

# PRECEPTOR NEWSLETTER

NDSU SCHOOL OF PHARMACY

DECEMBER 2022



## Tools Available to Help Recruit Future Pharmacists

By Carol Renner, Marketing/Communication Lead NDSU College of Health Professions

NDSU School of Pharmacy students and faculty are helping to spread the word about the many different options available for careers in the pharmacy profession. Faculty and students are participating in career exploration opportunities with high school students in the region. Hands-on tools also are available for NDSU pharmacy alumni and preceptors who speak at Career Days in their local schools or at other venues to promote pharmacy as a career.

In the School of Pharmacy, faculty members facilitate events at area high schools for on-campus career preview days, during Discover NDSU Days and other events held on campus and in the community. In addition, hands-on activities in the NDPhA Concept Pharmacy on campus have been developed for groups of high school and middle school students who visit NDSU's Aldevron Tower.

*continued on next page*

## Included in this issue

- Tools Available to Help Recruit Future Pharmacists
- Diversity, Equity, and Inclusion (DEI) Education for Preceptors
- Lab Experience Prior to Community IPPE rotations
- 1815 APPE Student Rotations
- Generational Differences
- Rotation Management System Updates
- Precepting the Challenging Student
- CAP Center Updates
- We're Hiring!
- Preceptor Development Opportunities – CEImpact
- Residency Stats
- Upcoming Events

### Recruiting Tools continued



A team led by co-directors of recruitment Dr. Jeanne Frenzel and Dr. Lisa Richter in the School of Pharmacy created tools that also could be used by NDSU alumni and preceptors who want to share information with high school students in their communities about pharmacy as a career.

Tools available include:

- Digital booklet that highlights students, alumni, and student organizations of the NDSU pharmacy program. The digital file is available by contacting the School of Pharmacy.
- PowerPoint presentation covering Why Choose Pharmacy at NDSU?
- Pharmacy Escape Room trunk with activity guide and the material needed to compound a nonprescription scented lotion with students, available for check-out
- A downloadable guide to the NDSU School of Pharmacy Early Admission Pathway
- Fact sheet listing more than 100 careers in pharmacy
- Link to YouTube playlist with NDSU Pharmacy videos at <https://bit.ly/3Cdi7L2>

Faculty and students are visiting area high schools during the 2022-23 school year to discuss with students how a pharmacy career may be the right fit for them. For information about NDSU Pharmacy recruitment materials, contact [Jeanne.Frenzel@ndsu.edu](mailto:Jeanne.Frenzel@ndsu.edu) or [Lisa.Richter.1@ndsu.edu](mailto:Lisa.Richter.1@ndsu.edu)

## Diversity, Equity, and Inclusion (DEI) Education for Preceptors

By Emily Lothspeich, PharmD, Class of 2022

On the 2020 American Association of Colleges of Pharmacy (AACP) preceptor survey, only 68.1% of NDSU preceptors reported they knew how to use college/school policies dealing with harassment and discrimination compared to 81.3% of preceptors nationally. To increase knowledge on this topic, the NDSU Experiential Education Office created a preceptor development on “Incorporating Diversity, Equity, and Inclusion (DEI) into Healthcare” to provide resources for preceptors.

Diversity, equity and inclusion are different, but intertwined. Diversity acknowledges the differences within a healthcare team related to race, gender, age, sexual orientation, and others. Equity ensures that each member of the team has access to what they need for the same level of success as their coworker. Inclusion works to ensure employees of all backgrounds are participants in the decision-making process.

To incorporate DEI into a student’s rotation, the preceptor may lead a discussion on the major patient populations served, such as Native Americans or those below the poverty threshold. Patient demographics can largely impact their view on health, thus changing how a student may approach MTM visits or immunizations. If you are unsure what disparities the patients’ you serve face, allow your student to create a health screening fair and analyze what outcomes they find.



Emily Lothspeich PharmD, Class of 2022

### What should I do if my student is discriminated against or harassed by a patient or coworker?

- Report the incident to the Experiential Education Office APPE Director, Teri.Undem@ndsu.edu or IPPE Director, Rebecca.Brynjulson@ndsu.edu and/or Senior Associate Dean, Daniel.Friesner@ndsu.edu.
- Ensure the student’s safety and the Experiential Education Office will make accommodations if the student is not willing or comfortable returning to the site.
- In extreme cases of safety concern for the student, contact Emily.Frazier@ndsu.edu in the NDSU Dean of Students Office.
- If due to being a member of a protected class, students may file a complaint with the NDSU Equity Office.

