



# **Translating positive classroom and workplace culture to precepting: strategies to create safe learning environments**

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SKAGGS SCHOOL OF PHARMACY  
AND PHARMACEUTICAL SCIENCES

# Learning Objectives

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- Identify areas of improvement in current precepting practices
- Articulate challenges related to precepting learners
- Re-think approach to precepting using literature-based techniques
- Modify precepting techniques using evidence-based approaches
- Design learning experiences to further optimize precepting
  
- Identify components of positive workplace culture that translate to precepting
- Apply the 5 C's to create safe learning environments

## Disclosures

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- Anyone in a position to influence the planning, review, or presentation of content in this activity, including Jennifer Namba, Dexter Wimer, Christina Mnatzaganian, and Renu Singh, has disclosed he/she has no relevant financial relationships with ineligible companies.

# Culture vs. Climate

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## Culture

- Shared values, beliefs, attitudes perceptions, assumptions, behavioral expectations and norms in a work environment<sup>1,2,3</sup>

“The way work is done”

## Climate

- Staff perceptions of the impact of the work environment on the individual, influences how staff work and how they feel about the work<sup>1,2</sup>

“How it feels to work”

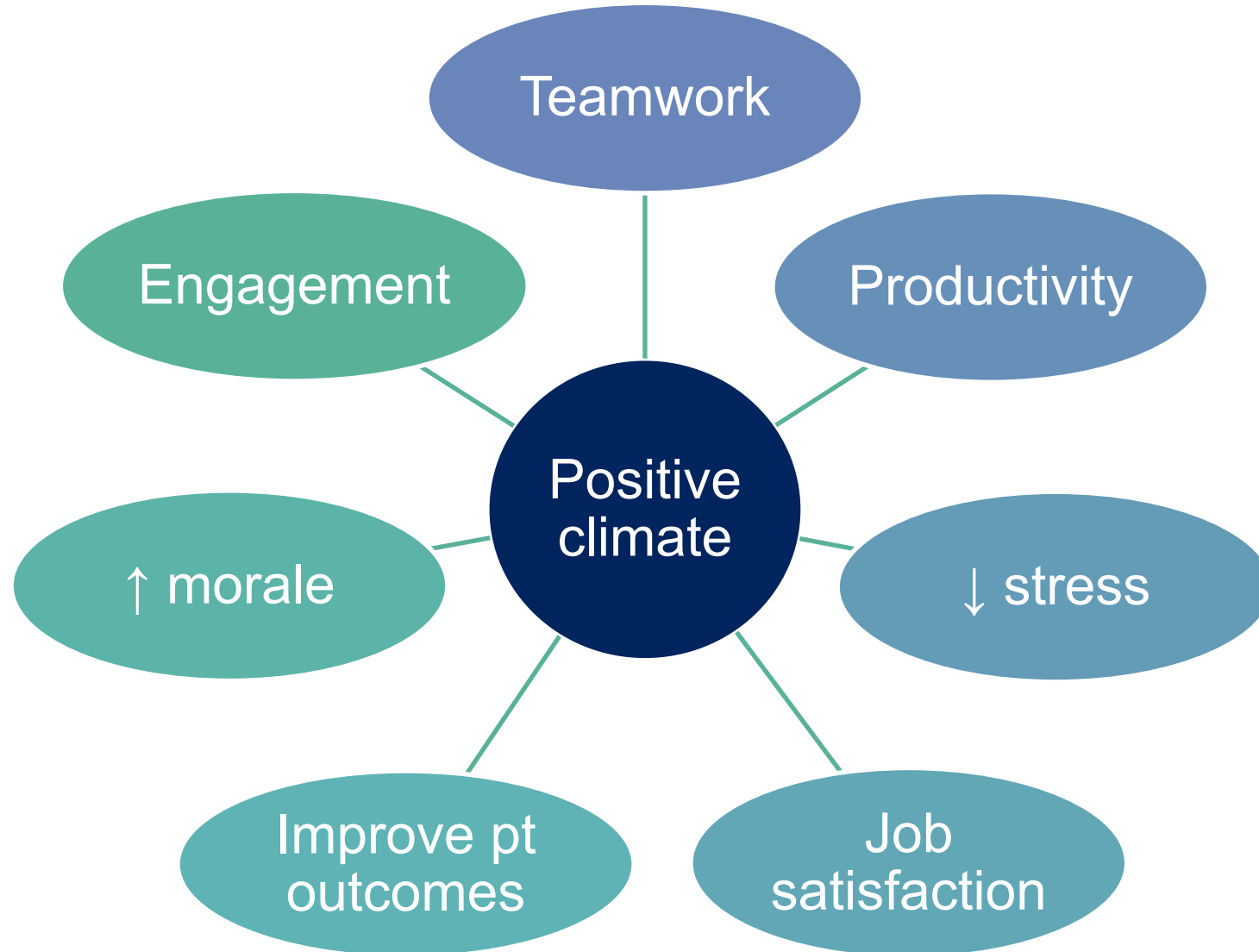
1. Peterson MW. New Dir Inst Res, 68 (1990), pp. 3-18.
2. Ellis LA. *Front. Public Health* 11:1089252. doi: 10.3389/fpubh.2023.1089252
3. Smith C. *Curr in Pharmacy Teaching and Learning* 12 (2020) 496-498.

# Organizational (Workplace) Culture



# Impact of Positive Culture → Climate

BMJ Open 2017;7:e017708  
New Dir Inst Res 1990;68:3-18  
J Women's Health (Larchmt) 2017;261:587-596  
Curr in Pharmacy Teaching and Learning 2020;12:496-498.



# 5 C's of Rotation Culture



The diagram consists of five chevron-shaped arrows pointing to the right, arranged in a descending staircase pattern from top-left to bottom-right. The arrows are colored in a gradient from dark blue at the top to green at the bottom. Each arrow contains one of the '5 C's' of Rotation Culture.

Connect

Community

Communicate

Coach

Care

Barr JJ. (2016). Retrieved from <https://files.eric.ed.gov/fulltext/ED573643.pdf> on March 14, 2023.

<https://culture.io/resources/5-c-of-great-leaders/> Accessed March 17, 2023.

<https://www.forbes.com/sites/forbeshumanresourcescouncil/2018/07/19/the-five-cs-of-employee-centric-company-cultures/?sh=ac2f5b37dede> Accessed March 17, 2023.

<https://inside.6q.io/engaging-employees-5-c-strategy/> Accessed March 17, 2023.

# Classroom Culture

Interpersonal  
relationships  
+  
Sense of  
community

Higher Education (CUCEI) <sup>1,2</sup>	Health Education (HELES) <sup>3</sup>
Task orientation	Expectations
Involvement	Clinical skill development
Innovation	
Individualization	Work-life balance
Satisfaction	
Personalization	Faculty relationships
Cohesiveness	Peer relationships
	Setting

1. Barr JJ. (2016) . Retrieved from <https://files.eric.ed.gov/fulltext/ED573643.pdf> on March 14, 2023.

2. Fraser. Higher Education, 15, 37–57.

3. Rusticus S. Am J Pharm Educ 2022; 86: 722-728.

## Connect

How have your APPE preceptors created a positive and safe learning environment? Check all that apply:

### Relationships

Make an effort to get to know me

Check in with me

0% 10% 20% 30% 40% 50% 60% 70% 80% 90%

Percentage of students

## Connect

## Foster Interpersonal Relationships

### Confirming behaviors

Task orientation

Identify  
shared goals

Confirm  
understanding

Instructor  
cares about  
my learning

Involvement

Plan activities  
together

Active  
participation

I am engaged  
and learning

Individualization

Asks for input

Balanced  
feedback

Instructor  
supports me

Personalization

Gets to  
know me

Empathetic,  
makes time

Instructor  
cares about me

Connect

## 6 R's of Engagement



Research-based



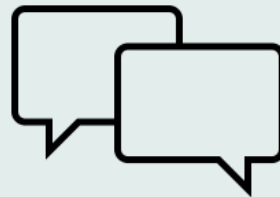
Relevance



Rationale



Rapport



Responsive



Relaxed

## Connect

## Building relationships

- (Pre) rotation self-assessment
- Inquire and share
- Be inclusive
- Find out what motivates your learners
- Ask about learner perspectives
- Encourage discussion and questions
- Listen and empathize
- Appreciate learner effort and contributions

