

PRECEPTOR NEWSLETTER

NDSU SCHOOL OF PHARMACY

DECEMBER 2020

NDSU ACPE Accreditation Visit

Dear Preceptors,

Representatives acting on behalf of the Accreditation Council for Pharmacy Education (ACPE) completed a comprehensive, entirely virtual, site visit on September 15-17, 2020. The evaluation team reviewed our self-study report and conducted live interviews with administration, faculty, staff, students, and preceptors. We are grateful to the preceptors who were able to participate in this visit. In the team's report it was noted that preceptors demonstrated commitment and dedication to our students, the School and the profession of pharmacy. They highlighted that our preceptors are an asset to the program!

The evaluation team agreed with our self-assessment that our pre-APPE curriculum (which includes IPPE) and our APPE curriculum, as well as the standard focusing on preceptors, met their benchmarks. This is a reflection upon the high-quality instruction and assessment that you provide to our students. The team commended the efforts of the School on its response to student needs during the COVID-19 pandemic. We could not have met our students' needs without the opportunities that you provided (and are continuing to provide) to them even in the midst of a pandemic. Your commitment and investment in our students' education are truly remarkable!

Overall, the evaluation team's report was quite favorable and concurred with our self-assessment across the various standards. The report validated our need to hire additional faculty in both the pharmacy practice and pharmaceutical sciences departments to provide optimal education to our students and to meet the service and research needs of our stakeholders. We hope to announce updates regarding these positions in the near future.

The team's report is not an official accreditation action but is an evaluative step in the accreditation process. Their appraisal, along with our self-assessment report, will be considered by the ACPE Board of Directors at its January 20-23, 2021, meeting. Stay tuned for further updates!

Best regards and Go Bison!

Michael Kelsch, PharmD, BCPS
Interim Associate Dean for Academic Affairs
NDSU School of Pharmacy

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IPPE Sequencing Update

By Rebecca Brynjulson, PharmD, BCGP, BCACP

In spring 2020, the PharmD Program Curriculum Committee approved a change in the order of the introductory pharmacy practice experiences (IPPE) at NDSU. Beginning in summer 2021, students will complete an IPPE in a community pharmacy setting after the first professional year and an IPPE in an institutional pharmacy setting after the second professional year.

In many ways, you as preceptors, have already eased this transition for the students in our program. Last summer, a cohort of the current P2 class completed an IPPE in institutional pharmacy practice and a cohort completed an IPPE in community pharmacy practice as the COVID-19 pandemic necessitated rotation changes for a cohort of IPPE students. We could not have helped our students to stay on track academically without the help of all preceptors who took IPPE students in both settings last summer. This summer, the current P2 class will again have a cohort that completes an IPPE in institutional pharmacy practice and a cohort that completes an IPPE in community pharmacy practice.

The experiential education committee has been diligently working to revise course syllabi, the preceptor evaluation of student EPA statements, and course assignments in preparation for this transition and to optimize IPPE as one of the tools used to prepare students for APPE rotations. The committee has also recommended course pre-requisites to be successful completion of the P1 year for community IPPE and successful completion of the P2 year for institutional IPPE. We look forward to sharing these updated documents with you in spring 2021.

Preceptor and Student Well-being During APPE's

By Abby Wohlers, Class of 2021

Throughout a student's P4 year, they get a new preceptor, set of expectations, colleagues, work location, and potentially even new living arrangements every 5 weeks. Combined with studying for their boards and interviewing for jobs or residencies, it is not uncommon for students to become overwhelmed and have a decreased sense of well-being. Preceptors are not immune either, trying to balance patient care, precepting, administrative work, changing metrics and workflow among other things. As preceptors, it is important to promote student well-being as well as promote your own well-being.

Well being continued on next page

NDSU

SCHOOL OF PHARMACY

Throughout pharmacy school, students have been given opportunities for well-being activities through co-curriculum electives, including mindfulness training at the counseling center, and attending the seminar “It’s Real: College Students and Mental Health.” During rotations, students still have access to the [NDSU Counseling Center](#) for one-one or group sessions, as well as any resources or activities on campus.

Preceptors may turn to resources such as the [APhA Stress and Resilience Resources](#) or [ASHP Toolkit for Well-Being and Resilience](#). These sites include webinars, articles, and advice for pharmacists to preserve well-being and reduce stress and burnout. A few of my favorite tips from these resources are taking a short 5-minute walk after lunch or before switching gears for the afternoon, keeping healthy snacks or my favorite drink around for when energy dwindles, and staying positive with both self-talk and in conversations with colleagues. As future colleagues, preceptors and students should work together to preserve well-being. Preceptors play an important role in teaching students, whether through modeling or feedback, how to handle job stressors so that new pharmacists and preceptors are well set up for longevity and success.



