# NDSU PHARMACY
# PRECEPTOR NEWSLETTER

WINTER 2018

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## What is the Pharmacists' Patient Care Process?

The Pharmacists' Patient Care Process (PPCP) is high quality, effective and accessible health care for patients through a collaborative pharmacy practice team. Part of an effective PPCP is the formation of a pharmacist-patient relationship with effective communication throughout the process. This is enhanced through five technology systems that include all individuals involved in patient care.

The five systems include: collect, assess, plan, implement, and follow-up. The pharmacist will collect the appropriate subjective and objective information to understand the patient's medical history. The pharmacist will then assess the information they collected and analyze the patient's therapy in order to prioritize current problems to achieve optimal patient care. The pharmacist then develops a cost-effective and evidence-based plan in collaboration with other health care professionals and the patient. The plan is then implemented in collaboration with the other health care professionals and the patient. Lastly, the pharmacist will follow-up with the patient and assess the effectiveness of the plan that was implemented. The pharmacist will modify the plan as needed with the patient or caregiver in collaboration with the other healthcare professionals.

**How has the PPCP been incorporated into the curriculum at NDSU from a student's perspective?**

The PPCP has been incorporated into our didactic coursework at NDSU in a number of ways. We first learned about it when we started writing SOAP notes during our second year. This process is integral to being able to effectively practice writing SOAP notes and making sure medication regimens are optimal for patients. Our pharmacotherapy classes taught us how to incorporate the five systems of the process when formulating assessments and plans for medication management of different patient cases.

This process has been utilized in pharmacotherapy lab during the fall semester of P3 year. This prerequisite to capstone helps us practice working with guidelines and writing notes for a variety of patient cases across several disease states that we have learned about thus far. This process is incorporated into class every week.

*PPCP continued next page*

**Included in this issue**

Pharmacists' Patient Care Process

Meet Julie Brandon - New Experiential Education Administrative Assistant

New Evaluations – Entrustable Professional Activities (EPAs)

APPE Updates – Rotation 7, Case Logs

School of Pharmacy Updates – Early Admission Pathway

Practice Spotlight Fargo VA – Technology & Learning Pearls

Residency Spotlight – New Programs

Preceptor Pearl – Micromedex App

Preceptor FAQ – How do I see my evaluations?

Preceptor Development Opportunities: CEImpact, From the Schoolhouse, Pharmacist's Letter

Upcoming Events

*PPCP Continued*

Lastly, this process is incorporated into capstone during the spring semester of P3 year. This course encapsulates all the information students have learned over the first three years of school and incorporates this information into patient cases. Students collect necessary subjective and objective information from each weekly case. They also determine which lab values are appropriate or necessary to include based on the disease states being evaluated. They then assess the information that is given to determine medication appropriateness, effectiveness, and safety. The last step of the case is to develop a patient care plan for each problem and to include medication recommendations. In real patient scenarios, the plan would then be implemented for the patient. For a follow up, they would monitor and evaluate, including any labs that should be monitored with new medication therapy along with patient interviewing.

Read more about this process on the Joint Commission of Pharmacy Practitioners website.

Full PPCP article by:
Anna Insley & Leanne Saville
NDSU Pharm.D. Candidates 2020

## Meet Our New Team Member Julie Brandon!

We are excited to have Julie Brandon join our team as the Experiential Education Administrative Assistant. Julie grew up in Williston and spent 26 years in Montana.

She was most recently the Chief Deputy Clerk & Recorder for Butte-Silver Bow County, Montana, mainly handling voter registration and maintaining the statewide voter database for the County. Previous to that, she worked as an Administrative Assistant at Montana Tech in Butte. Julie's hobbies include: traveling, crafts, reading, outdoor activities, watching & participating in sports.

At NDSU, she assists the Directors of the Introductory and Advanced Pharmacy Practice Experiential programs and the Director of Experiential Outreach and Assessment in communicating with students and pharmacists, inputting data into E*value, maintaining spreadsheets for scheduling and training requirements and creating reports for assessment and quality assurance.

## Entrustable Professional Activities (EPA) Evaluations Live May 2019: Preview

Starting in May 2019, new, shorter APPE/IPPE evaluations will be launched (maximum of 15 questions). Evaluations will be scored on a level of entrustment (instead of average, above average, superior etc.) and customized based on rotation type (APPE/IPPE community, institutional, acute care, ambulatory care etc) - see abbreviated examples below. If you have any feedback on the new evaluations we are happy to receive your input!