### What should I do if my student is discriminating against or harassing a patient or coworker?

- Discuss the situation with the student as soon as possible.
- Follow rotation site policy and immediately notify the Experiential Education Office and/or Senior Associate Dean.
- Students are expected to comply with NDSU harassment and discrimination policies, even when off campus.

### Resources

<b>Continuing education</b>	ACPE Diversity, Equity, and Inclusion
<b>NDSU resources</b>	NDSU President’s Council for DEI Discrimination, harassment, retaliation (NDSU policy section 156) Equal opportunity and non-discrimination (NDSU policy section 100)
<b>TED webinars</b>	TED: ideas worth spreading

## What have community IPPE students learned in lab prior to rotations?

By Cassidy Coleman, Class of 2023

After NDSU pharmacy students finish their first year of professional school, they begin their introductory pharmacy practice experience (IPPE) in a community pharmacy setting. The pharmacy practice laboratory faculty delivers a course curriculum to equip students with a vast array of learning opportunities to prepare them for participation in prescription processing, dispensing, non-sterile compounding, consultation, and quality assurance.

Pharmacy Practice Laboratory I (PHRM 351L), which takes place during the spring semester of P1 year, prepares students for dispensing and consultation by simulating real-world experiences. Students practice replicating community pharmacy workflow through adding new patients to the pharmacy system (PioneerRx), collecting and inputting insurance information, screening patient allergies, and selecting the correct medication and package size using NDC numbers. They also practice calculating days supply by utilizing Latin abbreviations and equivalency conversions. Additionally, students have weekly exposure and application of OBRA '90 allowing for repetition in using open-ended questions to counsel their patients. PHRM 351L focuses on proper techniques in using inhalers, eye drops, ear drops, nasal sprays, suppositories, topicals, patches, and vaginal products. Students gain experience in counseling patients on commonly used medications in an outpatient setting such as antidepressants and antibiotics to adequately prepare them to jump in and counsel at their IPPE site.

Additionally, first-year students receive five weeks of non-sterile compounding content to gain experience with ointment and suspension preparations. During this time they review USP 795 and are familiarized with best practices in compounding. Students learn about solubilizing and levigating agents, beyond-use dating, ointment base and suspension properties and usages. They can apply this information during lab as they practice following a master formulation record by demonstrating product and equipment selection, calculations, accurate weighing and measuring, geometric dilution, filling out the compounding record, and assessing the product for quality control. Students also learn how to appropriately counsel on non-sterile compounded preparations.



P1 students receive additional real-world experiences through a phone call simulation, OTC product selection, and Third-Party Payer lab simulations. Students engage in a simulation to practice telephone call communications techniques with providers, patients, and other members of the healthcare team. The OTC simulation teaches interview framework through the mnemonics QuEST and SCHOLAR-MAC to assess the patient situation and establish whether they are a self-care candidate in addition to collecting objective information for proper product selection and follow-up. The Third-Party Payer simulation supplies information regarding formularies, step therapy, and prior authorizations to prepare students for issues they may run into with insurance. This simulation also facilitates experiences with claim adjudication and insurance overrides to mimic community practice.

Quality assurance is a huge focus for pharmacy students. P1 students practice prescription transcription and contacting providers with recommendations to enhance their interprofessional communication skills. Students verify filled prescriptions for their peers through electronic order verification within PioneerRx. These learning opportunities help with professional development and understanding of community pharmacy practice. Overall, students receive hands-on experiences that they can continue to build upon during their community practice IPPE rotation.

## 1815 APPE Student Rotations

By Cassidy Coleman, Class of 2023

The 1815 rotation was implemented in 2020 and has had approximately 65 North Dakota State University APPE rotations completed through the end of the 2022-2023 academic year. This rotation is sponsored by a grant through the CDC with the goal of Improving the Health of Americans Through Prevention and Management of Diabetes, Heart Disease and Stroke Grant. Rural community pharmacies were the target for these rotation sites if they had access to student housing and were eager to try new and innovative initiatives. The preceptor had to be willing to complete specific 1815 preceptor training. Pharmacy students submitted an application to apply for the 1815 rotation to ensure they are highly-motivated to advance the profession of pharmacy and enable pharmacists to provide disease state management, especially in rural North Dakota. Students completed training and orientation on diabetes, pre-diabetes, hypertension, and motivational interviewing techniques prior to starting the rotation. The fourth-year pharmacy students who completed this rotation earned a scholarship for their efforts to help offset the cost of living and traveling.



