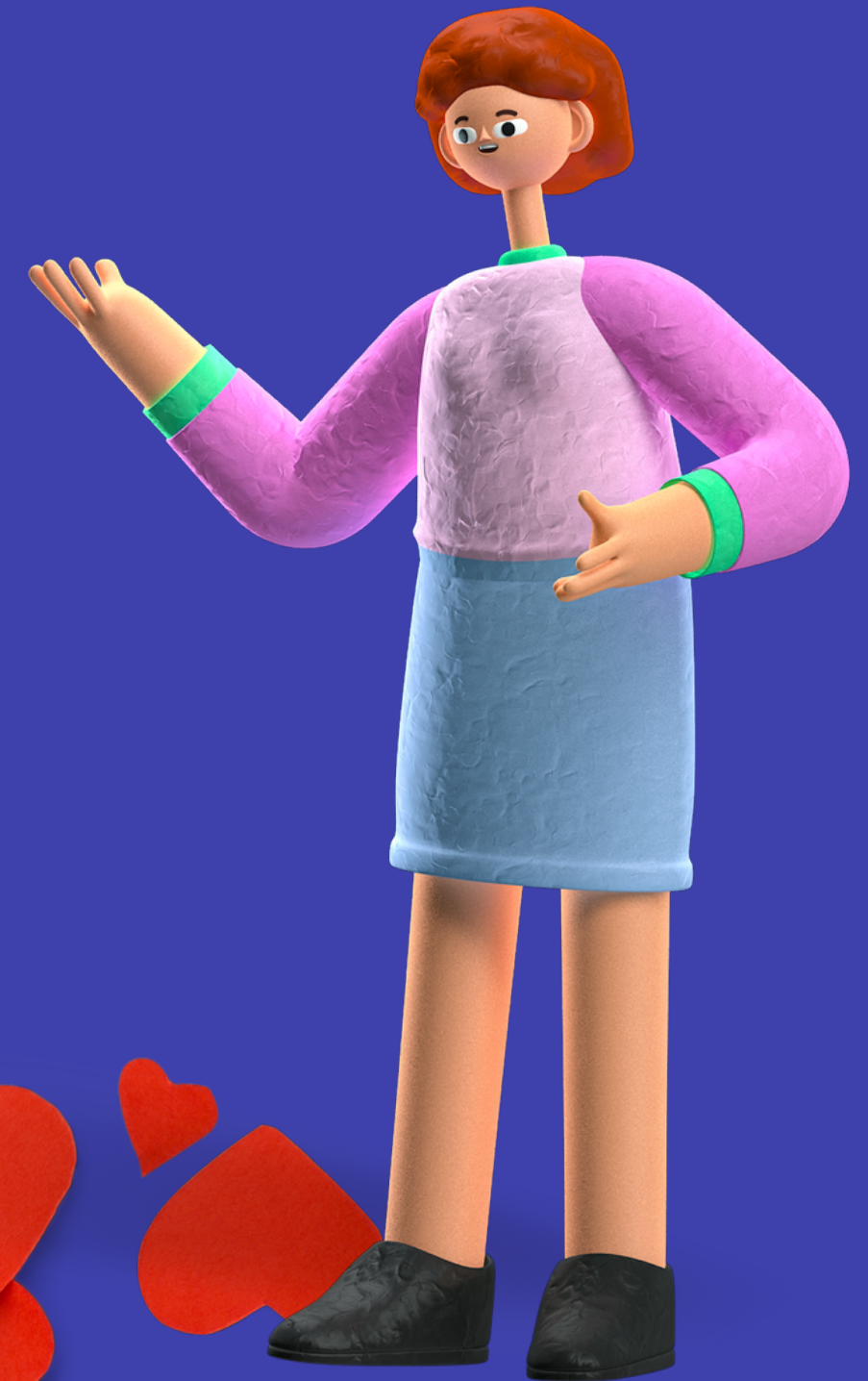# PRECEPTOR POKER:

HOW TO SHARE YOUR HEART WITHOUT EXPOSING YOUR HAND

Danielle Gundrum, PharmD, BCOP
Associate Professor of Pharmacy Practice
Roseman University College of Pharmacy
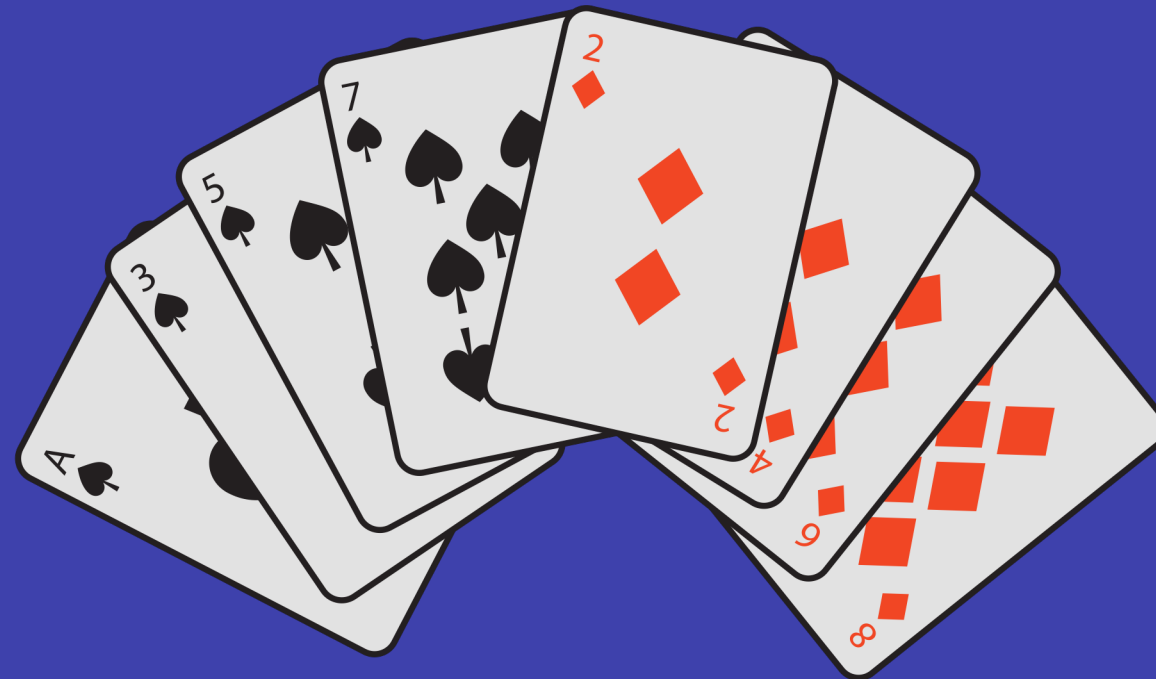
Tressa McMorris, PharmD, BCPS
Associate Professor of Pharmacy Practice
Roseman University College of Pharmacy

Disclosures

The speakers have no conflicts of interest to disclose.
Off-label medication use will not be discussed.

Learning Objectives

At the conclusion of this activity, *pharmacists* should be able to successfully:

♥ Review the importance of building trust between preceptor and pharmacy interns

♠ Discuss the benefits of preceptor vulnerability on the pharmacy intern learning environment

♦ Compare and contrast the positive and negative aspects of intellectual candor with pharmacy intern learners

Learning Objectives

At the conclusion of this activity, *pharmacy technicians* should be able to successfully:

♥ Review the importance of building trust between preceptor and pharmacy technician students

♠ Discuss the benefits of preceptor vulnerability on the pharmacy technician student learning environment

♦ Compare and contrast the positive and negative aspects of intellectual candor with pharmacy technician student learners

What are positive attributes of a preceptor role model?