### Pre-rotation APPE Self-Assessment

Student Name: \_\_\_\_\_

School of Pharmacy: \_\_\_\_\_

Pharmacy Intern Experience (non-IPPE and include site):

☐ Community: \_\_\_\_\_ ☐ Hospital: \_\_\_\_\_

☐ Other: \_\_\_\_\_ ☐ None

Approximately how many intern hours total: \_\_\_\_\_

APPE Rotations Scheduled: (Rotation Name and Site):

Summer A: \_\_\_\_\_ Summer B: \_\_\_\_\_

Fall A: \_\_\_\_\_ Fall B: \_\_\_\_\_

Winter A: \_\_\_\_\_ Winter B: \_\_\_\_\_

Spring A: \_\_\_\_\_

List three (3) strengths and three (3) areas you would like to improve:

Strengths:

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Areas for improvement:

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List three (3) goals you have for this APPE rotation:

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Therapeutic areas of interest:

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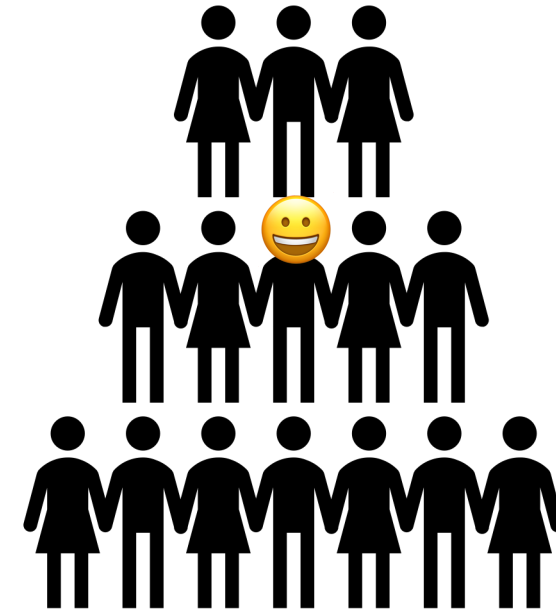
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Career goals (briefly describe what you hope to be doing in one year and five years)

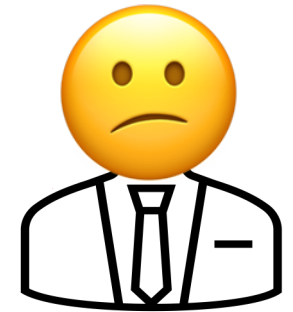
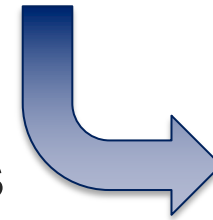
# Create a Sense of Community

## Benefits of connected classrooms<sup>1</sup>

- Confidence
- Motivation
- Preparedness
- Active participation
- Learner satisfaction



APPEs



1. Barr JJ. (2016) Developing a positive classroom climate. IDEA Paper #61.  
Retrieved from <https://files.eric.ed.gov/fulltext/ED573643.pdf> on March 14, 2023.

# Students Perceive Healthcare as a Valuable Learning Environment When Accepted as a Part of the Workplace Community

Ann Hägg-Martinell<sup>1</sup>, Håkan Hult<sup>2</sup>, Peter Henriksson<sup>1</sup>, Anna Kiessling<sup>1</sup>

Characteristics of valuable learning environments:

## Activities

- Available opportunities
- Achieve learning objectives

## Roles

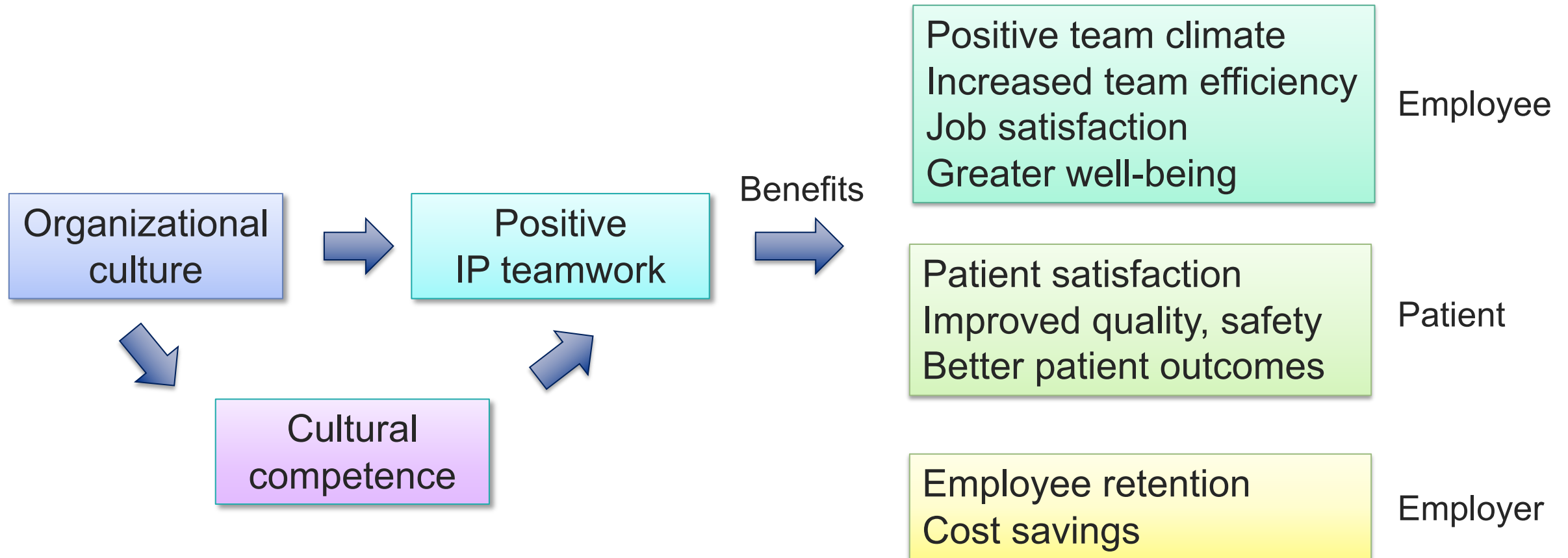
- Entrusted to interact with patients/team
- Develop own responsibilities

## Healthcare team

- Accepted
- Valued
- Utilized

## Preceptor

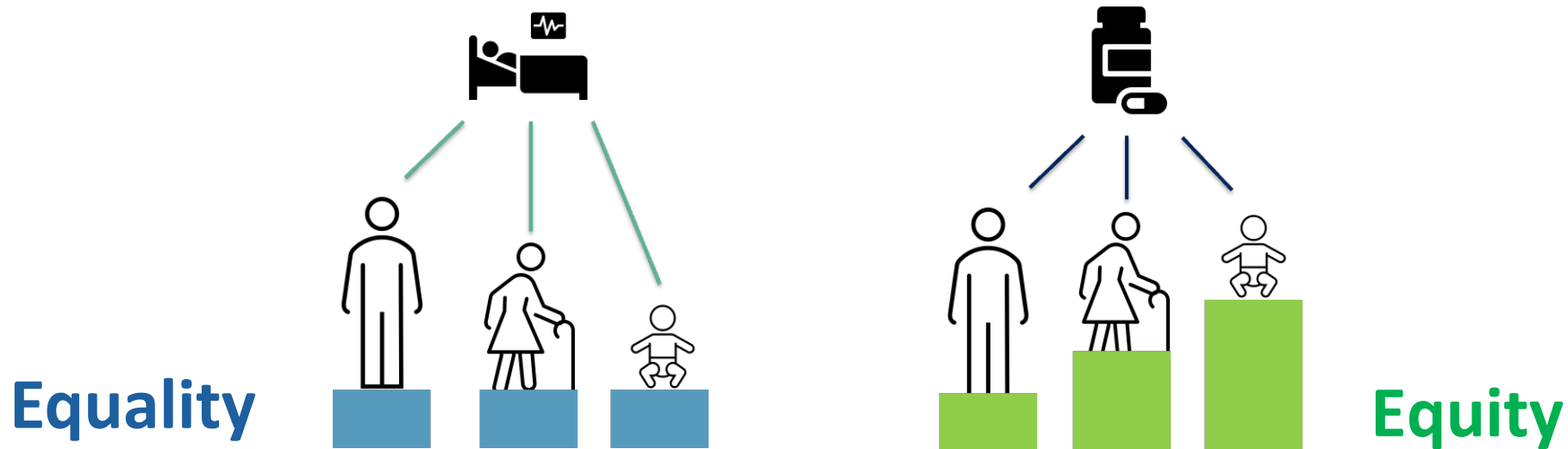
- Competent
- Confident
- Encouraging
- Time to teach
- Gives feedback