### Levels of Entrustment

| |
|---|
| Level 1: I trust the learner with direct observation and instruction to complete this task or the learner did not demonstrate this task. |
| Level 2: I trust the learner to complete this task with assistance. The learner requires frequent correction or feedback. |
| Level 3: I trust the learner to complete this task. The learner requires limited correction or feedback. |
| Level 4: I trust the learner to complete this task. The learner is self-directed and seeks guidance as needed. |
| Level 5: I trust that the learner has mastered the ability to complete this task. The learner is able to teach and give meaningful feedback to other learners. |

### APPE Community EPA Example

| The student should perform all tasks at a level of entrustment of 3.<br><br>I trust the learner to complete this task.<br><br>The learner requires limited correction or feedback | Does not meet this level of entrustment | Meets or exceeds this level of entrustment |
|---|---|---|
| 1. Educate a patient regarding the appropriate use of a new medication, device to administer a medication, or self-monitoring test | | X |
| 2. Determine if a medication is contraindicated for a patient | | X |
| 3. Identify and manage drug interactions | | X |

### APPE Acute Care EPA Example

| The student should perform all tasks at a level of entrustment of 3.<br><br>I trust the learner to complete this task.<br><br>The learner requires limited correction or feedback | Does not meet this level of entrustment | Meets or exceeds this level of entrustment |
|---|---|---|
| 1. Contribute medication-related expertise to the team's work | X | |
| 2. Present a patient case to a colleague during a handoff or transition of care | | X |
| 3. Write a setting appropriate note that documents patient care activities | | X |

## APPE Updates

**Rotation 7:** Rotation 7 begins on Monday, January 14, 2019. Residency track students have been instructed to use rotation 7 as their off/flex block so they have time to prepare for and interview with potential residency programs. If your rotation student has recently decided to pursue a residency, they will need to use personal days and/or make up missed hours for residency activities. Students may use up to two personal days per rotation, at the preceptor's discretion. Any other time missed must be made up. If you need assistance with this, please contact our office.

**Case Logs:** Case logs are a data collection instrument used to document pharmacy student patient care activities. Accreditation standards state that students must have, in aggregate, a diverse experience in terms of disease states encountered, patient demographics and collaboration with other healthcare disciplines. Student Case logs should include these 3 items, as well as a brief note detailing the activity. While SOAP Notes are no longer required for portfolio entries, students have been instructed that preceptors will still expect them to write up site-appropriate SOAP Notes. Below is an example of an appropriately documented Case Log. Thank you for signing off on your student's case logs during the trial run of this process. Next year a signature will not be required.

| | |
|---|---|
| **Activity** * | Acute Care |
| **Site** * | NDSU - TBD |
| **Interprofessional Interaction** * | Anesthetist, Nurse, Physician, Other |
| **Interprofessional Interaction Other** | Social Work Student |
| **Patient Encounter Type** * | Real |
| **Gender** * | Female |
| **Patient Age** * | 11 - 18 yrs |
| **Ethnicity** * | Caucasian |
| **# Pts (For screening, Health Fairs only)** | |
| **Total # Meds Taken By Patient** | |
| **My Role** * | Performed |
| **Supervisor** | |
| **Notes** | I discussed with the surgery team which medications should be held before the patient had surgery. |

**DRPs and/or Diseases**

| Primacy | DRP | Your Role |
|---|---|---|
| 1 | 1.1 Unsafe for Patient | 1. Performed |
| 2 | 1.4 Drug Interaction | 1. Performed |
| 3 | Critically Ill Patient Disorders | 2. Assisted |
| 4 | Infectious Disease | 3. Observed |

**Interventions**

| Primacy | Intervention | Your Role |
|---|---|---|
| 1 | 7.2 DI Verbal Response | 1. Performed |
| 2 | 8.1 Prescriber Consult | 1. Performed |
| 3 | 9.0 Interprofessional Education | 2. Assisted |

## School of Pharmacy Updates: Early Admission Pathway

If you know high-achieving high school students who have an interest in pharmacy, a new pathway for such students is available at NDSU. High-achieving high school seniors can now be conditionally admitted into the NDSU Pharmacy Program directly out of high school.

