

# NDSU PHARMACY PRECEPTOR NEWSLETTER

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## THE MYSTERIES OF THE APPE MATCH

Have you ever wondered just how you end up with a rotation student? Or eight rotation students? Read on about this exciting process!

Each Fall, I meet with each student individually for about an hour. We discuss their career goals, how to achieve these goals and the rotation sites that will fit their career path appropriately. This is my absolute favorite part of the rotation planning process!

You are probably wondering how I know what to tell students about your rotation site. This information comes from visiting with preceptors, Larry's site visits, student reflections of rotations and site descriptions supplied for your rotation site. (We would love an updated site description for your site!) Late in the fall, we open up the Match process. Students then are able to start "ranking" their preferred sites. For each required rotation (Acute Care, Ambulatory Care, Community, Institutional, and Rural), pharmacy students are required to rank 10 choices in their order of preference. Students enter 15 preferences for elective rotations, of which they complete three.

This year's Match results were great! Eighty-two students times 8 rotations per student means there are 656 individual rotations. Of these, 84 percent of all rotations were a student's first or second choice and 91 percent were a student's first, second or third choice! Most third choices were in the elective category, which means that most students got their top picks for their three electives.

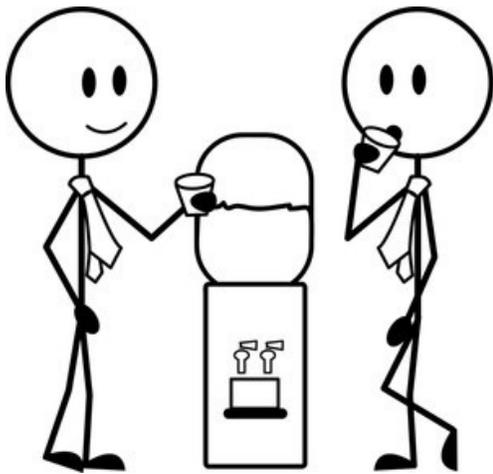
In order to maximize your chances of matching with students, consider opening all blocks for students. This allows the Match to optimize the student's top preferences. If you accept students from multiple schools, please consider dedicated blocks to avoid double booking. If housing is an option at your rotation site (free or not), please let us know. Students often have significant interest in a rotation site but are unable to locate a place to stay.

Thank you all for your support of our students and our program. You are instrumental in developing these student pharmacists into professionals that will make North Dakota proud.

Sincerely,

*Teri Udem*

**Teri Udem, R.Ph.**  
Director, Advanced Pharmacy Practice Experiences  
School of Pharmacy, College of Health Professions



## **NEWS FROM THE WATERCOOLER**

What is happening in the world of Experiential Education at NDSU?

### **NANCY NESSA RETIREMENT**

It was a sad day in the Experiential Education office on June 1, 2017. The Administrative Assistant for our office, Nancy Nessa, had her last day at work before starting on the next adventure in her life – retirement!

Nancy has been a part of our Experiential family over the past 7+ years and we, as well as the students, will miss her. We all wish her the best and happiness in her retirement.

### **JENNIFER SILVA'S ARRIVAL**

As we are sad to see Nancy retire, we are also very happy to have our new Administrative Assistant, Jennifer Silva, come on board in the office. Jen is very excited to join the NDSU Pharmacy Practice Experiential Education team! Her experience includes working as a pharmacy technician and most recently, she was involved in the area of human resources and recruiting.

She looks forward to supporting students and rotation sites to ensure the site onboarding and paperwork process is a smooth and seamless transition. When not in the office, Jen can be found enjoying one of her many hobbies which include: reading books, working on puzzles, acrylic and watercolor painting or embarking on a new adventure somewhere in the world - she has visited 10 countries so far!

### **CHANGES IN IPPE II STARTING SUMMER 2018**

Starting summer 2018, community pharmacy IPPE rotation time increases from 120 hours (3 weeks) to 160 hours (4 weeks) for NDSU professional year 2 students. The change enables NDSU to meet current ACPE accreditation standards.

