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The Preceptor

The Newsletter for U of Iowa Preceptors



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From The PEP Desk: Honors-Pass-Fail Evaluation and Assessment

As you are probably aware, we recently changed the grading of rotations from letter grades (A-B-C-D-F) to an Honors-Pass-Fail evaluation and assessment. This new assessment system has brought about many changes including a new online evaluation tool to be used when assessing student pharmacist performance at the midpoint and final evaluation. This link can be found by logging into EMS (<https://www1.ems-webs.com/iowa/>) and clicking on "Evaluations" in the left-hand side of the screen. The evaluation website was recently updated with a training video, quick reference tools, FAQs, and evaluation updates.

We are constantly trying to improve the online evaluation tool and request your feedback on any ways that we can make the tool more user-friendly.

The new evaluation focuses on the student's ability to demonstrate competent performance on the college's curricular outcomes. Each of the items on the evaluation directly relates to the overall curricular outcomes.

With the new evaluation, students are also required to complete a self-assessment. Using the student's self-assessment, preceptors can gain additional knowledge about the student's perceived strengths and weaknesses. Many preceptors have expressed the value of having the students complete this self-assessment as a way to gauge their performance and help the students improve as the rotation year progresses.

Please remember that in order for a student to receive an "honors" designation, we must have comments that document this high rating.

Additionally, if a student is struggling in certain areas, please provide comments to indicate deficiencies.

As always, we appreciate your feedback as we improve our evaluation tool and online program. Please contact our office if you have any questions or concerns with the new evaluation tool and assessment.

Site Visits

We are planning our fall 2009 site visits. If you would like your site to be visited by PEP faculty or staff please contact Susan Staggs (susan-staggs@uiowa.edu)

Meet the Preceptor

Name: CoraLynn Trewet

Rotation Offered: Family Medicine

Practice Site: Broadlawns Family Health Center

Job Title: Assistant Professor (Clinical)

Graduation School and Year: Drake 2003 (PharmD) University of Kansas 2005 (MS)

Please tell us a little about your background and work experience.

I graduated from Drake in 2003 and completed a two year residency at the University of Kansas where I also got my masters in Pharmacy Administration. While my residency focused on different administrative roles, I also got to focus on research and teaching which prepared me well for my first job at the University of Iowa. I have been with the college for three years now. I claim to have the best job in the world because I have a fun mix of inpatient and ambulatory clinic. I also have a great mix of clinical pharmacy, seeing patients, teaching students and administrative duties with my role as a clinical professor and Director of Continuing Education for the college. I have a passion for pharmacy and enjoy being involved with various state and national associations.



What made you decide to be become a preceptor?

I didn't get to decide to become a preceptor; my job allows me to be a preceptor! When I was looking at academic positions, one where I could be a preceptor was a natural fit. I have had so many mentors who influenced my life that I really wanted a job where I could "pay it forward" and motivate students in ways that I was motivated as a student. I really enjoy the one-on-one time with students. There is nothing better than seeing a student finally "flips a switch" and the light bulb comes on when they "get it."

As a student pharmacist, did a preceptor make an impact on your career? If so, please describe.

Many preceptors made an impact on my career and they did it in different ways. I had two preceptors who I was their first student after returning from maternity leave. These individuals impacted my career because they taught me about work/life balance. I watch many preceptors who were excellent at developing relationships. Relationships with providers took them from simply a person around the table to a key member of the medical team. I also watched them develop relationships with patients that were very impactful. Most of all, the preceptors that I had during my school and residency inspired me to inspire others.

"...preceptors that I had during my school and residency inspired me to inspire others."

Briefly, what is your teaching/precepting philosophy?

My teaching/precepting philosophy is to create an environment where students want to learn. I want students to learn about medications and disease states, but I also want them to learn about patients, physicians, and even themselves. Students on rotation are close to becoming a "real" pharmacist and it is essential for them to start to believe in themselves and their abilities. My philosophy is to give students the autonomy to discover how much they know rather than shadow me to see what I know. I value integrity, professionalism and honesty and have a passion for the profession that I try to pass to my students. I take my job as a role model for students very seriously and model being a pharmacist but also model the balancing of professional and work life.

Have you had any particularly memorable experiences while precepting pharmacy students?

I have been very blessed and rewarded from the students I have precepted during my years at Iowa with many of them creating fun memories. Each year at graduation is particularly fun for me as I get to meet student's families and send them off into the profession. I have had fond memories of students excited when they match with the residency they want on Match Day. I will never forget my very first two students or the two students who gave me a tiara to wear—use your imagination as to the reason why.