Students will need to meet criteria to be eligible, such as GPA and standardized test scores. In addition, students still must meet all requirements of traditional applicants to be formally and unconditionally accepted into the professional program, including interview, Pharmacy College Admission Test (PCAT) and college GPA requirements. The new program allows students to complete all pre-professional requirements in two years instead of three years.

Students also will access a special curriculum that provides more effective integration into pharmacy. For example, they will take English for Pharmacists class instead of General English. Spots still will be available for traditional/transfer admissions to the program. The new plan is projected as cost neutral or cost saving for the majority of students in this track.  Please refer interested students to apply to NDSU, indicating pre-pharmacy as a major and apply through the NDSU early admissions pathway in PharmDirect. The admissions committee will review their applications and contact them if accepted.

## Practice Spotlight: Fargo VA

Thanks to the Fargo VA preceptor and residency team for sharing these resources! Currrent preceptors, consider exploring one of these resources with your next student or ask them to show you!

OneNote
- Used to collect frequently accessed documents, links, and notes.
- The advantage is that a OneNote file can provide singular location for useful files and a OneNote file can be transferred from computer to computer within a facility instead of storing separate files locally on your primary computer.
- OneNote files can have shared access and editing and could be a good place to share information with students and fellow coworkers/preceptors.

Podcasts
- Many free apps available for disseminating information that is useful and easily digested.
- Pharmacy Joe – The elective rotation: mostly critical care information, however, sometimes provides more general information useful to students on rotation, new pharmacists, and residents.
- NEJM – periodically releasing a quick synopsis of recently published studies

Read QXMD
- Website and mobile app that allows the user to collect journal articles from user selected/preferred journals.
- Good for exploring recent articles as well as coming up with journal club topics.
- BONUS: students can link their NDSU login credentials to the app to get full article access.

YouTube, Khan Academy
- Videos that help orient or reorient learners to topics.
- Psychopharmacology Institute:
  https://psychopharmacologyinstitute.com/
  https://www.youtube.com/channel/UCiLds24PUY3XBikuAegoN4A
- Videos and slides for visual learners. Can be especially useful for psychiatry topics.

Sketchy Medicine/Sketchy Pharm
- Relatively novel way of orienting/reorienting learners to topics. Incorporating visual sketches with commentary in lessons to improve information retention. May not be for all learners but likely worth a try.

Reddit
- Commentary threads for pharmacists helping pharmacists. Links to useful information are often provided.

## Residency Spotlight: New programs

Thank you to all of our preceptors who are busy writing letters of recommendation for NDSU students this time of year! Some new residency programs in our area to be aware of include:

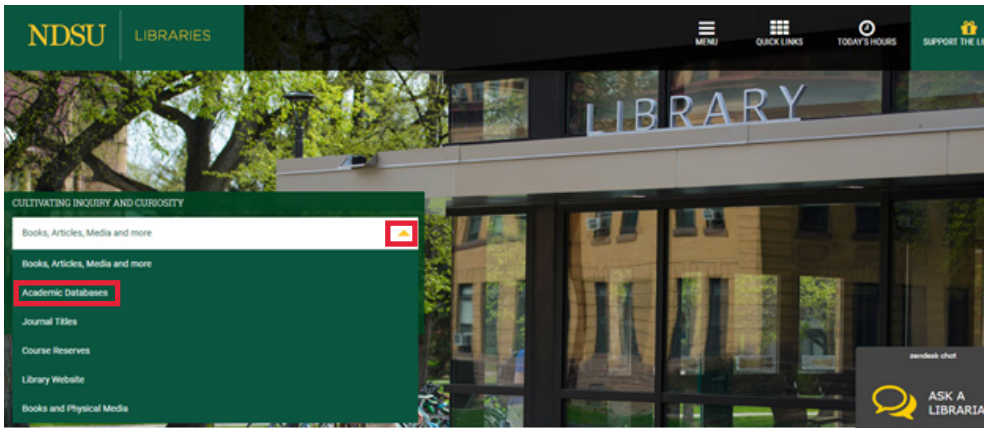
CHI St. Alexius Mandan PGY1 Community Pharmacy Residency
Quentin N. Burdick Memorial Health Care Facility Belcourt (IHS) PGY1 Pharmacy Residency
Sanford Medical Center Fargo PGY1 Ambulatory Care Pharmacy Residency
Sanford Medical Center Fargo PGY2 Critical Care Pharmacy Residency