### **CONTINUING PHARMACY EDUCATION AT NO COST TO NDSU PRECEPTORS!**

NDSU has partnered with The Collaborative Education Institute (CEI) to provide online preceptor and pharmacist continuing education (CE) credits for our active preceptors. NDSU preceptors now have access to over 50 hours of CE from which to choose.

Check out all the outstanding continuing education programs for you! You can access CEI through the E\*Value portal, so no need to remember another password!

## **MCPHERSON AND WERREMEYER NAMED PHARMACY PRECEPTORS OF THE YEAR**



*Amy Werremeyer, PharmD, BCPP*

Amy Werremeyer, associate professor of pharmacy practice in the NDSU School of Pharmacy, was named Pharmacy Teacher and Faculty Preceptor of the Year for 2017. Daniel McPherson, critical care pharmacist at CHI St. Alexius Health in Bismarck, North Dakota was named Adjunct Preceptor of the Year.

NDSU fourth-year pharmacy students on clinical rotations nominate and choose the award recipients for Preceptor of the Year.

Werremeyer's expertise includes patient education, medication experiences with psychotropic medications, PhotoVoice and psychopharmacology. She serves as associate professor of practice in the NDSU School of Pharmacy, as well as clinical specialist in psychiatry at Sanford Health. She received her bachelor's of science and doctor of pharmacy degrees from NDSU.

In the Preceptor of the Year nomination of Dr. Werremeyer, one student noted her teaching commitment.

"The amount I learned on this rotation, both relating to patient care and dealing with stress and loss was unreal," said the student. "I was able to learn just how impactful these diseases are on patients, family members, and the health care workers helping difficult patients."

The rotation experience with Werremeyer impacted students. "Psychiatry is definitely my strongest concept area because of this rotation," said one student.

Students also shared experiences in clinical rotations with Dr. Daniel McPherson who serves as critical care pharmacist/nutrition at CHI St. Alexius Health in Bismarck. McPherson received his doctor of pharmacy degree from the University of Nebraska Medical Center in Omaha and completed a two-year residency at the Albert B. Chandler Hospital at the University of Kentucky in Lexington.

McPherson embraces teaching future pharmacists. "He includes the student in every single aspect of his work," said one student.

"He forwards on any physician question he receives to you and has you follow up with the physician yourself. This gives you practice addressing these questions in a timely manner and interacting with other health care professionals," said another pharmacy student.

McPherson, who has served as a preceptor for much of his 30-year career, said it's a two-way street. "The students learn and I learn at the same time," he said, citing ongoing, rapid changes that occur in the pharmacy profession.



*Dr. Daniel McPherson*

He also wholeheartedly recommends being a preceptor to other pharmacists. "It's important to have good communication skills and understand where they are and try to get them though," said McPherson. "The key is seeking and providing information for improved patient care."

"Our partnerships with pharmacists from around the region are invaluable to prepare the next generation of pharmacists," said Charles D. Peterson, dean of the College of Health Professions at NDSU. "Preceptors are valued partners to deliver real life pharmacy practice experiences for students to become practice ready and team ready pharmacists."

For more information on how to become a pharmacy preceptor, visit [www.ndsu.edu/pharmacy](http://www.ndsu.edu/pharmacy) and click on Experiential Education.

## NEED SOME IDEAS???

As a preceptor for NDSU, you have many resources at your disposal to facilitate learning. Here are a couple of continuing education resources you can look at to get some ideas:



### **CEI Preceptor Education through E-value – Tailoring Your Teaching – Deliberate Practice in the Clinical Setting**

Lindsay Davis, PharmD, BCPS

*Universal Activity Number (UAN): 0107-0000-14-122-H04-P; 0.1 CEU/1.0 Hrs*

Pharmacy Preceptors Learning Objectives:

1. Identify critical thinking and self-awareness as key outcome of pharmacy experiential education
2. Examine the components of deliberate practice and its relevance to experiential pharmacy education
3. Describe teaching methods that can be utilized to promote habits of mind and development of critical thinking and self-awareness in the practice setting
4. Evaluate assessment methods that can showcase critical thinking and self-awareness as an outcome of experiential education

### **CEI Preceptor Education through E\*Value – What is this Wheel? Incorporating the Pharmacist' Patient Care Process into Experiential Rotations**

