

## *2018 AACP Preceptor Survey*

### **UNC Eshelman School of Pharmacy – Comparison Summary Report**

Peer institutions included in this comparison (n=6): University of Texas at Austin; University of California, San Francisco; University of Florida; University of Illinois-Chicago; University of Minnesota; University of Wisconsin-Madison

Peer institutions not included in this comparison (n=6): University of Arizona; University of Kansas; University of Kentucky; University of Michigan – Ann Arbor; University of Washington - Seattle; Ohio State University

**2015 UNC Response Rate: 36.41% (total number of responses: 367/1,008)**

**2018 UNC: Response Rate: 50.75% (total number of responses: 136/268)**

**Peer Schools (n=6): Response Rate: 27.79% (total number of responses: 1,152/4,145)**

**All Schools (n=86): Response Rate: 20.10% (total number of responses: 7,841/39,002)**

#### **Communication**

	<i>2015 UNC</i>	<i>2018 UNC</i>	<i>Peers</i>	<i>National</i>
9. I know the process for documenting and addressing student performance.	3.51 ± 0.51	3.40 ± 0.57	3.54	3.55
10. I receive the results from students' evaluations of my rotation.	3.11 ± 0.88	2.85 ± 0.91	3.22	3.16
11. I know how to utilize the process that exists within the college/school to effectively manage academic misconduct (e.g., plagiarism) by students.	3.03 ± 0.65	2.97 ± 0.62	3.14	3.18
12. I know how to utilize the process that exists within the college/school to effectively manage professional misconduct (e.g., repeated tardiness/absences, drug diversion) by students.	3.10 ± 0.62	3.01 ± 0.61	3.18	3.22
13. I know how to utilize college/school policies dealing with harassment and discrimination.	3.00 ± 0.69	2.91 ± 0.63	3.12	3.16
14. I am aware of the mechanism to provide feedback to the college/school.	-----	3.19 ± 0.64	3.33	3.37
15. The criteria for evaluating my performance as a preceptor are clear.	3.05 ± 0.72	2.80 ± 0.90	3.16	3.20

## Curriculum

	<i>2015 UNC</i>	<i>2018 UNC</i>	<i>Peers</i>	<i>National</i>
16. The specific learning expectations for the student have been clearly defined for my rotation(s).	-----	3.25 ± 0.66	3.50	3.47
17. The assessment tools provided to me for my site are suitable for measuring student performance.	3.27 ± 0.57	3.15 ± 0.64	3.29	3.35
18. I know how to use the assessment tools provided to measure student performance.	-----	3.27 ± 0.53	3.43	3.46
<b><i>Domain 1: Foundational Knowledge</i></b>				
19. Apply knowledge from the foundational pharmaceutical and biomedical sciences to the provision of patient care.	-----	3.26 ± 0.65	3.44	3.40
20. Apply knowledge from the clinical sciences to the provision of patient care.	-----	3.28 ± 0.63	3.45	3.41
21. Evaluate scientific literature. <sup>+</sup>	3.38 ± 0.54	3.27 ± 0.62	3.39	3.33
<b><i>Domain 2: Essentials for Practice</i></b>				
22. Provide medication expertise as part of patient-centered care.	-----	3.32 ± 0.57	3.47	3.43
23. Optimize the safety and efficacy of medication use systems (e.g., dispensing, administration, effects monitoring) to manage patient healthcare needs. <sup>+</sup>	3.24 ± 0.56	3.26 ± 0.59	3.40	3.39
24. Design strategies to manage chronic disease and improve health and wellness.	-----	3.30 ± 0.58	3.43	3.40
25. Assess the health needs of a given patient population.	-----	3.22 ± 0.63	3.38	3.36
26. Provide patient-centered care based on evidence-based practices.	-----	3.34 ± 0.59	3.46	3.41
<b><i>Domain 3: Approach to Practice and Care</i></b>				
27. Design, implement and evaluate viable solutions to patient care problems.	-----	3.24 ± 0.59	3.36	3.33
28. Use effective strategies to educate patients, healthcare professionals and caregivers to improve patient care.	-----	3.35 ± 0.59	3.42	3.40
29. Advocate for the patient's best interest.	-----	3.32 ± 0.54	3.41	3.39
30. Engage as a member of an interprofessional healthcare team. <sup>+</sup>	3.37 ± 0.53	3.35 ± 0.52	3.44	3.41
31. Identify cultural disparities in healthcare.	-----	3.16 ± 0.56	3.27	3.29
32. Recognize and address cultural disparities in access to and delivery of health care.	-----	3.17 ± 0.56	3.27	3.29
33. Effectively communicate (verbal, non-verbal, written) when interacting with individuals, groups and organizations.	-----	3.32 ± 0.53	3.39	3.36
<b><i>Domain 4: Personal and Professional Development</i></b>				
34. Examine and reflect on how their behavior and choices affect their personal and professional growth.	-----	3.18 ± 0.60	3.30	3.30
35. Accept responsibility for creating and achieving shared goals.	-----	3.22 ± 0.60	3.33	3.33
36. Develop new ideas and approaches to practice.	-----	3.21 ± 0.58	3.26	3.28
37. Act in a manner consistent with the trust given to pharmacists by patients, other healthcare providers and society.	-----	3.38 ± 0.54	3.45	3.43

