Preceptor Spotlight

Anne Marie Bott, PharmD, is the lead oncology pharmacist at one of our most popular out-of-state rotation sites: the Alaska Native Medical Center (ANMC). The ANMC is an inpatient 150-bed tertiary care, referral and ambulatory care center serving the Alaska Native and American Indian population. They currently offer 4 pharmacy rotations: ambulatory care, inpatient, medication safety and discharge pharmacy. Anne's pharmacy practice focuses on oncology. As the lead oncology pharmacist for the ANMC, she had the opportunity to lead the development of an oncology pharmacy service program in Alaska, the largest oncology program in the Indian Health Service. Anne has been precepting WVU students since 2006. The ANMC’s initial ties to WVU include the pharmacy residency director, CDR Judy Thompson, and pharmacy manager, CAPT Gary Givens, and his wife Shelia, all WVU alumni.

What do you like most about serving as a preceptor?
I enjoy having the opportunity to introduce students to the United States Public Health Service, the Indian Health Service and the vast pharmacy services we provide at the ANMC.

What advice do you give students entering practice?
Make the most of your pharmacy student rotations! This is a valuable opportunity to enhance your pharmacy skills, ask preceptors those lingering questions, increase your confidence and to see the many opportunities available in the pharmacy profession.

What aspects of professionalism to you impress upon your students?
Your actions reflect the entire pharmacy profession. Always strive for excellence.

Anne was born and raised in Virginia, growing up on the Eastern Shore of Virginia, receiving a BS in Chemical Engineering from Virginia Tech and a PharmD from Virginia Commonwealth University-Medical College of Virginia. She joined the United States Public Health Service as an Indian Health Service Pharmacy Practice Resident in 2005 for the Alaska Native Medical Center (ANMC). Post residency in 2006, she accepted the position as pharmacy student program director. As director, Anne has worked with the pharmacy team to expand our pharmacy student program more than doubling the number of students accepted at their site.

Site Spotlight

Beckley Appalachian Regional Healthcare Hospital (BARH) located in Beckley West Virginia is a not-for-profit, 173-bed, acute-care facility with a level IV Trauma Center Emergency Room. BARH has been precepting WVU students almost continually since the inception of the WVU SoP Pharm.D. program. They provide three different rotation types: Institutional, Pharmacy Management Elective and Medication Reconciliation Elective and offer their students a wide variety of opportunities at their site including: discharge counseling, anticoagulant monitoring/management, and pharmacokinetic management. The Medication Reconciliation program will be extended to the inpatient nursing units by September 2014. Additionally, Central Repackaging for the ARH chain is based in Beckley. This service provides unit dosed tablets, capsules, liquids and powders to the 9 other ARH hospitals.

BARH engages in community outreach through the Well I’ll Bees (a senior citizens group), United Way, March of Dimes, and local middle and high schools.

Leann Umberger, one of the preceptors at BARH said “Students are a great addition to our pharmacy workforce. This site encourages problem solving and taking a hands-on approach to hospital pharmacy practice.”

In This Issue:
- APPE Student Spotlight
- Free CE Information
- APPE Block Dates
- APPE Updates
- IPPE Updates
- Service Learning Spotlight
- APPE Preceptor Report

Check out our website:
Pharmacy.hsc.wvu.edu/explearning
Kara Piechowski is a 2014 graduate of the School of Pharmacy. During her fourth year of the program she completed 8 widely varied and interesting rotations. “I was very lucky to have eight amazing rotations. I was exposed to different areas of pharmacy ranging from independent community to international healthcare. All preceptors dedicated so much time to help broaden my pharmacy knowledge. As I progressed through each rotation, I tried to take a little piece of how each preceptor practiced to remember and use when I am a pharmacist one day. I will never forget the mentorships formed with each inspiring WVU School of Pharmacy preceptor.”

