

# NDSU PHARMACY PRECEPTOR NEWSLETTER

DECEMBER 2019



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## **NDSU Aldevron Tower close to finish line - \$1 million challenge underway**

By Carol Renner

Only weeks to go and the new privately funded Aldevron Tower connected to Sudro Hall opens for state-of-the-art learning in Health Professions at North Dakota State University.

Generous donors who want to help educate the next generation of pharmacists are making a difference. In both funding and construction, the new Aldevron Tower on the campus of NDSU is close to the finish line, slated to open in January 2020.

The 74,000 sq. ft., six-story building will be filled with student activity, as well as the North Dakota Pharmacists Association (NDPhA) Concept Pharmacy, which doubles the space that students currently have available in the Concept Pharmacy.

Faculty, equipment and furnishings will move into the space by the end of 2019 and classes in the new facility begin January 13, 2020. Official opening ceremonies will be held later in April.

In addition, a generous donor has made a \$1 million challenge to NDSU alumni and friends to help complete the Aldevron Tower building campaign. However, the clock on the \$1 million match runs out on December 31, 2019. There is approximately \$340,000 left to raise to meet the challenge.



*Aldevron Tower continued on next page*

## Included in this issue

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*Aldevron Tower continued*

Donations can be made at any time, including online. One-time cash donations or a pledge paid over five years are available. [Online giving is available](#) and can be designated to Aldevron Tower Fund.

The new building includes shared interprofessional learning space.

“It will give a much needed technological and facility update that provides more of a team-based care setting, which is in high demand,” said third-year pharmacy student Sabrina Wolfe of the new building.

The new NDPhA Concept Pharmacy and Instructional Laboratory comprises the entire fourth floor of Aldevron Tower. This state-of-the-art Concept Pharmacy is made possible by a half-million-dollar contribution from NDPhA members. The space includes community and institutional pharmacy practice areas, simulated sterile and non-sterile compounding laboratories, telepharmacy and much more.



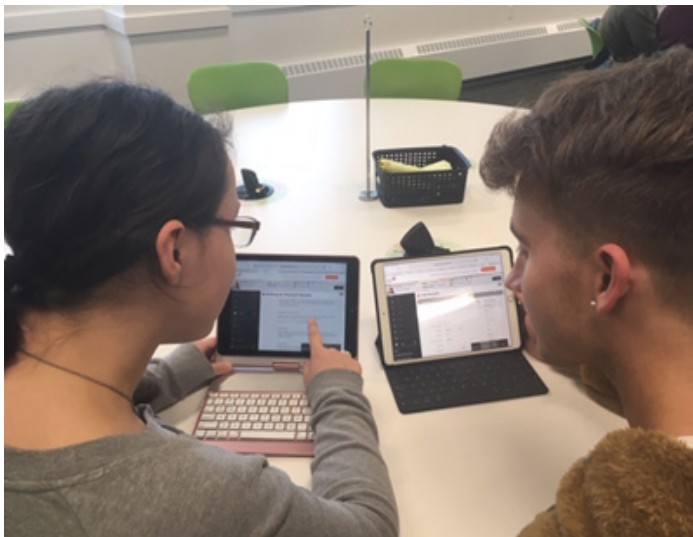
Pharmacy students will have the opportunity to use the latest advances in technology, including access to patient exam rooms, simulation suites and high-fidelity mannequins.

“The technology, facilities and exceptional faculty will result in students learning to be team- and-practice-ready,” said Charles D. Peterson, Dean of the School of Pharmacy and College of Health Professions at NDSU.

With the addition of Aldevron Tower connected to Sudro Hall, all Health Professions programs now spread over four buildings on and off campus will be in a single location.

## School of Pharmacy Updates – EHR Go

By Amber Slevin, PharmD, BCACP



Britnee Taylor & Ryan Bernhardt (third-year PharmD students), work in EHR Go on a hospitalized patient presenting with common complications of decompensated cirrhosis.

In the fall of 2019 an educational Electronic Health Record (EHR) platform called EHR Go was integrated into the PharmD didactic curriculum. One of the primary aims of EHR Go implementation is to increase students' ability to efficiently and effectively navigate a patient chart within an EHR, particularly focusing on how to locate and review the necessary information in order to successfully contribute pharmacotherapy expertise to the care of a patient. Additionally, the platform offers the ability to simulate tasks such as documenting in an EHR, verifying inpatient and outpatient prescription orders, completing a drug utilization review, and more.

Several educational EHR platforms were assessed by a task force consisting of pharmacy practice and lab faculty as well as student members. All School of Pharmacy faculty were then invited to review the top platforms put forth by the task force. EHR Go was

ultimately selected due to its resemblance to common EHRs utilized in practice, the variety of functions offered, and the ability to exercise skills needed in a wide range of pharmacy practice settings.