Cassidy Coleman, Class of 2023

APPE students have been working to expand the quantity and quality of diabetes and heart disease services in rural community pharmacies across the state. The rotation is student-driven with pharmacy students trying to attain weekly targets by providing: five immunization screenings and deliveries, five prediabetes screenings with one referral to the National Diabetes Prevention Program, two diabetes interventions, five hypertension interventions, one self-measured blood pressure (SMBP) loaner cuff consultation, two SMBP trainings, five patient or provider follow-ups, and four medication therapy management (MTM) workups with two for each hypertension and diabetes. Students had access to a virtual binder through the ND Department of Health website which provided them with rotation information, patient education materials, and tools to promote patient interest.

If your student has previously completed an 1815 rotation, they can be a huge asset at your rotation site, especially if you are looking to implement some of these clinical services. Students with 1815 rotation experience should be able to easily facilitate these clinical services, although all APPE students, regardless of completion of an 1815 rotation, should be encouraged to provide clinical services and improve upon communication skills, motivational interviewing, and advancement of pharmacy-provided services. Students who apply to residency programs who have completed an 1815 rotation have completed additional training and have been responsible for direct patient care initiatives listed above.

## Generational Differences in Learning

By Callie Grosz, Class of 2023

To effectively precept students, it is important to understand how different generations of students learn best and how to play to their strengths while on rotation. Recognizing how different generations thrive in school or the workplace can help everyone feel valued and successful in their work. For further reading check out: Burnworth MJ, Pettinger TK, Medina MS, Niemczyk M. Preceptor tips for navigating generational differences with introductory and advanced pharmacy practice experience students. *Pharm Pract (Granada)*. 2020 Oct-Dec;18(4):2176.



Callie Grosz, Class of 2023

### Generation X (1965-1980):

- Effective teaching methods include open discussions and the teach-back method
- Strengths: problem solving, prioritization of day-to-day tasks, and communication

*Generational Differences continued on next page*

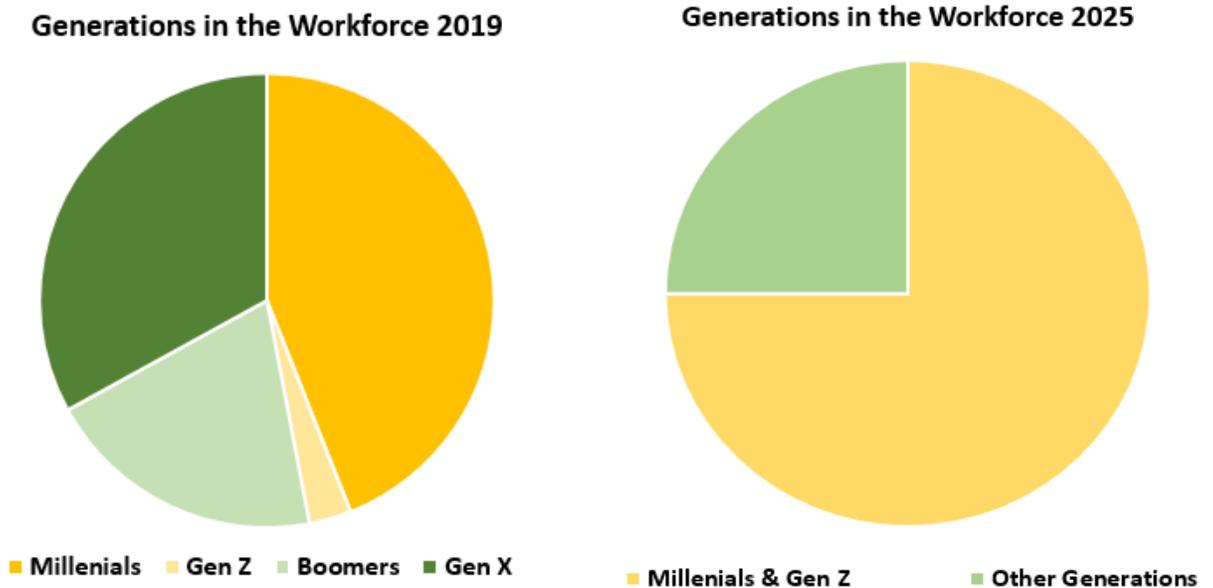
- When looking for project ideas, they would likely excel in leading a topic discussion about a new study you found interesting. Another way to play to their strengths would be to give them a problem to solve, such as a part of the workflow that isn't quite working well anymore.

