

# ULM PRECEPTOR

## OFFICE OF EXPERIENTIAL EDUCATION

UNIVERSITY OF LOUISIANA AT MONROE  
COLLEGE OF PHARMACY



### In this issue...

- 2 E\*Value Updates
- 2 ULM COP Health Fair
- 3 Focus on ACPE
- 5 State Legislative Day
- 6 Evaluation: What is it?
- 7 Evaluation: What Can Go Wrong?
- 8 Evaluation: Making it Work.
- 9 Preceptor Resources
- 10 Contact Information
- 11 Just for You
- 11 Let Us Hear From You

It is our goal to conduct an educational program that produces graduates who are capable of providing pharmacy care in a dynamic and changing health care system and who are capable of managing drug therapy processes in collaborative practice with the health care team.

### Important Dates:

**2013 Graduation:** May 11

#### Schedule 2013-2014

**IPPE 1 Block:** June 3 - June 28

**IPPE 2 Block:** July 1 - July 26

**APPE 1 Block:** May 20 - June 28

**APPE 2 Block:** July 1 - August 9

**APPE 3 Block:** August 12 - September 19

**APPE 4 Block:** September 23 - October 30

**APPE 5 Block:** November 4 - December 13

**APPE 6 Block:** January 6 - February 13

**APPE 7 Block:** February 17 - March 28

**APPE 8 Block:** March 31 - May 2

**APPE Exam 1:** September 20

**APPE Exam 2:** February 14

**APPE Exam 3:** March 28 (if needed)

**Preceptor Conference:** October 25

**ULM Homecoming:** October 26

**Career Fair:** October 31

**Fall Interview Day:** November 1

**Spring Interview Day:** February 14

## E\*Value Updates

In preparation for our upcoming Accreditation site visit, we are in the process of updating all preceptor information in E\*Value. Through your E\*Value homepage, you are now able to update or enter basic biographic and contact information. Here you are also able to upload your Preceptor CV, Preceptor Application, and Preceptor Course Document (Syllabus). Scroll to the bottom of the home screen and you will see your name and e-mail address that is on file with the Office of Experiential Education (OEE). Click on the "Edit" button.

**Please note: If you need to make any changes to your name or email address you will need to contact the Office of Experiential Education.**

Enter or update your biographic and contact information in the available fields. Under custom fields, upload your CV and Preceptor Course

Document (Syllabus). If you already have a CV and syllabus on file please check to make sure they are up-to-date. If they need to be updated, delete the attachment by clicking on the red circle and upload the new attachment by clicking on the folder with the magnifying glass. Select the update button at the bottom of the screen to save your changes. If you do not have a preceptor application on file, you can find the application on the E\*Value homepage. Please complete and upload to E\*Value.

**For a more detailed explanation on using E\*Value, please refer to the Preceptor E\*Value Tutorial located on your E\*Value Homepage or call Dr. Connie Smith at 318-342-3271.**

## ULM College of Pharmacy Health Fair



On March 28, 2013, the P3 students hosted a health fair at the Ouachita Council on Aging in Monroe for their spring service learning project. Attendees of the health fair benefited from free or low-cost early detection and preventative health screenings and educational opportunities. The following tests were offered: glucose, cholesterol, blood pressure, body fat measurement and analysis, bone density and spirometry. March is National Nutrition Month; therefore, nutrition education was highlighted offering meal plans for specific disease states including costs, information regarding reading labels, games and more. In addition to the health fair, the Council held an Easter hat contest. The picture features the senior winners and the student winner. The health fair was a huge success for both the students and participants!!

## Focus on ACPE

### **Guideline 14.6 - ACPE Standards and Guidelines**

The expected length of the advanced pharmacy practice experiences must not be less than 1440 hours (i.e., 36 weeks) during the last academic year and after all pre-advanced pharmacy practice experience requirements (i.e., introductory pharmacy practice experiences and required core didactic course work) are completed. Most of the time assigned for students in advanced pharmacy practice experiences should involve direct patient care.