EHR Go has been implemented in four fall semester courses to date and will be implemented in an additional eight courses this year. Courses in which it has been implemented range from pathophysiology in the P1 fall semester to advanced clinical skills application courses such as pharmacotherapy lab in the P3 year, as well as throughout pharmacy practice skills labs and pharmacotherapy courses during each year of the didactic portion of the PharmD program.

## APPE Evaluations Update

By Teri Udem, BS, RPh

As you know, we recently restructured our APPE student evaluations. These are more in line with specific tasks and how the preceptor trusts the student's ability to perform those tasks. We felt that these evaluations would better convey preceptor thoughts on student abilities than the old evaluations. Data from both the APPE mid-term and final evaluations indicate that is indeed happening!

With the APPE mid-term evaluation, preceptors have often scored students at an EPA level of entrustment less than 3. This is okay! If a preceptor cannot trust a P4 student to complete a task with limited correction or feedback, the student should, indeed, be scored at less than a level 3 of entrustment.

It is important to note that there are NO RAMIFICATIONS TO STUDENTS who score less than a level 3 of entrustment on the mid-term evaluation. Any student who receives a score of less than level 3 of entrustment, or a score of no or needs improvement on professionalism questions, will receive an email from me asking the student for their plan to improve to a level 3 of entrustment (or higher) and improve to a yes on professionalism questions before the end of the rotation. That's it. No impediment to forward progression with APPEs.

I would like to encourage you to score students as they truly are at the mid-term. As a former preceptor, I know how hard it is to score a student below the benchmark and we all want to give them the benefit of the doubt because they are still students. However, if a student is not performing at a level you expect, there is no better

*APPE Eval Update continued next page*

place to help students improve than under the umbrella of still being a student. The mid-term evaluation should act as a wakeup call for those students who need to step up their game.

Also, if a student is seriously underperforming for any reason, the mid-term evaluation can serve as additional documentation in the event of a rotation failure. Please score those students as you see them on both the mid-term and final evaluations. Ideally, ongoing discussions about progress will happen between preceptor and student so that there are no surprises at the mid-term or final.

One of my favorite things to do as a preceptor with an underperforming student was to have them self-assess themselves on the evaluation. Often times students are harder on themselves than preceptors and will self-identify areas that need improvement. If this is of interest, simply ask the student to print off a copy of the evaluation from Blackboard, fill it out and turn in when requested.

In the event that a student receives two or more less than level 3 of entrustment on the final evaluation, the student will fail the rotation. When this happens, I contact both student and preceptor for additional information. If a student contacts the preceptor asking for a score change, please direct the student to contact the Experiential Education Office.

If you have any questions about evaluating students please contact the Experiential Education Office.

## Continuous Quality Improvement - New APPE Student Assignment

By Lisa Richter, PharmD, BCPS, BCCCP

This fall in preparation for our April 2020 ACPE accreditation visit we had a mock survey. One area identified as needing improvement by our mock surveyor was preceptor development. Although we offer many opportunities for preceptor development (From the Schoolhouse series, CEImpact, newsletters, research and teaching seminars, Pastries with Preceptors event, CPE sessions at State Convention), we do not currently require all of our preceptors to engage in preceptor development.

After assessing the current offerings and being sensitive to the fact NDSU uses volunteer preceptors and that preceptors are very busy at their practice site we implemented a process to close this gap. We designed a student assignment to provide updates from NDSU to preceptors. One area of focus for the ACPE accreditation visit is the Pharmacists' Patient Care Process (PPCP) which we want to assure all of our preceptors are familiar with.

Starting in the fall 2019 APPE students were charged with providing a brief update on the PPCP on each rotation to each of their preceptors. The students were provided with an outline and suggested discussion points. Once the update is completed the student submits a form signed by the preceptor confirming the student discussed the topic. Additional information on the PPCP can be found at [CEImpact](#) by completing the CPE course: What is this Wheel? Incorporating the Pharmacists' Patient Care Process into Experiential Rotations.

In the future, a menu of updates will be available for preceptors to choose from. This process augments the already robust offerings available to NDSU preceptors and ensures all active preceptors are receiving preceptor development with minimal extra time required. Additionally, we hope this sparks some good conversations and encourages our students to become preceptors in the future.





## Practice Spotlight: Sanford Fargo NICU Rotation

By Hannah Larson, NDSU PharmD Candidate 2020

During my rotation in the Sanford NICU, we identified that a patient had abnormal micronutrient levels, elevated vitamin E and sub-therapeutic vitamin A, after randomly drawn labs. My rotation partner and I completed drug information requests for each of these micronutrients and shared what information we could find with our preceptor. On rounds, we presented our findings and made a difference in patient care by adding vitamin A supplementation and creating a plan for continued lab monitoring.