**Millennials (1981-1996):**

- Effective teaching methods include using interactive apps or websites as well as utilizing YouTube videos
- Strengths: independent yet still enjoy group work and being able to be creative in their thought processes
- When looking for project ideas, allowing them to market to people their age can be a win-win. Millennials are creative and enjoy working in teams to make the workplace a better place.

**Generation Z (1997-2012):**

- Effective teaching methods include using self-paced learning as well as short-form media such as TikTok
- Strengths: utilizing technology to its full potential, multi-tasking, as well as having passion for what they pursue
- When looking for project ideas, it is a good idea to utilize their tech-savviness. For example, you could have the student create short how-to videos for other students or new employees. Since Gen Z likes to work at their own pace, it could be beneficial to give them all assignments up front for them to feel in charge of their own learning pace.



Charts adapted from: <https://executivegrowthalliance.com/are-you-ready-for-the-new-generations-in-the-workforce>

## Rotation Management System Changes

A task force conducted a thorough review of our current rotation management system (eValue) vs. other systems currently on the market (CORE). Main advantages of converting to the CORE system included: improved system support, a library of how-to videos, high number of pharmacy school users which was deemed important with upcoming ACPE accreditation standards updates, intuitive menus for users and significant cost savings compared to the current system. Schedules for 2023-2024 will still be released to preceptors in eValue in late January. Conversion to the new system will happen with 2023-2024 rotations and additional information is now available for preceptors! ([ELMS Videos and Resources](#))

# Precepting the Challenging Student – Dress Code

By Teri Udem, MS, RPh

“I can’t believe my student showed up wearing (fill in the blank)/looking like that!”

My first pharmacist position had a strict dress code. Black pants, black, polishable shoes and of course, the requisite white smock and name tag. The only room for personal expression was with the shirt. The only rule with the shirt; no cleavage.

Dress code expectations have evolved from the 1990s, but there are still expectations for appropriate attire for pharmacists and pharmacy students. Recently, the School of Pharmacy has updated the Lab and Experiential Dress Code. It can be found below.

As a preceptor, your site may have different expectations of appropriate dress and those should take priority over the NDSU School of Pharmacy Dress Code. I encourage preceptors to give a heads up to students about dress code expectations when they respond to the student’s ‘Introduction’ email. Clear communication with the student should help to avoid situations involving inappropriate dress.

However, if there is clear communication and the student still presents in inappropriate dress, as the preceptor, you may choose to send the student home to change or contact the school for assistance.

We are happy to answer any questions you may have at any time!

## Purpose

This dress code outlines the minimal acceptable standard for dress and appearance expected and required of all students within pharmacy practice laboratories, IPPE, APPE, and outreach activities. Experiential education sites and outreach activities may modify the dress codes to be consistent with the work and public contact specific to them.

If for religious, cultural, or medical reasons there is a need to deviate from the dress code, the student must discuss accommodations with pharmacy practice laboratory faculty or experiential director. Written documentation may be required. When a student’s dress does not comply with the established standard a pharmacy practice laboratory faculty, experiential education preceptor, or outreach activity coordinator will take appropriate action.

## Name Tags and Lab Coats

Lab coats must be clean and pressed. Name tags and lab coats must be worn during pharmacy practice laboratories, experiential education experiences, and outreach activities or when officially representing the College of Health Professions.

## Appropriate Attire

All clothing should be clean, in good repair, pressed, and fit properly. The coordinator for a pharmacy skill laboratory course or a pharmacy practice experience preceptor may require relaxed attire specific to a course, learning activity, or practice environment.