## Community

## DEIA Training

- ACPE 2016 Standard 3.5
  - Ensure that student pharmacists recognize social determinants of health to diminish disparities and inequities in access to quality care<sup>1</sup>
  - Continue DEIA training in the experiential setting



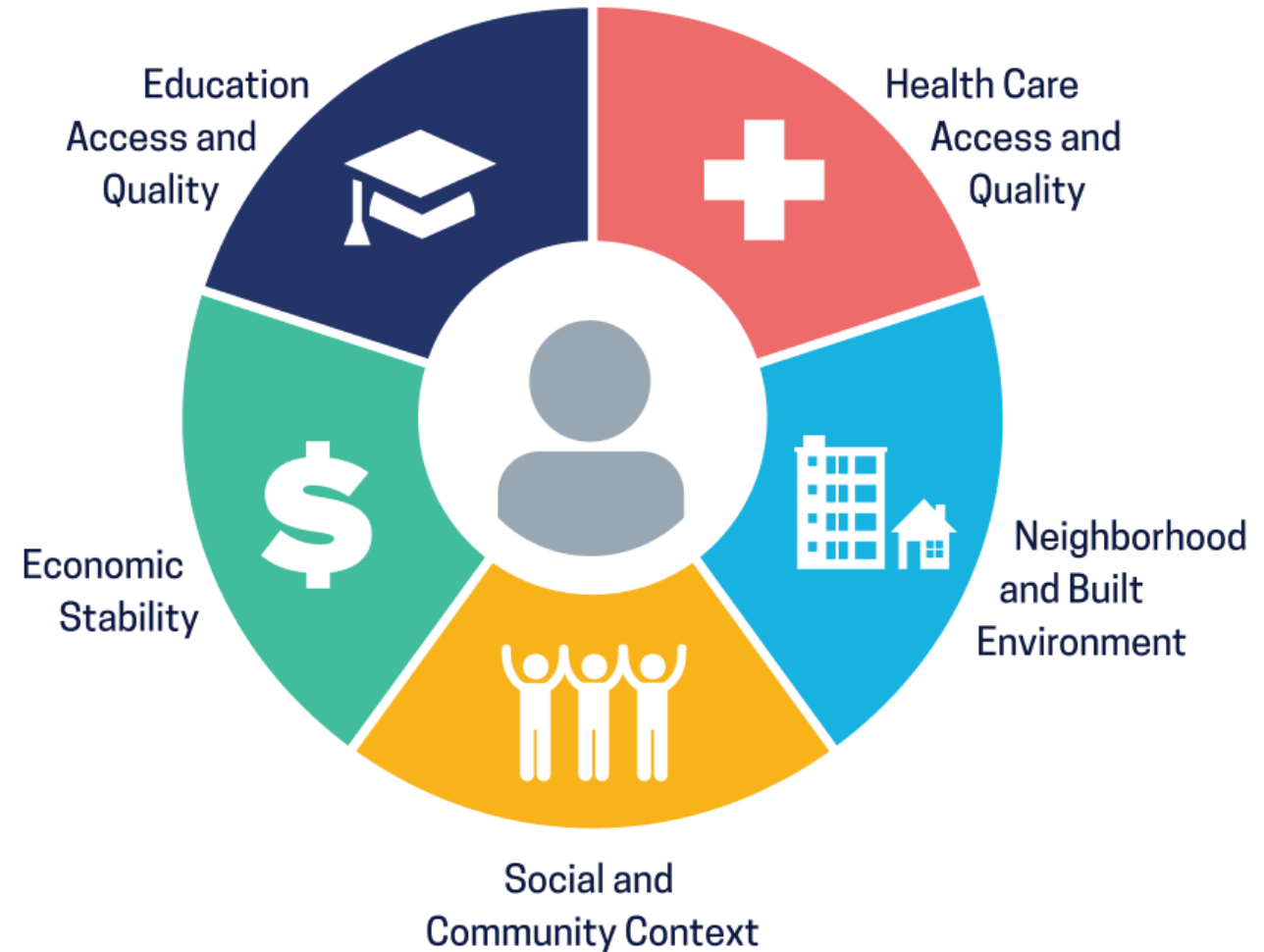
<https://www.acpe-accredit.org/pdf/Standards2016FINAL.pdf>. Accessed March 23, 2023.

World Health Organization: <https://www.who.int/health-topics/health-equity>. Accessed March 23, 2023.

Figure adapted from Equality vs. Equity - by the Interaction Institute for Social Change | Artist: Angus Maguire." Image Found: interactioninstitute.org

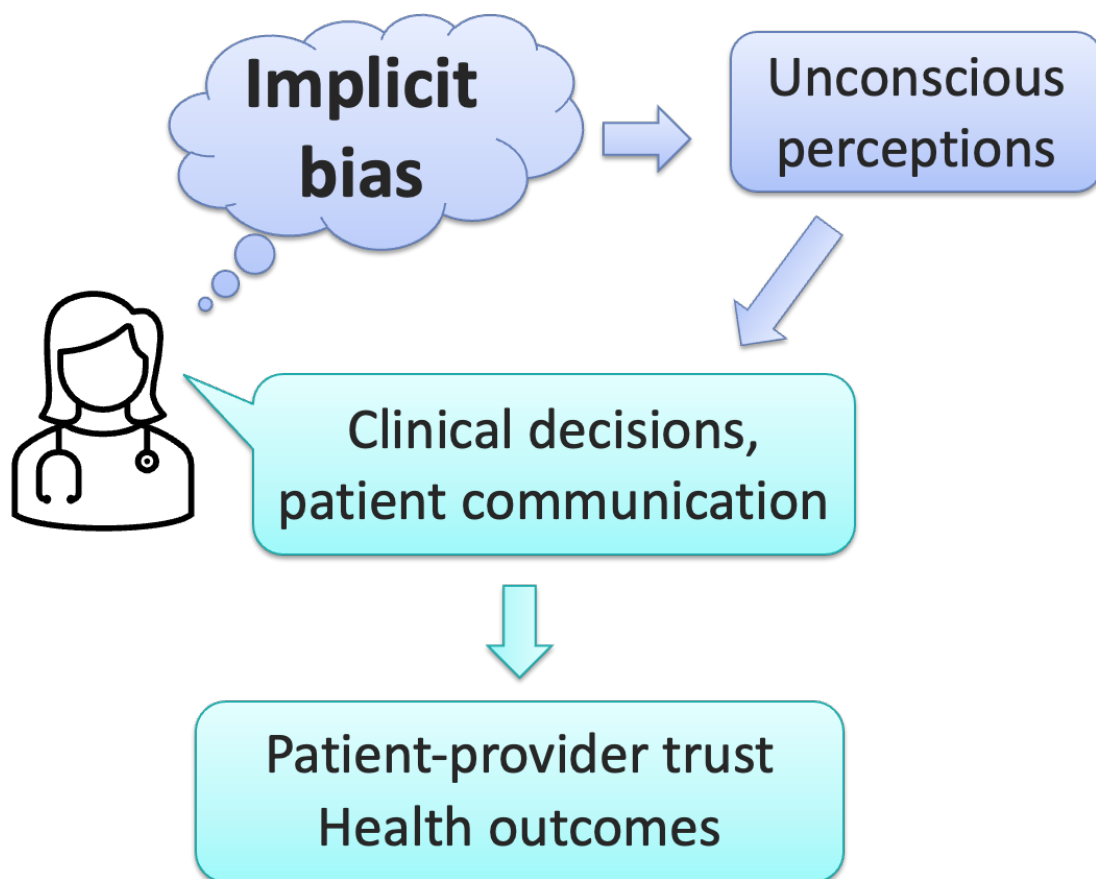
## Incorporating SDOH in precepting:

- Effect on access to care?
- How can we mitigate barriers?
- What options are preferred based on a patient's SDOH?
- Digital health = help or hindrance?