Creates a safe learning environment

Competent and experienced

Establishes rapport with learner

Enthusiastic

Committed to excellence and growth

Accessible

Humanistic

Sparks excitement in learning

Active role model

Honest

Stimulates critical thinking
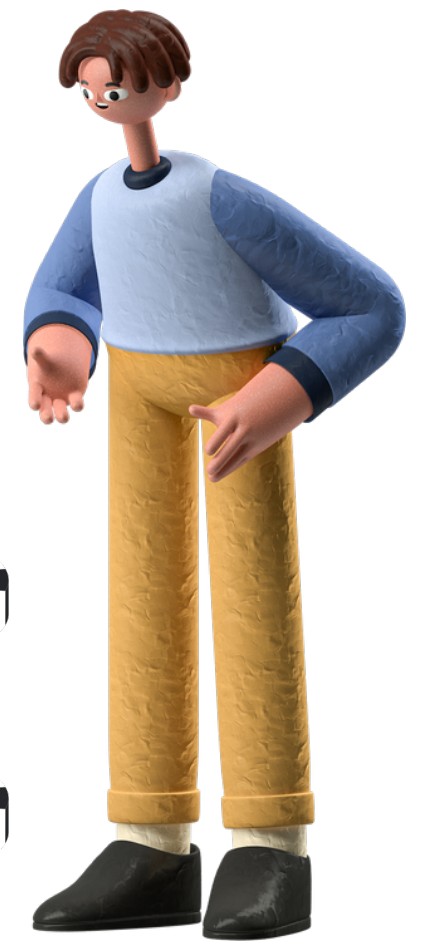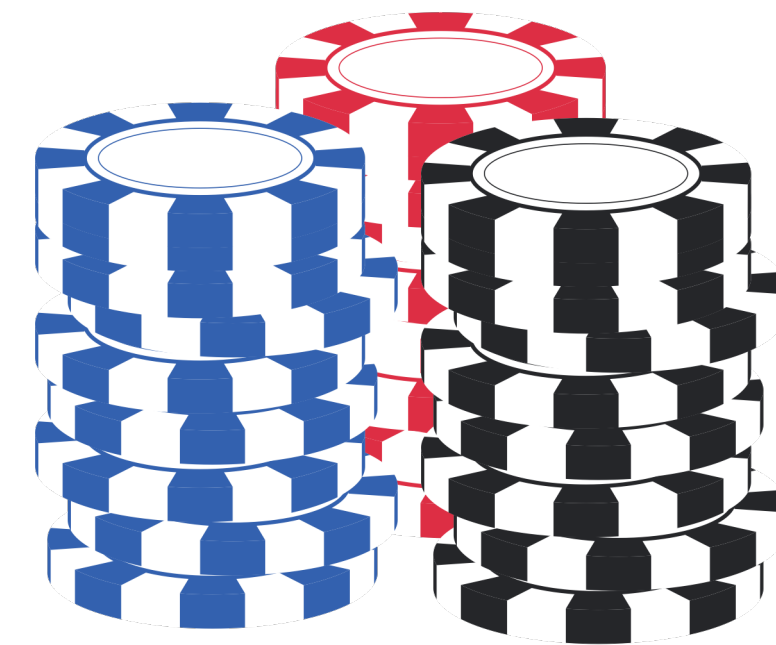
Integrity

Dedicated

Self-confidence

Credibility
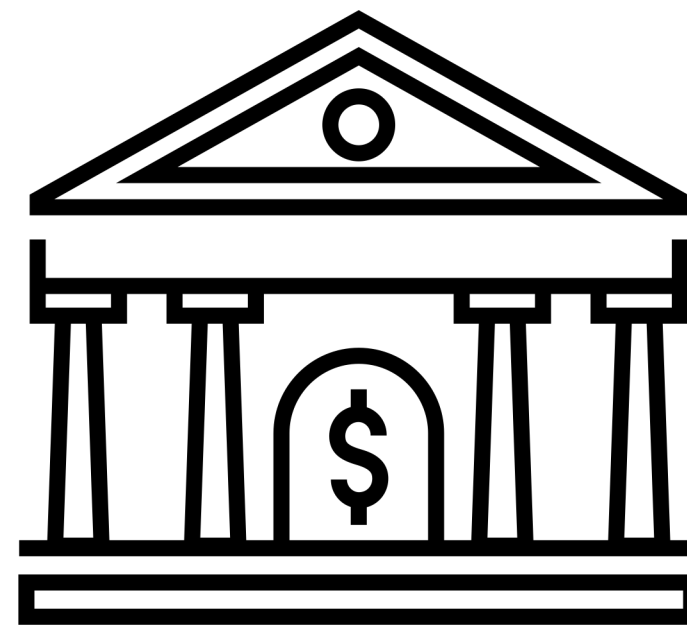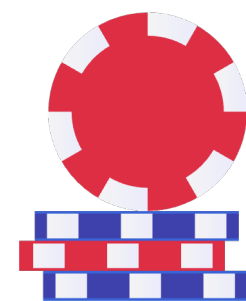

