



# ULM PRECEPTOR

*The University of Louisiana at Monroe College of Pharmacy  
Department of Clinical and Administrative Sciences*

*Thank you for participating in the education of our future pharmacists. As a preceptor you are a very important participant in the pharmacy student's education. If you have previously supervised pharmacy students, you are aware of both the awards and challenges they bring to your professional life. If you have not yet served as a pharmacy preceptor, an exciting opportunity awaits you. The knowledge and practice experiences you give to your students will greatly impact their practice habits and future careers. You are essentially sharing skills that will be preparing tomorrow's caregivers. Thanks again for your time and commitment.*

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**W. Greg Leader, Pharm.D.**  
Head of Department of Clinical and Administrative Sciences

**Connie Smith, R.Ph., Editor**  
Coordinator of Advanced Practice Experience

## **A message from our Department Head**

Greetings to all of our volunteer faculty and preceptors. I would like to take a moment of your time to introduce myself. I graduated from the Pharmacy Program at The University of Louisiana at Monroe (of course it was Northeast Louisiana University then) in 1986, and after graduation, I practiced both hospital and retail pharmacy in the Alexandria and Monroe areas. In 1991, I received my Pharm.D. from the University of Kentucky, completed a post-graduate fellowship in clinical pharmacokinetics at UK in 1993, and took a teaching position at West Virginia University School of Pharmacy in 1993. Yearning for warmer weather (for those of you who haven't been to the Great White North, it can be very cold), good food, and a sense of wanting to give something back to my *alma mater*, I returned to The University of Louisiana at Monroe in 1999.

During my time in Kentucky and West Virginia, one thing that I learned was that experiential pharmacy education is dependent upon the quality, enthusiasm, and generosity of you, the volunteer faculty and preceptors. Pharmacy preceptors who are active in their profession, take pride in their profession, and look forward to opportunities to pass their skills and knowledge on to future professionals is an important cornerstone of the educational process. I believe that we prepare our students for their professional lives as well or better than any other College in the nation, and part of the reason our students are so well prepared is the high quality of our volunteer faculty and preceptors. I wholeheartedly thank each and every one of you for your contribution to our program.

This is the first issue of what we hope will become a regular newsletter to our volunteer faculty and preceptors. Please feel free to contact the Coordinator of Advanced Practice, Connie Smith, or myself with comments or suggestions for the newsletter. As always, whether it is your time or your money (I couldn't end without throwing in the "M" word), we appreciate your contribution to the College.

Thank you.

W. Greg Leader, Pharm.D.

## Advanced Practice Experience

The Advanced Practice Experience provides the entry-level Doctor of Pharmacy students a structured, supervised program of participation in the practice of pharmacy. Students gain experience in problem solving and providing patient care services while applying the basic and pharmaceutical sciences learned in the classroom and practice laboratories. Through the Advanced Practice Experience, the student continues to mature while moving through the continuum from student to practitioner. Under the supervision of faculty and selected preceptors, the developing professional learns to make decisions based on professional knowledge and judgment. Broad exposure to as many pharmacy activities as possible, as well as significant personal study and reflection, facilitate this transition.

The advanced practice experience practicum program consists of 8 required rotations. Out of these 8 there are 3 elective rotations, and 5 required rotations. All students are required to take a Community practice rotation, Institutional practice rotation, Acute care rotation, Ambulatory care rotation, and one more acute care or ambulatory care rotation. The length of the retail and institutional practices will vary from 1-2 months depending on the student requirements for Louisiana Board licensure hours. All other rotations and electives are one calendar month long unless specified otherwise.

In the retail and institutional pharmacy rotations, students will participate in advanced hospital and community practicum in order to provide them with practice skills and sufficient knowledge to begin practice in these settings. In all other required and elective practicums, students are primarily in clinical practicums. They practice in ambulatory care and inpatient care environments, learning to apply their knowledge of drugs and how to use them safely and most effectively. The practicums are often an interdisciplinary experience focusing on patient care activities. The clinical practicum is not associated with significant drug distribution, dispensing, or management activities. If the student has the interest, a maximum of one non-traditional practicum that is not clinical in nature can be accomplished as an elective rotation.



*“Through the Advanced Practice Experience, the student continues to mature while moving through the continuum from student to practitioner.”*

## Update of Experiential Agreements and Rotation Syllabi

We are currently working to update our preceptor experiential agreements and rotation syllabi. During the month of June, experiential agreements were mailed out to all ULM preceptors. Please review those contracts and sign two copies. Mail both signed copies back to the College of Pharmacy and we will have Dean Bourn sign and mail you back an original for your files.

Also, if you have not submitted a rotation syllabi for your rotation site please do so. We are going to put all the rotation descriptions on the clinical web page for students to view prior to rotations. If you need assistance in preparing a syllabi you may call Connie Smith at 318-342-3271. Thanks in advance for your cooperation.