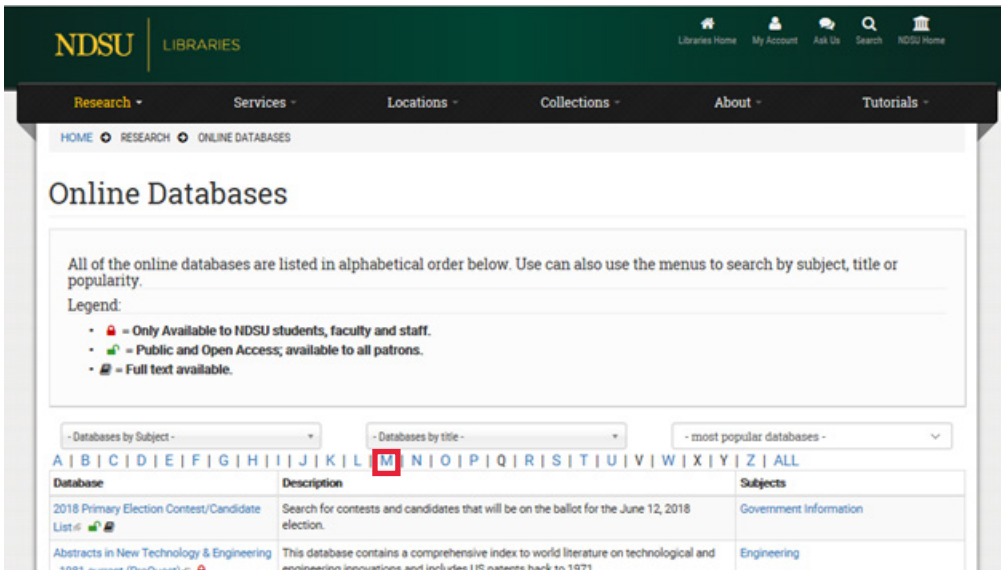
We are excited about the opportunities for layered learning at these sites and appreciate the commitment to all levels of learners!

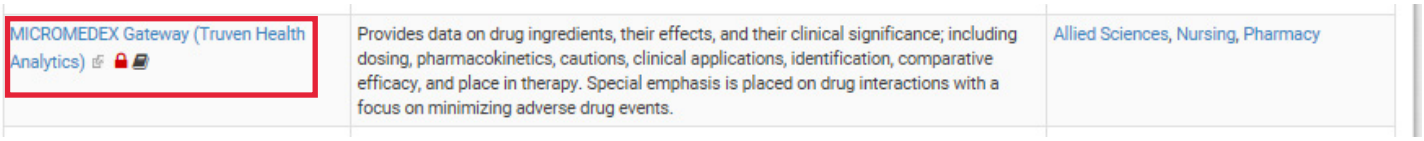
## Preceptor Pearl

Thanks Debra McPherson, CHI St. Alexius, for sharing the suggestion of how to put the Micromedex app on your phone for free.

1. Go to the NDSU Library homepage and select academic databases
2. Select M – find Micromedex (contact Mark Lofgren if need help with library login credentials)



