It is our goal to conduct an educational program that produces graduates who are capable of providing pharmacy care in a dynamic and changing health care system and who are capable of managing drug therapy processes in collaborative practice with the health care team.
Dates to Remember:

Rotation Dates:

APPE 1: 05/23/16 - 07/01/16
IPPE 1: 05/23/16 - 06/17/16
APPE 2: 07/04/16 - 08/12/16
IPPE 2: 06/20/16 - 07/15/16
APPE 3: 08/15/16 - 09/22/16
APPE 4: 09/26/16 - 11/04/16
APPE 5: 11/07/16 - 12/16/16
APPE 6: 01/02/17 - 02/09/17
APPE 7: 02/13/17 - 03/24/17
APPE 8: 03/27/17 - 04/28/17

Other Practice Experience Dates:

Exam 1: 09/23/16
Exam 2: 02/10/17
Exam 3: 05/01/17

May 2016
13 SOP Senior Recognition Day
13 Senior White Coat Ceremony
14 ULM Commencement
16 2016 Warhawk Golf Classic.
Shreveport, LA
26-28 LSHP Annual Meeting

June 2016
11 13th Annual Louisiana Coalition Crawfish Boil, Fort
Hunt Park, Viriginia

July 2016
21-24 SNPhA Annual Meeting

October 2016
14 Preceptor Conference
14 Pharmacy Alumni Event
15 ULM Homecoming/Pharmacy Super Tailgate
27 Pharm.D. Career Fair
28 Career Fall Interview Day

For more information on listed alumni events, or to look for other upcoming ULM alumni events, please go to: http://www.ulm.edu/alumni/events/upcoming

ULM SCHOOL OF PHARMACY

ULM Preceptor  APRIL 2016
Let us hear from you:

As a valued preceptor for the ULM School of Pharmacy, we want to hear from you.
• Suggest topics you would like covered in your newsletter
• Share your news with other preceptors
• Share preceptor/student photos
• Request topics for the next ULM SOP Preceptor Conference

Please email Michelle Massey at mmassey@ulm.edu, or call (318) 342-3804, to submit any topics, news or photos.
Immunization Class
Offered to SOP Preceptors and Alums

SPACE IS LIMITED - SIGN UP TODAY!

SAVE THE DATE!! Wednesday, June 22, 2016
7:30am - 4:00pm

REGISTRATION DEADLINE: May 20, 2016

HOSTED BY:
The University of Louisiana Monroe
School of Pharmacy

PLACE:
1800 Bienville Drive
Monroe, LA 71201

FOR MORE INFORMATION:
Roxie Stewart, Pharm.D.
Email: rstewart@ulm.edu
Phone: (318) 342-1703

American Pharmacists Association
Pharmacy-Based Immunization Delivery
certificate training program

http://www.pharmacist.com/pharmacy-based-immunization-delivery

Homecoming Weekend with the SOP!
Mark your calendars and make plans.

SOP PRECEPTOR CONFERENCE
Friday: October 14, 2016
Free CE for ULM SOP Preceptors

SOP SUPER HOMECOMING TAILGATE
Saturday: October 15, 2016
The Grove at ULM

SOP ALUMNI EVENT
Friday Evening: October 14, 2016
Warehouse No. 1 Restaurant

ULM HOMECOMING GAME
Saturday: October 15, 2016
The Grove at ULM
UPDATE YOUR ACCOUNT

If you have not already done so, please log in to RxPreceptor and update your account information and photo.

RxPreceptor is a comprehensive web-based system designed to help manage pharmacy practice experiences. Preceptors and students will have direct access to the information server to update personal information, view practice experience assignments, document assignments and interventions, complete assessment forms and view evaluation reports.

Log In
- RxPreceptor recommends Google Chrome or Mozilla Firefox browsers for best performance

Account Information
- Click "Account Information" on the home page under the ULM banner to review your contact information. Verify all information is correct and update incorrect or missing information, particularly your address, email, and phone number.
- Edit your user name and password if desired. Leave the password field blank unless you are changing your password.
- Click “Update Information” at the bottom of the screen to save your changes. All account information changes will be forwarded to the Office of Experiential Education for finalizing.