♥ Defined as: offering reasonable grounds for being believed

♠ Presenting a "face" to the world that aligns with societal expectations

♦ Cannot directly control on own

♣ Attribute bestowed on us by others

♥ Maintenance requires time and energy

Role of **Credibility**

♥ Important for both teacher and learner

♠ Makes meaningful dialogue possible

♦ Critical for learners to take feedback seriously

♣ Everyone has varying levels of credibility "banks"

credibility

Importance of **Trust**

♥ Defined as: having confidence in someone

♠ Hauer, et al (2013): Trust is integral for making judgements regarding learner's readiness for autonomy

Without trust, learners may be unwilling to "show their cards"
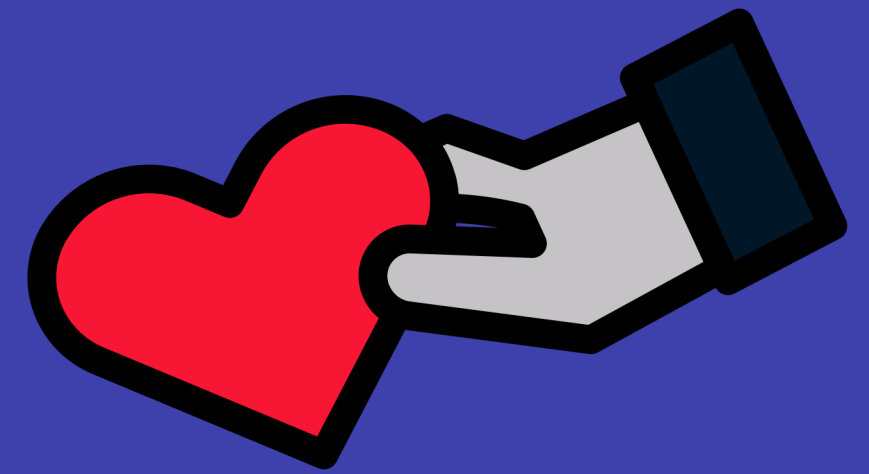
Engendering Trust

♥ Characteristics of the preceptor
- ♣ Clinical competence
- ♦ Experience in teaching
- ♠ Willingness to trust

♠ Characteristics of the learner
- ♥ Aptitude, prior experience, clinical reasoning
- ♣ Self-awareness
- ♦ Self-confidence

♦ Workplace dynamics and task characteristics

Vulnerability

♥ Defined as: capable of being physically or emotionally wounded or open to attack

♠ Fear that being vulnerable to learners will lead to decrease in credibility

♦ Learners are vulnerable by default (status/role)

♣ Not typically recognized as a desirable characteristic in healthcare

Importance of Vulnerability in Learning

♥ Positive interpersonal relationships between preceptors and learners increase the quality of learning

♠ May be as important as content provided

♦ Vaughn and Baker (2004): learners' perceived emotional connectedness significantly related to learners' satisfaction with preceptors

