

# PRECEPTOR NEWSLETTER

NDSU SCHOOL OF PHARMACY

DECEMBER 2024



## Greetings from the Dean of the College of Health and Human Sciences (CHHS)

**By Dean Theresa Conner, PT, PhD, MBA**

I hope that you are enjoying the transition to winter and the holiday season. You are part of a historic pharmacy program that has been in existence for over 100 years. Since joining the College of Health and Human Sciences in late June, I have had the pleasure of meeting dedicated and engaged NDSU pharmacy faculty, staff, students, alumni, and clinical partners.

I have also had the opportunity to meet with the executive director of the North Dakota Board of Pharmacy and the executive vice president of the North Dakota Pharmacists Association. Both of these individuals were present at the North Dakota Pharmacists Opportunities Night along with alumni and clinical partners. Many students were recently recognized during our scholarship recognition ceremony. The CHHS awarded over \$900,000 in scholarships. We also recognized our legacy donors with one School of Pharmacy donor, North Dakota Rexall Club, providing support for 30 continuous years. Two other donors have provided over twenty years of continuous support. Thank you again to all of our generous donors.

This fall we held our Pharmacy National Advisory Board meeting. Contemporary issues in the pharmacy profession were discussed including the shortage of pharmacists and the increased number of applications submitted in the PharmCAS system. Applications are up 18% this year in PharmCAS.

NDSU faculty are busy serving on professional boards. Dr. Amy Werremeyer is serving as the 2024-2025 president of the North Dakota Pharmacists Association. Pharmaceutical Sciences faculty members, Drs. Kristine Steffen and Buddhadev Layek, were recognized as being among the top 2% of scientists in the world in their fields. The School of Pharmacy is also ranked #20 nationally in total NIH funding per funded investigator and number 33 in total NIH funding awarded (\$7.5 million). Please join me in congratulating the faculty.

Congruent with our land grant mission, we will be engaged in service to North Dakotans through a “Day of Service with the Dean”. The CHHS ambassadors are coordinating these opportunities and others. Please join us in service to our community. The ambassadors are led by Rylie Johnson, who serves as the president of the CHHS ambassadors.

In closing, we are excited about the future. Our students are bright and motivated. The faculty are working hard to deliver a world class educational experience and our alumni and clinical partners are providing strong support to the program. We thank you for all of your contributions to our student’s education. I invite you to stop by and to introduce yourself.

## Included in this issue

- Greetings From the Dean
- MPJE Pre-Graduation Pilot Program
- IPPE Rotation Changes and Activities
- Precepting for the Non-Preceptor
- Navigating Difficult Conversations with Learners
- Precepting the Challenging Student – Illegal Activity
- CAP Center Updates
- What Students Want
- Preceptor Development Opportunities – CEImpact
- Residency Stats
- Upcoming Events

### MPJE Pre-Graduation Pilot Program

By Senior Associate Dean for Pharmacy Mike Kelsch, PharmD, BCPS

The North Dakota Board of Pharmacy along with the National Association of Boards of Pharmacy (NABP) and the NDSU School of Pharmacy Dean's Office have collaborated on a Pilot program which allows NDSU Pharmacy students to take the North Dakota Multistate Pharmacy Jurisprudence Exam (MPJE) during their P4 rotation year. This allows the current NDSU P4s the (optional) opportunity to complete the ND MPJE prior to graduation in May of 2025 on their path to licensure in North Dakota. It is important to note, during this Pilot program, that students are allowed one attempt only for the ND MPJE and they will not have the opportunity to take other states' MPJE exams. If they are unsuccessful, they will need to wait until after graduation to take the ND MPJE again.

During the 2024-2025 academic year, NABP is offering this Pilot program to NDSU pharmacy students for the ND MPJE, and students enrolled in pharmacy schools in Wisconsin for the Wisconsin MPJE. NABP is currently exploring the feasibility of offering, and expanding, this pre-graduation MPJE opportunity beyond this year.