## Appropriate business casual attire includes:

- Button-up dress shirt, short or long sleeved, open-collar or optional tie, or polo shirt without logo. A logo affiliated with NDSU is acceptable
- Blouse or knit shirt
  - Sleeveless and cap sleeved blouses must have shoulder straps a minimum of 3” wide
  - Necklines should provide coverage and not expose the chest when bending forward

*Dress Code continued next page*

### *Dress Code continued*

- Slacks or khakis mid-calf or longer
- Dress or skirt no shorter than 3 inches above the knee

### **Footwear**

Shoes must be closed-toed, in good repair, clean, and professional in appearance.

### **Appearance**

- Jewelry may be worn, provided it does not interfere with the work being performed. Jewelry may not be worn when sterile compounding for infection control purposes
- Visible tattoos are permitted. If a tattoo conveys violence, profanity, or sexually explicit content it must be covered

### **Grooming and Hygiene**

- Hair should be clean and well groomed
  - If preparing compounded sterile or nonsterile preparations hair longer than shoulder length must be secured
- Beards, mustaches, and sideburns should be clean and well groomed
- Cosmetics should be worn in moderation
- Fingernails must be clean and neatly trimmed
  - Nail polish is to be intact with no chipping. Artificial fingernails, tips, wraps, fillers, and nail polish are not allowed when sterile compounding for infection control purposes
- Body odor, from any cause, should not create distractions
- Perfumes, colognes, or heavy fragrances are not allowed

### **Inappropriate Attire**

The following attire is not permitted in the pharmacy practice laboratories, experiential education, or outreach sites:

- T-shirts
- Clothing more appropriate for sports, lounge, or social wear
- Sheer or revealing clothing
- Off the shoulder tops, tank tops with shoulder straps less than 3 inches wide, halter tops
- Mini-skirts, dresses or skirts with high slits
- Athletic pants, jogger pants, carpenter pants, or cargo pants
- Leggings may not be worn unless underneath a skirt or dress of appropriate length
- Denim jeans or any pants resembling jeans, regardless of color of fabric
- Head gear including hats, baseball caps, stocking hats, sweatbands, and bandannas
- Sunglasses or dark glasses indoors, unless medically necessary
- Open-toed shoes, sandals, flip-flops, or Crocs



# Center for Collaboration & Advancement in Pharmacy (CAP) Center Updates

By Lisa Nagel, PharmD

The Center for Collaboration and Advancement in Pharmacy continues to grow in 2022! With the support of student pharmacists and pharmacy professionals like you, several additional projects started throughout the year. These range from vaccine champions, prescription abandonment and adherence, tobacco cessation, point of care testing, immunization support, geriatric support, antimicrobial stewardship and continued ONE Program and opioid stewardship. We appreciate working with many pharmacy preceptors on projects. Team members from the CAP Center share their expertise on the projects from inception to completion, providing support during the process utilizing the 4 Core Principles: Education & Training, Programs & implementation, Coaching & Support, and Data & Outcomes. If you are interested in being involved in pilots or projects with the CAP Center, please contact us at: [NDSU.CAPCenter@ndsu.edu](mailto:NDSU.CAPCenter@ndsu.edu).

## We're Hiring!

The Office of Experiential Education (OEE in the Department of Pharmacy Practice at NDSU is hiring an Administrative Assistant. The purpose of this position is to provide administrative support to the OEE. Responsibilities include assisting the Experiential Directors in serving as a primary contact to address inquiries from the OEE, pharmacy faculty, preceptors and students, and others regarding technical support related to the Rotation Management System (RMS). Additionally, the position will include administrative support duties, management of experiential site affiliation agreements, assistance with data collection and review for pharmacy accreditation purposes, and assisting with site requirements and onboarding for students' experiential rotations. NDSU offers a comprehensive benefits package which includes single or family health insurance coverage with **premiums paid for by the university** –Other benefits include, wellness benefits, basic life insurance, retirement plan, **tuition waiver (for employees and reduced price for spouse/partner/dependents)**, annual leave, EAP, sick leave and holiday pay. Experience as a **licensed pharmacy technician is a preferred qualification**. Hours are Mon.-Fri. 8am-5pm with some opportunities for remote work. Please pass along to anyone who may be interested and encourage them to **apply here!**

## Select CEImpact Offerings

- A Preceptor's Guide to Handling Microaggressions (45min)
- Empagliflozin to Treat Heart Failure with Preserved Ejection Fraction (Journal Club – 1hr)
- Managing Time as a Preceptor (1hr)
- Topic Discussions to Promote Learner Growth (1hr)
- Helping Your Students Get Ready for Interviews (1hr)
- Integrating Students to Enhance Pharmacy Services (30 min podcast)