After these findings, we decided to check another patient's micronutrient labs.

Surprisingly, we found similar results. With the guidance of Dr. Muzzy Williamson, we created an abstract reporting these results and submitted a student poster abstract to the ASHP Midyear Clinical Meeting. Our abstract was accepted, and we are completing a poster presentation with our results and what we know about these micronutrients in the neonatal population. I am so thankful to have a preceptor who encouraged us to go beyond simply interpreting a lab result. We were able to take it steps farther by researching what limited information was available on these micronutrient abnormalities and turning it into a poster presentation to share with others.

Larson H, Vettleson K, Mohamed M, Grindeland C, Muzzy Williamson JD. "Premature neonatal micronutrient abnormalities: a case series." Presented at: American Society of Health-System Pharmacists Midyear Clinical Meeting; December 10, 2019; Las Vegas, NV.

## Preceptor Development Opportunities: From the Schoolhouse CPE Series

Check out any of these current recordings from the NDSU faculty for 1-hour (0.1 CEU) of ACPE approved free CPE!

- Is it DILI? Evaluating Abnormal Liver Function Tests and Identifying Drug Induced Liver Injury (DILI): Available until 2/26/2020.
- Diabetes Medications: Update on Therapeutic Options: Available until 3/20/2020.
- Pharmacist Involvement in Transitions of Care: Available until 4/3/2020.
- NDSU Preceptor Development: Available until 5/15/2020.
- An Overview of Complementary and Alternative Medicine. Available until 10/4/2020.
- Probiotics in Pediatrics: Helpful, harmful, or a waste of money? Available until 11/15/2020.
- Decreasing Medication Burden in the Elderly. Available after 12/6/2019.

### How do I access this recorded activity?

1. Login to [www.CEImpact.com](http://www.CEImpact.com)
2. Click on My Profile
3. Enter your access code in the field Enter Partner Code and click APPLY. The code for this CPE series is: NDSUSCHOOL. If you have already entered this code in your profile, any new activities in this series will populate automatically when they become available.
4. Click CONFIRM at the bottom of the page and you will be registered.
5. The activity will now show in your profile.

### How do I submit my CPE?

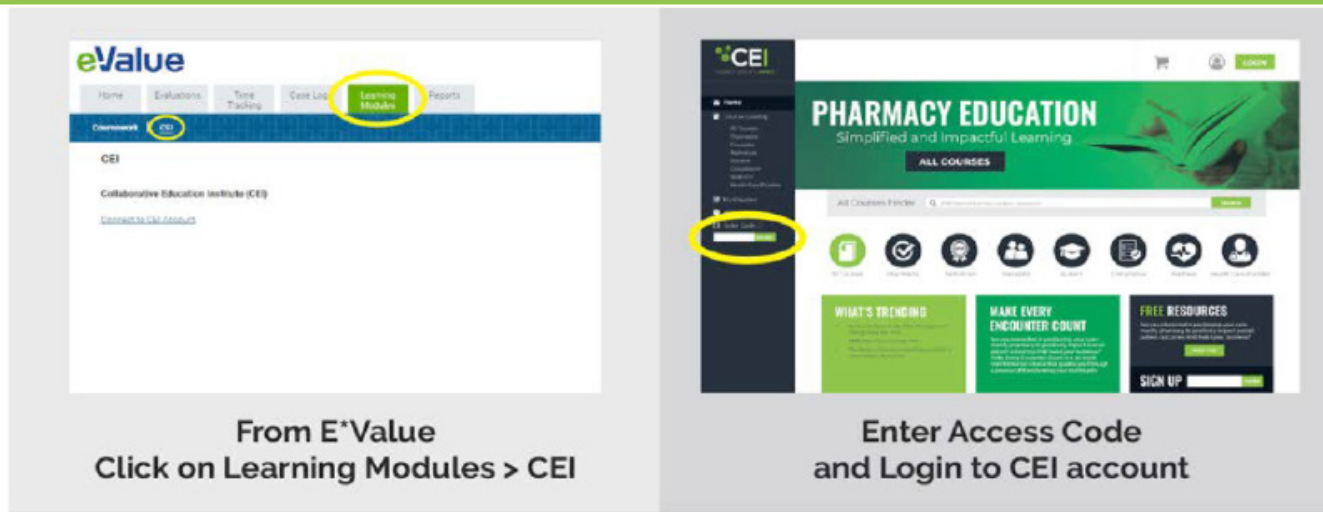
1. Login to [www.CEImpact.com](http://www.CEImpact.com)
2. Click on My Profile
3. Locate the activity title you wish to complete within your Profile and click on the Exam
4. Complete the Exam & Evaluation as prompted; click SUBMIT to send your information to CPE Monitor

CPE continued on next page

Questions? Contact the team at CEImpact by calling 515.270.8118 or [team@CEImpact.com](mailto:team@CEImpact.com).

