Development of Clinical Rotation Sites and Faculty Development
Survey of Programs

College of Health Sciences – Joint MSPAS/MPH Program
TUC

1) A list of current affiliated sites: spreadsheet provided
2) Which sites are new since our last site visit (Nov 2008)?

Les Kalman, MD 794 W. H St, Benicia, CA 94510
Valley Emergency Physicians Medical Group 2107 Livingston St, #A Oakland, CA 94606
Effort Clinic 1820 J St, Sacramento CA 95814
Freeport medical Center, Inc. 1620 35th Ave #A, Sacramento, CA 95822
Petaluma Health Center 1304 Southpoint Blvd #110, Petaluma, CA 94954
Lompoc County health Center 301 North R Street, Lompoc, CA 93436
Spring Valley Health System 6970 Patrick Lane, #140, LV, NV 89113
Birthing Project 1900 T Street, Sacramento, CA 95811

3) Was there a net gain since Nov 2008 in the number of sites or slots? Yes.

There was a net gain since Nov 2008. Added: eight new ongoing sites. Lost: two ongoing sites. The latter sites are no longer active due to preceptor schedule changes that prohibited him/her from continuing to be a preceptor.

4) What preceptor training programs have been provided here or at the sites, since Nov 2008? Please describe.

No preceptor training programs are currently provided on campus. The primary reason is limitation in budget; however, this is something that the program would like to develop. Another goal is to develop an online network for preceptors (perhaps on Blackboard) which would allow for preceptors regardless of location to communicate with each other. It is expected that this opportunity to discuss common problems and difficulties amongst themselves would increase preceptor satisfaction.

Preceptor training is, however, conducted during rotation/student site visits. This is often one of the few times that the preceptors actually converse in person with a member of the faculty. The faculty member (usually the Clinical Coordinator of the program) will go out to the site to evaluate the student, site and preceptor. It is a time when the program is able to provide specific feedback to the preceptors regarding student teaching in the clinical setting. The program also provides yearly feedback to the preceptor that summarizes the student evaluations for that preceptor and site. The summary is completed at the end of the year for providers that take more than one student in order to ensure anonymity of the students.
Preceptors are also provided with a packet of materials at the start of each clinical year. This packet includes a preceptor handbook that summarizes the roles and responsibilities of the preceptor, program, and student. It also includes tips and techniques that allow the presence of a student to help rather than hinder patient flow, which is important in these times of increased productivity requirements. The packet also includes the “One Minute Preceptor” which summarizes some proven techniques in providing constructive student feedback. In addition, the packet includes the rotation specific clinical year objectives. This is a list of disease topics for which the student will be responsible for possessing adequate knowledge by the end of the rotation. Lastly, the packet contains a list of minimum requirements that the student is responsible for completing prior to the end of the clinical year. This packet provides the preceptor with a great deal of information regarding the rules and regulations of precepting PA students and provides the resources needed to have a successful clinical rotation.

5) Has there been any assessment of what preceptor training programs are needed, or have any been planned for the near future (between now and March 2010)?

While no specific needs assessment has been completed to generate statistical data, the areas of highest need can be determined by the areas that still do not have students assigned for those rotations, both next month and next year. Those rotation specialties include: Pediatrics, Family Practice, Internal Medicine, Women’s Health, and General Surgery.

College of Pharmacy
TUC

1) A list of current affiliated sites: spreadsheet provided
2) Which sites are new since our last site visit (Nov 2008)?

Highlighted in Yellow on the spreadsheet (19 sites)

3) Was there a net gain since Nov 2008 in the number of sites or slots? Yes.
4) What preceptor training programs have been provided here or at the sites, since Nov 2008? Please describe.

Kaiser Permanente has a yearly preceptor training program for their preceptors throughout the Northern California service areas. A faculty member from the Touro experiential group is always invited to speak on topics such as: how to be a good preceptor; how to coach and train students; how to give feedback. The event is an all day event and our participation is typically 60 to 90 minutes, depending on the topic. Additionally, we are included in the question and answer session at the end. The training is done in different regions on three separate days.

As new sites come on board and before a student is assigned to the site, we require preceptor/site training so that the preceptor(s) is (are) familiar with our expectations. The most common way of training is on an individual (site) basis via WebEx or training the group on site with faculty from the experiential group. For example, we attended the local Walgreen’s District meeting and we were given the opportunity to train the pharmacists in attendance who would probably
otherwise not had an opportunity to attend a training session. We have the luxury of doing the on-site training because the majority of our sites are within a 45-mile radius of campus.

We also offer training tools through a website called Pharmacist Letter. This is free of charge to all of our preceptors. Also, this website tracks for the school the preceptors who have used the site for training.

5) Has there been any assessment of what preceptor training programs are needed, or have any been planned for the near future (between now and March 2010)?