Account Photo
- Click “Account Photo” on the home page under the ULM banner to upload your photo. We request you upload your photo so your students can know more about you. JPG or GIF format is required. After your select the photo, click “upload photo” and then highlight and crop the image to save it.

If you have any questions please contact Dr. Connie Smith at 318-342-3271 or email csmith@ulm.edu.

MARKET YOUR PRACTICE SITE

Students are always asking for more information regarding our preceptors and sites. One of the best ways to provide this information is using the “Site Description” field in RXPreceptor.

Through RXPreceptor’s Site Description, preceptors can enter key “selling points” about their sites, such as learning opportunities, patient services, unique features, etc. This information can be listed in your description so that students will be able to view it when researching rotation options. Remember, the more appealing you make your rotation sound, the more likely students will select your site.

To utilize this feature:

- Click “Profile Information” on the toolbar. Next click “Description” and enter your site information in the field provided. You can also add the URL of your site’s webpage and whether or not the site offers housing for students.
- Next click “Enter Details”
As a preceptor of the University of Louisiana Monroe School of Pharmacy, several high quality pharmacy e-books and databases have been provided to you in appreciation for all that you do. The links and passwords of the following resources are available for your use at http://ulm.edu/pharmacy/preceptorlibrary.html:

- Facts & Comparisons E-Answers
- Micromedex 2.0
- LWW Health Library - Integrated Pharmacy Collection
- APhA Pharmacy Library.

In addition, while students are at your preceptor site they are able to log on to our Resources Toolbox that provides access to a wealth of drug information resources, including:

- AccessPharmacy
- Clinical Key
- Clinical Pharmacology
- Cochrane Library
- Iowa Drug Information Services
- Lexicomp
- Natural Medicines Comprehensive Database
- STAT!Ref
- UpToDate.

If you have questions about these resources, please feel free to contact Dr. Greg Smith, Director of Drug Information Services at grsmith@ulm.edu or 318-342-1711.

Through a contract with the Pharmacist's Letter we have established a website to provide free CE and resources. By using the attached link you will be identified as a ULM preceptor and have access to these valuable resources. In addition to the CE programs there are other resources such as journal clubs, activity ideas, assignment ideas, a preceptor discussion board, etc.

Let’s look at how to communicate your expectations for the rotation to the student pharmacist. It is important to have a comprehensive strategy to communicate with the student pharmacist about your practice site and the rotation so that expectations are clear from the beginning and reinforced throughout the rotation. This process should begin with a thorough orientation. Additionally, you should provide an introduction to patient care services (including the student pharmacist’s role in these services), an overview of good communication strategies, and a review of site operations and management.

Successful student rotation begins with an effective, detailed orientation during which the goals and objectives for the rotation and expectations for the student pharmacist behavior are clearly explained and discussed. Investing the necessary effort in the orientation creates a positive learning environment and increases student pharmacist motivation to achieve excellence throughout the rotation.

On the first day of the rotation, preferably as your first morning activity, set aside time for the orientation. During this time, you should be alone with the student pharmacist without interruptions or distractions. Plan to provide as much supporting written material as possible for the student pharmacist to use for future reference. During the orientation you should provide an introduction to the pharmacy, review the syllabus, discuss your expectations of the student pharmacist during the rotation, and assess the student pharmacist’s expectations of your role as the preceptor. Table 5 lists topics for you to explore during the orientation (This table also can be used as a checklist to help you prepare and guide you through the orientation.)

The orientation should begin with brief introductions, followed by an overview of the pharmacy’s activities, services, patient care philosophy, and mission statement. Provide the student pharmacist with a list of staff members (accompanied by photographs, if possible) along with a description of each of their roles and responsibilities. Walk the student pharmacist around the pharmacy and explain what activities take place in each area.

An integral part of the orientation is a discussion of the goals and objectives for the rotation. Ask the student pharmacist to provide an assessment of his or her strengths and areas in need of development during the rotation. Next, review the syllabus and explain how the activities are designed to meet the various goals and objectives of the rotation. You may want to provide some flexibility in the rotation activities and discuss how to individualize it to the student pharmacist’s learning needs, within the framework established by the syllabus.