## Community

## Reduce implicit bias



- Explore implicit biases: <https://implicit.harvard.edu/implicit>
- Learn about patients/learners as individuals
- Ask and listen to their concerns
- Respect their preferences
- Demonstrate empathy
- Establish trust through collaboration
- Practice evidence-based care
- Use teach-back

1. <https://ready.web.unc.edu/section-1-foundations/module-4-implicit-bias-microaggressions/>. Accessed March 30, 2022.

2. Syst Rev 2013; 2: 85. <https://doi.org/10.1186>

Figure adapted from <https://www.communitycatalyst.org/blog/community-catalyst-looks-inward-and-outward-in-observance-of-minority-health-month#.YkS9Y7hIAQ0>

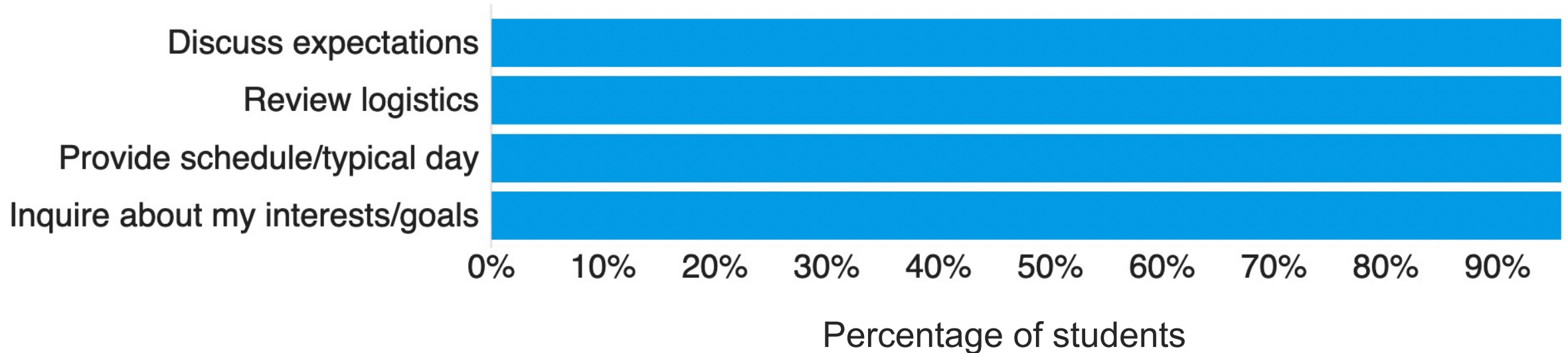
How do you currently (or plan to) incorporate DEIA in your rotation?

- A. Discuss health disparities related to my practice setting
- B. Identify and address social determinants of health
- C. Explore implicit biases and affirm each learner's identity
- D. I would be interested in more DEIA education
- E. I don't think DEIA applies to my rotation

## Communicate

How have your APPE preceptors created a positive and safe learning environment? Check all that apply:

### Expectations



# Communicate

## Orientation

- Align expectations
- Identify shared learning objectives
- Progression of roles/responsibilities
- Assessment and feedback
- Resources
- Communication preferences
- Typical day, schedule
- Staff introductions and tour
- How to work-up and present patients

### Rotation Competencies:

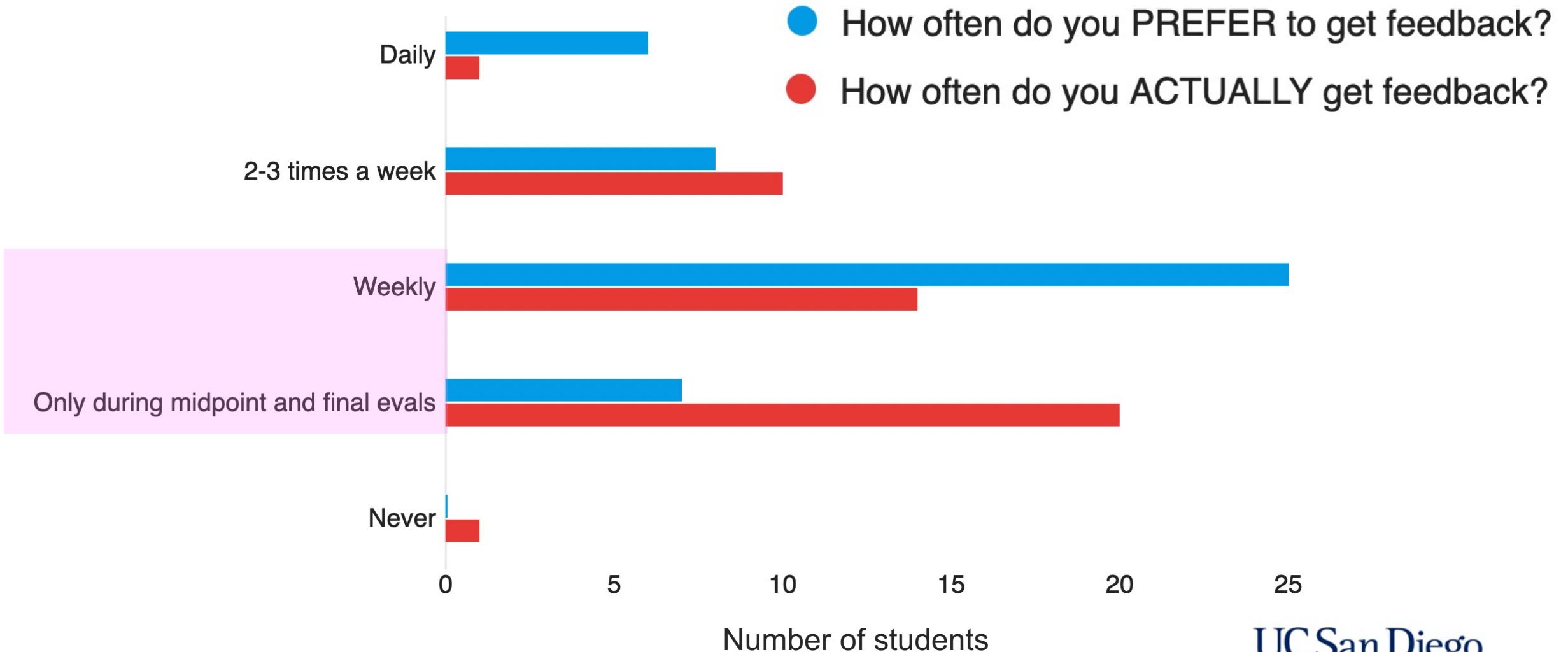
1. Transitions of care
2. IP team interactions
3. Pharmacist-led dosing
4. Order entry/verification

Week 1		Patient load	Review/Discussion
Instruct/Model:	Competency 1-2	3-5	Topic 1
Week 2			
Instruct/Model:	Competency 3	5-8	Topic 2
Model/Coach:	Competency 1-2		
Week 3			
Model/Coach:	Competency 3	10 or ½ service	Topic 3 Select journal club article
Facilitate:	Competency 1-2		
Week 4			
Instruct/Model	Competency 4	10-15	Topic 4, Journal Club Select presentation topic
Facilitate:	Competency 1-3		
Weeks 5-6			
Model/Coach	Competency 4	Full service	Topic 5 Final presentation
Facilitate:	Competency 1-3		

