

**University of California, San Diego**  
**Skaggs School of Pharmacy and Pharmaceutical Sciences**  
**Preceptors Conference Notes**  
**June 5, 2008**

**Preceptor Accomplishments**

- Promotions
  - Dmitri Lerner, Pharm.D., UCSD, Burn Intensive Care Unit Pharmacist
  - Lillian Udomphonkul, Pharm.D., UCSD, Medicine Pharmacist
  - Maricela Ochoa, Pharm.D., Director of Pharmacy for Sharp Healthcare's Community Care Division
  - Kenneth Schell, Pharm.D., Vice President, Quality Assurance and Compliance and Chief Compliance Officer, Prescription Solutions
  - Prudy Morris, Pharm.D., Assistant Clinical Professor of Pharmacy, Pharmacy Practice, UOP; Pharmacy Practice Regional Coordinator, San Diego, UOP
  - Candis Morello, Pharm.D., Associate Professor of Clinical Pharmacy, UCSD Skaggs School of Pharmacy and Pharmaceutical Sciences
  - Lee Cantrell, Pharm.D., Director, UCSF San Diego Program; Associate Clinical Professor of Medicine, UCSD School of Medicine
- Board of Pharmaceutical Specialties (BPS)
  - Michael Kruse, Pharm.D., Clinical Coordinator, Palomar Hospital, received added qualifications in Cardiology
- Immunization Certifications
  - Scott Johns, Pharm.D.
  - Lesley Lim, Pharm.D.
  - Margaret Stull, Pharm.D.
  - Mark Bounthavong, Pharm.D.
  - Emerald Foster, Pharm.D.
  - Jignesh Patel, Pharm.D.
  - Melissa Christopher, Pharm.D.
- PALS
  - Gale Romanowski, Pharm.D., Education Coordinator, Rady Children's Hospital, recertified in Pediatric Advance Life Support
- Publications and Presentations
  - Armen Simonian, Pharm.D.
  - Grant Lum, Pharm.D.
  - Ken Nguyen, Pharm.D.
  - Lee Cantrell, Pharm.D.
- Fellow (FASHP)
  - Armen Simonian, Pharm.D.
- Other Honors and Awards
  - 2008 recipient Asian Heritage Award – Binh Tran, Pharm.D.
  - Finalist, Health Care Champions Award, San Diego Business Journal – Lee Cantrell, Pharm.D.
- Outstanding Preceptors
  - Brad Colwell, Pharm.D., UCSD, recipient of the UCSF Long Award for Teaching Excellence, 2007-2008

- Linda Dean, Pharm.D., UCSD, Volunteer Faculty Member of the Year 2007-2008, UCSD SOP student body
- Joyce Leung, Pharm.D., UCSD, Preceptor of the Year, UCSD SOP Class of 2008
- Ken Nguyen, Pharm.D., Sharp Residency Preceptor of the Year

### **Outstanding Teacher Awards**

- Larry Drechsler, Pharm.D.
- Deborah Duwe, Pharm.D.
- Lisa James, R.Ph.
- Edward McFeely, R.Ph.
- Francis Pham, Pharm.D.
- Denise Yim, Pharm.D.

### **Preceptor Development Conferences 2008-2009**

- Fall – New Preceptor Orientation
- Winter A – Acute Care Preceptor Conference
- Winter B – Amb Care/Community Preceptor Conference
- Spring – Comprehensive Preceptor Conference

### **“We’re at Sixty”**

- Class of 2009 consists of 60 students
- Increased class size has caused some changes in APPE structure
  - Expanded offerings
  - De-linked Acute Care & Ambulatory Care rotations
  - Implementation of EMS, computerized administrative support

### **Preceptor Skills for the Standards 2007 Era**

Dr. Kathy Besinque

University of Southern California

- 5% of student’s curricula required to be Introductory Pharmacy Practice Experiences (IPPEs), to be completed during first three years.
  - Equates to 300 hours
  - Interfaced with didactic coursework
  - Should be progressive in design
  - Goals are to prepare students for APPEs & professional socialization
- 25% of student’s curricula required to be Advanced Pharmacy Practice Experiences (APPEs), to be completed during 4<sup>th</sup> year.
  - Equates to 1440 hours, or one academic year
  - After completion of courses
  - Emphasis on continuity of care
  - Balanced series
  - Goals are to prepare them for entry level practice and achievement of competencies
- Preceptor’s Role
  - Mentor, role model, evaluator, potential colleague, critical to the professional development of students
  - Students learn and retain the most through an active teaching method – practice by doing and teaching others (75% and 90%, respectively).
  - Think out loud

- Review expectations from the school or college of pharmacy
- Orient the student to your site
- Get to know your student
- Provide on-going feedback

### **The Class of 2012**

Dr. Anthony Manoguerra

SSPPS

- 62 students; 18 men & 44 women with an average GPA of 3.68, range of 3.48-4.0; average age of 24
- 4 hold Master's degrees in Biomedical engineering, public health, epidemiology, & education
- Where they came from
  - 42 attended a UC campus
  - 9 attended a CSU campus
  - 8 attended an out-of-state public university
  - 3 attended a private universities
- 62 slots filled from 1380 applications, of which 220 were interviewed

### **Curriculum Updates for FY 2008-2009**

Dr. David Adler

SSPPS

- School of Medicine (SOM) undergoing curricular revision
  - Working with SOM on five of our courses
  - Different approach – more small group & learning community activity
  - Will impact our 2<sup>nd</sup> year students
- Therapeutics will be sequential courses in Fall, Winter, & Spring and integrated with topics in pharmacology
- Conference program will expand
- Electives will expand in APPEs