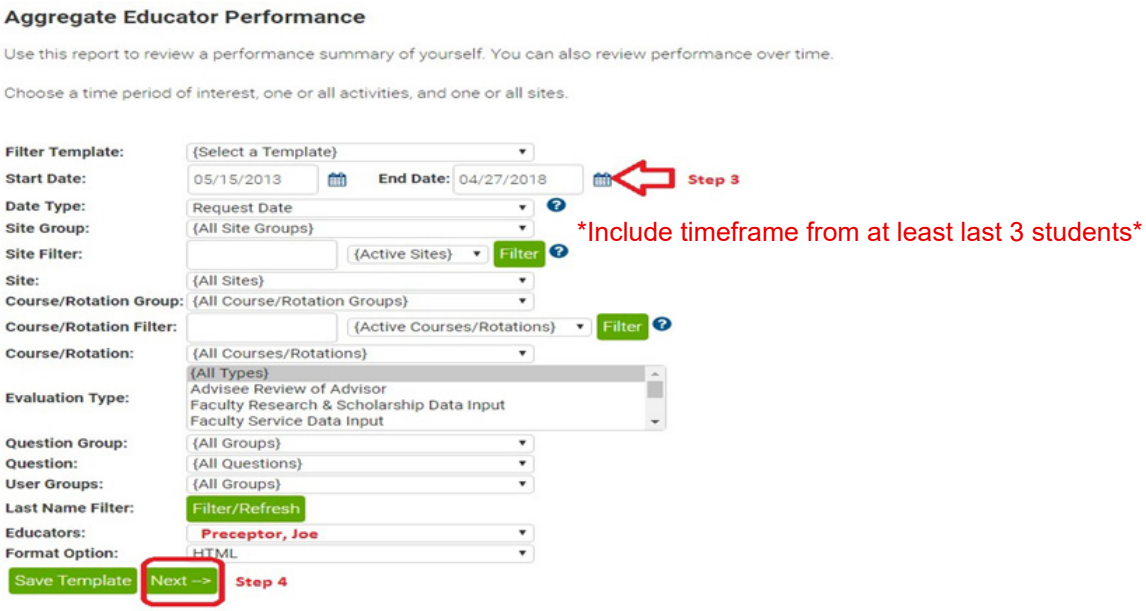




3. In Micromedex go to the Download Center in the upper-right corner and follow the instructions based on your type of device.

## Preceptor FAQ

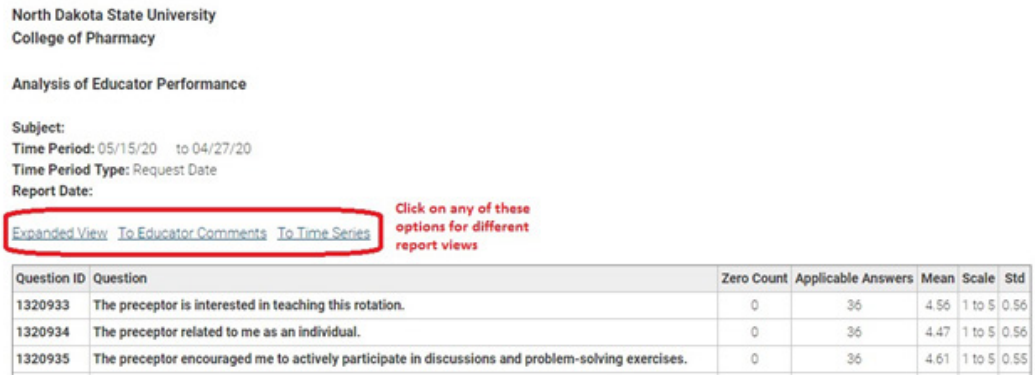
How do I see evaluations students have completed about me?

**Viewing Educator Performance After 3 Required Student Rotations in E*value:**
Step 1: Click on gray "Reports" tab on top bar of E*value
Step 2: Click "Aggregate Educator Performance"
Step 3: Set the **Start** and **End** Dates that correspond with when you had student rotations
***This must be far enough back to see evaluations from **3 students** to maintain anonymity otherwise the system will give you an error***




*FAQ Continued*

Step 4: Click “Next”
Step 5: Click on any of the underlined options for different report views.

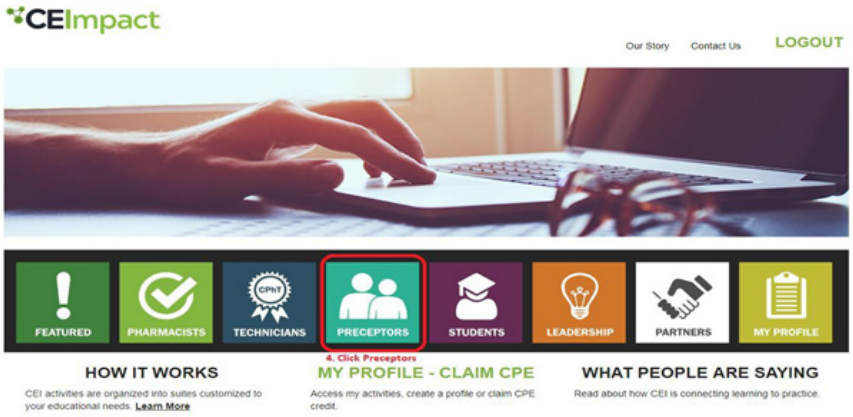



| Question ID | Question | Zero Count | Applicable Answers | Mean | Scale | Std |
|---|---|---|---|---|---|---|
| 1320933 | The preceptor is interested in teaching this rotation. | 0 | 36 | 4.56 | 1 to 5 | 0.56 |
| 1320934 | The preceptor related to me as an individual. | 0 | 36 | 4.47 | 1 to 5 | 0.56 |
| 1320935 | The preceptor encouraged me to actively participate in discussions and problem-solving exercises. | 0 | 36 | 4.61 | 1 to 5 | 0.55 |