<sup>+</sup> 2015 AACP Preceptor Survey item aligned in content using modified language compared to 2018 AACP Preceptor Survey item.

## Resources/Support

	<i>2015 UNC</i>	<i>2018 UNC</i>	<i>Peers</i>	<i>National</i>
38. I have ongoing contact with the Office of Experiential Education.	3.07 ± 0.67	2.85 ± 0.72	3.17	3.25
39. I receive needed support from the Office of Experiential Education.	3.25 ± 0.59	3.06 ± 0.64	3.29	3.36
40. The student-to-preceptor ratios at my site are appropriate to maximize learning.	3.37 ± 0.61	3.12 ± 0.84	3.46	3.48
41. The college/school has an effective continuing professional development program for me that is consistent with my preceptor responsibilities.	3.10 ± 0.68	2.95 ± 0.72	3.23	3.31
42. There are adequate facilities and resources at the practice site to precept students.	3.27 ± 0.67	3.08 ± 0.75	3.40	3.42
43. The college/school provides me with access to library and educational resources.	3.50 ± 0.55	3.46 ± 0.60	3.34	3.32

All items measured on a four-point Likert scale ranging from (1) Strongly Disagree to (4) Strongly Agree unless noted.

“Unable to comment” was an answer choice and has been excluded from analyses.

Item means from UNC (mean ± SD), peer institutions, and all participating Schools of Pharmacy are provided.

## Demographic Information

		2015 UNC	2018 UNC	Peers	National
<b>1. Number of years as a licensed pharmacist:</b>					
	1 to 5	16.3%	16.9%	18.1%	16.3%
	6 to 10	28.1%	33.8%	26.5%	23.6%
	11 to 15	12.5%	17.6%	14.8%	14.3%
	More than 15	41.4%	31.6%	39.9%	43.8%
	Not a licensed pharmacist	1.6%	0.0%	0.7%	1.9%
<b>2. My practice setting is best described as:</b>					
	Acute care	34.3%	39.0%	37.6%	31.4%
	Ambulatory care	16.6%	14.7%	17.2%	12.8%
	Academia	2.2%	2.2%	3.6%	3.8%
	Community pharmacy	20.7%	29.4%	20.7%	30.3%
	General medicine	3.0%	2.9%	2.9%	3.5%
	Industry	2.2%	0.0%	0.7%	1.4%
	Managed Care	-----	0.0%	3.5%	2.3%
	Other	19.1%	11.8%	14.0%	14.5%
<b>3. I precept students in:</b>					
	Introductory pharmacy practice experiences (Introductory practice experiences occur prior to the final professional year of the curriculum and can include activities such as shadowing, interviewing patients, and service learning).	10.9%	16.9%	6.3%	8.9%
	Advanced pharmacy practice experiences. (Advanced practice experiences should involve direct patient care and most commonly form the core of the final professional year of the curriculum)	51.8%	2.2%	49.7%	39.3%
	Both introductory and advanced pharmacy practice experiences	37.3%	80.9%	43.9%	51.8%
<b>5. Number of years serving as a preceptor for this college/school:</b>					
	Less than 1	9.8%	4.4%	5.9%	9.4%
	1 to 3	29.7%	31.6%	28.1%	30.8%
	4 to 6	21.5%	22.1%	21.7%	23.5%
	7 to 10	13.6%	21.3%	15.8%	15.0%
	More than 10	25.3%	20.6%	28.5%	21.2%
<b>6. Number of students directly precepted for this college/school over the past academic year:</b>					
	Less than 3	52.9%	27.9%	43.7%	44.9%
	3 to 5	28.3%	33.8%	33.0%	29.9%
	6 to 10	12.8%	21.3%	14.4%	14.6%
	More than 10	6.0%	16.9%	8.9%	10.6%
<b>7. I precept students from _____ college/school(s).</b>					
	1	49.9%	65.4%	44.3%	39.9%
	2	32.7%	23.5%	27.3%	28.7%
	3	10.6%	8.1%	15.4%	16.1%
	More than 3	6.8%	2.9%	13.1%	15.3%