Adapted with permission from Dr. Shanna Block, UC San Diego

# Communicate

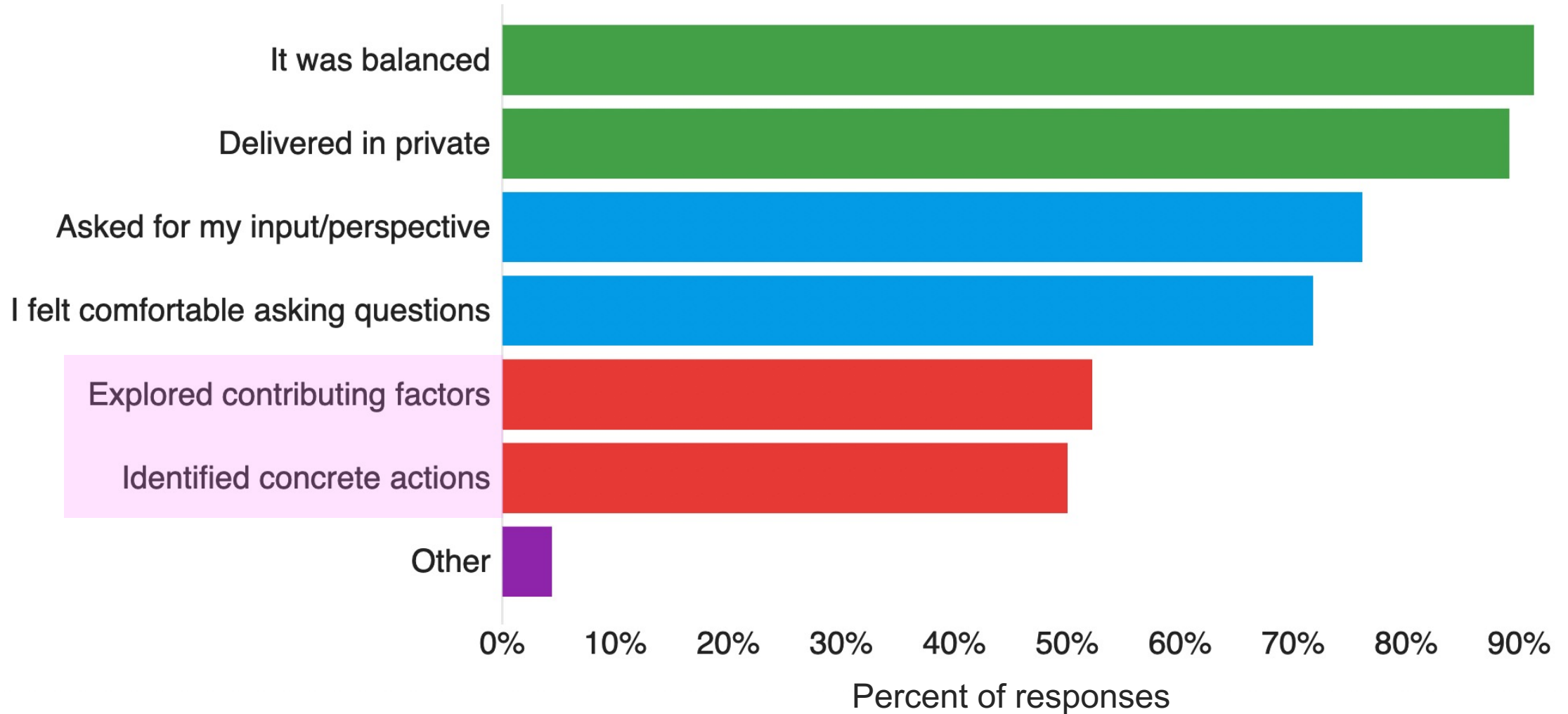
## Feedback



Communicate

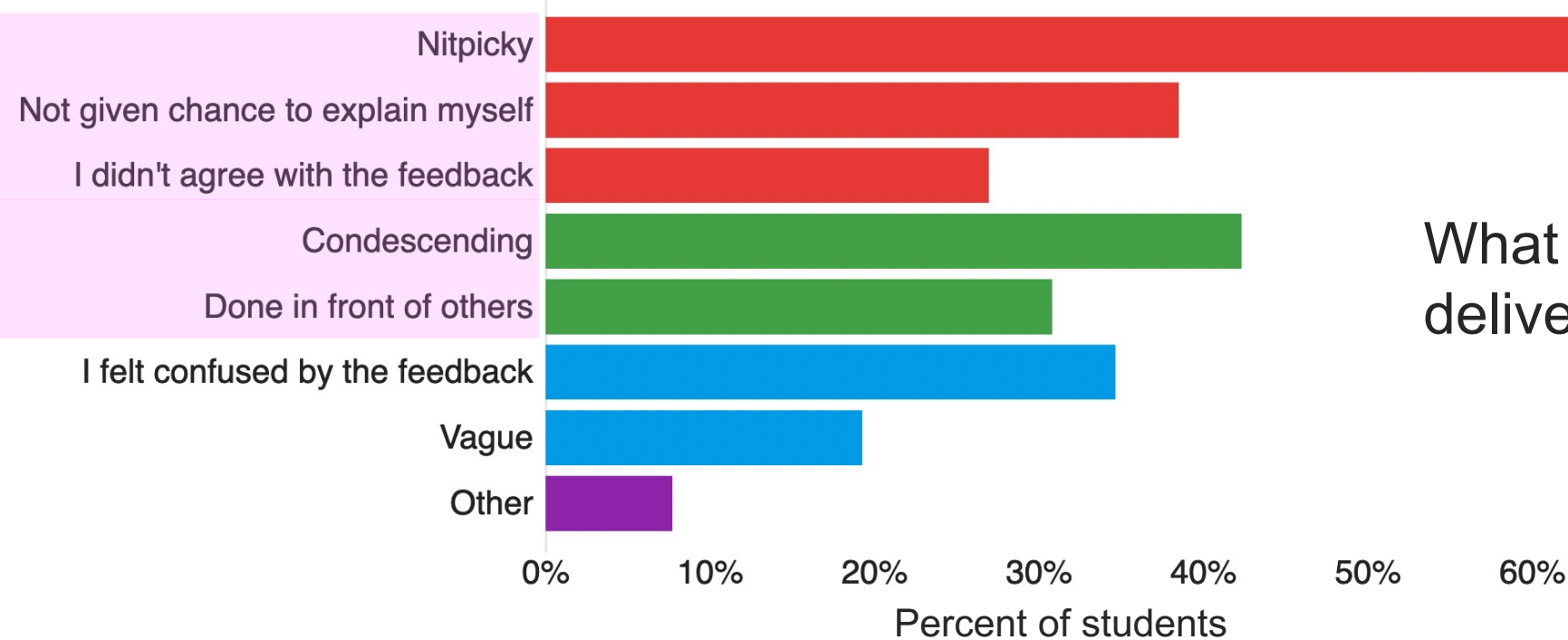
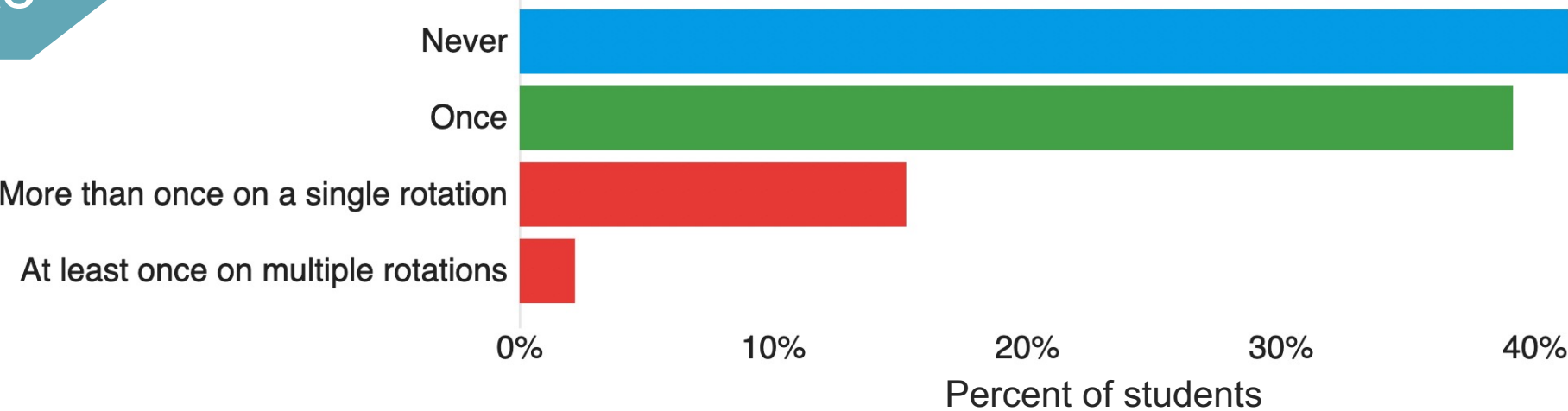
Feedback

What have you LIKED about the preceptor feedback you have received?