During her third block she completed a rotation in South Africa. Kara describes it as the most challenging rotation she faced. During this rotation, they worked in public sector hospitals where resources were very limited, were exposed to disease states not commonly seen in the United States and interacted with many patients who spoke very little English. Although it was very challenging, it was an unbelievable learning and life changing experience.

Her favorite rotation, was with our own faculty member Dr. Gerald Higa. “Dr. Higa's interaction with patients was truly inspiring. He takes the time to get to know patients like no one else I have seen, helping to answer health care questions and offering words of encouragement. In addition to learning so much valuable pharmacy knowledge (both oncology and all topics in general). Perhaps the most important thing I retained from this rotation was how to interact with patients. After this rotation, I will always remain empathetic, kind, and caring thanks to witnessing Dr. Higa's compassion.”

Kara will start her Post Graduate Year 1 Pharmacy Practice residency at Johns Hopkins University in June 2014. She was attracted to the opportunities of the program which range from oncology to transplant to pediatrics.

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**Preceptor Resources**

Did you know that as a WVU Preceptor you have free access to the Preceptor CE and Resources sections of Pharmacist’s Letter? Just go to www.pharmacistsletter.com/?referer=wvu/ptrn

If you do not have a subscription, click the third link, fill out the form and submit. You’ll get a Preceptor CE ID# that you’ll use to log in to access the Preceptor resources.

If you have a current personal subscription to Pharmacist’s Letter, choose the first link and log in as usual. The Preceptor resources will be added to your personal account.

If your employer provides our service to you, click the second link and log in with your CE ID#. The Preceptor resources will be added to your CE ID#.
**News from the Director of APPE**

**Lena Maynor, Pharm.D., BCPS**

**Grading Changes for APPE Starting in May 2014:**

Beginning in May 2014, we will be moving to a grading system of High Pass, Pass, and Fail for all APPE rotations.

High Pass (H) represents high achievement in all rotation requirements. A grade of H requires both a high average score of all graded competencies and high scores on each individual competency scored. Credit hours under this grade will count towards graduation, but will not be used in calculating grade-point averages. Students receiving either a 4 or 5 on a Likert scale of 5 for all competencies score and an average score of at least 4.5 will be assigned a grade of H.

Pass (P) represents achievement as a result of ability and effort and reflects student competence in rotation requirements. A grade of P requires an average competency score ≥ 3 on a Likert scale of 5 for all competencies scored and failure (i.e. score of <3) of no more than 1 competency scored. Credit hours under this grade will count towards graduation, but will not be used in calculating grade-point averages.

Fail (F) represents a marginal or unsatisfactory level of achievement in any of the course requirements. A grade of F would be given for an average competency score < 3 on a Likert scale of 5 or failure (i.e. score <3) of two or more competencies. A failing score will also be assigned as a result of removal from rotation before the conclusion of the five week period related to poor student performance in any of the evaluation competency domains. Credit hours under this grade will not count towards graduation but will be used in calculating grade-point averages.

Please note the definition of rotation failure has changed to include failing 2 or more competencies, regardless of total average score. Additionally, the Honors grade option is being replaced by the High Pass score. Preceptors will no longer need to write a letter requesting Honors for their high performing students.

**Changes in Required Assignments for APPE Rotations:**

Beginning May 2014, students will no longer be required to complete a longitudinal form. Specific required items from the old longitudinal form have been incorporated into specific rotation types. Beginning this May, students on Acute Care, Ambulatory Care, and Community rotations will have a required activities list. Students will enter the number of times each activity was completed during the rotation.

Once a student submits this list on E*Value, it will appear in your “To Be Graded” list in E*Value under “Learning Modules” for verification.

In past years, Institutional, Compounding, Veterinary, Teaching, and Research rotations have had similar task lists that were assigned to each preceptor as an evaluation. For each of these rotation types, that list has been converted to an assignment for the student to complete. As described above, students will enter the number of times each activity was completed during the rotation. Once a student submits this list on E*Value, it will appear in your “To Be Graded” list in E*Value under “Learning Modules” for verification.

