



Lourdes M. Cuéllar
Diane B. Ginsburg

Preceptor's Handbook for Pharmacists

Second Edition

American Society of Health-System Pharmacists®

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Diane B. Ginsburg

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American Society of Health-System Pharmacists®

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We dedicate this edition to those who have the passion to give back to others; those who understand the importance of giving. Maya Angelou said it best in the following quote: "I have found that among its other benefits, giving liberates the soul of the giver."

We are especially thankful to those who have given to us throughout our lives, our late parents, Phyllis Ginsburg, and Celso and Matiana Cuéllar. We honor their memories by giving to others.

Acknowledgments

Webster defines *passion* as, “extreme, compelling emotion; intense emotional drive or excitement.” When one decides to teach another, it is this emotion, this excitement about seeing others develop that overcomes and satisfies this passion and encourages us to do more. To teach is to have the passion and dedication in others, a true selfless act knowing that others will be the beneficiaries of your time and commitment. This passion is at the very core of what we do as individuals and professionally as practitioners.

When we started the first edition, we knew there were many out there like us who shared this same passion for teaching and developing others. As with the first edition, we have been fortunate to work with so many others who understand this passion in the writing of this handbook. Certainly anyone who has ever precepted a student knows the importance of giving back to the profession by assisting in the development of its future practitioners. We are truly grateful to all who have contributed to this edition and thank you for your commitment to the future of this profession. As with the first edition, we hope this text continues to be a valuable guide for those who are embarking on this aspect of their practice. There are few things more rewarding than knowing and seeing that you have indeed helped develop another.

We want to thank those who have impressed upon us the importance of giving back, the many students we have taught over the years. All of you have taught us many important lessons and are the reason why we both actively teach today. All of you have touched our lives in immeasurable ways, and we are committed to those who will be teaching in the future.

We want to thank our editors and staff at ASHP for their assistance with the publication of the second edition. We are greatly appreciative of your support, insight, and understanding of the need for this type of guide for practitioners.

In addition, we want to thank the true inspirations in our lives, our late parents, who instilled in each of us the importance of giving back and helping others. We were fortunate to have had such incredible role models in our lives. We honor their memory by our giving to others.

Lourdes M. Cuéllar, MS, R.Ph., FASHP

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Foreword

With the implementation of updated and new standards for accreditation of schools of pharmacy, the Accreditation Council for Pharmacy Education (ACPE) has placed a broader and deeper emphasis on experiential education.¹ These standards require that schools include two types of experiential education in the pharmacy curriculum: introductory experiences and advanced practice experiences. The former are designed to provide the pharmacy student with experiences that allow for introductions to various types of practice in a diverse set of sites. The latter are contemplated to engage the student in problem-solving around therapeutic issues in a variety of areas of specialty practice in both the inpatient and outpatient setting. Taken together, experiential education requirements in the contemporary curriculum represent more than 20% of total curricular time. This places an immense responsibility on preceptors within and outside of the University setting.

To that end, having individual preceptors properly trained for this critical responsibility has become a challenging task for the schools. But were it not for mostly volunteer efforts of preceptors, implementing the experiential curricular requirements would be a significant challenge and burden to the schools. Responsible preceptorship carries with it an active engagement with aspiring professionals to inculcate the values, culture, ethics and patient care centeredness of the profession of pharmacy. It also provides an unparalleled opportunity to shape the career goals on students.

But preceptorship does not come totally naturally. It requires patience, dedication, planning, mentorship and role modeling. Training for these roles, in addition to staying current with practice and patient care, becomes an important factor for both the schools and the profession. Moreover, the precepting role must constantly adapt to changes in practice, education and the external environment in which the practice exists. Increasing complexity of drug therapy, coupled with increasing cost pressures for efficiency and efficacy, require preceptors to be studious guides to students under their care.

It will be increasingly important that preceptors not merely transfer their skills to students. That is apprenticeship. Rather, preceptors have a responsibility and professional duty to assure that the experiential component of the curriculum brings to life the classroom learnings and patient care implications for assuring rational

drug therapy. That requires careful tutoring, strong review and feedback, constant oversight of key concepts in quality and safety as well as personal trait development. That is no small task.