Communicate  
Feedback

Have you ever received feedback that was poorly delivered?



What about the feedback delivery was poor?

### 3 Prime Questions for Feedback

1. What is the skill for? *[relevance, value]*
2. How is it being done? *[good, improve]*
3. What should we expect? *[1-2 actions, timeframe]*

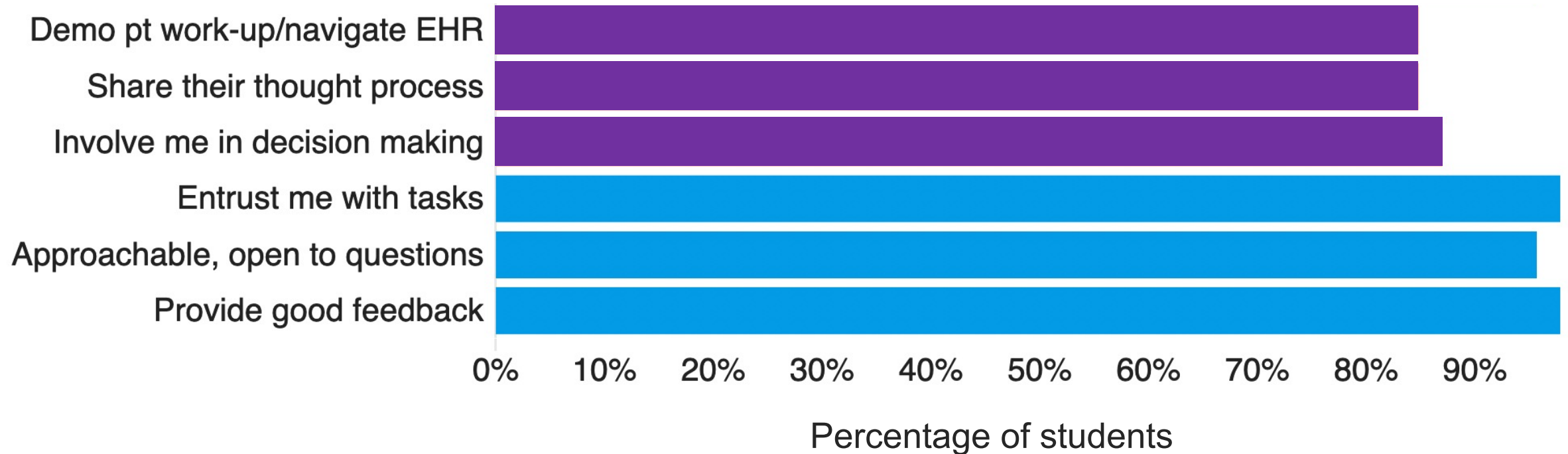
### Teachback

- Deliver often and in private
- Be cognizant of comparing to others or being condescending
- Link to rotation expectations or personal goals
- Ask for self-assessment and explore learner perspectives
- Be balanced, but make sure the action items are clear

## Coach

How have your APPE preceptors created a positive and safe learning environment? Check all that apply:

### Clinical skill development



## Coach

# Pharmacy student and preceptor perceptions for the first advanced pharmacy practice experience

Diane Nykamp, PharmD\*, Susan W. Miller, PharmD

*Mercer University College of Pharmacy and Health Sciences, Atlanta, GA*

### Readiness rating by student > preceptor

Efficient med history or patient interview

Gather information from chart

Assess drug therapy

Formulate care plan

Critical thinking, problem solving

Apply knowledge base to real-world situations

Self-learning abilities

Appropriate verbal/written communication

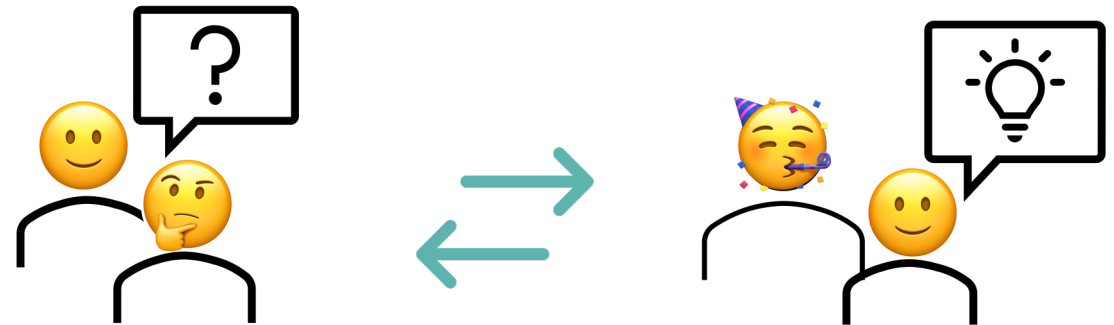
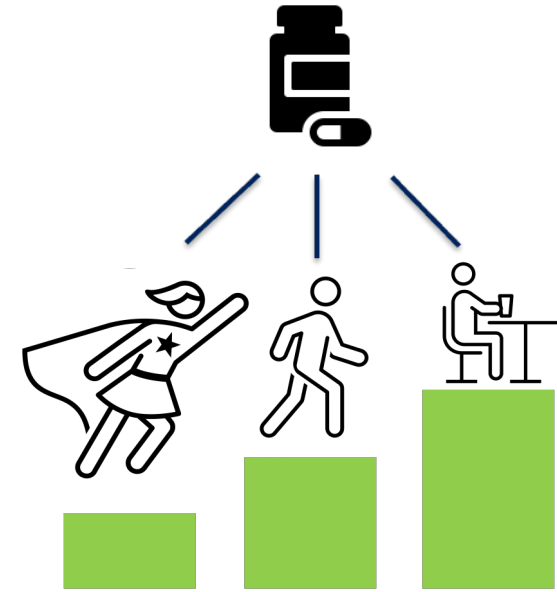
Clear and logical documentation

4 Premises of Learning Through Work	Preceptor strategies
Learning occurs all the time	<ul style="list-style-type: none"><li>• Teach with routine clinical activities</li><li>• Prepare the learner for success</li></ul>
Learning and development are personally mediated	<ul style="list-style-type: none"><li>• Provide context about the value</li><li>• Assess engagement and provide feedback</li></ul>
Learning and development are related, but separate	<ul style="list-style-type: none"><li>• Build on baseline knowledge and skills</li><li>• Link activities to learner goals and priorities</li></ul>
Engaging in work can transform how we do things	<ul style="list-style-type: none"><li>• Demonstrate workflow, but allow flexibility</li><li>• Discuss strategies for efficiency</li></ul>

## Coach

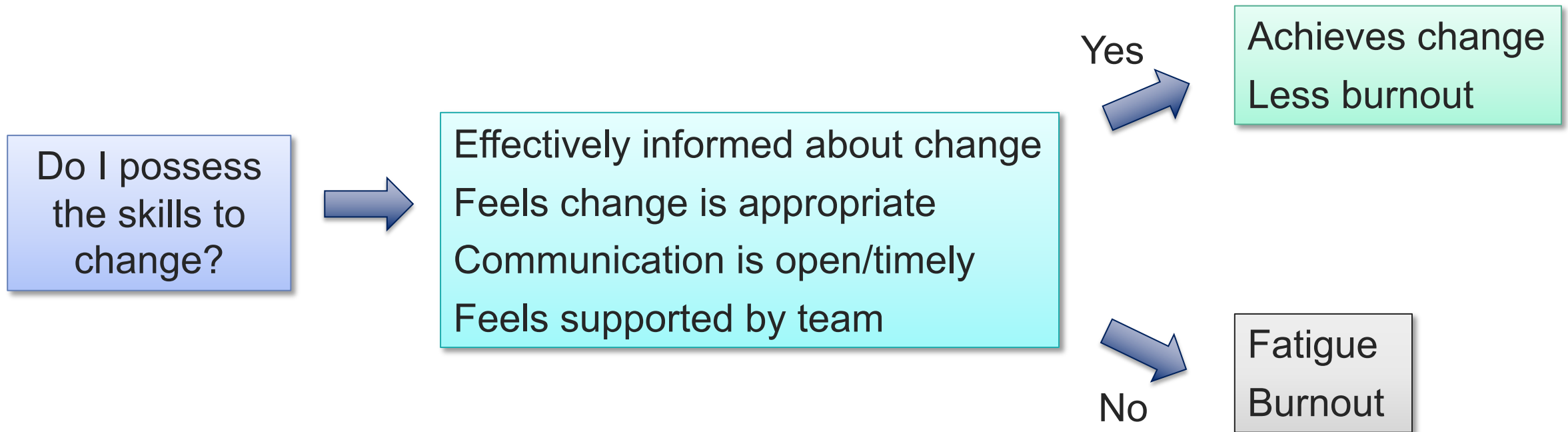
## Develop Clinical Skills

- Adjust for different stages of learning
- Identify concrete, achievable goals
- Discuss skill gaps
- Orient to “new” skills
- Make learning a 2-way process
- Evaluate workload balance
- Reassess progress regularly
- Provide targeted support
- Be a role model



