

**DRAKE'S EARLY EXPERIENTIAL PROGRAM EXPANDS—
PHARMACY SKILLS AND APPLICATIONS (PSA)**

During the first three professional program years, students participate in Introductory Practice Experiences (IPE) which integrate didactic coursework with experiences in real practice environments. This has long been an important part of pharmacy education at Drake University, but with growing emphasis being placed on the experiential aspect of the PharmD curriculum, Drake is expanding its

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**CEI AND DRAKE INTRODUCE NEW PRECEPTOR
DEVELOPMENT PROGRAMS—NOW AVAILABLE ONLINE**

The Collaborative Education Institute (CEI), in collaboration with Drake University and the University of Iowa have recently released two new online modules as part of their preceptor development efforts—the first focuses on cultural competence in health care settings, the second on developing an early experiential rotation site. Both are available online free of charge for Drake preceptors.

Full story on page 3



**DRAKE PRECEPTORS HONORED AS 2007 PRECEPTORS
OF THE YEAR**

Each year, students have the opportunity to nominate preceptors for their outstanding contribution to Drake's Experiential Education Program. Nominees are considered based upon the comments submitted by nominating students, evaluations completed by students during the previous calendar year and by their overall contribution to the experiential program at Drake.

Full story on page 5

**COWLES LIBRARY OFFERS
ONLINE ACCESS FOR
PRECEPTORS**

Cowles Library online resources have always been available to you, but now we are making our research databases easier to access and use. Look for an email from our office this spring with instructions for registration and access to all Cowles online library resources. You will have quick and easy access to a variety of journal indexing websites like Scopus, Medline EBSCO, International Pharmaceutical Abstracts (IPA) and others. You will also have access to thousands of full text journals and eBooks. Watch for more information and details coming to your Inbox soon!

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NATURAL STANDARD

A unique practice experience opportunity for P4 students

- by Cara Olsen, PharmD Candidate 2009

Natural Standard was founded by clinicians from Harvard Medical School and the University of California in January of 2000. Natural Standard has grown to be an international research collaboration that compiles and analyzes information on complementary and alternative therapies for physicians, pharmacists and other healthcare providers to use to make more informed therapeutic decisions. With more and more patients turning to alternative therapies everyday, it is important for healthcare professionals to have a reference to use to assess the risks and benefits of the products their patients are using.

Full profile on page 4

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- Students Understand the Value of their Early Practice Experiences—pg 6
- Login to Learn—2008 schedule and registration now available—pg 4
- "Our Future, Our Self-Study" - pg 6

DRAKE'S EARLY EXPERIENTIAL PROGRAM EXPANDS—PHARMACY SKILLS AND APPLICATIONS (PSA), CONT. FROM PAGE 1

program to cover a broader range of practice experiences and will do so beginning earlier in the professional program.

New standards have been created by the Accreditation Council for Pharmacy Education (ACPE) in response to a quality improvement initiative within the profession. These changes directly affect early experiential programs, requiring early experiences to constitute 5% of the total curriculum during the first three years of the professional pharmacy program. Drake students will complete 300+ contact hours during their first three professional years, which are designed to develop the technical and professional practice skills needed to be effective in various practice environments. These experiences help ensure success in their advanced practice experiences in the final year, and in practice beyond graduation. The expansion of the program will mean an increased demand for preceptors for students that are in the first three years of the program. Serving as a preceptor for early experiential students can be an excellent stepping stone for advanced practice rotations and can be an extremely rewarding experience. Please consider contacting us for more information.

The table below summarizes the type of experience and the number of contact hours provided during each didactic year.

Year	Experience	Type	Location	Hours
P1	Geriatric Service Learning	Core	Long-term Care or Well-Elderly	20
	Dispensing	Core	Community or Hospital	40
	Total P1 hours			60
P2	Sterile Training	Core	Hospital/NCS type	8
	Diversity Service Learning	Core	Free or Primary Health Care Clinics	40-50
	Pt Care Services	Elective	Professional Electives	40-50
	Total P2 hours			90
P3	Continuity of Care	Core	Ambulatory, Hospital, or Surgical	40
	Drug Therapy Prob Solving	Core	LTC consultants or QA DUR	40
	Pt Care Services	Elective	Professional Electives	40
	Total P3 hours			120
P1-P3	One on-campus and one off-campus professional meeting; 3 hrs each semester			18
	Two or more hours of discussion and reflection on experiences each semester			6-12
	CAPS shadowing experience			12+
Total Early Experiential Hours				306+

CEI AND DRAKE INTRODUCE NEW PRECEPTOR DEVELOPMENT PROGRAMS
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Developing and Implementing an Introductory Pharmacy Practice Experience

Introductory practice experiences play a critical role for colleges of pharmacy. This program will explain their role in the doctor of pharmacy curriculum, and assist you in developing an effective teaching experience in your pharmacy. Various examples of professional activities designed to engage students in the daily activities at your practice will be discussed, assuring both their integration into your practice and their effective learning.