### IPPE Rotation Changes and Activities

By Logan Ziegler, Class of 2025, MBA

#### Background

The Accreditation Council for Pharmacy Education (ACPE) first introduced Introductory Pharmacy Practice Experiences (IPPEs) into the pharmacy curriculum in 2007. ACPE released new accreditation standards that go into effect on July 1, 2025. One new standard that will affect NDSU experiential education will be that simulation hours will no longer count towards the required IPPE hours. NDSU previously used 20 simulation hours to count towards the 300 required IPPE hours. However, this is no longer be allowed after July 1, 2025.

#### Updates to NDSU IPPE curriculum

NDSU will be making updates to their IPPE curriculum to stay in compliance with the new ACPE standards. NDSU has elected to add an additional week to the institutional IPPE so both community and institutional IPPE will now be four week block experiences. In addition to this change, IPPE students will no longer be required to make up the hours missed from Memorial Day and the Fourth of July. NDSU will change the institutional IPPE rotation blocks offered from three blocks to two blocks. This may impact the amount of students that a site will be able to take during the summer.

#### New Student Activities

Due to the updated standards and curriculum, institutional IPPE preceptors will now have extra time with their students. This may lead preceptors to explore possible activities that IPPE students can participate in. One activity suggestion is allowing students to shadow an area of interest in the institutional setting. This could involve shadowing a critical care pharmacist, infectious disease pharmacist, or an oncology pharmacist.



*Changes and Activities continued on next page*

Another possible activity that students could participate in is medication reconciliations. Teaching IPPE students how to conduct a medication reconciliation would be very beneficial for their future Advanced Pharmacy Practice Experiences (APPEs). Presenting a patient case is another activity that will help students on future APPEs. Introducing students to various institutional protocols, vancomycin, heparin, and warfarin dosing adjustments and antimicrobial stewardship will also help them in their future endeavors.

We thank our IPPE preceptors for all of their work with our students. If you have any additional questions or need any support please don't hesitate to contact the NDSU Experiential Education office.

## **Precepting for the Non-Preceptor**

**By Logan Ziegler, Class of 2025, MBA**

Every year fourth year pharmacy students at NDSU are required to complete 1600 hours of Advanced Pharmacy Practice Experiences (APPEs). These APPEs take place in community pharmacies, hospitals, clinics, long-term care facilities, and many others. Pharmacists that are responsible for students are known as preceptors.

A preceptor teaches and guides students throughout their rotation to help them become exceptional future pharmacists. Many preceptors cannot be with their students 100 percent of the time due to scheduling, paternity leave, vacation, or other circumstances. In these cases, the student will typically work with other pharmacists or health care professionals that are not the preceptor of record. The non-preceptor may not have been given adequate instruction on how to precept these students. Below are some suggestions for the non-preceptor who may find themselves in this situation.

### **Feedback**

Feedback is essential for students to grow their knowledge and abilities to become exceptional pharmacists in the future. If there is one recommendation to give non-preceptors and even preceptors, it would be to give your students feedback each time you work with them. For example, after counseling a patient, giving the student positive feedback will help the student grow more throughout the rotation. Giving students feedback frequently allows them to adjust how they are doing certain tasks/activities as well as maintain those tasks/activities they are performing well in. Constructive feedback should be given in areas that the student may need improvement on. Offering ways to improve is helpful to students and will allow them to take the next step in becoming a better pharmacist. Feedback will allow more opportunities for the student to grow during the rotation.

Passing along feedback to the student's preceptor is also important. APPE preceptors are responsible for filling out a midpoint and final evaluation of their student. Giving feedback to the student's preceptor will allow them to write and discuss these evaluations accurately and give the student suggestions/recommendations on areas the student was proficient in and areas where the student may need improvement. These evaluations should be seen as documentation of information that has already been discussed with the student, so the student is not caught off-guard.