*Please review the activities below and ensure that your practice experience is meeting the required expectations.*

**In general, and where legally permitted, activities in which students should participate during required advanced pharmacy practice experiences include, but are not limited to:**

- practicing as a member of an interprofessional team
- identifying, evaluating, and communicating to the patient and other health care professionals the appropriateness of the patient's specific pharmacotherapeutic agents, dosing regimens, dosage forms, routes of administration, and delivery systems
- consulting with patients regarding self-care products
- recommending prescription and nonprescription medications, dietary supplements, diet, nutrition, traditional non-drug therapies, and complementary and alternative therapies
- recommending appropriate medication dosing utilizing practical pharmacokinetic principles
- administering medications where practical and consistent with the practice environment and where legally permitted
- identifying and reporting medication errors and adverse drug reactions
- managing the drug regimen through monitoring and assessing patient information
- providing pharmacist-delivered patient care to a diverse patient population
- providing patient education to a diverse patient population
- educating the public and health care professionals regarding medical conditions, wellness, dietary supplements, durable medical equipment, and medical and drug devices
- retrieving, evaluating, managing, and using clinical and scientific publications in the decision-making process
- accessing, evaluating, and applying information to promote optimal health care
- ensuring continuity of care among health care settings
- participating in discussions and assignments regarding compliance with accreditation, legal, regulatory/legislative, and safety requirements
- participating in discussions and assignments regarding the drug approval process and the role of key organizations in public safety and standards setting
- participating in discussions and assignments concerning key health care policy matters that may affect pharmacy
- working with the technology used in pharmacy practice

## Focus on ACPE

**Additional activities in which students should be able to participate during required community and hospital/health system advanced pharmacy practice experiences may include, as appropriate to the learning environment:**

- preparing and dispensing medications
- managing systems for storage, preparation, and dispensing of medications
- allocating and using key resources and supervising pharmacy technical staff
- participating in purchasing activities
- creating a business plan to support a patient care service, including determining the need, feasibility, resources, and sources of funding
- managing the medication use system and applying the systems approach to medication safety
- participating in the pharmacy's quality improvement program
- participating in the design, development, marketing, and reimbursement process for new patient services
- participating in discussions and assignments of human resources management, medication resources management, and pharmacy data management systems, including pharmacy workload and financial performance
- participating in the pharmacy's planning process
- conducting a drug use review
- managing the use of investigational drug products
- participating in the health system's formulary process
- participating in therapeutic protocol development
- participating in the management of medical emergencies
- performing prospective and retrospective financial and clinical outcomes analyses to support formulary recommendations and therapeutic guideline development

**Additional activities in which students should be able to participate during required ambulatory care and acute/general medicine advanced pharmacy practice experiences may include, as appropriate to the learning environment:**

- developing and analyzing clinical drug guidelines
- participating in the health system's formulary process
- participating in the design, development, marketing, and reimbursement process for new patient services
- participating in discussions of human resources management, medication resources management, and pharmacy data management systems including pharmacy workload and financial performance

## State Legislative Day 2013

On April 11, 2013, around 40 pharmacy students set up shop in the rotunda of the Louisiana State Capitol Building. Our students checked blood pressure and blood glucose, while also learning that the pharmacy profession is greatly impacted by the decisions made within the Capitol. Students also provided body fat analysis, as well as education related to heartburn, immunizations, prescription drug abuse, and prescription drug adherence.



*Participate ... Advocate ... Aspire ... Act ... Advance*



## Evaluation: What is it?

Many people think of evaluation as the brief meeting at the end of a learning experience, but this is only a small part of the picture.

The **evaluation session** is a scheduled, formal session between the learner and preceptor. The content should be based on objective data, and from personal observation.

The **evaluation process** is an ongoing series of steps and interactions that form the foundation for the information that you share in your evaluation sessions. This process should be fully integrated into the entire rotation. The entire educational experience -- from setting expectations on the first day, to ongoing observation and behavior-specific feedback -- are all components of the evaluation process. An awareness of evaluation should be maintained through out the rotation.

**Feedback** is the act of providing the information for your ongoing observations and assessment to the learner. It is best if it is very specific to the behavior observed and given as close in time to the event as possible. Feedback is an important educational tool, but feedback and evaluation sessions are sometimes confused. They differ in several important areas. Feedback is best if it is "Timely"-- given as close to the learning situation as possible. Evaluation sessions are usually a scheduled event at a specific time. Feedback is often informal--fit in at appropriate, brief sessions, into a busy workday. Evaluation sessions are usually performed in a more formal setting by sitting down for a more "official review".