Teaching Tools: Teaching Professionalism and Service Learning through IPEs

As part of the Introductory Practice Experiences (IPEs), student pharmacists participate in professionalism and service learning throughout the community and across the state. Each student is required to complete hours in leadership and professional development as well as service learning activities.

During the initial year of the program, 109 of 112 P-1 student pharmacists participated in either professional development or service learning activities. Students participated in 787 activities for a total of 1303.5 hours.

P-1 student pharmacists provided service to the community in a variety of settings (see Figure 1). Student pharmacists spent a majority of time participating in various health screenings and in underserved clinics.

P-1 student pharmacists were engaged in a broad range of professionalism and leadership activities (see Figure 2). Student pharmacists obtained the majority of the professional development hours by attending meetings hosted by the college of pharmacy which included speakers from a variety of practice settings and backgrounds.

First year student pharmacists were able to identify and participate in numerous and diverse experiences. Overall, these activities allowed the student pharmacists to better acquaint themselves with the profession of pharmacy, public health needs and the role of pharmacists in addressing these needs.

Engaging students in professional service and professional development may enhance student pharmacists' ability to gain not only the knowledge and skills of the profession, but also the values and attitudes of a professional.

If you are interested in hosting student pharmacists at your practice site for a service learning activity, such as a diabetes screening or immunization clinic, please contact our office.

cop-iowa-prof-exp@uiowa.edu

Figure 1: Professional Service Hours (Total = 239.5 hours)

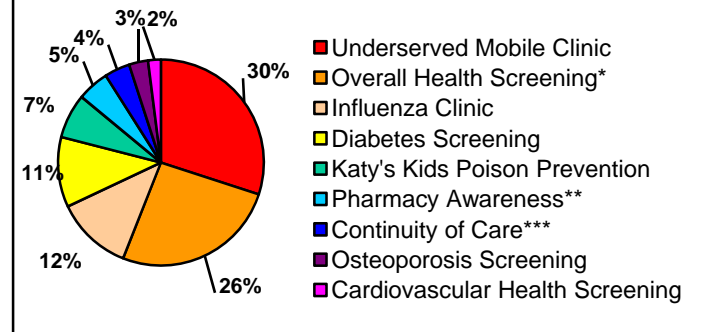
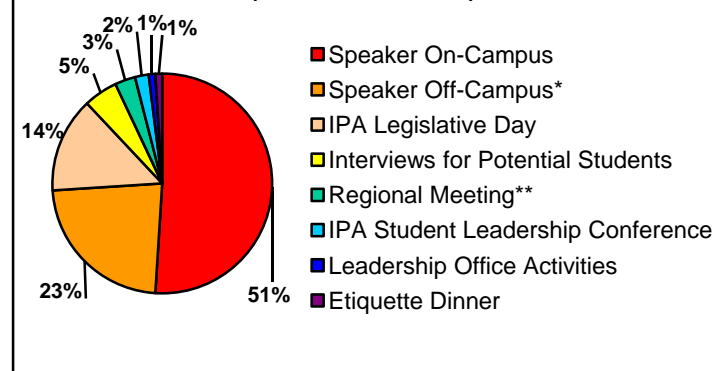


Figure 2: Professional Development Hours (Total = 1064 hours)



Precepting Tools: Orienting Student Pharmacists to Your Site

Orienting student pharmacists to your practice site is a great tool to help introduce the student to the site, ensure adequate time is given for learning, and provides comfort to the student. As we are in the beginning of the new rotation year, you may be noticing a need to better acquaint the student to your practice site at the beginning of the experience.

In the following table, you will see a detailed list of topics to review for orientation. As with all student pharmacists that come to your site, try not to assume they know where they are and what they are supposed to do even if they have completed several experiences.

¹ Koenigsfeld CF, Tice AL. Organizing a community pharmacy practice experience. *Am J Pharm Educ* 2006;70(1):Article 22.