North Dakota State University Subscription Code: 22NDSU



From E\*Value  
Click on Learning Modules > CEI



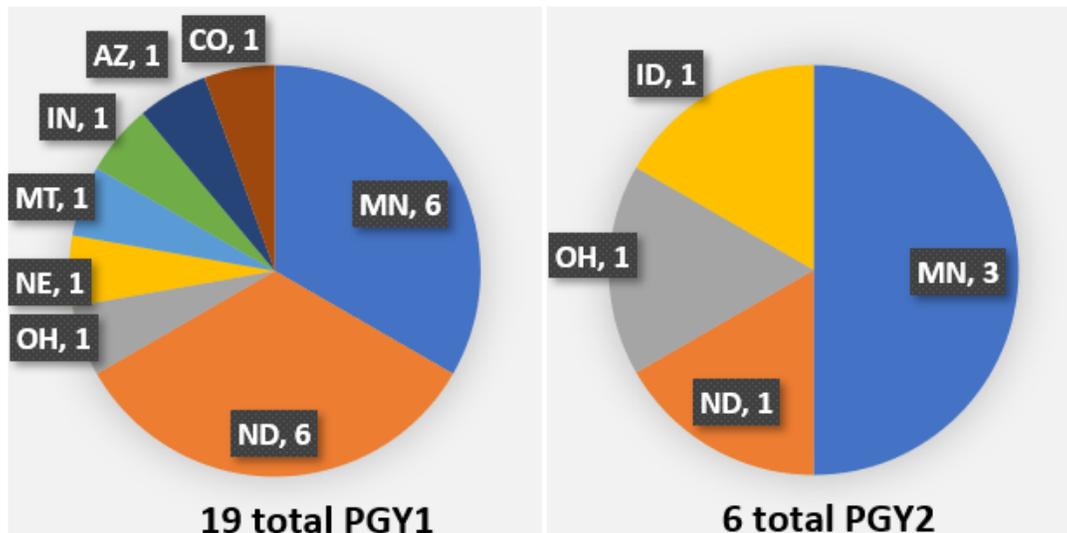
Login to CEI account  
and Enter Access Code



Click on the Pharmacist and/or Preceptor Catalog. Courses available to you will be listed as NO COST within those libraries. Sort Courses by Categories.

## Residency Stats Overview

Congratulations to the 19 NDSU graduates who are currently completing a PGY1 residency! NDSU Experiential Education extends a thank you to the many dedicated preceptors who helped prepare them, reviewed CVs, wrote letters of recommendation and encouraged them in their journey!



Additionally, we are excited to report six NDSU alumni are currently completing PGY2 programs. The PGY2 programs are in ND (critical care), MN (internal medicine, critical care, pediatrics), ID (emergency medicine) and OH (psychiatry).

## Upcoming Events

**IPPE/APPE 2023-2024 rotation schedule available in Evalve to preceptors**  
Late January/Early February 2023

**NDSU Spring Commencement Ceremonies**  
May 13, 2023 FargoDome

**North Dakota Annual Pharmacy Convention**  
April 20-22, 2023 - Sleep Inn, Minot, ND

**First Day of APPE/IPPE 2022-2023 Rotations**  
May 22, 2023



**Rebecca Brynjulson, PharmD, BCACP**  
Director of IPPE and Assistant Professor of Practice  
701.231.7477



**Teri Udem, MS, RPh**  
Director of APPE  
701.231.6578



**Lisa Richter, PharmD, BCPS, BCCCP**  
Director of Experiential Outreach & Assessment and Associate Professor of Practice  
701.231.5178



**Jane Dickerson**  
Experiential Assistant  
701.231.5576

*NDSU does not discriminate in its programs and activities on the basis of age, color, gender expression/identity, genetic information, marital status, national origin, participation in lawful off-campus activity, physical or mental disability, pregnancy, public assistance status, race, religion, sex, sexual orientation, spousal relationship to current employee, or veteran status, as applicable. Direct inquiries to: Vice Provost, Title IX/ADA Coordinator, Old Main 201, 701-231-7708, ndsu.eoaa@ndsu.edu.*