Learning objectives for the program are:

- Explain the role of introductory practice experiences in the doctor of pharmacy curriculum and the requirements set forth by the Accreditation Council for Pharmacy Education (ACPE)
- Cite examples of professional activities designed to engage students in the daily activities at your practice
- Describe effective approaches to teaching students during the introductory practice experiences
- Compare and contrast the preceptors role in introductory practice experiences compared to advanced practice experiences
- Arrange and integrate early experiences at your practice site to enhance student learning

Click here for full course details. Drake preceptors can contact Drake's Experiential Education Office for instructions on how to participate in these courses free of charge at exp.pharmacy@drake.edu

Developing Cultural Competence

Providing care to diverse populations requires understanding the health beliefs associated with various cultures. This program will assist you in self-assessing your level of cultural competence and provide you with strategies to effectively communicate with patients who have different health beliefs and practices. As a preceptor, it will also assist you in teaching students to work successfully with patients from various backgrounds, as well as help you to more effectively work with students from various cultural backgrounds.

This program includes discussion relative to three video vignettes that portray actual patient cases and the interactions between patients, their families and the health care providers involved.

Learning Objectives for the program are:

- Self-assess their level of cultural competence.
- Define diversity
- Define cultural competence
- Recognize the role of the health care practitioner in providing care to diverse populations
- Provide evidence of health care disparities and patient outcomes
- Use communication strategies to elicit patients health beliefs and practices
- Teach students to work with patients from various backgrounds
- Work effectively with students from various cultural backgrounds

Click here for full course details. Again, this course is available to Drake preceptors free of charge. Contact our office for instructions exp.pharmacy@drake.edu

CEI is a collaboration between Drake University College of Pharmacy and Health Sciences, the University of Iowa College of Pharmacy and the Iowa Pharmacy Association and is focused on delivering quality continuing pharmacy education.

NATURAL STANDARD, CONT. FROM PAGE 1

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Natural Standard is recognized as the premier source of information in the areas of complementary and alternative therapies. Areas of coverage include herbs, dietary supplements, vitamins, minerals, modalities such as acupuncture, and commercial diets such as the "Zone Diet". For each entry, Natural Standard gathers scientific data and expert opinions and also conducts literature searches on many online databases and compiles all of this information into a monograph that is essentially an evidence based review of what is known and what is not known about each product or therapy.

This information is provided to healthcare professionals through many outlets. In addition to a variety of books and other publications, the Natural Standard website offers many searchable databases including: Herbs & Supplements, Health & Wellness, Comparative Effectiveness, Medical Conditions, Brand Names, and Interactions. There are also interactive calculators, a dictionary, podcasts and continuing education modules available. Natural Standard offers a free newsletter, blog, audio/podcasts that can be accessed via their website or emailed to your inbox on a monthly basis through RSS feed.

The rotation available to Drake Pharmacy students at Natural Standard is meant to introduce students to complementary and alternative medicine information, resources and practices. The student will learn research methodology to be applied towards authoring a monograph and eventually will be fully integrated into the monograph production process and assigned research topics.

Rotation students at this site also have the unique ability to be able to participate in an average of one site visit every week, to sites where alternative medicine is practiced. Students can observe chiropractic and acupuncture practices as well as yoga, hypnosis, meditation and several lectures on the topic of complementary and alternative medicine. Natural Standard offers students the opportunity to experience a very unique practice setting. Students interested in writing, editing, research, drug information and alternative pharmacy careers will thrive in this rotation.



Log-In to Learn

An interactive e-Journal Club for Pharmacists

Log-in to Learn is a live webcast CE program discussing timely clinical reviews in primary literature, meeting online at NOON on the 2nd Wednesday of every month. The program is sponsored by the Collaborative Education Institute (CEI).

Pharmacists and student pharmacists who participate in this monthly e-journal club will critically evaluate a different journal article that discusses a new drug or breakthrough clinical trial each month. Participants will read the article before the live web cast session and reflect on key points that will be provided to them.

By registering yourself, your students can participate in the program with you at no additional charge. **This is an excellent way for you to incorporate additional education into your rotation and to teach the students the importance of ongoing education with regards to new medical information and trends while obtaining CE credit for yourself!** Visit the CEI website to get additional registration details at www.theceinstitute.org or call 515.270.0713.

Upcoming Articles:

April 9 – *Does Yogurt Prevent C. Diff Diarrhea?* – presented by Geoff Wall, Pharm.D. BCPS, CGP

May 14 – *CHOIR Study – EPO and Hb Targets and Risk of CV Disease* – presented by Matt Cantrell, Pharm.D.

PRECEPTORS OF THE YEAR 2007, CONT. FROM PAGE 1

On February 26, 2008, in conjunction with Drake University's College of Pharmacy and Health Sciences Pharmacy Day, Dr. Steve Sanders and Dr. Anisa Fornoff were announced as the 2008 Preceptors of the Year. Dr. Joan Hosang of Singer Mental Health Center and Drake preceptor has also been named the Roche Preceptor of the Year.