## CEImpact CPE Opportunities

North Dakota State University Subscription Code: **NDSU19**



**From E\*Value**  
Click on Learning Modules > CEI

**Enter Access Code**  
and Login to CEI account

### Check out any of these recordings for free CPE!

- Managing Time as a Preceptor
- Crucial Conversations in Experiential Education
- Helping Your Students Get Ready for Interviews
- Topic Discussions to Promote Learner Growth
- Plus many more!

## Letters of Recommendation – Gender Bias

By Lisa Richter, PharmD, BCPS, BCCCP

Winter can be a busy time for preceptors writing letters of recommendation (LOR) for students applying for residencies and other positions. The American Association of Colleges of Pharmacy recently had an interesting post on their list-serve related to gender bias in LOR. The post described male candidates as more likely to have “outstanding”, “research” and “accomplishment” within their LOR and female candidates more likely to have words like “compassionate” and “training.”

Female and male LOR writers are both susceptible to this unconscious bias, but increased awareness is an important first step. Luckily, several resources were suggested to aid LOR writers. The first is a 1-page PDF with tips by the [University of Arizona Commission on the Status of Women](#) which can be useful to check out before writing your letter. After writing your letter, you can enter it into a [calculator](#) to help determine the percentage of gender bias.

Thank you to all of our preceptors for the time spent on helping students obtain post-graduate positions. We appreciate all that you do for our students!

## APPE Rotations: A Student's Perspective

By Ellie Tupper, NDSU PharmD Candidate 2020



When I chose my preferences for my final year rotations, they looked different than a lot of my classmates'. My rotation sites have taken me everywhere from the Indian Health Service in South Dakota to the American Pharmacists' Association in Washington, DC. I knew the chance to live somewhere new and try out a different realm of pharmacy practice every five weeks was an opportunity I had to take advantage of! I also knew this year would be unforgettable and I wanted to record my experiences so I could reflect back on this time when I'm a "real" pharmacist someday. I started a blog to keep my family and friends up-to-date with my rotation experiences and travels and to record some of the little moments that are shaping the pharmacist and person I am!

Check out my [blog](#) if you'd like to learn more about rotation experiences in unique practice settings. I'll give you a realtime peek into what it's like to be a student pharmacist on rotation!

## Preceptor FAQs: Winter Weather and Rotations

By Teri Undem, BS, RPh

I am sorry to say that winter is upon us. While I am sure we all enjoy the beauty of a snow covered landscape, treacherous winter driving is fun for no one!

Safety of the student is the priority, but at the same time, 200 hours per APPE rotation are also required. Students are instructed to follow the school closings in their area for guidance on attendance at rotations. For example, if a student is living in Fargo and commuting to Valley City, if NDSU or Valley City Public Schools close, the student can contact the preceptor about not making the commute. If a student is located in Ft. Myers, FL and NDSU closes due to inclement weather conditions, the student is expected to report to their rotation. If there is a hurricane in Ft. Myers and schools close but NDSU is open, the student can contact the preceptor about not reporting to the rotation. Ideally, weather-related issues are a two-way discussion between student and preceptor. In the end it is all about keeping students as safe as possible when traveling for rotations.

If a student does miss rotation hours due to inclement weather, the student is required to make up all missed hours, **even if NDSU is closed**. How these hours are made up is at the discretion of the preceptor. Some examples of ways to make up missed rotation hours are extended shifts, additional shifts, weekend hours and special projects.

If you have additional questions about inclement weather travel please contact the Experiential Education Office.

## 2020 Upcoming Events

**IPPE/APPE Rotation schedules for 2020-2021 available to preceptors**  
Late January

**Aldevron Grand Opening Ceremony**  
Spring 2020 (Date TBD)

**ACPE Accreditation Visit at NDSU**  
April 14-17

**North Dakota Annual Pharmacy Convention**  
Grand Hotel, Minot, ND  
April 23-26

**NDSU PharmD Hooding Ceremony**  
NDSU Reineke Fine Arts Center  
May 15

**NDSU Commencement Ceremonies**  
FargoDome  
10:00 am and 2:00 pm, May 16

**First day of APPE/IPPE 2020-2021 rotations**  
May 25 IPPE - Students must make up hours for Memorial Day  
May 26 APPE (P4s) -Excused on Memorial Day

**GIVING DAY**   
**DECEMBER 3, 2019**

Give at [NDSUGivingDay.com](https://NDSUGivingDay.com)

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