Abby Wohlers
Class of 2021

The Importance of Interprofessional Education

by Riley Steenhoek, Class of 2021

A provider calls your community pharmacy inquiring about a medication from a patient’s drug regimen. The doctor tells you the patient is experiencing a side effect that they have never seen before. A search of the patient’s history shows all the other treatments the patient has tried with no success. You provide advice on how to take the medication differently to avoid the adverse effect. The intervention is a success and the patient is able to continue the therapy to treat the condition with no complaints. The advice you offered to the provider is a terrific example of interprofessional education (IPE) and collaboration.

Interprofessional education occurs when two or more health care fields learn about, from, and with each other to support collaboration and improve patient-centered care.¹ The scenario above is just one example of how pharmacists are involved in IPE every day. Interprofessional collaboration on a health care team is thought to lead to less medication errors and better patient care.²



Riley Steenhoek
Class of 2021

To provide a superior level of interprofessional education it takes practice in the classroom and through experiential education. Students at NDSU participate in code blue simulations with nursing students, interprofessional care courses with all of the health care disciplines at NDSU, participate in a match program with UND medical students, attend seminars on strengths-based teamwork, shadow another healthcare professional on IPPE rotations, and complete IPE case logs while on APPE rotations to prepare for future IPE opportunities.

We greatly appreciate the time and effort all the preceptors put into offering IPE opportunities to students. The NDSU experiential office has a new Preceptor Boot Camp (September 2020) on the homepage in eValue on interprofessional education. Here you can find ideas of how to incorporate interprofessional opportunities into your rotation or additional resources on IPE.

1. World Health Organization (WHO) Framework for Action on Interprofessional Education & Collaborative Practice. WHO; Geneva, Switzerland: 2010. WHO/HRH/HPN/10.3.

2. Institute of Medicine. 2015. Measuring the Impact of Interprofessional Education on Collaborative Practice and Patient Outcomes. Washington, DC: The National Academies Press. <https://doi.org/10.17226/21726>.

Aggregate APPE Entrustable Professional Activity Evaluation 2019-2020

By August Nuutinen, Class of 2020

The new Entrustable Professional Activity (EPA) evaluations were rolled out for all students last year. APPE evaluations have a minimum level of entrustment of Level 3 “I trust the learner to complete this task. The learner requires limited correction or feedback.” With the change in evaluations as a preceptor, you might be wondering how your evaluation of students compares to your peers.

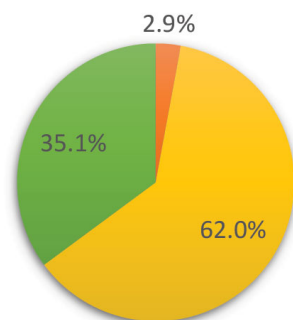
For APPE rotations preceptors complete a midpoint and a final evaluation. As a reminder, evaluating students at the midpoint evaluation does not affect their final grade, but provides a great opportunity for feedback.

The midpoint graph indicates ~3% of overall evaluations from the midpoint were below Level 3 of entrustment, or the benchmark. This did improve to 0.1% by the final evaluation showing that preceptors were observing students and gave them effective feedback on these EPAs. It also highlights that students’ evaluations overall improved throughout the five-week rotation.



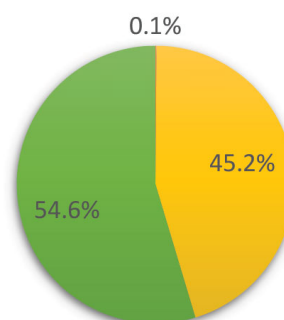
August Nuutinen
Class of 2020

APPE Midpoint Evaluation



- Does not meet Level 3 of entrustment (Level 1 or 2)
- Meets This Level of entrustment (Level 3)
- Exceeds Level 3 of entrustment (Level 4 or 5)

APPE Final Evaluations

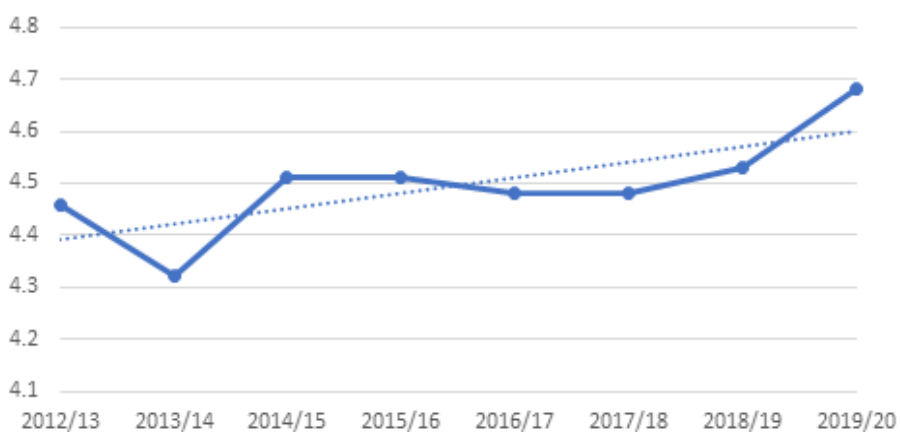


- Does not meet Level 3 of entrustment (Level 1 or 2)
- Meets This Level of entrustment (Level 3)
- Exceeds Level 3 of entrustment (Level 4 or 5)

