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The Preceptor

The Newsletter for U of Iowa Preceptors



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From The PEP Desk: A look back and a look ahead

As we look back on the memorable year of 2008, the Professional Experience Program at The University of Iowa College Of Pharmacy would like to express our appreciation to all of our preceptors for your work over the past year. Because of the work of our preceptors, we have been able to deliver record numbers of practice experiences with the transition to our new Introductory Practice Experience (IPE) curriculum. We have continued to offer quality practice experiences to all of our students who have gained wisdom and guidance from you through countless ways. As we look back on 2008, we would like to say thank-you to our preceptors who make our program possible.

As we look ahead to 2009, we have a few new programs on the horizon. We plan to transition to a new computer program for our evaluations, student portfolios, and rotation scheduling called E*Value. Additionally, in 2009, we will be asking that all preceptors participate in some form of preceptor development in order to renew your faculty appointment. There are many options of preceptor development available to you through The Collaborative Education Institute (CEI) Preceptor Development Program found at www.theceinstitute.org/Preceptor.aspx, The Community Pharmacist Preceptor Education Program found at www.pharmacist.com/education or www.nacdsfoundation.org, and many other preceptor development programs offered through professional pharmacy organizations.

We continue to welcome feedback from you to help us make our program all it can be. And, we send you holiday greetings and best wishes in the days to come.

Teaching Availability for 2009-2010

Letters have been sent via email to all sites regarding teaching availability for 2009-2010, both APE and IPE-2.

If you have not received this and would like to precept students next year, please contact our office

cop-iowa-prof-exp@uiowa.edu

Practice Site Visits

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

Tech Tools: A Preceptor's Library Guide is Just a Click Away

The Hardin Library has begun creating subject-specific resource guides designed to help preceptors quickly get at the resources which they use most.



The guide for [Pharmacy Preceptors](#) can be found by going to: <http://guides.lib.uiowa.edu/pharmacypreceptor>. You will find direct links to various resources on drug information, article databases, textbooks and evidence based practice guidelines. These resources were selected as being resources that our preceptors use on a regular basis.

You will need your HawkID and password to access many of the resources.



Guides are also available for [Medicinal Chemistry](#), [Pharmaceutics](#), and [Clinical Pharmacy](#). These guides are works in progress and will be updated as new resources are identified. In addition, we strongly encourage feedback on how these guides could be made better, whether that be through adding resources, removing them, or rearranging the content.

If you have any comments on the guides, please contact Jonathan Koffel (jonathan-koffel@uiowa.edu).

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

Precepting Tools: Using Student Self-Assessments Effectively

Prior to starting a rotation, students should spend 15-20 minutes reflecting on their current skills and abilities as well as areas that need the most improvement. On the first day of a rotation time should be budgeted in the orientation process to meet with students to acclimate them to your practice site and review their self-assessment.



There are many benefits to self-assessments from both a student's as well as the preceptor's perspective. First, it provides a nice method to identify experiences they have had thus far and what they have enjoyed the most. This frequently leads to discussion of career goals, residencies, or steps needed to develop a clinical practice site. It also helps facilitate discussion about specific goals of your rotation, and setting clear expectations for the students.

Furthermore—upon carefully reviewing and providing key feedback—students will immediately identify you as someone who is committed to their learning by identifying areas where your rotation site will have a significant impact in their development. It's useful to ask key follow up questions during this process such as: “I see you did not rate your patient counseling very high relative to other areas. Can you tell me more about that?” The responses identify areas on which to concentrate during the rotation that otherwise would not have taken place. From the students perspective it allows them to reflect on areas they may not have otherwise considered and to become accountable for their development. For instance, a student consistently rating their abilities as less than competent (a score of 1 or 2) should take a strong interest in understanding why they are rating themselves low and take necessary steps to improve. Furthermore, if self-assessments are consistently completed longitudinally this will reinforce the concept of continual self-reflection and emphasize life-long learning. As students progress or become exposed to new areas it is likely that their self-assessments will reflect this development throughout the experiential program.

Finally, self-assessments and the documented progress that students make during your rotation can serve as a benchmark for evaluating your own rotation and whether or not changes should be made to accommodate common student concerns. For instance, in an ambulatory care setting—for a number of reasons—students may consistently rate their baseline knowledge base with human immunodeficiency virus (HIV) medications below average. This may be a result of the numerous drug and food interactions, limited patient experience, as well as the evolving medication classes which keeps this therapeutic area constantly changing. By identifying a common concern for students this may stimulate preceptors to develop specific training within their rotation to ensure that all students gain additional experience.

The result of self-assessment is a snapshot of the student's development allowing the preceptor to identify areas of focus during the rotation. While self-assessments are important it is equally important to make sure that midpoint and final evaluations are documented to track student's progress during the experiential program.



This article was written by Matt Cantrell, PharmD, Clinical Pharmacy Specialist and Assistant Professor (Clinical), Division of Clinical and Administrative Pharmacy, College of Pharmacy, University of Iowa, Veterans Affairs Medical Center, Iowa City, IA

Preceptor and Site Recognition: Congratulations to You!!!

The following preceptors and practice sites were recently honored for outstanding precepting during the 2007-2008 academic year.



Institutional/Hospital Practice setting Preceptors of the Year were presented to preceptors at St. Luke's Hospital in Cedar Rapids. Preceptors included: David Buresh, Dale Lewis, Kelly Phan, Patrick Thies, Connie Clancey, Jessica Havel, Julie Karlan, Lisa Lambi, Kathy Werling, and Jim Willett.

Community Practice Preceptors of the Year from People's Clinic Pharmacy in Waterloo recognized were Amy Rueber, Mark Rodemeyer, and Erina Thomas,

University of Iowa Faculty Preceptors of the Year from the UIHC Ambulatory Clinic were also recognized. These preceptors included: Katie Horner, Deanna McDanel, and Ryan Jacobsen.

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

Dates to Remember

Dec 10	Teaching Availability for 2009-2010 Due
Dec 22	First Day of IPE Community Cycle 5
Jan 5	First Day of IPE Hospital Cycle 7
Dec 24	Cycle 6 Evaluations Due
Jan 5	First Day of APE Cycle 7
Feb 9	First Day of APE Cycle 8
Feb 11	Cycle 7 Evaluations Due
Mar 16	First Day of APE Cycle 9
Mar 18	Cycle 9 Evaluations Due

IPE = Introductory Practice Experiences

APE = Advanced Practice Experiences

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