### **Student Learning Objectives/Interests**

All NDSU pharmacy students are required to have learning objectives for each of their rotations. Asking students about their goals/learning objectives for their current rotation can help the non-preceptor centralize their focus to topics that will help the student achieve their goals. An example of this would be a targeted topic discussion about electrolyte replacement for students interested in acute care/institutional pharmacy.

Another helpful way to interact and learn more about students is by asking the student about their professional interests. This can lead to discussion about why they are interested in a certain field of pharmacy and the

*Precepting for Non-Preceptor continued on next page*

non-preceptor can discuss certain topics that may help the student in the future. For example, a student may have an interest in ambulatory care pharmacy but is currently on an acute care/institutional rotation. As a non-preceptor, you can ask the student to review anticoagulation medications or ask them to dose warfarin for patients throughout the day.

### **Student Experience**

Asking about a student's prior work experience and current site-specific training is also very beneficial. It can give you insight to what a student has been exposed to as well as what they are qualified to do. Many times, the last thing students want to do is shadow a pharmacist all day. APPE rotations are essential for students to get valuable experience performing different tasks in various pharmacy settings that they may be required to do in the future. The more experience you can give your students, the better future pharmacists they will become.

### **Interested in Becoming a Preceptor for NDSU Students?**

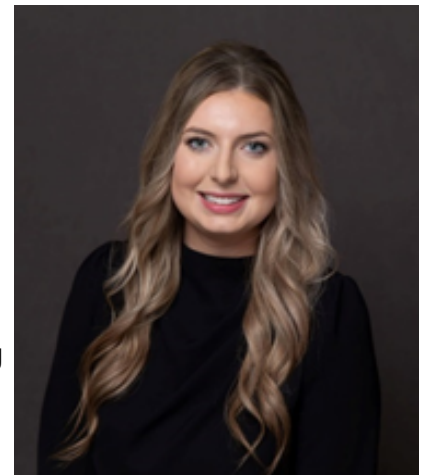
Being an NDSU preceptor comes with some great benefits. You will gain access to NDSU electronic library services. Additionally, you will gain access to online preceptor training and ACPE accredited continuing pharmacy education through The Collaborative Education Institute (CEI) and NDSU webinars. You will gain the title of "Adjunct Faculty" member in the NDSU School of Pharmacy and have the opportunity to positively impact future pharmacists and the profession.

For more information, visit the NDSU School of Pharmacy website linked below and fill out the [Experiential Education New Preceptor Form](#). A member of the Experiential Education office will be in contact with you soon after the form is completed.

## **Navigating Difficult Conversations with Learners**

**By Makenna Hesch, Class of 2025**

Difficult conversations between pharmacy preceptors and learners are inevitable and can be challenging, especially when differing opinions, strong emotions, or high stakes are involved. These conversations often arise during situations such as providing constructive feedback, addressing performance concerns, or discussing issues related to incompetence, disrespect, or mistakes.<sup>1</sup> According to a study by Kendrick et al., 60 percent of pharmacy preceptors and 75 percent of learners reported experiencing conflict in their interactions. Preceptors identified several common causes of conflict, including professionalism, knowledge, communication, personal issues, and punctuality. Learners reported differences in teaching and learning preferences as well as misunderstandings about expectations as sources of conflict.<sup>2</sup>



While it may be uncomfortable to engage in difficult conversations, avoiding them can strain relationships and leave issues unaddressed, which could potentially impact patient care or the outcome of the rotation. It was noted by Kendrick et al. that the majority of preceptors and learners felt that conflict negatively affected their relationship. Additionally, 92% of learners indicated conflict negatively impacted their performance, while 32% of preceptors reported it affected their willingness to continue precepting. These findings demonstrate the importance of addressing conflict through difficult conversations. Resolving these issues can lead to better outcomes, as 69% of preceptors and 50% of learners agreed that they felt comfortable working together after a conflict was resolved.<sup>2</sup>

Before participating in a difficult conversation, it's crucial to recognize and manage your own emotions. Understanding your feelings can help you anticipate vulnerabilities and respond more effectively. In addition,

*Navigating continued on next page*

identifying what you hope to achieve from the conversation ahead of time will allow you to focus on the issue. Consider rehearsing these types of conversations with a peer to prepare. Use general phrases to guide the discussion, such as asking if you're understanding the issue correctly or for their opinion rather than scripting. Additionally, use softer language to help keep the conversation respectful and open.