Our accreditation body, Accreditation Council of Pharmacy Education (ACPE), requires “the college or school must ensure that preceptors receive orientation, especially for first-time preceptors prior to assuming their responsibilities, ongoing training, and development” (guideline 14.1) and, in general, preceptor training should include:

- orientation to the college or school’s mission, goals, and values
- review of the college or school’s curriculum and teaching methodologies
- review of the specific objectives for the pharmacy practice experiences
- guidance regarding the assessment of students’ prior knowledge and experience relative to the rotation’s objectives so that the preceptor may tailor the rotation to maximize the educational experience and ensure appropriate student interaction with patients and their care givers and other health professionals, if applicable
- review of the college or school’s performance assessment and grading systems

Our software system tracks the preceptors that have gone through our training and we hope to provide group training in the next few months led by Dr. Ken Lem, Adjunct Clinical Faculty, plus any individualized training as required by the business needs (new sites coming on board)

College of Health Sciences – MPH Program
TUC

1) A list of current affiliated sites: spreadsheet provided
2) Which sites are new since our last site visit (Nov 2008)?

Pacific Health Foundation
Shasta County Health & Human Services
Napa County Health & Human Services
Kaiser Permanente - Roseville
University of La Paz - Bolivia
AIDS Resource Center - Ethiopia

3) Was there a net gain since Nov 2008 in the number of sites or slots? Yes.
4) What preceptor training programs have been provided here or at the sites, since Nov 2008? Please describe.
Preceptor training is an informal process. The process begins with the approval of the site which occurs through several methods. First, the site approval process ensures that an approved site has a designated preceptor with graduate credentials in public health or equivalent professional experience. While preceptors are approved as part of the site selection process, all new preceptors have an informal orientation meeting with the Assistant Program Director in person or by phone and receive a MPH Field Study Preceptor Handbook available at http://www.tu.edu/user_files/447/Field_Study_Preceptor_Handbook_2008.pdf. Follow-up contact is made with existing preceptors during each placement cycle by email and phone to ensure continued understanding and agreement of their responsibilities for participation in the field study.

5) Has there been any assessment of what preceptor training programs are needed, or have any been planned for the near future (between now and March 2010)? No.

**College of Osteopathic Medicine**

**TUC**

1) A list of current affiliated sites: spreadsheet provided
2) Which sites are new since our last site visit (Nov 2008)?

Highlighted in red on the spreadsheet (37 sites)

3) Was there a net gain since Nov 2008 in the number of sites or slots? Yes.
4) What preceptor training programs have been provided here or at the sites, since Nov 2008? Please describe.

Preceptor training: The Clinical Rotations Manual for Students and Faculty was substantially updated in 2009. There have been several presentations on Community Precepting, Osteopathic Medical Education and Touro University, and Graduate Medical Education Partnership to existing and prospective rotation sites. Some examples are Doctor’s Hospital in San Pablo, CA, (May 2009) Solano County Health and Human Services (June 2009), North Bay Hospital (November 2009), Turlock (September and November 2009) and Redding (August 2009). Most presentations have been given by the Senior Associate Dean, who is the administrative head of the Clinical Education Department. While there has not been a formal survey to request topics for preceptor training or development, information is obtained through the normal site inspection mechanism.

5) Has there been any assessment of what preceptor training programs are needed, or have any been planned for the near future (between now and March 2010)?

No formal needs assessment has been conducted recently. However, additional presentations, similar to those described above, are planned over the next several months. The current focus is on development of additional rotation sites, particularly ones that are geographically close to the campus.
All Programs

1) A list of current affiliated sites: spreadsheet provided
2) Which sites are new since our last site visit (Nov 2008)? Indicated on spreadsheet
3) Was there a net gain since Nov 2008 in the number of sites or slots? Yes.

School of Nursing

4) What preceptor training programs have been provided here or at the sites, since Nov 2008? Please describe.

Nursing has a formal orientation for adjunct clinical faculty on campus at the beginning of the academic year. They are given course objectives and preceptor information sheets. There is a Blackboard site where information is posted including a Handbook for clinical faculty. The full time and adjunct (part-time faculty) oversee any precepted experiences. Students evaluate the clinical site and agency preceptor, recommending that the site be used again. Course faculty meet 1:1 with adjuncts after the group orientation as needed.

College of Osteopathic Medicine

4) What preceptor training programs have been provided here or at the sites, since Nov 2008? Please describe.

Once a potential preceptor has been identified, he/she is contacted by a member of the Clinical Education Department. The prospective preceptor is then forwarded a number of documents and instructions including an Affiliation Agreement between TUNCOM and the individual preceptor clearly stating the expectations and responsibilities of the Preceptor, TUNCOM and the Students. It defines the start date, duration and renewal process. It requires a signature of the preceptor and the Associate Dean for Clinical Education.

Each preceptor is also provided with either a copy of the TUNCOM Clinical Rotation Manual for Students and Faculty or the link for the on-line version. The manual is very specific in describing the expectations of the Clinical Rotations, provides a syllabus for each rotation, protocols, grading, philosophy of osteopathy, and a variety of forms. The Clinical Rotation Manual provides a blueprint for clinical faculty that emphasizes what areas of knowledge and experience each student should have during particular clinical rotations.

We have established ongoing faculty development programs aimed primarily at local preceptors providing an (1) orientation to the osteopathic philosophy; (2) an overview of student
assessments, emphasizing the 7 Core Competencies; (3) a series of presentations addressing Principles of Ethics, Professionalism and the Law as it relates to the healthcare system, providers and students; and (4) have invited adjunct faculty (preceptors) to our ongoing faculty development programs.