## Preceptor Development Opportunities

Pharmacist Patient Care Process and Other CE opportunities:

Step 1: Log in to **E*Value**
Step 2: Click gray “Learning Modules” tab at the top
Step 3: Click the white "CEI" link on the blue bar directly underneath the Learning Modules tab-then "Connect to CEI Account" and click "here"



**Teaching and Learning**

- Crucial Conversations in Experiential Education
- Entrustable Professional Activities for Experiential Education (NEW)
- Fostering Interprofessional Educational Opportunities for Your Students
- Generational Shift: Why We should Modify our Instructional Strategies for the Next generation of Pharmacists
- Giving Effective Feedback: Beyond “Great Job”
- Helping Your Students Get Ready for Interviews
- How to Evaluate a C
- Interprofessional Education/Practice: Preparing Ourselves and Our Students to be “Team-Ready”
- It’s a Match: Customizing Your Teaching to Your Student’s Personality and Learning Style
- Migraines: Teaching Student Tips to Navigate Treatment
- Preceptor Self-Assessment: Jump Start Continuing Professional Development
- Tools to Facilitate Student Success with Your Learning Experience
- Topic Discussions to Promote Learner Growth
- What is this Wheel? Incorporating the Pharmacists’ Patient Care Process into Experiential Rotations

Step 4: Click on the desired topic and "Register Here" and use the Access Code NDSU18 for free CE!

## Pharmacist’s Letter Changes

Pharmacist’s Letter is now TRC Healthcare. To register for your free account with access to the Pharmacist's Letter and Pharmacist's Letter Journal Club please go to:
http://info.therapeuticresearch.com/pharmacists-letter-journal-club-application

## From the Schoolhouse CE Series

Join us (see upcoming events) in Sudro Room 211 at NDSU or Computer: https://join.nd.gov/1674083 (Chrome recommended)
Phone: 701 328 7950, collaboration code: 302879#

Current recordings include:
**Pediatrics and IV Lipid Emulsions: Exploring Novelty**
*Julia Muzzy Williamson, PharmD, BCPPS, CNSC*
*NDSU Assistant Professor of Practice*

**Update on Osteoporosis**
*Don Miller, PharmD, FASHP, NDSU Professor*

How do I access this recorded activity?
(Available about 1-2 weeks after live event. Will be available for one year)

1. Log on to 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 CE 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.

*Schoolhouse CE continued next page*

## 2019 Upcoming Events

**IPPE/APPE Rotation schedules for 2019-2020 available to preceptors**
Late January

**From the Schoolhouse CE Series: Drug Induced Liver Injury**
*Amber Slevin, PharmD, BCACP*
*NDSU Assistant Professor of Practice*
12:00 - 1:00 pm, February 6

**From the Schoolhouse CE Series: Update on Diabetes**
*Natasha Petry, PharmD, BCACP*
*NDSU Assistant Professor of Practice*
12:00 - 1:00 pm, March 20

**From the Schoolhouse CE Series: Transitions of Care**
*Mark Dewey, PharmD, BCGP, FASCP*
*NDSU Associate Professor of Practice*
12:00 - 1:00 pm, April 3

**North Dakota Annual Pharmacy Convention**
Radisson Hotel, Bismarck, ND
April 5-7

**NDSU Pharmacy Hooding Ceremony**
Reineke Fine Arts Center, NDSU
10:00 am, May 10

**NDSU Commencement Ceremonies**
FargoDome
10:00 am and 2:00pm, May 11

**From the Schoolhouse CE Series: Preceptor Development**
*Lisa Richter, PharmD, BPCS, BCCCP*
*NDSU Director of Experiential Outreach and Assessment/Assistant Professor*
12:00 - 1:00 pm, May 15

**First day of APPE/IPPE 2019-2020 rotations**
May 20

*Schoolhouse CE continued*

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?
(For both the live or recorded versions)
1. Logon to 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

Questions? Contact team at CEI by calling 515.270.8118 or team@CEImpact.com.

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