Dr. Steve Sanders is an education pharmacist at the Iowa Methodist Medical Center in Des Moines, Iowa. Steve serves as a preceptor for students in rotations focused on diabetes discharge counseling, and rehabilitation and anticoagulation. Steve may be best recognized by his students for his passion for his work with diabetes patients, his commitment to creating outstanding and individualized educational opportunities for students, and his patience in serving as a mentor while providing valuable and continual feedback. "Steve has served as an outstanding role model. He has great passion for his work and it shows through his everyday actions," writes nominating student Jessica Gionet.

Dr. Anisa Fornoff is an Assistant Professor of Pharmacy Practice at Drake University College of Pharmacy and Health Sciences. In her role, she supports three practice sites: Progress Industries in both Johnston and Newton, IA and Community Support Advocates in Des Moines. While Dr. Fornoff's position at Drake is only 60%, students consistently talk about how accessible she makes herself to her students, even when not at the practice site. All three of these sites serve a diverse patient population dealing with mental and physical disability and offer a truly unique opportunity for students to interact with these patients on a daily basis. "She [Dr. Fornoff] is an outstanding example of a pharmacist that cares about the well-being of her patients. Working with people with mental illnesses is a difficult job, which this preceptor does with ease. I learned very valuable techniques that I will use the rest of my professional career," writes Marc Bejarno.



The Roche Preceptor of the Year is awarded annually to an outstanding preceptor serving in a distant site. Dr. Joan Hosang has been named the 2008 recipient. Joan is a clinical pharmacist at Singer Mental Health Center, in Rockford, Illinois where she serves patients who are challenged with mental illness and societal and economic constraints. Joan faced many challenges throughout 2007, including a serious staffing shortage and funding issues, but never lost her commitment to her work with students. Joan offers an excellent experience in a unique and challenging environment and demonstrates a passion for patient care and student education. Nathan Lamb, a rotation student and PharmD 2008 candidate writes, "In all my conversations with Joan, she always maintained a positive attitude and an emphasis on the importance of the pharmacist's role in patient care."

STUDENTS LEARN THE VALUE OF THEIR INTRODUCTORY PRACTICE EXPERIENCES

IPE Spotlight—Sohila Sepheri—Hy-Vee, Martin Luther King Jr Parkway

Sohila Sepheri has served as a preceptor since 2002, first at Osco Drug and now at Hy-Vee on Martin Luther King Parkway. She offers both an advanced practice community pharmacy rotation as well as IPE (early experience) rotation opportunities. This site has proven an exceptional experience for students in the early experience program and goes beyond observation and shadowing. Students engage in many activities and patient interactions. For example, students research various antibiotics, their indications, interactions and potential for allergy and then discuss their findings with Sohila. With specific guidance, students are also involved in counseling patients on other meds and test sugar levels. Working with a diverse patient population offers students the opportunity to try and overcome language as a barrier to patient counseling.

Students consistently comment on Sohila's passion for the profession and her commitment to teaching and mentoring. "I remember how much they cared for their patients and how willing they were to take the time to go above and beyond when answering patients' questions," reports Rachel Althoff of her recent experience with Sohila as an IPE student this past summer.

Denise Soltis, Director of Experiential Education says that these early experiences can be eye-opening for students in the initial years of the professional program. "So many are less than excited about their introductory experiences. Students routinely return from Sohila's with enthusiasm and new perspective on what can be gained during their early experiential years." With new requirements in the early experience curriculum, we are looking for more preceptors in both community and hospital settings who are willing and able to work with early experiential students in all types of practice types. If you have interest or skills in this area, please contact our office for more information on how you can become an important part of pharmacy education.

"OUR FUTURE, OUR SELF-STUDY"

August 23-24, 2007 marked the College-wide kick-off for Drake's College of Pharmacy and Health Sciences self study process. This process involves careful scrutiny of the education provided against a set of rigorous standards required by the Accreditation Council for Pharmacy Education (ACPE) to maintain our accreditation status. The theme "Our Future, Our Self-Study" has been adopted to describe the detailed process that has ensued over the past months and which will continue into 2009 in preparation for an accreditation team site visit early in the spring semester. It is meant to convey the College's view of the process. That is, we have ownership of the self-study as a way to assess ourselves, and with the goal to improve and enhance the future of our program.

Some of the recent initiatives within the experiential program at Drake will help to place the College in good standing with respect to accreditation. The revision and implementation of the new early experiential curriculum (pharmacy skills and application sequence) along with the creation of a preceptor development and education program are examples of the endeavors that will help the College be successful.

Several committees comprise the self-study team. These committees are now in the final stages of collecting data and drafting reports to address the many criteria by which we must measure ourselves. The Experiential Review Council met in February to review the reports which address criteria related to experiential program and provided positive feedback. We will continue to provide communication and updates regarding this important journey over the coming months.

If you have questions or comments about the self-study, the accreditation process or would like to be involved, please contact Chuck Phillips, Assistant Dean for Assessment and Chair of the Self-study at chuck.phillips@drake.edu.