### **EMS Update**

Lisa Avery

SSPPS

- EMS has been implemented for the 2008-2009 academic year
- Preceptors & students can log in to find all rotation information
- Two ways to access EMS
  - Directly: <https://www1.ems-webs.com/UCSD/>
  - From SSPPS website: <http://www.pharmacy.ucsd.edu/>, choose “Faculty”, choose “EMS Login for Preceptors”
- Custom reports can be created; email your request to Lisa Avery

### **Student Research Projects**

Dr. Brookie Best

SSPPS

- Goal: To provide students with experiences of going through the scientific research process
- Projects may be small, can be retrospective or prospective, and must generate new knowledge
- Students may work alone or in groups of up to 4 students

- Minimum time requirement is 120 hours
- Student identifies Project Advisor and research idea
- Advisor supervises & facilitates the project
- Grading is Pass/Not Pass with a final written report & poster presentation required
- Research proposal must be submitted to SSPPS Student Research Project Committee by August 1<sup>st</sup> of the student's P4 year.

### **Pharmacy Practice Based Research Network**

Dr. Grace Kuo

SSPPS

- **Network:** San Diego Pharmacist Research Network is a practice-based research network in San Diego, California. Members engage in research projects that seek to identify and solve problems commonly encountered in their practices. The UCSD Skaggs School of Pharmacy and Pharmaceutical Sciences provides methodological expertise needed to complete the projects.
- **Mission:** The mission of the network is to provide pharmacists with information and practice tools to improve quality and safety of medication use through collaborative, practice-based research.
- **Resources:** Resources available to members include best practices for medication therapy management generated from research projects, research training, and assistance with collaborative practice and quality improvements.
- **Research:** Network members collaborate with academic researchers to address challenges in practice. The projects are designed to maximize the gathering of data and to avoid disruption of patient services. Research results are disseminated to participating pharmacists as rapidly as possible. Our goal is to generate new knowledge through research and translate research into practice.
- **Membership:** Benefits of becoming a member include:
  - Propose and participate in practice-based research
  - Network and collaborate with other pharmacists and researchers
  - Receive information updates from research projects about best practices of medication therapy management, collaborative practice, and quality improvement
  - Opportunities for research training
  - Increase quality and safety of medication use provided to patients

## **Student Professionalism: The Preceptor's Role**

Dr. Cara Baker

Kaiser Permanente

- All students must always conduct themselves in a professional manner
- Dress code: Name badge, white coat, hosiery for women
- Grooming: No heavy fragrances, hair is clean, proper hygiene, nails clean & cut short
- No personal calls, pagers & phones on vibration mode
- Patient confidentiality
- 10 Commandments
  - Treat patients with respect and empathy
  - Always arrive 30-60 minutes before rounds or clinic
  - Believe only the data you primarily collect (or observe)
  - Make the SOAP process a habit
  - Expand your circle of influence
  - Seize responsibility for patient care
  - Always take your role seriously
  - Remember, you are not in a casino; don't gamble
  - You should only go home after all your work is done
  - Never take yourself too seriously
- You're always on stage
- Enjoy the experiences

## **Conducting the Effective Student Orientation**

Dr. Providence Morris

VA Medical Center San Diego

- Introduction
  - Welcome the students to ease their nerves, introduce them to all the preceptors, and give them a tour & the agenda for the day
  - Explain what your commitment is to them
  - Conduct an initial knowledge assessment
- Experience Requirements
  - Have students sign a Statement of Understanding regarding their responsibilities and expectations you have of them
  - Have students sign a Professional Conduct Statement
  - Discuss calendar, attendance & rotation-switching policies
- Department expectations
  - Explain department's mission, vision, & customer service standards
  - Perform necessary background checks & urine tests
  - Provide a who's-who of the entire organization
  - Discuss emergency codes
- Miscellaneous
  - Discuss grades – what constitutes passing and failing
  - Evaluations – midpoint & final
  - Talk about the student's other obligations
  - Photos policy
- Top 10 ways to get thrown off a rotation
  - 10 – Academic Deficiency
  - 9 – “I can't work these hours”
  - 8 – Arrive late, leave early

- 7 – R-E-S-P-E-C-T
- 6 – Touching preceptor's stuff
- 5 – Telling untruths
- 4 – Arguing
- 3 – Quoting University rules (trying to get the day off for a university holiday)
- 2 – Un-excused absence
- 1 – Stealing drugs

### **Tips for Teaching in Small Groups**

Dr. Robert Weibert

UCSF School of Pharmacy

- Experiential learning
  - Learning is an active process & most effective when based on experience
  - Try to promote discussion and reflection
  - Consider small group discussion, it steps up learning and makes them think and research more
- Effective teaching skills
  - Active listening
  - Effective questions
  - Appropriate explanations
- Small group interaction
  - Student case presentation
  - Participation by others, make sure everyone is asking and answering questions
  - It's an opportunity to learn beyond the clinical interaction which is often very fast
- Potential problems in small groups
  - The temptation to launch into lectures when students are unresponsive
  - Sometimes students are reluctant to talk, or they're not prepared
- Solutions to potential problems
  - Don't answer yourself; get comfortable with silence, if you wait long enough, a student will answer the question
  - Wait before you say it
  - Involve the whole group