## Evaluation: What Can Go Wrong?

One of the challenges of evaluation is that, without careful attention, a well-meaning preceptor can find himself or herself in an uncomfortable and unpleasant situation. There are a number of things that can go wrong.

Potential Problems with Evaluation
"Halo Effect"
"Oops"-Insufficient Evidence
"You never told me that!"
"But I NEED an A!"
"Uh-Oh"-Should they pass?

## Evaluation: What Can Go Wrong?

The “Halo Effect” can make giving a realistic and practical evaluation difficult. The term refers to the situation where one unrelated but outstanding characteristic has an effect on other aspects of evaluation. For example, a learner who is very nice, friendly, outgoing and well liked by staff but clinically mediocre could get a very high grade. Likewise, a quiet, reserved, introspective but clinically excellent learner could receive a mediocre grade. It is important to look beyond personality traits and consider the entire package of underlying knowledge, attitudes, skills and performance when evaluating the learner.

At times a preceptor will arrive at the end of the rotation with a sense that a student’s performance is inadequate in some areas, but is not able to recall the details of specific instances where this was demonstrated. This makes it challenging to explain to the learner why a certain area was evaluated as it was and what specifically could be done to improve. Paying close attention to specific instances of clinical performance, and having a system for recording them, will greatly assist the preceptor in doing an accurate evaluation and explaining it to the learner.

The preceptor often has certain standards of performance in mind against which each learner is compared. If the final evaluation is the first time these are discussed with the learner, the preceptor is likely to hear, “But you never told me that!” It is important to discuss your criteria for evaluation as early in the rotation as possible and to give ongoing feedback on areas in need of improvement. For example, you may expect a learner to read about common clinical problems encountered during the rotation. You should mention this very early in the rotation and state that you will periodically ask the learner what they have learned from their reading. If you consider that they are not meeting your expectations in this area, specific and clear feedback should be given with examples of what was not done. When you arrive at the final evaluation session, your assessment of how they have met your goal will be well supported.

Most learners are primarily focused on their professional growth and development, but some bring expectations for a particular grade or evaluation to the rotation. The final day of the rotation is not the best time to become aware of these goals and perceived needs. An early discussion of the learners’ goals and expectations for the rotation will allow a process of helping the student to meet those goals or facilitate their understanding of why they will not be able to meet those goals in your setting.

Occasionally, the preceptor will arrive at the end of the rotation with the realization that, despite significant and sometimes heroic efforts on their part, the student’s performance remains substandard. Now, at the very end of the rotation the question is, “Should this learner pass this rotation?” The final evaluation is not the best time to begin contemplating this issue. If a learner appears marginal or problematic it is crucial to get help early. Contact the Office of Experiential Education at 318-342-3271 immediately. Significant help and guidance is available and should be sought early.

## Evaluation: Making it Work

The key to avoiding evaluation pitfalls is to recognize that evaluation is not just something that you do for an hour at the end of the experience. It is vitally linked to the entire experience. When this connection is ignored, problems are more likely to occur. Integrating evaluation throughout the rotation will make evaluation easier, more productive and will help it to have a positive educational effect long after the learner has moved on. The G-R-A-D-E strategy can help you accomplish this.

### **The G-R-A-D-E Strategy for Evaluation**

#### **G ... Get Ready**

- Review course expectations
- Review Evaluation Form
- Consider unique Opportunities/Challenges of your site
- What are your Expectations for the learner

#### **R ... Review Expectations with Learner**

- Meet very early in the experience
- Determine knowledge/skill level
- Review: Program Goals, Your Goals, Learner's Goals
- Describe the Evaluation Process

#### **A ... Assess**

- Observe
- Record
- Provide Feedback Regularly
- Have Learner Self-Assess

#### **D ... Discuss Assessment at Mid-Point**

- Formal Meeting
- Learner and evaluator fill out form in advance
- Compare evaluations together
- Discuss differences and how expectations are being met

#### **E ... End with a "Completed Evaluation"**

- Complete evaluation in advance
- Schedule sufficient time
- Support your evaluation with examples
- Highlight items that can be worked on in the future



## Preceptor Resources

### Pharmacist's Letter:

We're pleased to announce that University of Louisiana at Monroe College of Pharmacy has made special arrangements to provide you with Preceptor Training & Resource Network from Pharmacist's Letter.

