

Precepting 101: Helpful Hints and Tips

Establish a syllabus for the rotation: A syllabus should include rotation hours, expectations, information about rotation and site, contact information for preceptors, goals for the rotation, etc. Also consider include information about parking, lunch policies, etc. We have examples available upon request.

Establish a master calendar for rotation schedules: This should include days off for professional leave, meetings, rounds, special events, etc.

Specify project due dates: Be specific on due dates for projects, DI questions, presentations, etc.

Create an information notebook, binder, or shared electronic folder for your rotation site: This can be started by simply adding pertinent information or articles for the rotation to the binder. Enlist students and residents to find articles and place a copy of each article in the binder for future students. Soon, you will have a useful reference book for the students. Some information that could be included:

Articles applicable to your practice. Examples: guidelines, white papers, Beers criteria, Hot topics in pharmacy (MTM, Plan B, narcotic abuse/use, med errors, reimbursement, Medicaid, Medicare, pharmacy liability issues, ethical issues)

Keep copies of former students' projects or presentations in the binder. Examples: Patient handouts, presentation handouts

Create unique experiences for students to contribute to the future of pharmacy practice:

Medication Therapy Management: With supervision, students can help create MTM programs, as well as see patients.

Students can interview and document patients' medication histories and assist in creating necessary forms or documentation for these types of services.

Medication Reconciliation: Students are in a perfect position to take medication histories and document in a SOAP note form the information they have gathered. They learn this in school—let them practice in a real setting.

Keep an ongoing list of drug information (DI) questions, projects, and presentations for students to complete: Assign DI questions that you didn't immediately know the answer to—unique or off-label indications for medications (i.e. estrogen for nose bleeds) or questions about new medications or medications that are seldom used. Make a list of projects or in-services that you wish you could complete but don't have the time.

Get students involved in patient case work: If you have students shadow or observe more often than actually interact with patients, consider changing this. Most students learn best from actively participating in an activity (versus observing or reading about it). Let them talk to patients and analyze medication profiles. This is easier in an ambulatory clinic or a hospital setting and more of a challenge in community pharmacy when the focus is generally on dispensing; however, this can be implemented in any setting using creative means.

Consider assigning students a patient medication profile. This gives you topics to discuss without having to come up with them and it is more relevant as you can relate topics to a real patient.

Students can look up indications and doses for all drugs in a patient's profile, education, counseling points, and monitoring (whether you have lab data or not) for all drugs in profile, providers, and they should be analyzing drug- drug interactions.

If you have any tips you would like to share, feel free to email those to Janet Cooley at cooley@pharmacy.arizona.edu.

A huge THANK YOU to all of our preceptors—we really appreciate the time and effort you dedicate to our pharmacy students! We couldn't do this without you!



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