

Beckett plays major role in experiential education at Drake

By Ellen Stolz
Pharm.D. Candidate 2011



Emily Beckett provides both Introductory (IPE) and Advanced Practice Experiences (APE) for Drake students.

Beckett credits her interest in patient care to her mother who worked in a hospital, and encouraged her to pursue a career in pharmacy. Throughout her education at the University of Iowa, she worked as a pharmacy technician at the University Hospital Medical Center mixing IVs. After graduating in 2007, she knew that she wanted to pursue a career in clinical inpatient pharmacy and felt a pharmacy residency would provide an excellent foundation. She completed a PGY1 residency at Mercy Hospital Medical Center in Des Moines in 2008 and began her career working as part of their home infusion team. After hearing about a new patient educator position at Iowa Lutheran Hospital, Beckett was intrigued. "I hadn't heard of a position quite like that. Once I learned of the opportunities the job presented, including working with Drake students, I was excited to accept, and I can say I truly love what I do."

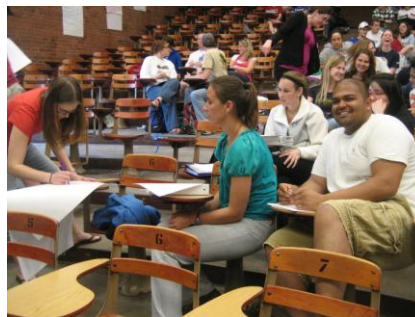
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P4 students hoping to "lighten the load"

New IPE requirements for student pharmacists have placed increased expectations and responsibilities on pharmacist preceptors everywhere. By providing peer mentor training for next year's advanced practice experience (currently P3) students, we are creating a pool of students who can assist in the teaching and development of IPE students who share a practice site on APE rotations.

Teaching APE students the skills necessary to succeed as peer mentors and future preceptors could have potential benefits for existing preceptors, IPE and APE students, as well as the college or school of pharmacy. The preceptor's load will be lightened while IPE and APE student enjoy a more positive and rewarding learning experience.

A training course was developed by Drake University's experiential education team and integrated into classroom instruction this semester for P3 students at Drake.



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Pharmacies expand immunization services with the aid of Drake students

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As pharmacies expand practice to include immunization services, Drake student pharmacists are on hand to assist. This is just one of the ways in which introductory practice students (IPE) are working to meet the new 300-hour requirement.

As part of the new standards set by the Accreditation Council for Pharmacy Education (ACPE), all pharmacy programs must include IPE to represent 5% of the curriculum and Advance Pharmacy Practice Experiences (APE) to represent 25% of the curriculum. In order to meet this increased accreditation requirement, many pharmacy programs have revised and expanded their experiential programs. With the new challenge of expanding the experiential programs, growing pharmacy programs nationwide have compounded this challenge by increasing competition for experiential sites.

In order to help meet the ACPE Standards 2007, Drake University College of Pharmacy and Health Sciences has utilized innovative immunization services.

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Immunizations, from p. 2

P2 and P3 students who have been trained to give immunizations are able to choose immunizations as an IPE Patient Care Elective, a requirement of the IPE curriculum. All students who completed immunization IPEs had been immunization trained either by an elective course provided at Drake, through APhA, or the Collaborative Education Institute (CEI) Immunization Certification program.



P2 Melissa Colley bandages first year student Nicole McCombs after receiving a Tdap vaccination.

During the 2008-2009 academic year, P2 students completed over 1250 IPE patient care hours by providing immunizations. As a result, 31 students were able to meet the number of patient care hours required during that year. As the new P3 curriculum was implemented during 2009-2010, P3 students were also given the opportunity to provide immunizations to meet their patient care hour requirement. This fall and winter, P2 and P3 students collectively provided over 3000 immunizations (Oct 2009-Feb 2010) or a total of 1,068 hours in patient care electives.

Save the date! All-Pharmacy Reunion and Diabetes Update 2011!

More than 80 area and visiting practitioners met at Drake on April 23 to learn about the latest in Diabetes prevention and management. An afternoon of additional programming for preceptors focused on the “how to’s” of various health screenings, a tour of the Donald F. Davidson Pharmacy Practice Laboratory, and a reception with faculty, staff and students.



Kerr Drug, Inc. Pharmacy Practice Resident, JJ Peek, demonstrates the use of a Cholestech machine.