Finally, we also generated a few reports on how APPE students evaluated preceptors. We compared them to years past and continue to see positive change! The students are prompted with “The preceptor provided good direction and feedback” and students have the option to rank this statement 1-5 (5=strongly agree; 1 strongly disagree).

As to the right, just shy of 4.7 was the average ranking of all preceptors which was a high for this accreditation cycle. If you are interested in your specific evaluations, you are able to review these under reports in eValue once you have precepted three or more students.

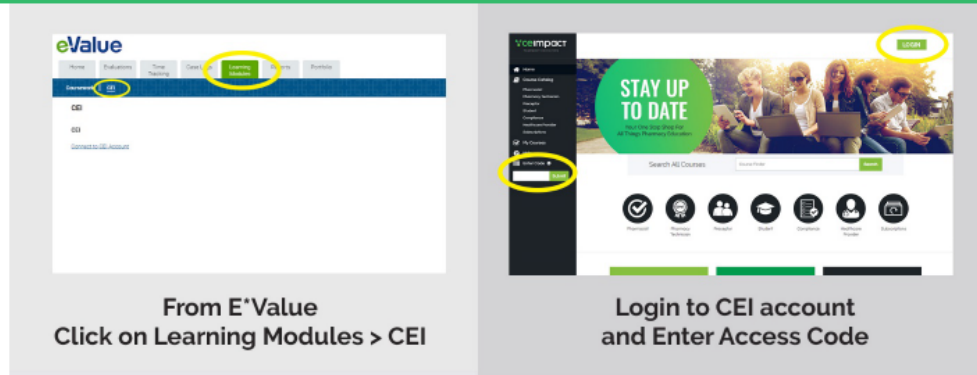
The preceptor provided good direction and feedback.



Preceptor Development Opportunities

CEImpact CPE Series

North Dakota State University Subscription Code: 20NDSU



Journal Club Resources

Need help facilitating a journal club on your institutional, acute care, ambulatory care or patient care rotation? Check out this free CE in CEImpact:

- How to Develop and Lead a Journal Club Activity at Your APPE Site

Additionally, CEImpact hosts a monthly live journal club or you can review recorded journal clubs which include the article, individual reflection questions, preceptor discussion guide, handout and presentation (also for CE). Example topics include:

- Apixaban Steps up to the Plate: The Use of Apixaban for Treatment of Venous Thromboembolism in Patients with Cancer
- Can We Prevent C. diff infection relapses with Vancomycin Prophylaxis?
- SAGE-217: "Spicing" up Treatment for Major Depressive Disorder?
- Plus many more!

NDSU Student Poster Presentations at ASHP Midyear

Check out the following NDSU student posters from 4-5pm CST on December 9th, at the ASHP Midyear Meeting

Primary Author	Co-Authors	Poster #	Poster Title
Alison Bunnell	Kristy Peterson, Julia Muzzy Williamson	SP-569	Vitamin supplementation recommendations by North Dakota family medicine providers
Katelyn Empting	Kendrick Rummel, Maari Loy	SP-570	Community hospital pharmacy evaluation of the barcode scanning administration (BCMA) process within the system
Taylor Praska	Natasha Petry, Marina Suzuki	SP-571	Evaluation of Access and Awareness to Pharmacogenomic Testing Among Pharmacists in North Dakota
Kelsey Ihry	Anna L. Aberle, McKenzie Hill, Christian Sorensen	SP-572	Development of a pharmacist-driven policy of weight-based dosage adjustments
Katherine Kessel	Melissa Perkins, Amber Slevin, Brody Maack	SP-573	People who inject drugs identified for hepatitis C virus screening: does documentation in the problem list solve all problems?
Kendrick Rummel	Brody Maack, Amber Slevin, Mark Strand	SP-574	Implementation of hepatitis c virus (HCV) screening within a multisite clinic system by ambulatory care pharmacists

Preceptor FAQs - COVID related questions, APPE Midpoint Evaluations

Personal Days

Students have been instructed that there are no “personal days” for at least their first seven rotations. Due to the need to ensure all rotations include a full 200 hours in the event we have to resort to the 1440 minimum APPE hours required by ACPE (NDSU generally requires 1600 hours) we need to ensure that all hours are accounted for. Students will need to have any personal time approved by a preceptor and made up during the rotation. We may be able to allow some personal days after rotation 7 (end of February) depending on rotation availability outlook.