- What are the most common APPE readiness “gaps” you encounter?
- How do you help learners achieve expectations?

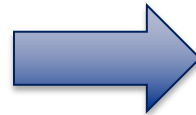




### Stanford Model of Professional Fulfillment<sup>1</sup>

- Workplace efficiency
- Culture of wellbeing
- Personal resilience

Benefits



#### Students<sup>2</sup>

- Confidence
- Motivation
- Preparedness
- Active participation
- Learner satisfaction

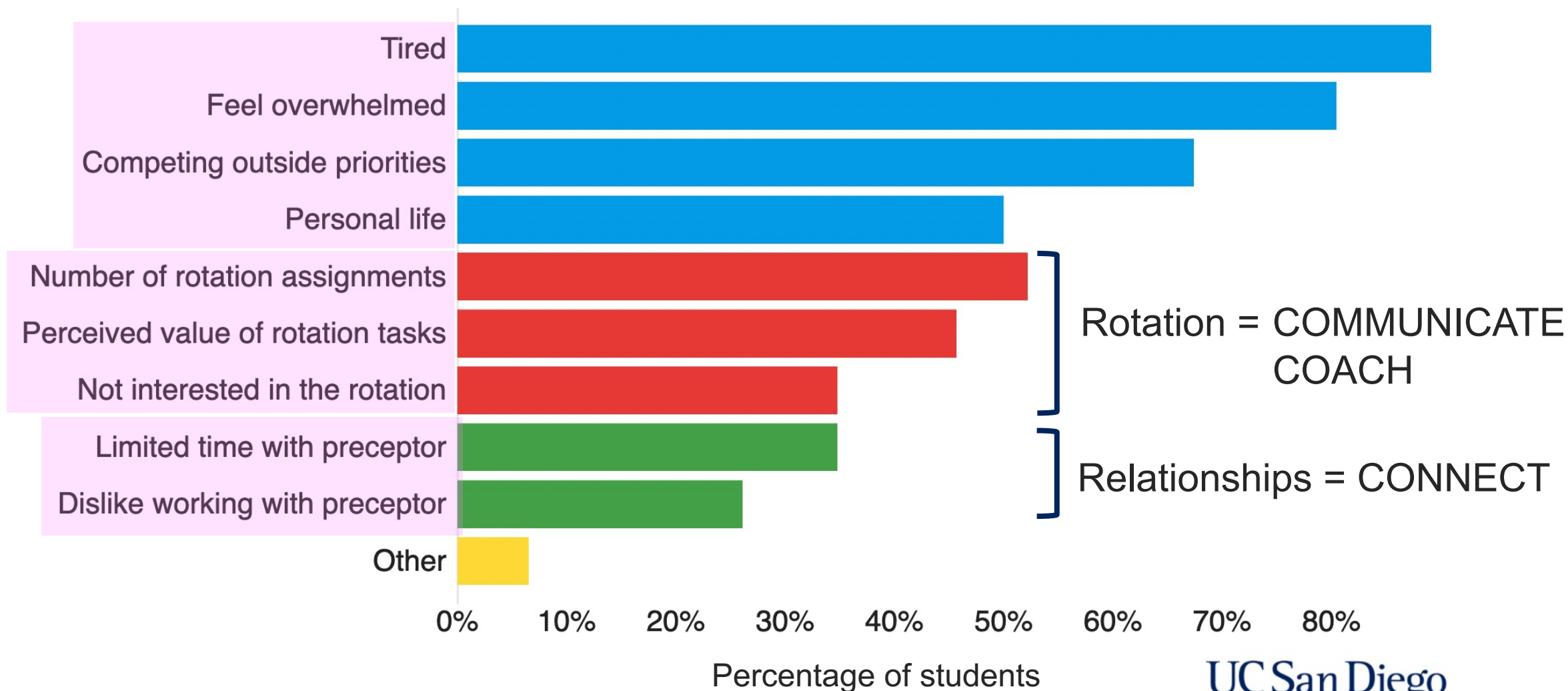
#### Professionals<sup>3,4</sup>

- ↑ sense of accomplishment
- ↓ burnout
- ↑ organizational performance

1. <https://wellmd.stanford.edu/about/model-external.html>. Accessed March 15, 2023.  
2. <https://files.eric.ed.gov/fulltext/ED573643.pdf> Accessed March 14, 2023.  
3. Curr Probl Pediatr Adolesc Health Care. 2019;49(12):10064  
4. PLoS ONE. 2021;16(6):e0252778.

## Care

What factor(s) have impacted your experience or performance on rotations? Check all that apply:



Triple Aim<sup>1</sup> → **Quadruple Aim<sup>2</sup>**

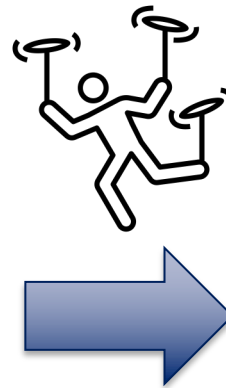
- Improving health of populations
- Enhancing patient experience of care
- Reducing per capita cost of health care
- **Improving the work life of health professionals**

1. Health Aff (Millwood). 2008;27(3):759-769.  
2. The Annals of Family Medicine November 2014;2:573-576.  
3. JAMA 2022;327(6):521–522.

- 51% of pharmacists experience burnout (~60% over the last 3 years)<sup>1-5</sup>
- Related to heavy workload and poor organizational culture<sup>1</sup>

**Poor work culture<sup>1,5</sup>**

Demands > resources  
Time pressure  
Lack of feedback  
Lack of autonomy  
Lack of social support  
Role conflict  
Role ambiguity

**Consequences<sup>1,5</sup>**

More dispensing errors  
Reduced productivity  
Increased job turnover  
Reduced wellbeing

- Burnout
  - Exhaustion and disengagement reported across all years<sup>1</sup>
  - Burnout scores higher than reported in medical and PT students<sup>2,3</sup>
  - Higher levels of burnout associated with negative academic self perception<sup>4</sup>
- Stress and mental health
  - Stress high across all years<sup>1</sup>
  - Increased stress and depression reported in pharmacy students<sup>5</sup>
  - Higher levels of stress and worse mental health in pharmacy school vs. before<sup>5</sup>

1. CPTL 2022;14:966-971.  
2. AJPE 2019;83:7558.  
3. Phys Ther 2018;98:658-669  
4. AJPE 2020;84:7571.  
5. AJPE 2020;84:7547.