If this year’s program sounds interesting, be sure to mark your calendar for next year’s Drake Relays weekend. Plans are in the works for an All-Pharmacy Reunion, gathering alumni from all years together for a celebratory weekend that will also include an educational element focused on Diabetes.

**ALL-PHARMACY REUNION
And DIABETES UPDATE
DRAKE RELAYS WEEKEND
APRIL 29 – May 1, 2011**

Polish your precepting skills with opportunities from CEI

Ethics for Preceptors: Assisting Pharmacy Students in Recognizing and Resolving Ethical Issues

Preceptors will gain an understanding of the theoretical basis of ethical decisions, tools to apply to ethical problems in practice and teach strategies to engage students in critical reflection.

A Prescription for Preceptors: Healing the Generational Divide

Understand the value Gen Y students bring to the pharmacy and develop strategies for effectively creating a learning environment for multiple generations.

ALWAYS AVAILABLE:

Preceptor Development – Core Programs for Drake Preceptors

Topics covered include Providing Constructive Feedback, The Role of the Preceptor, Developing Your Experience and PEMS Tutorial.

Developing and Implementing an Introductory Pharmacy Practice Experience

Understand the important role introductory experiences play in the pharmacy curriculum and learn how you can develop a quality experience at your site.

COMING SOON:

Utilizing Health Screenings to Improve Patient Health (Students Can Help!)

Using Reflection to Enhance Student Learning Activities at Your Practice Site

For these and other valuable preceptor programs, visit the [CEI website](http://www.theCEIInstitute.org) at www.theCEIInstitute.org

Beckett plays major role, continued from pg. 2

As a patient educator pharmacist, Beckett's role and activities are diverse. Her primary role involves patient counseling on anticoagulation medications such as Coumadin and Lovenox. She also provides instruction to diabetic patients on the use of glucometers and insulin pen/vials. Additional counseling is provided as the staff deems necessary or by patient request. Beckett teaches outpatient cardiac rehabilitation and COPD classes, as well as assists in the Outpatient Infusion Center with medication needs.

In addition to her role as a pharmacist, Beckett accepts the challenges of balancing both IPE and APE experiential programs. Within the IPE experiential program, she assists P2 and P3 students, who monitor warfarin and Lovenox therapy and extreme blood sugar levels, communicating recommendations regarding anticoagulation and diabetes therapy. With more advanced skills and independent responsibilities, the P4 students work with Beckett to assist with patient counseling and provide support for the younger pharmacy students. "It can be a challenge to coordinate so many students with varying skill level, but the students' flexibility and a team approach provide a quality educational atmosphere," says Beckett.

Beckett's efforts have not gone unnoticed. Student pharmacist Brodie Nielson (P2) was assigned to the anticoagulation experience at Iowa Lutheran Hospital. "Emily always drops whatever she is doing to answer questions or help students with any problems we might be having. She assures we get the most out of our experience and I am truly lucky to have been placed at her site."

Beckett acknowledges that the most challenging aspect of being a preceptor is helping students solve problems on his or her own without providing an answer. "I try to provide the students with the methodology and thought process to work through questions and drug therapy problems, with the hope that they gain a clinical skill set which they can utilize throughout and beyond rotations."

A Little Dose of Drake

Hoping to expand services?

Drake University was able to expand experiential opportunities by focusing on a particular patient care programs, such as immunization services. By providing services in this area, accreditation requirements were met and the general public benefitted by providing immunizations and potentially increasing the immunization rate. This model could be used in other patient care areas.

Have a service you'd like to expand and think students could help? Contact us!

Questions, Comments, or Need More Information?

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*Or, visit the **preceptor page on our website** to access forms, syllabi, teaching support, library access and other resources.*

<http://www.drake.edu/cphs/experiential>

**Peer mentor training,
continued from p. 2**

The peer mentor training includes information and supporting learning activities focused on:

- Mentoring skills
- Providing constructive feedback
- Leading discussion and enhancing learning through questioning
- Designing effective IPE activities.

Participating students completed a self-reflection prior to the mentor training sessions, assessing their current skills in the areas described above. A similar assessment was completed after training was complete. Student responses indicated significant value in the training and most agreed that their skills and confidence were enhanced as part of the experience.

Next year, after P1, P2 and P3 students work with these trained peer mentors at practice sites, the younger students will be asked to evaluate the more advanced students' performance as mentors and teachers. This data, along with the pre and post program assessments will be shared with other college and schools of pharmacy through publication so that similar programs might be developed.