In this edition of Cuellar's and Ginsburg's *Preceptor's Handbook for Pharmacists*, the authors affirm these concepts. By applying the guidance provided in this handbook, practitioner teachers can resist vocationalism and strengthen their abilities to truly precept and mentor students in both application of theory and fact and shaping attitudes and behaviors. This latter point will be increasingly important for the profession; namely, that its aspirants derive meaning from their experiences and that preceptors will be recalled as individuals who have had an impact on the clarification of values and attitudes in the profession. The continuous, constructive evolution of the profession of pharmacy will rely on preceptors having had that type of impact on its new members.

Henri R. Manasse, Jr., Ph.D., Sc.D., FFIP

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March, 2009

¹ Accreditation Standards, Accreditation Council for Pharmacy Education, 2009, Chicago, IL.

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If a teacher is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind.

Kahil Gibran

Preface

As children, we were both taught that people appreciate you far more for what you do and how you treat others, rather than for what you say you will do or for any material wealth you may have. How do you measure the worth of the outstanding preceptors and mentors that have come into our lives? Each one of us demonstrates or exemplifies characteristics or skills that we learned along the path toward becoming the pharmacists we are today.

Diane and I have been very fortunate to have significant influences in our lives that have guided our personal and professional development. There are many individuals that have contributed toward my development as a pharmacist and as an effective pharmacy manager and leader. While I was still in pharmacy school, my long time friend and colleague, Grace Salazar, and I were the first two women to work in the pharmacy at the VA Hospital in Houston. Back then as today, the VA was responsible for dispensing thousands of prescriptions for inpatients and outpatient veterans in our community on a daily basis. The pharmacists at the Houston VA taught me how to respond in a highly stressful environment, how to focus on one patient at a time regardless of the workload, how to communicate with empathy and understanding, and how to be part of a team. They set the bar high, guided me through the learning process, and always provided positive feedback.

From my brother, Celso Cuéllar, who is a long time community pharmacist, I learned how to talk to patients at a level they can understand in a respectful and culturally appropriate manner, how pharmacists can truly become extended members of many of their patients' families, and how empathy, kindness and good listening skills are often the best tools toward affecting compliance and effective medication management.

From the physicians, nurses, pharmacists, technicians, administrative support staff, and other colleagues at TIRR Memorial Hermann where I work, I have learned and continue to learn the true meaning of compassion, collaboration, and teamwork. Being an active member and officer of both my local and state health-system pharmacy organizations also gave me the opportunity to grow personally and professionally.

My colleagues and fellow directors of pharmacy in the Texas Medical Center and the Memorial Hermann Health System have facilitated my development as an effective pharmacy leader. We have shared experiences, sought advice from one another, and continue to collaborate on issues pertinent to the profession. From my friend, colleague, and coeditor of this book, Diane Ginsburg, I learned the art of networking and the value of becoming involved with professional organizations at the national level. In addition, she has given me numerous opportunities to develop and advance professionally. Her commitment to students and young practitioners as a teacher, counselor, mentor, and friend is truly commendable.

The need for proficient, energetic preceptors has never been greater. This edition, like the first, is designed to provide pharmacists with critical information about preceptor programs around the U.S. and to help preceptors design a dynamic and effective experiential program at their practice site. We have identified topics that we felt would be important for preceptors at all levels and sites of practice (hospital, community, industry, faculty, etc.). We have added several topics to this edition including examples of assessment tools, competencies, and goals and objectives for different rotations. This book is meant to be comprehensive, and topics and sections are organized by common areas of skills or proficiencies.

To be an effective preceptor, a pharmacist should exhibit clinical competency skills, possess excellent written and verbal communication skills, and also demonstrate humanistic skills such as listening, compassion, empathy, and observation. Diane Ginsburg and I invited pharmacists from around the U.S. that exemplify the characteristics of exemplary preceptors. In addition, authors were invited who had expertise in their respective areas and brought perspective from different parts of the country and different or unique practice programs. The intent is for this book to be reflective on broad practice guidelines.

One of the greatest satisfactions you can have as a pharmacist today is mentoring students and young practitioners. I am still in contact with the very first student I had the privilege to precept. It is hard to express into words the pride and satisfaction one feels as students you have mentored and precepted develop into outstanding professionals and clinicians.

How do you measure the worth of exemplary preceptors and mentors? You cannot. You thank them for their selfless contributions by practicing and enhancing the skills and training they provided to

you. Most importantly, you pass these gifts on to the next generation of practitioners.

Lourdes M. Cuéllar
March 2009

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Modeling may not only be the best way to teach, it may be the only way to teach.

Albert Schweitzer

Chapter 1

Precepting Fundamentals

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