

# Bridging the Gap: An Evidence-Based Preceptor Development Program to Support Pharmacy Learner Professional Identity Formation

## Session Facilitators

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Session Agenda and  
Supporting Materials

# Funding Acknowledgements/Disclosures

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- The speakers have no conflicts to disclose

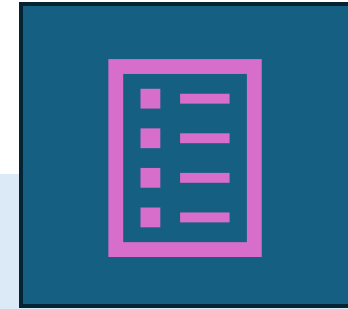
# Learning Objectives

At the completion of this session, participants will be able to:

- Describe priorities for professional identity formation (PIF)-related preceptor development
- Apply PIF development activities informed by the preceptor development framework with emphasis on how activities support preceptors in fostering PIF in learners
- Create a personal action plan including next steps for preceptor training that are applicable to individual experiential education programs



# Welcome and Agenda



- Welcome and Introductions
- Session Overview
  1. **Background:** Review of project and main findings
  2. **Activity 1:** First preceptor development activity with group discussion
  3. **Activity 2A, 2 B, and 2C:** Second preceptor development activity as a jigsaw with small group and large group debrief
  4. **Activity 3:** Planning for future preceptor development

# Background

- Preceptors play a pivotal role in supporting pharmacy student PIF in the experiential learning setting.
- Existing competency frameworks for preceptors do not explicitly describe roles and competencies of preceptors for supporting learner PIF.

Canadian Experiential  
Education Project

Habits of Preceptors  
Project

Further direction is needed to guide preceptor development supporting preceptors in their important role in nurturing pharmacy learner PIF

# PIF Definition (used in project)

**A process of internalizing a profession's core values and beliefs such that one comes to “think, feel and act” like a member of a community.**

# A preceptor development framework for nurturing learner professional identity formation

## Project Aims:

- To explore experiential education and preceptor development experts' perceptions of priorities for preceptor development aimed at supporting learner PIF
- To create a framework for preceptor development to inform the design of future preceptor training programs



# Methods

- Qualitative focus groups were conducted with experts in experiential education and preceptor development for Canada and USA
- Findings from a previous preceptor roles study were shared with participants before the focus group<sup>1</sup>



## Focus group questions:

- Which study findings from the preceptor roles study resonated most with participants?
  - What were priority areas for preceptor development?
  - How could a preceptor development program best introduce these concepts to preceptors (i.e., methods, materials, activities)?
- In the latter part of the focus group a modified nominal group technique (NGT) was used to identify and rank priority areas for preceptor development

<sup>1</sup>. Kennie-Kaulbach N, Cooley J, Williams C, Riley B, Anksorus H, O'Sullivan TA. How preceptors support pharmacy learner professional identity formation. *Am J Pharm Educ.* 2024;88(9):100740. doi:10.1016/j.ajpe.2024.100740

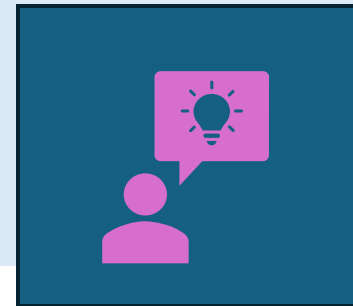
# Results: Focus Group and NGT Themes

## ***Theme 1: Content Elements to prioritize for preceptor development***

- Introduction to the concept of PIF
- How to prepare learners to assume the role of the pharmacist as part of the team in a way that intentionally supports PIF
- How to help learners navigate and manage emotions that may impact PIF
- How to tailor a practice-based learning experience that supports learner identity aspirations and formation
- How to use intentional modeling to support learner PIF
- How to engage learners in reflection related to self-awareness and identity development

## ***Theme 2: Program Design Elements to enhance preceptor engagement and adaptability of the program***

- Start with participants exploring own PIF
- Need a flexible structure and environment that supports PIF training and a multi-modal approach
- Use of reflective exercises throughout the program





## SUPPORT EXPLORATION OF PIF AND OWN JOURNEY

### CONTENT ELEMENT 1

- Awareness of key concepts related to PIF
- Examination of own PIF journey
- Examination of own influence as a role model

Learning Outcomes\*



## USE GOOD PRECEPTING PRACTICES WITH A PIF LENS

### CONTENT ELEMENT 2

- Creating supportive opportunities for learners to assume the role of a pharmacist and be treated as a pharmacist in the practice setting
- Helping learners navigate emotions, reactions and experiences that may impact PIF in the practice setting
- Supporting learners to explore their fit within the profession by personalizing experiences

Learning Outcomes\*



## CHOOSE PROGRAM FORMAT AND DESIGN PRINCIPLES TO CREATE AN ENVIRONMENT THAT SUPPORTS LEARNING RELATED TO PIF

### PROGRAM DESIGN ELEMENTS

- Facilitate individual engagement
- Promote self-awareness and reflection
- Engage participants in meaningful conversations based on everyday work experiences
- Select and sequence 'bite sized' content and activities to create pathways for learning
- Create communities of practice by facilitating peer-to-peer learning to share strategies and challenges in supporting PIF
- Employ flexible instruction formats using a variety of formal (e.g., online, small group, facilitated large group) and informal (e.g., one-on-one) methods
- Consider options for longitudinal delivery