## The Law and You



**At no time shall the student be left alone in the pharmacy!!** This is a Board of Pharmacy law that may cause both the pharmacy student and the pharmacy/pharmacist to have their licenses revoked. Students have been instructed to exit the pharmacy and contact the Clinical Coordinator if this occurs while on rotations. Any student found to be working in an unsupervised situation will be withdrawn from the rotation and given a failing grade.

Also the Louisiana Board of Pharmacy regulation, **“At no time can there be more than one pharmacy student for each registered pharmacist on duty in the prescription department,”** shall be strictly observed.

## Importance of Orientation– Introducing Students to the Rotation

Regardless of the type of rotation or level of the student, a planned orientation of the student to the rotation is essential. The first meeting with a student and the first impressions he or she receives about the rotation can be a powerful influence on the remainder of the experience. An effective first meeting and orientation serves to capture the student's attention, prevent misunderstandings or breaking of rules, and ensure that the student's learning is directed appropriately. The following are a few suggestions for orienting a student to the facility and practice:

- Orient the student to the facility and present ground rules. Take the student on a tour of the facility to learn the location of services, materials, and resources. Explain any rules or procedures that govern the people who work there (e.g. dress code, parking, office hours, phone system use, etc.). Provide the student with a written summary of these rules.
- Present a description of the patient population and community served. This includes the types of care and services people seek, their ages and backgrounds, their views of health and illness, and their expectations of health care providers.
- Create a sense of excitement. In demonstrating your enthusiasm about your field, focus on areas of general interest, not esoteric topics that are beyond the student's capacities.
- Present the big picture, i.e., the broad, overall goals of the rotation. What are the major competencies the student is expected to develop through this experience? Be careful not to overwhelm the student with details.
- Point out the relevance of the rotation to the student's career goals. Ask the student about his or her career plans and relate the goals of the rotation to them.
- Help the student understand *his or her* role and responsibilities in your practice. What is the student expected to do and what may he or she not do? Your expectations must be essentially congruent with the expectations of the on-campus course director.
- Help the student understand *your* role and responsibilities as a preceptor. The student may be especially concerned about your role as evaluator. Review evaluation forms with the student to clarify how evaluations will be conducted.
- Let the student know *when* you are free to work with him or her and *how* you plan to have the student work with you. Provide specific information about the timing and structure of the work you plan to do with the student. Also tell the student how he or she can get in touch with you in an emergency.

## New web page for Department of Clinical and Administrative Sciences

We would like to let everyone know about the new web page that has been developed for the Department of Clinical and Administrative Sciences. This page was developed with both the student and preceptor in mind. There is a preceptor area with information especially for ULM preceptors. There you can view the Advanced Practice manual, rotation schedules, rotation objectives, and evaluation forms. We will also post important announcements on this page. The site is being expanded daily so more information will be added. Please take the time to view our site located at [www.ulm.edu/pharmacy/clinical](http://www.ulm.edu/pharmacy/clinical). As always we welcome any suggestions for improvements. Suggestions may be sent to Connie Smith at [csmith@ulm.edu](mailto:csmith@ulm.edu) or by calling 318-342-3271.



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## Preceptor Spotlight



## Faculty Spotlight

### Dawne Frame, R.Ph.

#### Clinical Manager at Lake Charles Memorial

Our preceptor spotlight this quarter is on Dawne Frame, RPh. Ms. Frame received her B.S. in pharmacy from Northeast Louisiana University in 1993 and is currently pursuing her Pharm. D. from the University of Florida. She is the clinical manager at Lake Charles Memorial Hospital where she is involved in cost-effective patient centered care and participates on multiple committees. Ms. Frame feels that education in the medical field is dynamic, unpredictable, and ongoing. She stated, "When students are in school, they are given pieces of a puzzle. It is up to us in the field to help them put the pieces together. I can't stress enough, the importance of hands-on experience and the ongoing pursuit of knowledge." Thanks Ms. Frame for your hard-work and inspiring words.

### Edwin H. Adams, Pharm.D., CGP

#### Assistant Professor of Pharmacy Practice

Our faculty spotlight this quarter is on Dr. Edwin Adams. Dr. Adams received his B.S. in Pharmacy from Northeast Louisiana University in 1993. Shortly after graduation he went on to complete a residency at Milton S. Hershey's Penn State University Hospital in Hershey, Pennsylvania and received his Pharm. D. from University of Arkansas in 1997. Currently Dr. Adams is Assistant Professor of Clinical Pharmacy Practice and Director of Clinical Pharmacy Services at the St. Vincent de Paul Community Pharmacy in Monroe. His practice primarily focuses on the ambulatory care disease management of patients with diabetes, hypertension, and hypercholesterolemia. Dr. Adams' educational philosophy is "You should know your students, lead by example, show people that you care, always be prepared, and always be fair." Thanks Dr. Adams for your contribution to pharmacy education.