²The Community Pharmacist Preceptor Education Program. American Pharmacists Association and National Association of Chain Drug Stores. Available at:

<http://www.pharmacist.com/AM/Template.cfm?Section=Search1§ion=Monographs&template=/CM/ContentDisplay.cfm&ContentFileID=2705>

Topics for Orienting Student to your Site ^{1,2}

<input type="checkbox"/> Introductions	<input type="checkbox"/> All Preceptors <input type="checkbox"/> Other Pharmacy and Medical Staff
<input type="checkbox"/> Learning Goals	<input type="checkbox"/> Syllabus review <input type="checkbox"/> Activities that will support each goal <input type="checkbox"/> Expected outcomes for each objective <input type="checkbox"/> Strategies for assessment and evaluation <input type="checkbox"/> Daily requirements <input type="checkbox"/> Special activities/projects
<input type="checkbox"/> Student Review	<input type="checkbox"/> Student-completed self-assessment tool <input type="checkbox"/> Strengths and weaknesses <input type="checkbox"/> Previous experience <input type="checkbox"/> Specific interest areas
<input type="checkbox"/> Scheduling	<input type="checkbox"/> Hours/schedule, including breaks <input type="checkbox"/> Calendar with deadlines <input type="checkbox"/> Absence policy <input type="checkbox"/> College holidays
<input type="checkbox"/> Logistics	<input type="checkbox"/> Parking <input type="checkbox"/> Schedule <input type="checkbox"/> Personal item storage <input type="checkbox"/> Restroom/break area location <input type="checkbox"/> Dress Code <input type="checkbox"/> Tour of facility
<input type="checkbox"/> Introduction to Work Area	<input type="checkbox"/> Review of pharmacy layout and workflow <input type="checkbox"/> Computer system and expectations <input type="checkbox"/> Phone system and expectations <input type="checkbox"/> Paper documentation system
<input type="checkbox"/> Legal and Regulatory Issues	<input type="checkbox"/> Patient confidentiality and HIPAA <input type="checkbox"/> Requirements from OSHA <input type="checkbox"/> Antidiscrimination policy

Policy Highlight: Absences

Occasionally, student pharmacists must miss days from their rotation for certain reasons.

Illness or Tardiness	• Student must notify preceptor promptly
Interviews	• Students allowed 3 days per year from December to May • Must be discussed in advance with preceptor
Inclement weather	• Up to preceptor's discretion

If more than 2 days absence occurs, the student must notify the PEP office and the Office of Academic Affairs. Time missed will be made up at the preceptor's discretion. Absences of 40 hours or more during an APE, and 20 hours or more during IPE 2 will result in repeating the practice experience at a later time.

Preceptor and Site Recognition: Congratulations to You!!!

The following preceptors and practice sites were recognized this summer at the Iowa Pharmacy Association Annual Meeting for a Job Well Done!



Nancee Waterbury, Pharm.D. received the Distinguished Young Pharmacist Award

Diane Reist, Pharm.D. received the Health-System Pharmacist of the Year Award

Outcomes Pharmaceutical Health Care received the Iowa Pharmacy Association Corporate Appreciation Award

John E. Sutherland, MD (physician at the Northeast Iowa Family Practice Center with Jim Hoehns) received the Patient Care Partner Award

If you or other preceptors have received recognition, please let us know. Please email cop-iowa-prof-exp@uiowa.edu

Dates to Remember

Sept 1	First Day of APE Cycle 4
Sept 10	Cycle 3 Evaluations Due
Oct 6	First Day of APE Cycle 5
Oct 15	Cycle 4 Evaluations Due
Nov 6 and 7	Placement Day for P4 Students
Nov 10	First Day of APE Cycle 6
Nov 19	Cycle 5 Evaluations Due

APE = Advanced Practice Experiences

Professional Experience Program Office

115 S. Grand Avenue, S411 PHAR

Iowa City, IA 52242-1112

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Office location: S521 PHAR

Telephone number: (319) 335-8875

e-mail: jay-currie@uiowa.edu*Responsible for oversight of entire professional experience program.***Faculty:** Susan H. Staggs, PharmD, BCPS

Office location: S413 PHAR

Telephone number: (319) 335-8837

e-mail: susan-staggs@uiowa.edu*Responsible for preceptor development, new site development, and quality assurance.***Associate Director:** Sandy Johnson, MS, RPh

Office location: S414 PHAR

Telephone number: (319) 335-8835

e-mail: sandra-j-johnson@uiowa.edu*Responsible for coordination of Advanced Practice Experiences (APEs).***Assistant Director:** Jenny Seyfer, BSP Pharm

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Telephone number (319) 335-8861

e-mail: jennifer-seyfer@uiowa.edu*Responsible for coordination of Introductory Practice Experiences (IPEs).***Program Assistant:** Lisa DuBrava, BBA

Office Location: S411 PHAR

Telephone number: (319) 353-5157

e-mail: lisa-dubrava@uiowa.edu*Responsible for new faculty appointments and appointment renewals, Education Management Systems (EMS) and administrative components of the program.*