During the conversation, be honest and objective while providing specific examples to illustrate your point. Instead of simply stating a problem, explain how alternative behaviors could result in better outcomes and provide guidance on how this can be achieved going forward. To ensure the conversation is constructive, find a shared goal, such as improving patient care or supporting the learner's professional development. This can help keep the discussion on track and prevent it from developing into a personal conflict. It's also important to consider the learner's perspective. Try to understand their reasoning or thought process behind their actions, and ask open-ended questions about their rationale to prevent assumptions. Demonstrating empathy, rather than judgment, can help create a more supportive conversation.

As the conversation progresses, pay attention to nonverbal cues and the overall tone in the room. This can indicate when the conversation is becoming heated or involves a sensitive topic. Watch for signs of frustration or discomfort such as raised voice, eye rolling, or clenched jaws. If you notice these behaviors, take a step back to refocus on the facts. If needed, postpone the conversation until you can maintain a calm, professional demeanor.<sup>1</sup> Conclude the conversation by developing a plan. Determine who is responsible for what actions, create deadlines, and schedule a meeting for follow up. If discipline is necessary, consider your organization's and/or pharmacy school's policies and reach out to the Experiential Education Directors with any concerns.

While difficult conversations can be challenging, practicing and approaching them thoughtfully can not only help resolve issues but also promote a positive learning environment and enhance patient care.

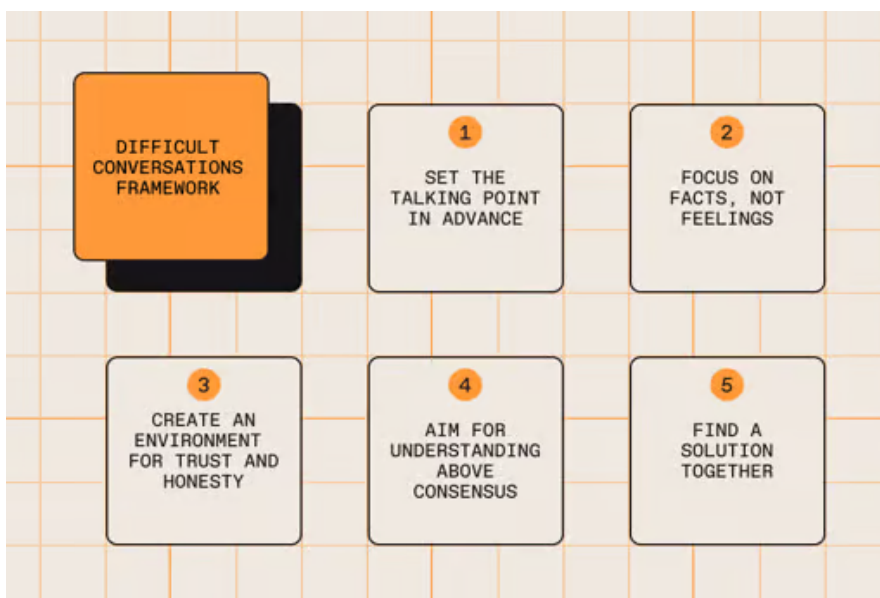
### References:

1. Priftanji D, Hill JD, Ashby DM. Managing difficult conversations. *Am J Health Syst Pharm.* 2020;77(21):1723-1726. doi:10.1093/ajhp/zxaa149
2. Kendrick J, Beauchesne A, Lee YV, Corrigan S, Carr R. Conflict between Pharmacy Preceptors and Pharmacy Learners in Experiential Education. *Can J Hosp Pharm.* 2021;74(1):36-42.
3. Davis S. Conversations That Count: Achieving Organizational Success Through Crucial Conversations and Crucial Confrontations. 2018 National Pharmacy Preceptors Conference; Houston, TX.