♣ Personal attributes
♥ Professional competence
♠ Relationships

EXAMPLES OF VULNERABILITY

Inviting learners for research

Sense of humor/jokes

Sharing embarrassing but humorous stories to illustrate learning

EXAMPLES OF VULNERABILITY

Ask for feedback early and often

Sharing passion

Acknowledge our humanness

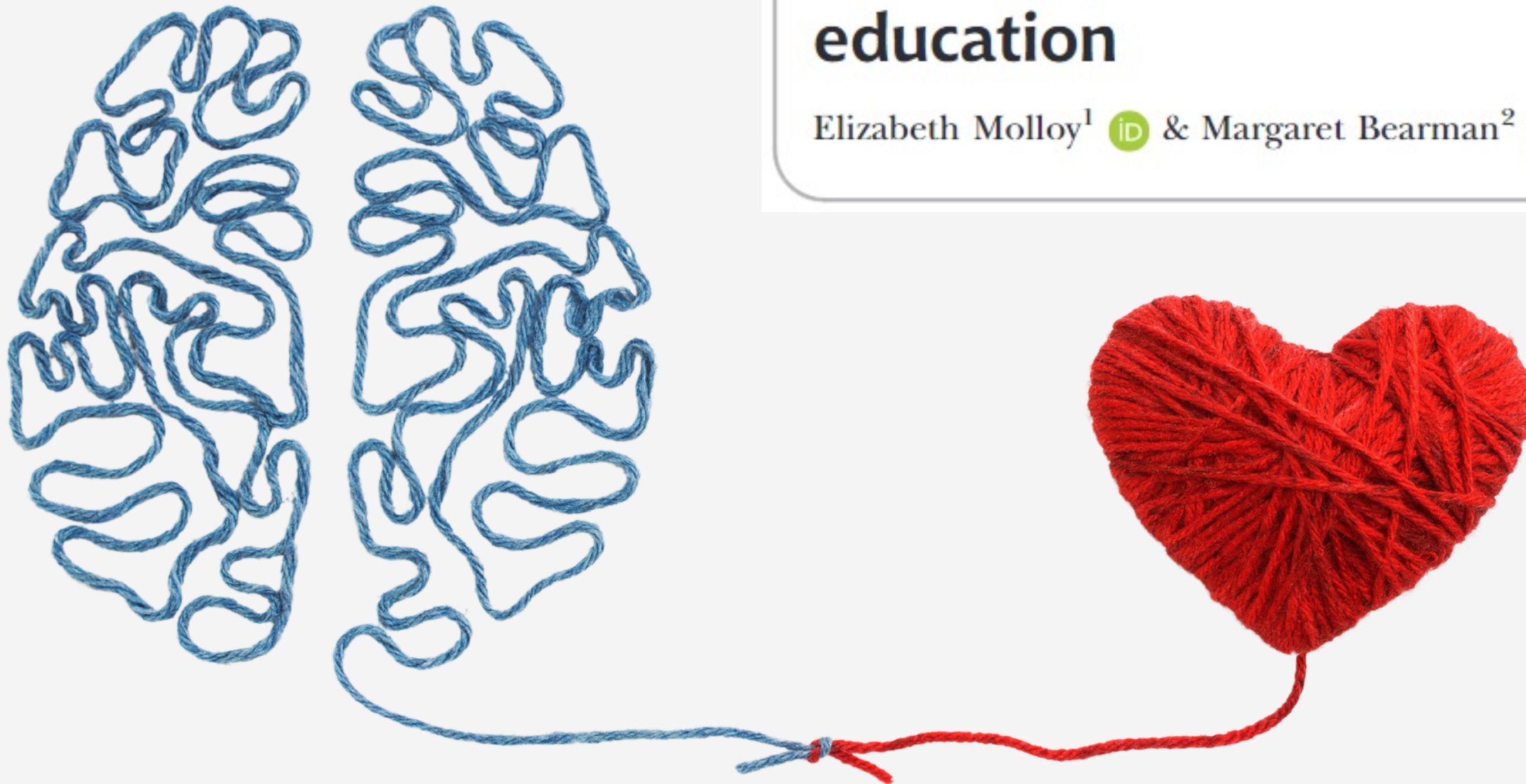Enthusiasm

Chat before and after, small talk

'Intellectual Candour'