Interviews and post-training surveys among students indicate

an increased desire among students to serve as preceptors in the future, thus helping meet the growing needs of experiential education programs around the country. This training ensures that future preceptors will already be equipped with some basic precepting and mentoring skills.

Preceptors honored at 2010 Pharmacy and Health Sciences Day

Three outstanding preceptors were honored as part of Drake's College of Pharmacy and Health Sciences 23rd student-organized Pharmacy and Health Sciences Day on Tuesday, February 23rd.

The 2010 honorees were:

- Dr. Sheryl Compton, Assistant Professor of Pharmacy Practice, Faculty Preceptor of the Year
- Michele Evink, Director of Pharmacy Services, Clarke County Hospital, Osceola, Faculty Preceptor of the Year
- Melissa Nelson, Mercy Outpatient Pharmacy Supervisor, Des Moines, IPE Preceptor of the Year

2010 marked the first year in which a preceptor was honored

specifically for their contribution to the Introductory Pharmacy Practice Experience program. Many preceptors have helped to make the growing program successful. This year, Melissa Nelson was recognized for her work with P1 students and is pictured sharing a few words of wisdom with students at Pharmacy and Health Sciences Day.



Another long time preceptor and graduate of Drake University College of Pharmacy and Health Sciences was honored with an Alumni Achievement Award.



Nichols, pictured with Dean Raylene Rospond above, graduated from Drake in 1975 and returned to complete her Pharm.D. in 1997. Nichols is a clinical pharmacist at Mercy Medical Center. In addition to serving as a preceptor for Drake student pharmacists, Nichols provides education for both medical and nursing students while working in a busy clinic practice.

Students find time to serve the community

Ellen Stolz
Pharm.D. Candidate, 2011

For pharmacy students, free time seems to diminish as course work becomes more difficult, involvement in organizations requires more responsibility, experiential hours increase and work hours become more crucial to support finances. With all of these added commitments, twenty-four hour days just do not seem long enough and time management skills become even more vital to achieve success.

When students do find time to relax, they usually use it to catch up on sleep, watch their favorite television show or navigate the internet. However, some proactive students have donated their free time to the surrounding Des Moines community, recognizing both the importance of their contribution and the value of the experience.

Over the last year Mason Bucklin (P3), has donated his time at Blank's Children Hospital. Because Mason is interested in pursuing practice in the area of pediatric pharmacy, he contacted the volunteer office at Iowa Methodist Medical Center. Mason



spends about 1.5 hours each week in the Emergency Department providing emotional support for injured and ill children in order to make their hospital visit less scary. Mason recognizes the value of the experience as it relates to his future career.

“Volunteering in the Blank Children's Hospital Emergency Room has allowed me to see how the entire health care team interacts with one another and learn how a pharmacist may fit into that team, and it has given me the opportunity to talk and play with small children; a rarity for most college students.”

Kathryn (Katie) McDonald (P3) used her interest in diabetes education to seek volunteer opportunities with the American Diabetes Association (ADA). With the ADA, Katie collaborates with the local ADA chairperson to promote diabetes awareness and is a member of the Logistics/Volunteer Committee for “2009 Step Out: Walk to Fight Diabetes.”



Katie expressed the value of volunteering. “Pharmacy school demands a lot of your time, leaving little room for volunteering, but being involved in an organization that benefits others is truly rewarding and totally worth the gift of time.” In addition to working with the ADA, Katie

volunteers with the Bureau of Refugee Services by collecting groceries and personal items for incoming refugees.

Another P3 pharmacy student, Tori Erxleben, volunteered at a benefit to raise money and awareness for an 8 year old boy who was recently diagnosed with Type 1 diabetes. At the benefit, Tori and a few other



students performed blood glucose screenings and provided information about diabetes to the young boy's family and friends. Tori

described her opportunity and experience as “a great time to advocate for pharmacy and show the community how beneficial pharmacists can be in diabetes therapy. I love being able to help people even as a student pharmacist, and see how genuinely thrilled people are to interact with us.”

To seek volunteer opportunities in the surrounding Des Moines area, check out the following websites:

<http://www.volunteeriowa.org>

<http://www.americantowns.com/ia/desmoines-make-a-difference>

<http://dogood.desmoinesregister.com>