedback
- Practical skills for difficult feedback situations

The workshop provided participants the opportunity to discuss challenges in providing feedback to interns, and to develop practical techniques for managing these challenges through self-reflection, group discussion and simulations.
Participants asked to circle the response which best reflected the statement:

1. The workshop material was well presented
2. The workshop had material relevant to my everyday practice/supervision
3. The content covered in this workshop enhanced my knowledge for future practice and supervision
4. The content covered in this workshop increased my skills for future practice and supervision
5. I enjoyed the workshop
6. The workshop was run in an appropriate length of time
Proposed recredentialing process: Eligibility

Current Monash Credentialed Pharmacy Clinical Educator with pending expiry or recent expiry (within 6 months)

Has supervised a Monash Intern for agreed period in the last TWO years

Apply for recredentialing

Has NOT supervised a Monash Intern for agreed period in the last TWO years

Monash Credentialed Pharmacy Clinical Educator status temporarily lapsed
Re-credentialing process

- Review of skills, currency

Examples
- Training update – online or face to face
- Current status as a clinical competency evaluator (e.g., SHPA ClinCAT)
- Peer review by another Monash Credentialed Pharmacy Clinical Educator
  - Peer Feedback Tool
- Online Case Study
- Tutor intern training program
- Self reflection
  - Specific instance feedback was given (Marking rubric)
  - Practice comparison
  - Competency standards framework
• Self reflection
• Linking practice and education
• Career progression

National Competency Standards Framework for Pharmacists in Australia

Standard 5.1: Deliver education and training

<table>
<thead>
<tr>
<th>Enabling competency</th>
<th>General level</th>
<th>Evidence examples</th>
<th>Transition level</th>
<th>Consolidation level</th>
<th>Advanced level</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Link practice and education</td>
<td>Participates in the education of learners with guidance from more experienced colleagues.</td>
<td>Consists more experienced colleagues regarding approaches to teaching.</td>
<td>Participates in the education of learners.</td>
<td>Participates in structured education and training.</td>
<td>Shaped or is accountable for the creation or development of nationally recognised or higher education programs.</td>
</tr>
</tbody>
</table>

Provide clinical learning environments that provide students/learners with experience in the provision of culturally responsive health care to Aboriginal and Torres Strait Islander peoples.
Future directions

Credentialing of clinical educators involved in Monash University StEPs
Conclusion

Further initiatives have been developed by Monash University to enhance the intern pharmacist experience through ongoing preceptor development and support.