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The Preceptor

The Newsletter for U of Iowa Preceptors



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From The PEP Desk: Preceptor Development

You have probably heard the phrase “preceptor development” many times and you may be asking yourself, “What is this and why do I need it”.

Preceptor development is intended to assist pharmacist preceptors in enhancing their skills as teachers and evaluators of student pharmacist performance. Preceptor development can come in many forms such as CE events, online programs, newsletters and informational sessions provided by PEP faculty and staff, just to name a few. In each of these examples, preceptors may learn about the new components of professional experiential education, how to become

a more effective preceptor, how to enhance their skills as an evaluator, etc.

Here at the University of Iowa College of Pharmacy, we offer many ways to develop yourself as a preceptor as shown in the table below. Preceptor development can be an integral component of continuing professional development to assist you in teaching the next generation of pharmacists.

Please continue to watch for more information on preceptor development in future issues of *The Preceptor*.

--Susan H. Staggs, Pharm.D.

Current Preceptor Development Programs Offered To UI Preceptors:

Initial Preceptor Training Program:

- The Collaborative Education Institute (CEI) Preceptor Development Program found at <http://www.theceinstitute.org/Preceptor.aspx>

Ongoing Preceptor Development Programs:

- The Collaborative Education Institute (CEI) Preceptor Development Program found at <http://www.theceinstitute.org/Preceptor.aspx>
- Live, Continuing Education offered at IPA Educational Expo
- The Community Pharmacist Preceptor Education Program found at www.pharmacist.com/education or www.nacdsfoundation.org
- *The Preceptor*, a quarterly newsletter for the U of Iowa Preceptors found at <http://www.pharmacy.uiowa.edu/CAP/pep/Preceptor.htm>
- Other preceptor development programs offered through professional pharmacy organizations

Precepting Tools: The Plus/Delta Card

As an experienced preceptor, you know that the feedback you give students is a critical part of the learning process. However, like most aspects of teaching students in a busy practice site, giving feedback that is timely, specific, descriptive, and focused on behavior that the student can change can be challenging. A wise educator noted, “People can’t learn without feedback. It’s not teaching that causes learning. Attempts by the learner to perform cause learning, dependent upon the quality of the feedback and opportunities to use it.”¹

Providing feedback with these characteristics requires you to have access to specific, descriptive information about a student’s performance. One easy-to-implement strategy for collecting this kind of information is the “+ / Δ” (plus-delta) card.^{2,3} This format includes two kinds of information about behavior: activities or other actions that the student did well and should continue (“+”) and activities or actions that the student should change (“Δ”). Brief “+” and “Δ” notes along with date and time can provide the points of reference you need to provide effective feedback. An index card, a Post-it® note, or the notepad utility in a handheld computing device are useful media for recording information in the “+ / Δ” format. See figure 1 for an example of the format you could use on an index card.

Figure 1: Example of Plus/Delta Card

Cycle 3 Student: <u>Jane Smith</u>		
Date/Time	+	Δ
9/10 1000	Initiated ATBX Rx f/u call	Incomplete phone Rx info
9/11 1045		Incomplete OBRA counseling
9/12		1100—Using jargon with patient 1330—Didn't verify patient info
9/13 1600	Handled angry patient well	
9/13	Thorough inhaler counseling	
9/13 1700	Mrs. S complimented student's help	Wrong name on phone Rx
9/14	Thorough answer to MD's question	

The individual notes in the example are brief, but each conveys enough information to help you recall the context of the student’s performance. Collectively, a small group of entries like these can reveal performance patterns and possible problems. In this example, two possible patterns are evident: positive communications with patients that you might want to encourage and work habits that are patient safety risks.

When you are ready to give feedback, the specific information on the card can help both you and the student to focus your discussion on specific events and to set specific goals for change. If you use the plus-delta method consistently throughout a rotation, you will have many examples for reference when the midpoint or end of a rotation arrives and you must provide a written or oral evaluation.

The plus-delta method is adaptable. You can use it to collect

- Examples for writing periodic performance evaluations for staff you supervise.
- Self-assessments from students about their performance
- Feedback from students about your teaching or other aspects of a rotation
- Feedback from patients about a student or about pharmacy services
- Self-assessments from coworkers or team members about meetings, projects, or other activities

Plus-delta is a flexible, efficient, easy-to-use tool. If you decide to adopt it or already use it, consider sharing your experiences with our [professional experience program](#).

References:

1. Wiggins G. Feedback: how learning occurs. *AAHE Bulletin*. 1997; 50:7-8.
2. Morley, C. L. How to Get the Most Out of Meetings. Alexandria: Association for Supervision and Curriculum Development, 1994.
3. Roberts, K. B., Lasser, D. H., Stone, S., and Quirk, M. S. “Evaluation and Feedback.” Presented at Teaching the Teachers: Conducting Faculty Development for Community Preceptors. A National Conference for Residency Directors, Clerkship Coordinators, AHEC Staff and Other Faculty Responsible for Community-Based Medical Education and Faculty Development Programs. Boston, MA. May 29-31, 1997.

*--This article was written by
Chris Catney, MA, PharmD,
Director of Pharmacy Teaching Center*

Meet the Preceptor

Name: John Rode

Practice Site: Henry County Health Center

Job Title: Pharmacy Director

Rotations Offered: APE General Hospital, IPE 1 Hospital

Graduation School and Year: Drake, 1969

What made you decide to be become a preceptor?