Remote Rotation Ideas

If you are in need of remote rotation ideas, please see the [NDSU Summer 2020 newsletter](#) (page 7). Additionally, there is a nice reference from the Pharmacy Society of Wisconsin on [Navigating a Virtual Rotation](#). Students also have online access to Access Pharmacy which has NAPLEX review questions or some students have purchased RxPrep (a NAPLEX prep program) which may be able to be used to make up hours for missed elective rotations due to illness, quarantine, site closures etc. (must be approved by Teri Udem first). Please direct all APPE students to contact Teri Udem immediately if they need to quarantine.

Rotation Rescheduling

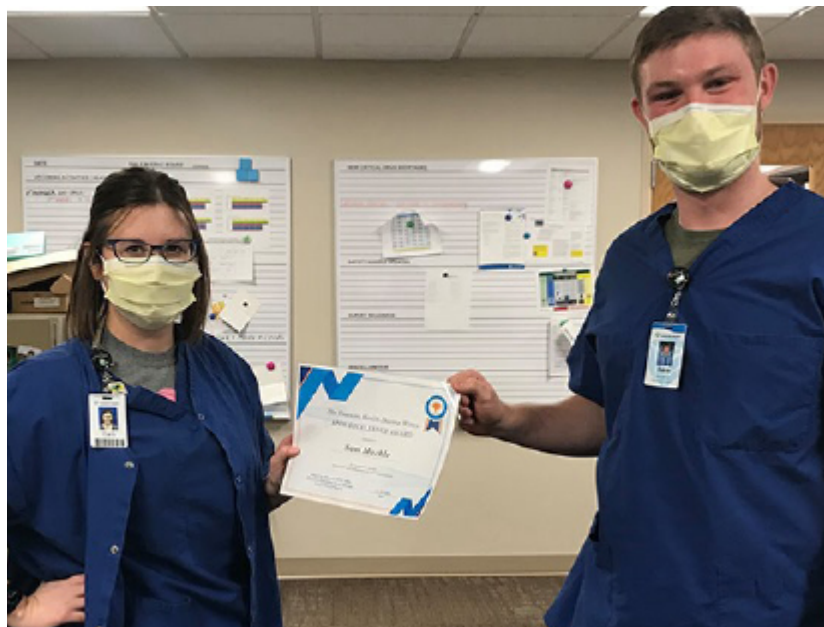
We are currently at 129 APPE rotations needing to be rescheduled for this year due to COVID related issues (we usually need to reschedule about 12 per year). Thank you to preceptors for your flexibility and willingness in many cases to take a student with short notice, it is very much appreciated!

APPE Midpoint Evaluations

Overall, we've had very positive feedback on our new evaluations launched in May 2019 for APPE and IPPE. One area we have received feedback from preceptors is APPE midpoint evaluations sometimes result in low scores due to not yet having the opportunity to do something on the rotation. For example, the midpoint exam question “Lead a discussion regarding a recently published research manuscript and its application to patient care” may receive a low score due to the journal club being scheduled after the midpoint evaluation. To better account for this on the midpoint starting in 2021 a new question will be added as follows:

If you selected any “Does not meet level 3 of entrustment” is this ONLY due to not yet having the opportunity to demonstrate one or more tasks? Yes/No.

This will allow preceptors to more easily indicate if there needs to be follow up from Experiential Education with the student or not. The expectation is that all activities will be completed prior to the end of the rotation so this question will only appear on the midpoint. For additional information on the evaluations you can view the Preceptor Bootcamp – Entrustable Professional Activities on the homepage in eValue.



Upcoming Events

**IPPE/APPE 2021-2022 rotation
availability open to preceptors**
Late January, 2021

**North Dakota Annual Pharmacy
Convention**
April 15-18, 2021

NDSU Commencement Ceremonies
FargoDome
10:00 am and 2:00 pm
May 15, 2021

**First day of APPE/IPPE 2021-2022
rotations**
May 24, 2021

APPE Student Award Winner

Sam Markle, NDSU Class of 2021 received the Dianne Witten APPE Excellence Award from preceptor Carly Wehner, PharmD, BCPS at Essentia Health in Fargo. The award is given to an outstanding APPE student pharmacist each rotation. Recipients show strength in the quality of their work, knowledge, ability to serve patients with excellent teamwork, stewardship, respect and joy as Essentia Health values.



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