Here's what your access to Preceptor Training & Resource Network includes:

- \* **Access to University of Louisiana at Monroe College of Pharmacy's preceptor requirements, preceptor application forms, school-specific training modules, etc.**
- \* **Preceptor CE (home-study courses and live webinars)**
- \* **Sample student syllabi, activities, assignments and schedules**
- \* **Orientation, grading and evaluation tools**
- \* **Targeted professionalism, patient safety and practice-based teaching resources**
- \* **PL Journal Club (APPE teaching tools)**
- \* **Pharmacy 101 (IPPE teaching tools)**
- \* **End-of-rotation exams**
- \* **Preceptors Interact Preceptor discussion board**



Here's how to set up your access:

If you already have access to Pharmacist's Letter, it's important that you follow the link below to login. This will ensure that you get Preceptor Training CE and other tools included in Preceptor Training & Resource Network added to your subscription.

If you don't have access to Pharmacist's Letter, you need to set up a University of Louisiana at Monroe College of Pharmacy Preceptor CE ID #. Your CE ID # will be automatically created and you'll be able to use it from any Internet-connected computer to access Preceptor Training & Resource Network.

TYPE THIS LINK:  
[www.pharmacistsletter.com/?referer=ulouisiana/ptrn](http://www.pharmacistsletter.com/?referer=ulouisiana/ptrn) (into your web browser address bar.)\*

**TIP: Bookmark or add this webpage to your "Favorites," so you can easily return to the Preceptor Training & Resource Network any time.**

Once you have set up your access, return to the website above and enter your login information on the right side and click Login.

Need help?  
 Contact Preceptor Training & Resource Network with questions.

Darcy Meade  
 (209) 472-2240  
[preceptor@pletter.com](mailto:preceptor@pletter.com)

**\*Pharmacist's Letter can also be accessed through your E\*Value Homepage**

## Pharmacy Legislative Day 2013



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**JUST FOR YOU...**

The Louisiana Drug Information Center (DIC) is located at the University of Louisiana at Monroe (ULM) College of Pharmacy. The operation objectives of the DIC are centered around the three core components of the University mission of service, teaching and scholarship, with a primary focus on service. The service component includes providing assistance with areas such as literature retrieval, evidence-based recommendations and off-label use of medications. We respond to drug information requests from healthcare professionals regarding the following areas:

- Adverse Drug Events
- Availability of Products
- Complimentary and Alternative Medicine
- Clinical Kinetics
- Drug Dosage and Scheduling
- Drug Identification
- Drug Interactions
- Drug Regulations/Laws
- Drug Use Evaluation Support

- Institutional Review Board Support
- Investigational/Foreign Drugs
- IV Compatibility
- Laboratory Interpretation
- Pharmacoeconomics
- Pharmacy and Therapeutics Committee Support
- Pregnancy and Lactation
- Product Compounding
- Therapeutic Drug Monitoring
- Therapeutic Uses/Drugs of Choice
- Toxicology
- Travel/Health Information

The DIC provides information services exclusively to the healthcare professionals of the State of Louisiana. Please contact us and let us assist you with any drug information needs at **318-342-5501**



**ULM COLLEGE OF PHARMACY PRECEPTOR**

DON'T LET GOOD NEWS about you go unnoticed! This form has been designed to help the College of Pharmacy better coordinate news and feature coverage concerning former students, faculty, and preceptors. We are interested in upcoming events, personality profiles, professional development and accomplishments, unique or unusual programs or research, feature ideas, publications and even hobbies.

**HOW TO USE THIS FORM**

Submit your information to: ULM College of Pharmacy, Office of Experiential Education, 700 University Avenue, Monroe, LA 71209-0470 or email: [csmith@ulm.edu](mailto:csmith@ulm.edu).

Person Submitting Information \_\_\_\_\_  
 Graduating Class \_\_\_\_\_  
 Phone Number \_\_\_\_\_  
 E-mail Address \_\_\_\_\_

**Professional Development and Accomplishments**

Name \_\_\_\_\_  
 Brief explanation of personal news/activity or involvement/publications and presentations  
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LET US HEAR FROM YOU