Pharmacy Preceptor Update
2019

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Director for Experiential Education

In support of improving patient care, Idaho State University Kasiska Division of Health Sciences is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team.
Disclosures

• The planners and presenter of this presentation have disclosed no conflict of interest, including no relevant financial relationships with any commercial interests
Objectives

1. Discuss changes in experiential education practices and policies affecting Idaho State University College of Pharmacy students and preceptors

2. Recognize generational differences and accompanying challenges for students and preceptors in pharmacy education

3. Implement strategies to improve student-preceptor interactions and strengthen collaboration between generations
Team Staff Members

• **Luke Rice**, Director

• **Cassandra Tack**, Experiential Education Coordinator (Pocatello, Boise, Reno, Twin Falls, N. Idaho)

• **Christina Jackson**, Alaska Programs Coordinator (Alaska)

• **Janet Renk**, Administrative Assistant / Onboarding Specialist
OEE Zone Liaisons

**Pocatello/Eastern Idaho:** Dr. Tracy Pettinger / (208) 282-5012 / petttra1@isu.edu

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Liaison Roles & Responsibilities

- First point of contact for preceptors located within the geographical zone (if issues/concerns/questions arise)
- First point of contact for IPPE or APPE students assigned within the geographical zone (if issues/concerns/questions arise)
- Student Remediation Plan & Oversight (as necessary for students within the geographical zone who may need additional help/support)
- Relationship Building /Training/Site Visits & Development (as necessary)
- ISU College of Pharmacy Committee Service (Curriculum Affairs, Assessment, Progressions, IPE, Technology)
## *NEW* IPPE Structure (Class of 2022)

<table>
<thead>
<tr>
<th>Year/Course</th>
<th>Hours</th>
<th>Requirements</th>
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</thead>
<tbody>
<tr>
<td>PY0 / PHAR 9911</td>
<td>0</td>
<td>Immunizations, certifications, trainings, background check, drug screen</td>
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| PY1 / PHAR 9912 | 130   | 10 hrs outreach/service  
+ 120 hrs IPPE Community  
(3 week summer block) |
| PY2 / PHAR 9913 | 130   | 10 hrs outreach/service  
+ 120 hrs IPPE Institutional  
(3 week winter block OR 3 week summer block) |
| PY3 / PHAR 9914 | 50    | 10 hrs outreach/service  
+ 40 hrs APPE Prep Clinical Experience (shadow)  
(1 week summer block or fall longitudinal block in the following settings: acute inpatient, ambulatory, community & drug information) |
| **Total Hours:** |       | **310** |
GENERATIONAL DIFFERENCES

Traditionalists/Silent Generation (born before 1945)

Baby Boomers (1946 - 1964)

Generation X (1965 - 1982)

Millennials (1983 - 2001)

Idaho State University

Pocatello | Idaho Falls | Meridian | Twin Falls
The reality is……..

- On the surface, generational differences and diversity in any organization or academic setting is the norm. Faculty, staff, preceptors and students bring energy and life to these environments filled with learning, discovery and collaboration.

- However, below the surface, differences in work habits, communication/learning styles, motivations and life experiences can interject challenging situations and conflicts due to the various gaps and lack of understanding that exist between generations.
Disclosure Statements

1. For the context of this presentation, individual characteristic traits used to describe/define each generation may not accurately describe/define individuals associated to their respective generation.

2. Each generation is a byproduct of their current environment so we must take care in identifying differences and approaching them in an appropriately positive manner.
Did you know....?

The Traditionalists/Builders: Approx. 3.8 million in the workplace
The Baby Boomers: Approx. 45.1 million in the workplace
Gen X: Approx. 52.8 million in the workplace
Gen Y/Millennials: Approx. 54 million in the workplace
Gen Z: TBA

Pew Research Center - 2015
Activity: Think, Pair, Share....Who are we?