I feel it is important for professionals to give back to their profession, being a preceptor is one way I can do that. I believe the preceptor learns as much from the students as the students from the preceptor. It forces you to keep current and contributes to lifelong learning.

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

I went back to Chicago where I grew up after receiving my pharmacy degree and worked for a small, independent, chain of drugstores (13 stores) and worked my way up to managing one of those stores. My wife, Jennifer, who is also a pharmacist, and I decided we wanted to start a family and what better place to do this but in Iowa. We wanted to be in a relatively small town and both wanted to work as pharmacists. This

led us to Mt. Pleasant where I worked for an independent drug store for 9 years before becoming Henry County Health Center's pharmacy manager.

While in school, did you work with any preceptors who made an impact on you?

They weren't called preceptors back then but there was one pharmacist that I worked with during my summer internship who I would call my mentor. His name was Bruce Carlstad and he went on and became a pharmacy professor at Purdue University.

What is your teaching/precepting philosophy?

My philosophy as a preceptor is no different than my philosophy as a hospital manager. Challenge individuals to do the best that they can and that there are no limits on what you can do.

Have you had any particularly memorable experiences while precepting student pharmacists?

All of my experiences with students have been memorable. I really enjoy when students still ask for my advice or send us their wedding pictures and pictures of their babies.

Benefits Corner: AccessPharmacy



The Hardin Library has recently purchased a license to AccessPharmacy. This is an online resource that allows users to access electronic textbooks, browse the textbooks by topic or organ system, review cases studies, use online calculators, and answer practice questions which include NAPLEX review questions. Some of the available textbooks include Dipro's Pharmacotherapy, Goodman and Gilman's the Pharmacological Basis of Therapeutics, and Harrison's Principles of Internal Medicine, just to name a few.

AccessPharmacy is available on or off-campus. Just go to the Hardin Library's homepage (www.lib.uiowa.edu/hardin) and click on the "AccessPharmacy" link. If you are off-campus, you will be asked for your HawkID and Password.

If you have any questions or are unable to access AccessPharmacy, please contact our PEP office at via email (cop-iowa-prof-exp@uiowa.edu) or via phone (319-353-5157).

Dates to Remember

November 8	Career Fair
November 8	Welcome Reception for Dean Letendre
November 9	Interview Day
November 12	First Day of Cycle 6
November 19	Cycle 5 Grades Due
December 3	Teaching Commitments for 2008-2009 due
December 28	Cycle 6 Grades Due
December 22-January 1	Holiday Break
January 2	First Day of Cycle 7
January 25-27	IPA Educational Expo
January 26	Preceptor Recognition Reception in conjunction with IPA Expo
February 11	Cycle 7 Grades Due

Preceptor Achievements

This summer, Osterhaus Pharmacy along with preceptors **Matthew and Marilyn Osterhaus**, were recognized at the AACP Annual Meeting with the inaugural Crystal APPLE (Academic-Practice Partnerships for Learning Excellence) Award. This award recognizes the contributions of the pharmacist preceptors and the faculty and administrators at colleges and schools of pharmacy. These partners in practice are recognized because of their quality experiential education in exemplary patient care environments. They will be featured in *US Pharmacist* as well as in the Advanced Practice Experience Site Profiling System (APESPS).

Also, the preceptors of the year have recently been announced. We would like to congratulate the following preceptors on their contributions to our professional education program.

CoraLynn Trewet, a clinical assistant professor at Broadlawns Family Health Center in Des Moines, is the recipient of the Faculty Preceptor of the Year award.

Kristin Berger and Bethany Sather at Target Pharmacy in West Des Moines are the recipients of the Community Practice Preceptor of the Year award.

John Rode, Jennifer Rode and Michelle Birdsell at Henry County Health Center in Mt. Pleasant, Iowa are the recipients of the Hospital/Health System Preceptor of the Year awards.

Tell us about your achievements!! If you have any achievements, honors or awards that you would like to see recognized in an upcoming preceptor newsletter, please contact our office (cop-iowa-prof-exp@uiowa.edu)



A Reminder:**DAYS OFF for students in Cycles 5 and 6**

Cycle 5: Students are allowed November 8 and 9 off of their rotation to attend Assessment Day and Interview Day to take place at the Sheraton in Iowa City

Cycle 6: An extra week is added to cycle 6 to allow two days off for Thanksgiving and 3 days for students attending ASHP Midyear meeting to make up their missed days. The student is expected to fulfill the required 25 days at the site.

Education is not
the filling of a pail,
but the lighting of
a fire.

--William Butler Yeats

Tech Tools: E-Journal Club, try this with your students

The e-journal club log-in to learn program began in 2006 and has become a great way for students and preceptors to participate in a journal club with pharmacists from across the state of Iowa. This program is supported by The Collaborative Education Institute (CEI) and provides a format for pharmacists and student pharmacists to participate in a journal article review and discussion via the internet. Participants are given an article to review and a few reflection questions to be submitted prior to the web-based discussion. On the day of the journal club, you log-in to the website provided and participate in an interactive discussion of the article. Anytime during that presentation, you and your student can ask questions of the presenter via a microphone at your desk or simply by typing a question as a text message to the presenter. As an additional benefit you receive 2 hours of CE for each program you complete! This program provides an excellent learning opportunity for both you and the student and provides you with

a structured environment to enhance lifelong learning through your rotation.

If you are intimidated by the technology, don't be! It's really simple to navigate, so we hope you'll try it out. Yearly and monthly subscriptions are available. For more information and an upcoming schedule, visit CEI's website at www.TheCEInstitute.org.



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