### Helpful Resources

1. [Poor conversation example](#)
2. [Good conversation example](#)
3. [Constructive feedback examples](#)

Image from: Step-by-step guide to managing difficult conversations at work. Workleap. 2024. <https://workleap.com/blog/difficult-conversations-at-work/>



## Precepting the Challenging Student – Illegal Activity

By APPE Director Teri Udem, MS, RPh

“I can’t believe my student broke the law!”

Thankfully, this does not happen often! If it does happen on your rotation, the answer to this challenging student scenario is simple and straightforward. Send the student home for the day and tell them someone will contact them after you call the Experiential Office. Then call the Experiential Office. We will discuss the situation with you and jointly determine one of the following paths forward:

**Additional training.** The student may need additional training if the action was based on insufficient knowledge. Depending on the situation, you, as the preceptor, may choose to deliver the training without dismissing the student for the day.

**Removal from the rotation.** If a student’s action is egregious (theft, drug use, etc), the student can be removed from the rotation site. In this situation, once a student is sent home for the day and the preceptor and Experiential Office have discussed, the Experiential Office will manage the rest of the process in conjunction with the Dean’s Office.

The Experiential Office is here to support you in whatever way we can. We are happy to discuss any situation that arises with a student. We recommend early interventions (including calling the Experiential Office) whenever possible. All calls to the Experiential Office are considered confidential, so if you have questions, please contact us. We are happy to help!

I would also like to thank you for your investment in our students. Sometimes, students do not make the best choices, and during these times, your input and influence are especially impactful for their professional development.

Wishing you a wonderful holiday season!

## 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 2024! With the support of student pharmacists and pharmacy professionals like you, several additional projects started throughout the year. These range from increasing community pharmacy immunizations, vaccines for children, prescription abandonment and adherence, tobacco cessation, point of care testing, 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).

## Preceptors: What Students Want

By APPE Director Teri Udem, MS, RPh

Do you remember when you were a student? Do you remember your preceptors? I do. When I was a pharmacy student, we completed three 6-week rotations: 1 hospital, 1 community, and 1 elective. I don't like to think about how long ago that was (1992!!), but I can remember each of my preceptors as if I were on rotation with them just yesterday. At this time of the year, I think about them fairly frequently as I meet individually with P3s to plan their APPE year.

When we talk about rotation sites, what do you think the most common question I get asked is? Hands down winner is "Is he/she a good preceptor?" So, in the eyes of a P3, what makes a 'good' preceptor? You might be surprised! Please, read on!

In no particular order, students love it when...

1. ..preceptors share their rationale for decision-making. Especially when a preceptor doesn't know an answer; how does the preceptor go about finding the answer? All new APPE students worry that they don't know enough to be on rotations. It is encouraging to students when a preceptor tells a student that they aren't sure about something.
2. ..preceptors encourage critical thinking. Even though they worry about not knowing enough, APPE students want to learn as much as they can on rotation. They don't want to be 'told' an answer, but at the same time, they fear being wrong in front of a preceptor, rounding team, or patient.
3. ..preceptors give them responsibility for meaningful projects. Students really love this. I read about them in many reflections. They often want more guidance when a project starts so they start in the right direction. Sometimes, more guidance may be appropriate, but sometimes, figuring it out independently benefits the learning process.
4. ..preceptors provide clear expectations. I read about this one in reflections a lot as well. If you have certain expectations of students, that's great! Please discuss them with students before they have the opportunity to disappoint you.
5. ..preceptors treat them as a future colleague.
6. ..preceptors share why they are passionate about the profession.
7. ..preceptors provide tips and tricks for literally anything. Most students have (and are encouraged to have) a little notebook in their pocket. When a preceptor says something meaningful, shares a resource, etc., you can bet that, at some point, the student will write it down for future reference.
8. ..preceptors provide meaningful, constructive feedback in a gentle but firm manner. Students don't know what they don't know. Helping them grow is so important, but we all know it can be less than fun to give negative feedback. NDSU has good resources to help give/receive feedback. We are happy to share.