As with the old longitudinal form, if a preceptor has not verified the assignment by the end of the next rotation block and has not disputed the student’s answers on the assignment, the Office of Experiential Learning (OEL) will administratively verify the assignment in E*Value.

**Evaluations**

Please make every effort to complete both the 2-week and final evaluation in E*Value. Completion of both evaluations is a minimum requirement for the school to meet accreditation standards and is vitally important for students to understand where they are doing well and where they need to improve. Please contact the OEL early if your student is struggling with any of the competencies. Students are required to contact me directly if a competency score is 1 or 2 on either the 2-week or midpoint evaluation.

Based on our updated grading policy, beginning in May 2014, a 2-week evaluation must have been completed by the end of week 3 of the rotation in order for a failing grade on a final evaluation to result in an F for the rotation.

**Absence Policy**

As in past years, students have 5 excused absence days for the academic year. These days may not be used as personal or vacation days and may only be used for illness, family emergency, job interviews, and residency interviews. Absences of more than 2 consecutive days or more than 3 days total on any rotation must be approved by the preceptor and the OEL.

Please feel free to contact me or our program specialist, Carol Shaub (cburrou1@hsc.wvu.edu, 304-293-1464) with any questions.
News from the Director of IPPE

Gina Baugh, Pharm.D.

As the 2013-14 academic year is coming to an end, I would like to thank all of you for precepting students for the community and institutional rotations this year. For community rotations, student pharmacists are required to evaluate their site and preceptor at the end of each semester and also at the end of the 2 week rotation. Second year student pharmacists completing their hospital rotation are also required to complete an evaluation at the end of the rotation. Generally, the feedback provided by students is overwhelming positive, and they are very appreciative of the time and energy that the preceptors and staff at the site are willing to give to enhance their learning experience.

When asked to discuss the best part of their rotation, one first year student pharmacist responded that “The best thing about my rotation was my preceptor and co-workers. My preceptor cared for every patient equally. She helped me with any questions I had during the rotation. [She] showed me what a great pharmacist should be.” All preceptors will receive a summary of the feedback provided by the students in July via email. Please don’t hesitate to contact the Office of Experiential Learning if you would like to discuss this information in greater detail or would like suggestions for how you can improve the student’s rotation experience.

On a personal note, I was out on maternity leave during a majority of the spring 2014 semester. Eli Andrew Baugh was born on December 24, 2013, and my daughter, Mia, simply loves being a big sister! Lena Maynor, Carol Shaub, and the Clinical Faculty did a great job running the IPPE program in my absence, and I want to thank you all for your willingness to work with us during this time to schedule student rotations.

Service Learning Spotlight: Stepping Stones

Each academic year, the P2 student pharmacists complete a year-long service learning project with various community organizations in the Morgantown area as part of their IPPEs. The goal of the program is to introduce students to the basic principles of service learning through the development and implementation of an on-site healthcare-related project. Student teams are paired with a community partner through the WVU Center for Service & Learning.

One of our longstanding community partners for the service learning program is Stepping Stones. Stepping Stones is a non-profit recreational center for people over the age of 5 with disabilities. Their goal is to help people achieve their maximum level of independence through innovative recreational activities. During the fall semester, the team of student pharmacists assigned to Stepping Stones spent time at the site getting to know the clientele and assessing their needs. During the spring semester, they designed and implemented a five-session program entitled “Splashing into Wellness” that included stress management, exercise and nutrition, team building, water safety and a health fair/Awards ceremony. Each topic had a variety of activities, discussion topics, and exercises associated with it.

Throughout the year, students are required to reflect on their experiences and show how this course is related to their future as healthcare professionals. Class of 2016 student, Rachel Sharkey, commented that “the most rewarding part of our experience was being able to teach the campers something new that they could apply to their life. Although this project may not seem to directly relate to pharmacy on the surface, the skills we have gained through this experience will be carried on into our profession.”