Keri Hager, PharmD, BCACP

*Universal Activity Number (UAN): 0107-0000-17-062-H04-P; 0.1 CEUs/1.0 Hr*

Pharmacy Preceptor Learning Objectives:

1. Describe the components of the Pharmacists Patient Care Process\* (PPCP) "wheel"
2. Communicate to students and peers why the PPCP is important in practice
3. Evaluate a clinical service or care model using PPCP components
4. Identify existing or create new learning opportunities for students to engage in the PPCP at their pharmacy practice experiences
5. Utilize the PPCP as a teaching tool during experiential rotations

### **CEI Preceptor Education through E-value – Fostering Interprofessional Education Opportunities for Your Students**

Ryan Jacobsen, PharmD, BCPS

*Universal Activity Number (UAN): 0107-0000-15-212-H04-P; 0.1 CEUs/1.0 Hrs*

Pharmacy Preceptor Learning Objectives:

1. Define interprofessional education and review the core competencies
2. Discuss examples of interprofessional learning opportunities that have been implemented
3. Identify strategies to integrate interprofessional concepts and activities into teaching and learning
4. Identify resources to further enhance interprofessional development and learning experiences

There are many other continuing education programs available to generate ideas and we are always happy to assist in the development of syllabi and new learning activities.

## **“THE STUDENT PERSPECTIVE”**

The Office of Pharmacy Experiential Education values the input and feedback from our students in creating an atmosphere of quality improvement. Here are some comments students have provided in their reflections from APPE and IPPE rotations that may help enhance your rotation site.

### **IPPE Institutional Rotations**

“The way my preceptor integrated all the other health professions in the hospital system into my rotation was amazing. I had not had much health systems experience prior to this rotation and now I feel incredibly confident and knowledgeable in my hospital system knowledge.”

### **IPPE Community Rotations**

“I think I hit the jackpot with this rotation. I'm only an introductory student on my second IPPE, but it's hard to imagine a site that cares more about their students. Everyone in the pharmacy goes out of their way to include me in interesting examples and teach me how to handle certain scenarios. I had to ask many questions when I first started, and they never grew tired of stepping aside to help me. My preceptor sat down with me after our last shift together and personally went over everything from the rotation to make sure I took the maximum amount from my experience. She also met with me at the halfway point to make sure we were on the right track, too. I spent days at three different pharmacies, and worked with two pharmacy managers. All my objectives were met to full satisfaction and exceeded expectations. It was truly a great place to work.”

### **APPE Institutional Rotations**

“I was given the opportunity to explore several areas of the hospital. I spent a day shadowing emergency medical services, I also went and shadowed a nurse in the infusion center administering chemotherapy to a patient and I went and met with a nurse utilization administrator that reviews if patients meet inpatient or observation criteria. Throughout the rotation I was also given a variety of different projects that allowed me to learn more about an institutional setting. This rotation site had many activities that we could accomplish during the rotation and it was very tailored to what the student is interested in. Having a tailored experience to what you are interested in as a student makes a more meaningful rotation.”

### **APPE Ambulatory Care**

“This rotation was able to meet all of my objectives and more. The medical facility is a very conducive atmosphere to learning. Every patient and employee that I had contact with was more than willing to be helpful and kind when I had questions or needed clarification. I really enjoyed being able to engage with pharmacy students from other schools as well as students in other career fields. For example, I really enjoyed being a part of the interdisciplinary simulation where nursing, pharmacy, and medical students worked together to solve an issue with a simulated patient case. I also thoroughly enjoyed being able to feel independent while determining recommendations for therapy before presenting my idea to my preceptor. This is a wonderful experience that I will never forget!”

### **APPE Acute Care Rotations**

“This rotation site is excellent. I was able to brush up on my clinical skills as well as work with several different preceptors throughout my five weeks. The knowledge I gained from each and every preceptor will definitely make me a better pharmacist. I appreciated the organization of this site, having a calendar to follow was helpful and the preceptor made sure I always knew exactly where I was going to be each and every day. I had many different clinical topics while on rotation which were extremely helpful. Each person at this location truly cared about student learning and took a huge part of their day to ensure this was happening. The projects allowed me to stay engaged and feedback was always given in a kind but meaningful way. I am grateful for such an awesome opportunity.”