As a preceptor, you are what students want to become. Your words, actions, and deeds matter greatly to them, like a coach with an athlete. Preceptors make lifelong impacts on students (and memories!).

If you precept, THANK YOU for your investment in students! You are helping to guide the profession into the future. If you have never precepted but feel you would be a 'good' preceptor, I'd love to visit with you!


Happy Holidays!

## Select Free CEImpact Offerings


- Biostatistics Refresher- Great for upcoming Board Certification Exams or Journal Club Facilitation! (1hr)
- Precept2Practice: Innovative Approaches to Student-Led Services (30 min podcast)
- Precept2Practice: Words Matter: Fostering Respect and Avoiding Stigma (45 min podcast)
- Incorporating Artificial Intelligence into Pharmacy Education: A Byte-Sized Approach (1hr)
- Precept2Practice: Integrating Social Determinants of Health into Experiential Education (30 min podcast)
- Weight Loss with Semaglutide - An Easy STEP? (1 hr journal club)

Find these and many more free topics using the steps below!

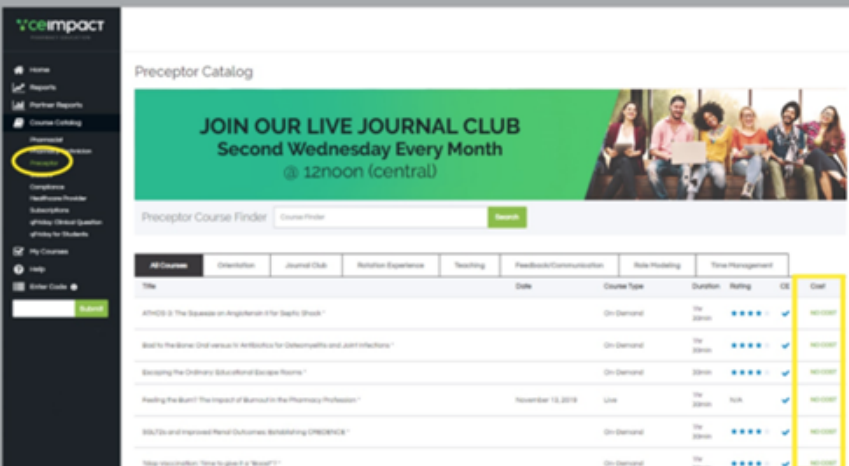
**Your Access Code: NDSU24**



**From CORE ELMS**  
Click on External Resources > CEI



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

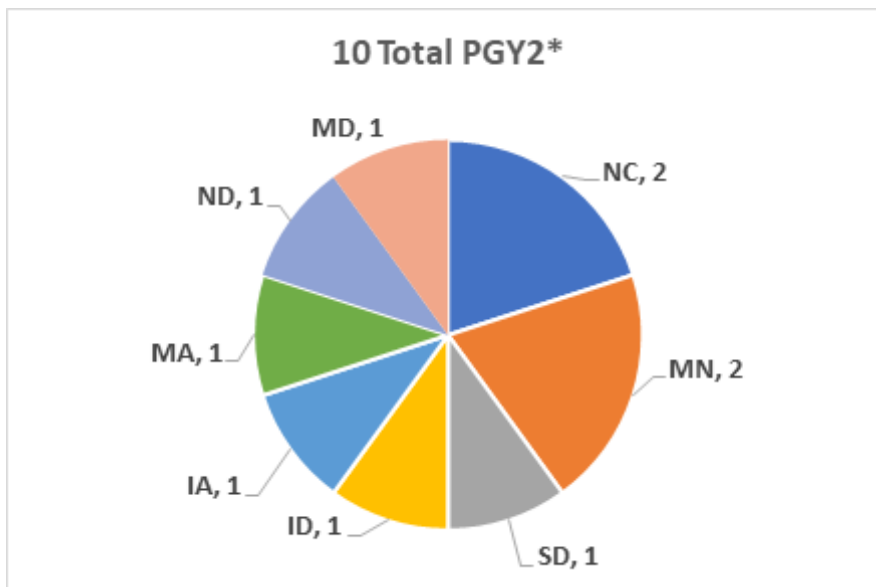
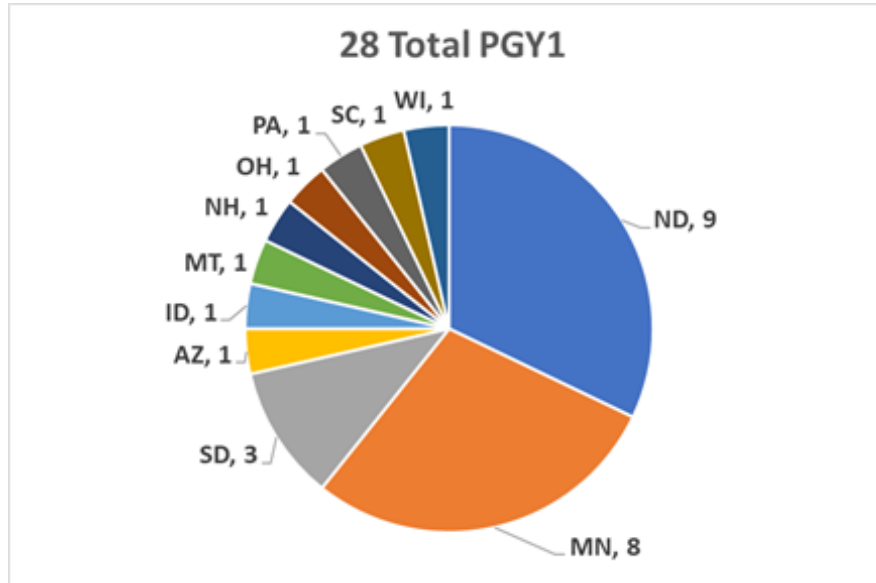


**Click on the Preceptor Catalog. Courses available to you will be listed as NO COST. Sort Courses by Categories.**



## Residency Stats Overview

Congratulations to the 28 NDSU graduates who are currently completing a PGY1 residency! NDSU had an 88% match rate, compared to 81% nationally. We would like to extend 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 a record high of ten NDSU alumni are currently completing PGY2 programs, including two outside of the match process. Thank you to all of our preceptors for their support in this process.

