

## Abstract

There is a paucity of literature that explores the role of the Pharmaceutical Clinical Educator (PCE) and the usefulness of the education that they offer to healthcare providers. This scholarly project explores the perceptions of oncology advanced practice providers (APPs) and registered nurses (RNs) regarding the effectiveness of PCE teaching behaviors. Data were obtained through an anonymous digital survey completed by oncology APPs and RNs (n=30) throughout the country. The survey utilized was a modified version of Fong and McCauley's (1993) Clinical Teaching Effectiveness (CTE) Tool that lists effective teaching behaviors organized into three categories. Respondents felt the three most important clinical teaching behaviors for a PCE to display were "is well prepared for clinical in-services or clinical conferences" (teaching competency), "shows genuine interest in patients and their care" (clinical competency), and "shows interest in making a contribution toward the improvement of healthcare for patients" (clinical competency). Additionally, more than half of the respondents reported barriers to receiving education. An overwhelming number of participants (82%) listed "time" as their biggest barrier, while 41% of participants stated institutional policies precluded them from receiving education.