“Overall this was a really great rotation. However, this rotation is challenging and you need to be really willing to put in your time in order to be successful. It's also an incredibly rewarding rotation and one that I feel I have learned so much from. I definitely gained experience and confidence rounding with a resident team. I also

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greatly increased my overall working pharmaceutical knowledge, being able to evaluate a patient's treatment and identify if there were any necessary interventions. This also increased my experience with antibiotic coverage, anticoagulation, and many other important drug therapies. I appreciated the topic discussions to review and increase my knowledge base. I also greatly appreciated the sheer amount of learning opportunities available on this rotation. I learned a lot from working up patient cases, but also there were many topic discussions, resident grand rounds, fellow student presentations, medical student presentations, and so many more opportunities to learn. So I feel I learned an incredible amount in my 5 weeks and I am very grateful for my acute care rotation experience. I thought my preceptor was great. He is incredibly intelligent and it was really great rounding with him, and comparing my interventions to his catches really opened my eyes and increased my awareness for future interventions."

### **APPE Community Advanced Rotations**

"This was a phenomenal rotation overall for any APPE student regardless of anticipated practice setting. The rotation provided a thorough overview of all important aspects of community pharmacy, including state and federal law, managerial responsibilities and expectations, general pharmacist responsibilities, OTC products and recommendations, clinical expertise, immunization administration and patient care and counseling. I was warmly welcomed by my preceptor and the entire pharmacy staff, was trusted to participate in and complete pharmacist tasks such as immunizations and audits, and always had a project to work on or clinical drug information question to research and respond to. I felt that I was an important member of the pharmacy team and truly appreciated being entrusted to provide clinical recommendations and counseling to patients independently. I felt supported throughout each project/task I worked on and was incredibly comfortable asking questions and running recommendations by my preceptor and the staff pharmacists at the pharmacy."

"I thought this was one of the most interactive and useful rotations that I have been on during pharmacy school. The preceptor was great by sitting down the first day and going over what she had planned for the rotation and what was involved in the daily activities in the pharmacy. She was also great at allowing me to follow her right away with administering flu vaccines and after I was comfortable, let me do all of the vaccines at the pharmacy for the rest of the rotation along with going on six flu clinics over the course of the rotation. She was also great at providing real-life examples of how to handle various situation that come up as a pharmacist and how she handles them on a daily basis. She was also great at helping improve my over-the-counter recommendation skills through various worksheets and resources during the rotation. I was also able to follow a Wellness pharmacist and see how MTM and various patient care projects are utilized in everyday pharmacy practice. Overall, I thought this was one of my most informational and educational rotations and provided me with many experiences that I will look back on in future pharmacy practice. I would highly recommend this rotation to any student in the future."

### **APPE Rural Rotations**

"Having experience in retail pharmacy prior to this rotation, I was nervous that I would not be kept busy or my learning would be limited. However, this rotation ended up being the opposite. If the daily pharmacy tasks were all caught up there was always something else I could be working on (double checks, MTM, projects, etc.). My preceptor and the other employees were always very willing to teach me how things were run at the pharmacy. This pharmacy has a very close relationship with the clinic in town so I was able to communicate with prominent healthcare providers in the area."

### **APPE Elective Rotations**

"The rotation provided many new opportunities throughout the five weeks. I was able to present on quality improvement measures based on anticoagulation data as well as a possible formulary replacement (paricalcitol vs. calcitriol) at P&T. I also was able to attend many CE presentations, morbidity and mortality presentations, and grand rounds to expand my clinical knowledge. I participated in MTM workup discussions with the other pharmacy students on rotation. I witnessed a baclofen pump refilling, and participated in a simulation with the other pharmacy students. Overall, this rotation provided many experiences that I would not have experienced in other healthcare settings."

## E\*Value Quick Tips

Viewing your 2017-2018 Rotation Schedule:

Click on Reports > Schedule Report > Set the 2017-2018 dates to  
Start Date: 05/15/2017 and End Date: 04/27/2018 > Click Next.

Do you want to contact your assigned student with further information  
about your rotation? Simply click on the student's name in your schedule  
and click on the student's email address.