# Results: Preceptor Development Framework

\* Learning outcomes for content elements are found in **Table 2**

# Results: Preceptor Learning Outcomes

| CONTENT ELEMENT 1.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | CONTENT ELEMENT 2. Using good precepting practices with a PIF lens                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Reflecting on the concept of Professional Identity Formation (PIF) and preceptor's own journey                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | CONTENT SUB-ELEMENT 2.1<br>Creating supportive opportunities for learners to assume the role of a pharmacist and be treated as a pharmacist in the practice setting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | CONTENT SUB-ELEMENT 2.2<br>Helping learners navigate emotions, reactions and experiences that may impact PIF in the practice setting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | CONTENT SUB-ELEMENT 2.3<br>Supporting learners to explore their fit within the profession by personalizing experiences                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Description:</b></p> <p>Preceptors should appreciate the PIF process for pharmacy learners. To facilitate understanding of PIF, preceptors should reflect on their own professional identity. This reflection may also include preceptor's identity as an educator and as a role model, and how these impact their ability to support learner PIF.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Description:</b></p> <p>Learner perceptions of competence as determined by self and others have a central role in PIF. Preceptors can utilize and adapt some key "good precepting" strategies with a focus on helping their learners develop a strong professional identity, self-awareness, confidence and competence. Preceptors can orient learners to the overall purpose of each experience, to assume the role of the pharmacist (i.e., feel like a pharmacist) by structuring experiences and supporting the learner as they become more independent in practice.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Description:</b></p> <p>To help learners recognize and reflect on their emotions and reactions to experiences in practice, preceptors need to recognize the impact these have on learner PIF, understand their role in the process, and feel equipped with resources to assist the learner when needed.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Description:</b></p> <p>Preceptors have an opportunity to support learners in their PIF as they discover where they fit within the profession by exploring different areas of practice and supporting learner belonging and career development.</p>                                                                                                                                                                                                                                               |
| <p><b>Preceptor Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>1.1 Describe the process of professional identity formation, including socialization and communities of practice, and its impact on a learner's personal and professional identity.</li> <li>1.2 Explain why professional identity is important to an individual and the pharmacy profession.</li> <li>1.3 Identify factors influencing PIF that foster individuality, diversity and the development of authentic professional identities.</li> <li>1.4 Reflect on one's personal and professional identities and key pivotal moments and influences on these identities.</li> <li>1.5 Recognize the impact that your professional and personal identities as a role model and educator have on learner PIF.</li> </ul> | <p><b>Preceptor Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>2.1.1 Explain the intention of the learning experience related to preparing the learner to assume the role of the pharmacist in the practice setting (appropriate to the level of training) and the potential impact on learner when assuming this role.</li> <li>2.1.2 Identify methods to coach the learner on how to integrate and fulfil the pharmacist's role within the team.</li> <li>2.1.3 Design learning opportunities and employ effective teaching strategies to support the learner in gradually assuming autonomy and responsibility in practice.</li> <li>2.1.4. Purposefully employ the preceptor roles (modelling, coaching, facilitating) that builds learner confidence, self-efficacy and professional identity in the rotation setting.</li> <li>2.1.5 Assess the learner's baseline knowledge, skills and comfort in completing tasks to align at an appropriate level while scaffolding the complexity of learning in a developmental and gradual way.</li> <li>2.1.6 Facilitate learner reflection on rotation experiences to help them connect how the experience and how they are being perceived by others is aligned with their view of themselves and their identity.</li> </ul> | <p><b>Preceptor Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>2.2.1 Identify possible learner responses to socialization in experiential placement settings.</li> <li>2.2.2 Identify common reaction provoking or challenging experiences that may impact learner PIF.</li> <li>2.2.3 Use effective strategies to support learners in making sense of reactions or emotions that may arise when encountering experiences that may not align with their preconceptions of pharmacist roles, values and norms, leading to feelings of uncertainty or dissonance or situations that challenge their self-efficacy, confidence or competence.</li> <li>2.2.4 Identify situations and learning contexts that may overwhelm pharmacy learners and develop strategies to prepare them for these experiences.</li> </ul> | <p><b>Preceptor Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>2.3.1 Describe how perceptions of belonging impact the learner's PIF and ability to recognize themselves within the profession.</li> <li>2.3.2 Identify a learner's goals and tailor rotation activities to these goals as applicable.</li> <li>2.3.3. Help the learner to recognize transferable knowledge and skills and self-awareness to gain insight on the career or pharmacist they want to become.</li> </ul> |

# Session Resources



- Slide Deck contains background information on the preceptor development framework

## Main Session Worksheet

Directions for overall structure of the session

## Preceptor PIF Development Activities

Descriptions and directions for activities 1, 2A, 2B, and 2C

Additional background:

Kennie-Kaulbach N, Cooley J, Williams C, Riley B, Anksorus H, O'Sullivan TA. How preceptors support pharmacy learner professional identity formation. *Am J Pharm Educ.* 2024;88(9): 100740. doi:10.1016/j.ajpe.2024.100740



# Session Activity Choices

- Based on key **Content Elements** from the Preceptor Development Framework
- Apply **Program Design Elements** including:
  - Facilitating individual engagement
  - Promoting self-awareness and reflection
  - Engagement in meaningful conversation based on work experiences
  - Sharing of strategies and challenges in precepting learners



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**Focus:** to provide an opportunity for preceptors and developers to experience and reflect on potential activities that support preceptor development related to supporting learner PIF

# Session Activities

## Activity 1

First preceptor development activity (individual) with small group discussion



## Activity 2A, 2B, 2C

Second preceptor development activity as a jigsaw with small group and large group debrief

## Activity 3

Planning for future preceptor development