Molloy & Bearman, 2018

Embracing the tension between vulnerability and credibility: 'intellectual candour' in health professions education
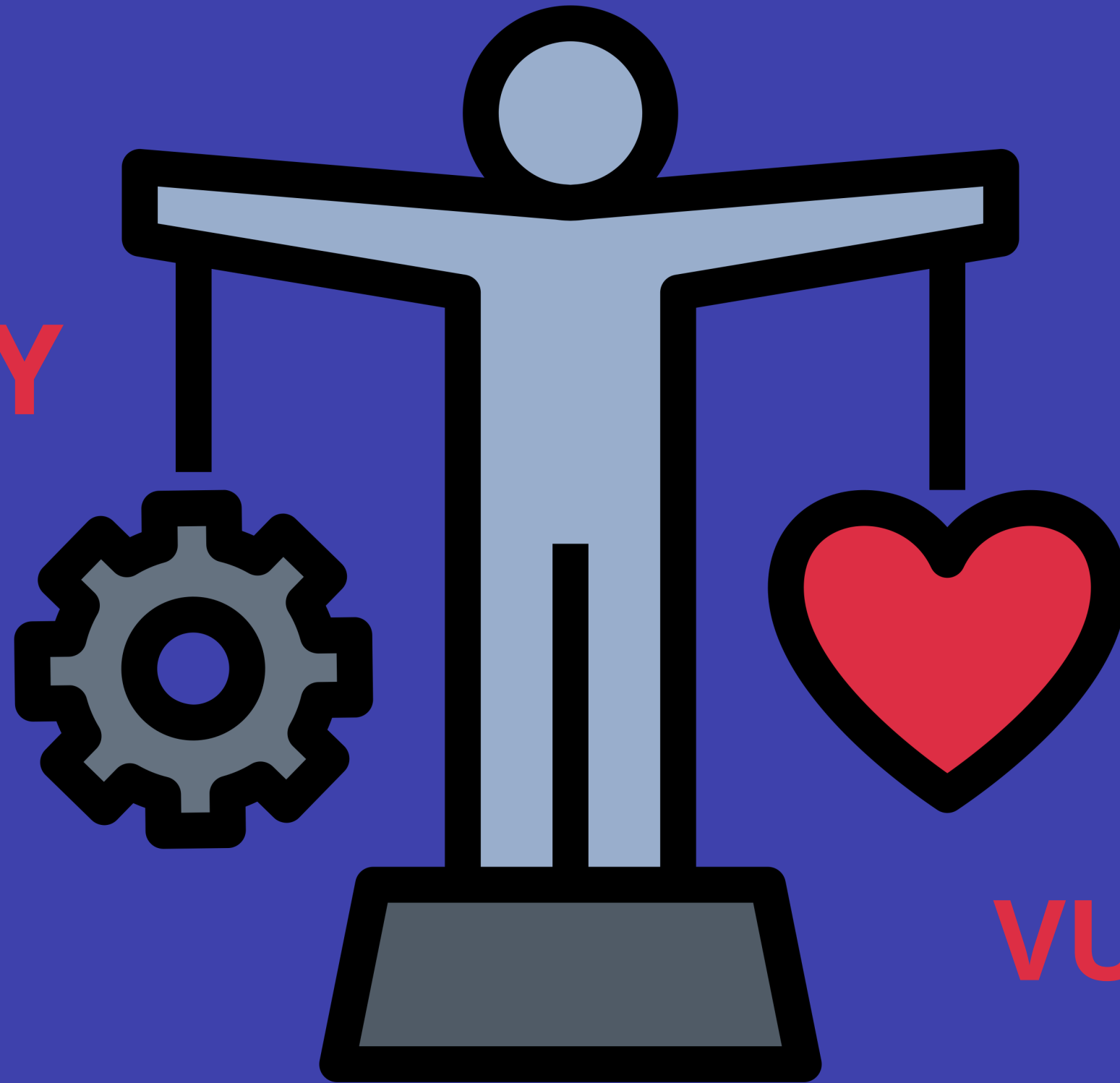
Elizabeth Molloy[1] & Margaret Bearman[2]

What is 'Intellectual Candour'

Molloy & Bearman, 2018

♥ Exposure of thought processes, dilemmas or failures

♠ Improvisation for the purpose of learing

♦ "Speaking as thinking"

♣ Reveal the innerworkings of decision making process

♥ Requires humility/vulnerability

♠ Risk of losing credibility

Features of 'Intellectual Candour'

Molloy & Bearman, 2018

Improvisational

Dialogic

Thrilling

Emotion

Purposeful

Implementing Intellectual Candour

♥ Lower the stakes

♠ Opportunities for "co-creation"

♦ Disrupt status-quo

Benefits of 'Intellectual Candour'

Build Trust

Normalize imperfection

Trust can be strengthened or damaged with proper or improper use of intellectual candor

Negatives of
'Intellectual Candour'

♥ Not everyone has equal credibility bank

♠ Takes time and requires trust

♦ Emotionally taxing

♣ Potential loss of credibility

♥ Oversharing may lead to unprofessionalism

FAKE

Vulnerability

♥ Reflective writing

♠ Using examples that are not recent (aged)