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This report was generated using all student evaluations of preceptor over the 2013-2014 academic year. Our students clearly appreciate all your efforts and the welcoming environments that you create at your rotation sites. Our students very frequently comment on the amount of time spent making them feel comfortable and how approachable preceptors and other healthcare providers are during their rotation experiences.

Overall, there were a few themes from student comments across many preceptors from every type of rotation:

**Clear Expectations are Essential:** Providing clear, explicit instructions about rotation activities and your expectations is critical to excellent student performance. Each rotation should start with a day 1 orientation and students should be provided with a written syllabus. It’s always safest not to assume that students will know something that you have not explicitly communicated.

**Opportunities for Professional Development Valued:** The most glowing comments about preceptors often include the words and phrases, such as “hands-on”, “independence”, “autonomy”, “I was part of the team”, and “I was able to make recommendations”. Students want and need to be given specific responsibilities that help them grow into pharmacists. It’s a good idea to identify activities that you are comfortable having the student do independently early in the rotation and activities that students can perform toward the end of rotation after they have learned the ropes. It’s helpful to plan how you will incorporate skill development throughout the rotation, so that students can take on increasing levels of responsibility over the 5 week rotation.

**Feedback is Vital:** Students need to know what they do well and where they need to practice. Feedback doesn’t have to be formal. A quick de-briefing after a learning activity can be beneficial for a student that is struggling with a specific task. It can also be very encouraging for students who are doing very well but are still a little unsure of themselves. It’s important for each student have to a good understanding of where they stand throughout the rotation. The written two-week and final evaluations should completed and reviewed with each student on rotation.

An anonymous, aggregate report of your individual preceptor evaluations can be accessed on a quarterly basis from E-Value. Instructions for accessing your evaluations can be found in the E*Value Preceptor Guide at: [http://pharmacy.hsc.wvu.edu/explearning/E-Value](http://pharmacy.hsc.wvu.edu/explearning/E-Value)
Demonstrates a Genuine Interest in Students

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<td>Extremely well done, always, etc.</td>
<td>81%</td>
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<tr>
<td>Well done, frequently, etc.</td>
<td>17%</td>
</tr>
<tr>
<td>Fairly well done, sometimes, etc.</td>
<td>2%</td>
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<tr>
<td>Not done, never, etc.</td>
<td>0%</td>
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Displays Confidence in Preceptor Role

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</table>
APPE Preceptor Report 2013-2014

Sets and Communicates Realistic Objectives

- 63% Not done, never, etc.
- 33% Fairly well done, sometimes, etc.
- 4% Well done, frequently, etc.
- 0% Extremely well done, always, etc.

Discusses Practice Application of Knowledge and Skills

- 70% Not done, never, etc.
- 27% Fairly well done, sometimes, etc.
- 3% Well done, frequently, etc.
- 0% Extremely well done, always, etc.
Emphasizes Problem Solving Approach

- Extremely well done, always, etc.: 420
- Well done, frequently, etc.: 229
- Fairly well done, sometimes, etc.: 27
- Not done, never, etc.: 2

Distributes Opportunities to Develop Skills Over Time

- Not done, never, etc.: 0%
- Fairly well done, sometimes, etc.: 3%
- Well done, frequently, etc.: 27%
- Extremely well done, always, etc.: 70%
The Mountaineer Preceptor

APPE Preceptor Report 2013-2014

Relates Experiences to Program Goals

- Not done, never, etc. (56%)
- Fairly well done, sometimes, etc. (4%)
- Well done, frequently, etc. (39%)
- Extremely well done, always, etc.

Gives Students Specific Responsibilities

- Not done, never, etc. (72%)
- Fairly well done, sometimes, etc. (25%)
- Well done, frequently, etc.
- Extremely well done, always, etc.

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