1. Generational Characteristic Traits
   - Core Values (fundamental beliefs of a person or organization)
   - Teaching/Learning Styles (refers to the general principles, pedagogy and communication strategies used for providing/receiving information)
   - Work Styles/Beliefs (approach to how you work with others, your attitude, and your work ethic)
Traditionalist Traits

- **Core values:** Dedication, law & order, patience, honor, conservative

- **Learning Styles:** Preferred from someone their age, textbooks and printed material

- **Teaching styles:** Formal, authoritative, and face-to-face

- **Work Styles & Beliefs:**
  - If I work hard and am loyal, I can expect good compensation/pension
  - Need to feel valued by their employer
  - Top-down approach (Chain of command)
Boomer Traits

• **Core values:** Live to Work

• **Learning style:** Study individually with flash cards, reference books, hands-on

• **Teaching style:** Pop quizzes, expressed a need for tactile teaching activities

• **Work styles & beliefs:**
  o Expect to be rewarded for a job well done
  o Often prefer face-to-face communication over email
  o Identified by their work/title “workaholics”
Gen X Traits

- **Core values:** Relationships, Freedom and Flexibility, Skepticism/Cynical

- **Learning styles:** Studying in groups, focus on what will be tested and seek feedback, structured environment

- **Teaching style:** Group work and technology-focused

- **Work styles & beliefs:**
  - Value work/life balance
  - Do not respond well to micro-managing
Millennial Traits

• **Core Values:** Confident, cyber literate, realistic, team oriented, achiever, optimistic, fairness is important (no double standards)

• **Learning Styles:** Group based learning, want clear and explicit expectations up front and ongoing, active learning, have high expectations of their learning environment

• **Teaching Styles:** Group work with integrated technology

• **Work styles & Beliefs:**
  - Collaborative and creative
  - Want constant feedback (prefer positive over constructive)
  - Work/Life Balance very important!!
1. What are your observations with regards to generational differences within your practice site?
   • Have you encountered/observed any issues/problems?
   • Have you encountered/observed positive interactions/outcomes?
Tips to strengthen collaboration amongst the generations
1. Be **Aware** of Generational Differences

- Simply being aware of generational differences can significantly impact a relationship, learning environment or experience.
2. Intergenerational Tension may Impact Learning

• Focus on similarities rather than differences between current and prior generations of learners
  o “Well back in my day, we did it that way…” - this can be counterproductive

• Avoid assumptions about what motivates individuals
  o Ask what motivates them!
3. **Share Your Generational Characteristic Traits & Life Philosophy**

- Provide details on your background and the path to your current role
- Share why you enjoy what you do and what you do to keep current and interested in the profession
- Be transparent with your teaching/learning styles as we tend to teach the way we learn
- Invite students to share their core values, learning/teaching style & work beliefs
4. Emphasize Team Dynamics and Collaboration

- Some individuals will feel intimidated being part of medical team with rigid hierarchy
  - Promote inclusiveness within the team
  - Provide a sense of purpose
  - Students (especially) need to be reviewed and evaluated, but also look for ways to recognize their contributions toward the team’s combined effort
  - Remember.....your approach to integrate and recognize contributions may be different depending on the generation
5. Encourage Exploration and Curiosity

- Encourage discussion and exploration about generational similarities and differences

- Try to not set limits on exactly how a task should be completed. Remember.......each generation may approach the task or situation differently
6. Know the potential strengths/limitations of each generation

• For example: Millennial students are connected 24/7 via multiple platforms
  o Recognize this can positively and/or negatively impact the learning experience
  o Identify and integrate generational strengths

• Try to model your strengths but anticipate modifying your approach for different students or situations
Summary

1. Understanding of the four generations (values, beliefs and influences)
2. Recognize challenges that may be encountered when working with different generations
3. Found strategies for overcoming these challenges leading to creating a better work environment or learning experience for all
4. Discovered overlap among the generations resulting from adaptation
Questions?
References