♦ Sharing others inadequacies instead of your own

♣ Revealing imperfections that are irrelevant

Case #1

Jake has been a pharmacy preceptor for the past 5 years and is currently precepting Brad, an APPE student on his second rotation. Jake was recently involved in a medication error. Since the error occurred, he has been arriving early to ensure his patient work-ups are thorough. When Brad doesn't know something or misses something on one of his patient's, Jake has taken a interrogatory approach. Jake also limits his interactions to Brad to discuss clinical issues only when he is confident in the topic and can be seen as "the expert". Today Brad realized that he gave the wrong information while counseling a patient, but is unsure how to approach handling his mistake and is fearful of approaching Jake regarding his error.
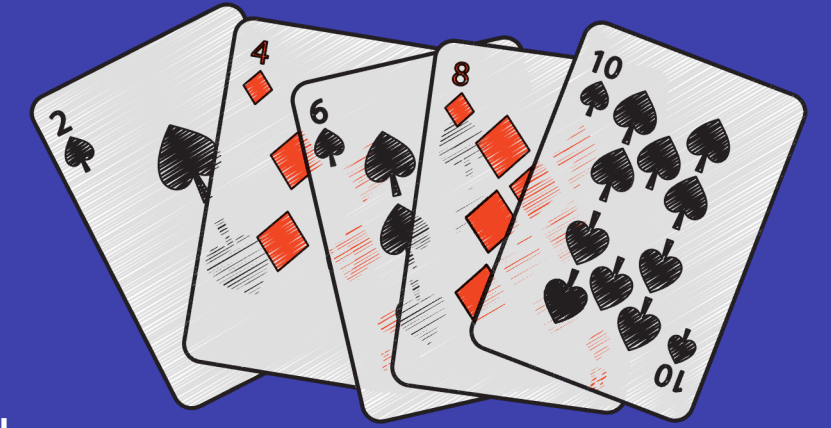
Case #1

How did Jake's attempt to maintain credibility harm his ability to effectively precept Brad?
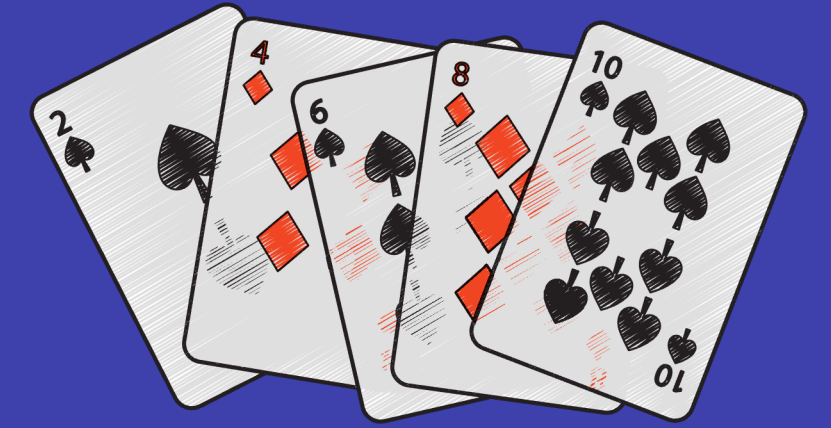
Case #2

George is a pharmacy preceptor in a hospital setting. He regularly uses humor thorughout the day to create a relaxed learning enviornment. George also likes to fill the downtime with non-pharmacy related topics, including politics and celebrity gossip. In addition to the news, George regularly shares his belief that the Earth is flat and that aliens are real. The rest of the pharmacy team pokes fun at him in front of his learners, with the learners sometimes joining in. On final case presentation day, George is surprised that his students show up late and are unprepared.

Case #2

What happened to George's **credibility**?

Case #3

Jill is a pharmacist and is precepting her pharmacy intern, Stacy. During week 1 of rotations, she received an email from a colleague inviting her to collaborate on authoring a book chapter. Jill shared this news with her team (including her APPE students) and added that she has never written a book chapter before. She shares that she is excited to be involved, but is also nervous because she has never written a book chapter before. She finishes by saying she is definitely going to join the writing team, and it is okay to be nervous because growth is uncomfortable.

Case #3

A few weeks go by and Jill's learner, Stacy, is presenting a journal club to the pharmacy team. Stacy does a fine job, but was not able to answer all of the team's question about the journal article. During the feedback session with Jill, Stacy mentions that she didn't feel like she was comfortable with presenting journal clubs just yet and asked if it was possible to present an extra journal club before her rotation is completed.

Case #3

How did Jill model
'intellectual candour'?

Think - Pair -

Discuss with a partner your own precepting journey:

♥ Have you ever struggled with balancing **credibility** and **vulnerability** with a learner?

♠ What techniques will you consider introducing in the future to support **'intellectual candour'**?

Which of the following statements is true regarding 'intellectual candor'?

A Exposure of thought processes, situations, or failures for the purpose of learning

B Involves balancing credibility and vulnerability

C Creates an environment that permits learners to take academic risks

D All of the above

What **questions** can we answer for you?

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