## Upcoming Events

**IPPE/APPE 2025-2026 rotation schedule available in CORE to preceptors**  
Late January/Early February 2025

**NDSU Pharmacy Hooding Ceremony**  
10:00am, May 16, 2025, Festival Concert Hall

**NDSU Spring Commencement Ceremonies**  
May 17, 2025 FargoDome

**First Day of APPE/IPPE 2025-2026 Rotations**  
May 27, 2025



**Rebecca Brynjulson, PharmD, BCACP**

Director of IPPE  
701.231.7477



**Teri Udem, MS, RPh**

Director of APPE  
701.231.6578



**Lisa Richter, PharmD, BCPS, BCCCP**

Director of Experiential Outreach & Assessment  
701.231.5178



**Jane Dickerson**

Administrative Assistant  
701.231.5576



**Rachel Zachariason**

Experiential Education Administrative Coordinator  
701.231.7722

**NDSU | ONLINE MASTER OF BUSINESS ADMINISTRATION (MBA)**

# Master the Possibilities with an Online MBA Program

This MBA program is offered online through the College of Business at NDSU and includes high-quality academic programming, experiential learning activities, networking opportunities, and robust support systems.

- ✓ **Designed for individuals with five or more years of post-baccalaureate professional work experience**
- ✓ **Core courses delivered online evening/synchronous**
- ✓ **Numerous elective options offered in a variety of delivery methods**
- ✓ **Typically completed part-time (8 or fewer credits per semester)**

*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](mailto:ndsu.eoaa@ndsu.edu).*