**Risk factors for burnout <sup>2,3</sup>**

Younger age or less years of experience

Working full time or longer hours

Increased workload, additional roles

Inadequate teaching or admin time

Lack of appreciation for contributions

Poor work-life balance

Lack or unaware of burnout resources

**Wellbeing factors <sup>1</sup>**

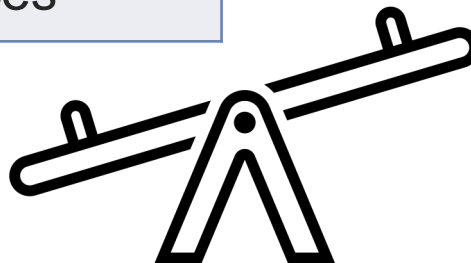
Workload

Learning environment

Meaningful experiences

Relationships

Personal factors



Describe your experience with student wellbeing:

- A. Students are doing fine (e.g., I haven't noticed any issues)
- B. I prefer not to pry into their personal feelings
- C. Students struggle with work-life balance
- D. More students seem burned out
- E. I have supported a student's wellbeing at least once in the past year
- F. I have supported a student's wellbeing more than once in the past year



Identify challenges  
Set boundaries, be flexible

Workload

Learner motivations  
Perception of work

Values

Control

Listen, plan together  
Entrust responsibilities

Improve learner-  
workplace “fit”

Positive feedback  
Highlight impact

Reward

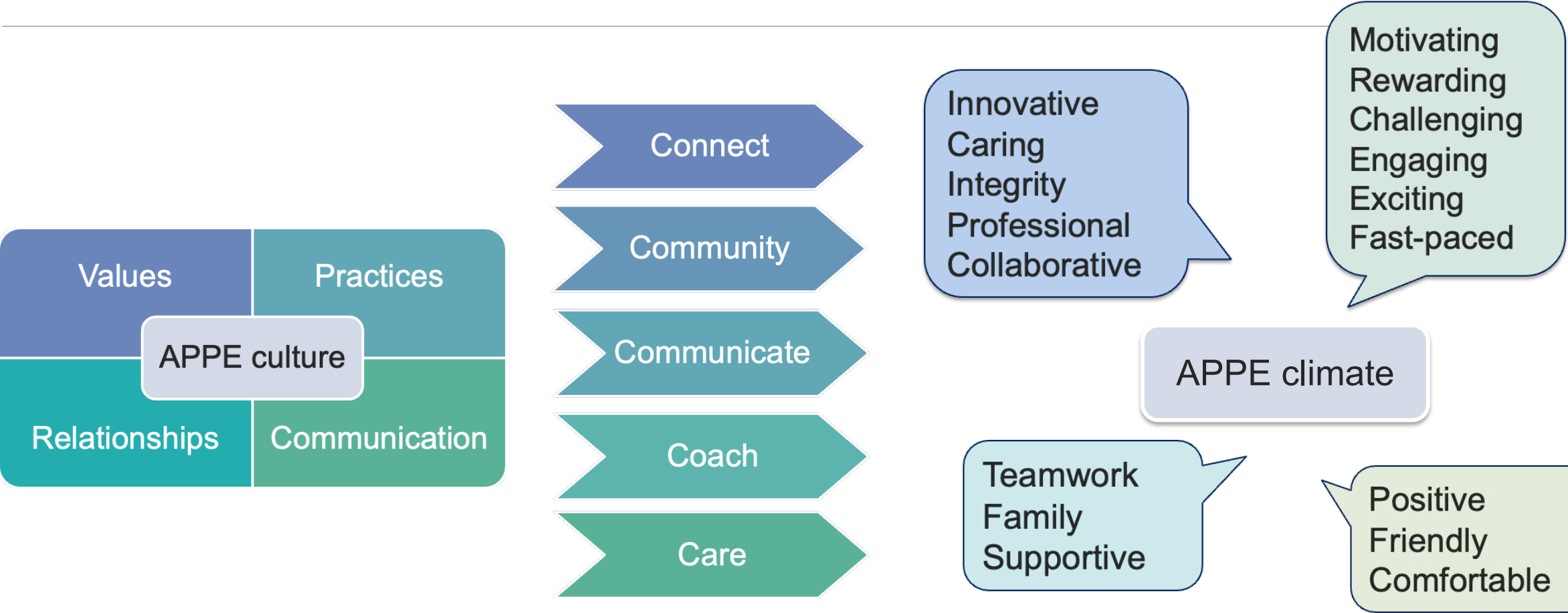
Fairness

Provide expectations  
Evaluate individually  
Consider other demands

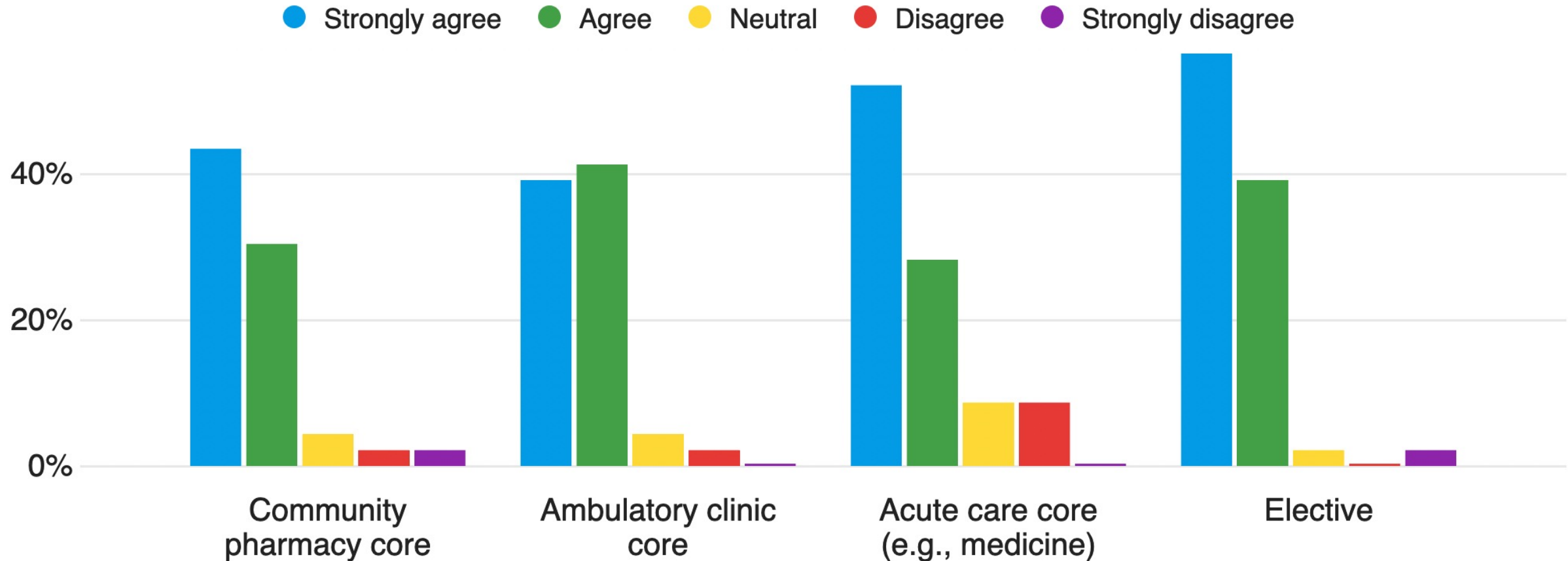
Community

Foster relationships  
Mentor, model resilience  
Support wellness

# Translating Workplace Culture to Precepting



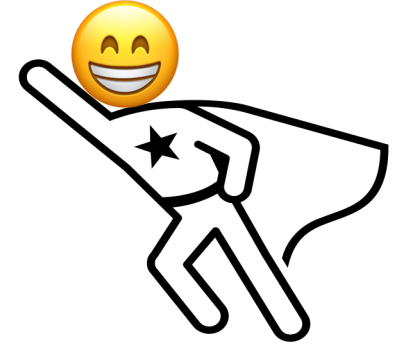
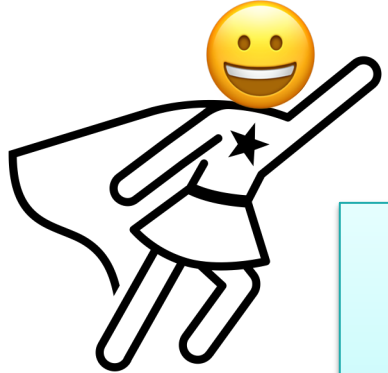
I feel that my \_\_\_\_\_ rotation provided a safe and positive learning environment:



*Thank you preceptors!*

## Questions?

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*“It is your **attitude**, more than your **aptitude**,  
that will determine your **altitude**.”*

*– Zig Ziglar*



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