Student pharmacists will naturally be interested in how they will be evaluated during the rotation and it is worthwhile to devote some time to clearly describing the evaluation process to them. Explain to the student pharmacist how you plan to assess each activity and the criteria you will use for their overall evaluation.

After the educational outcomes and assessment are discussed, provide an overview of general operations issues. This will include a discussion of the pharmacy issues and federal HIPAA (Health Insurance Portability and Accountability Act) regulations. Describe the pharmacy workflow, including a discussion of filing processes, computer systems, and inventory control. Explain your expectations for the student pharmacist’s role in the dispensing process, patient interactions, and managing payment from patients.

Discuss your expectations for the student pharmacist’s work hours and time allotted for breaks and meals. Describe how absences will be handled, including how sick days or emergencies should be addressed. Your partner school may have specific policies regarding absences; ensure your policy is consistent with theirs. Review expectations for student pharmacist etiquette during the workday, including policies for taking personal phone calls or text messaging, using cell phones, and professional dress (be explicit, as your concept of professional attire may differ from your student pharmacist’s). Other issues affecting health and welfare, such as the pharmacy’s anti-discrimination policy, procedures for communicable diseases prevention, and other policies and procedures (e.g., how to handle a prescription error) also should be addressed.

After the orientation, and depending on the student pharmacist’s prior experience, part or all of the first day or two may be spent shadowing you and other pharmacy staff to gain a deeper understanding of the pharmacy’s daily operations.
Table 5: Orientation Topics/Checklist

<table>
<thead>
<tr>
<th>Introductions</th>
<th>Preceptor</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Other pharmacy staff</td>
</tr>
<tr>
<td>Goals and objectives for rotation</td>
<td>Syllabus review</td>
</tr>
<tr>
<td></td>
<td>Activities that will support each goal</td>
</tr>
<tr>
<td></td>
<td>Expected outcomes for each objective</td>
</tr>
<tr>
<td></td>
<td>Strategies for assessing achievement of objective</td>
</tr>
<tr>
<td></td>
<td>Daily requirements</td>
</tr>
<tr>
<td></td>
<td>Special activities/projects</td>
</tr>
<tr>
<td>Student pharmacist review</td>
<td>Strengths and weaknesses</td>
</tr>
<tr>
<td></td>
<td>Previous experience</td>
</tr>
<tr>
<td></td>
<td>Specific interest areas</td>
</tr>
<tr>
<td>Scheduling</td>
<td>Hours/schedule, including breaks</td>
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<tr>
<td></td>
<td>Calendar with deadlines</td>
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<tr>
<td></td>
<td>Absence policy</td>
</tr>
<tr>
<td></td>
<td>College holidays</td>
</tr>
<tr>
<td>Logistics</td>
<td>Parking</td>
</tr>
<tr>
<td></td>
<td>Personal item storage</td>
</tr>
<tr>
<td></td>
<td>Restroom/break area location</td>
</tr>
<tr>
<td></td>
<td>Dress code</td>
</tr>
<tr>
<td>Introduction to work area</td>
<td>Review of pharmacy layout and workflow</td>
</tr>
<tr>
<td></td>
<td>Computer system(s) and expectations</td>
</tr>
<tr>
<td></td>
<td>Phone system(s) and expectations</td>
</tr>
<tr>
<td></td>
<td>Paper documentation system</td>
</tr>
<tr>
<td>Legal and regulatory issues</td>
<td>Patient confidentiality and HIPAA (Health Insurance Portability and Accountability Act)</td>
</tr>
<tr>
<td></td>
<td>Requirements from OSHA (Occupational Safety and Health Administration)</td>
</tr>
<tr>
<td></td>
<td>Antidiscrimination policy</td>
</tr>
</tbody>
</table>
Some student pharmacists may begin IPPEs the very first week of pharmacy school, and attend their rotation on a part-time basis throughout their first professional year. Activities for these students should be more basic than those developed for students in their second professional year of pharmacy school. Consecutive rotations should build in complexity. Preceptors should collaborate with their school’s department of experiential education to design activities that will complement classroom course work and that are appropriate to the student pharmacists’ level of experience. Student pharmacists must be given multiple opportunities to participate in patient care. ACPE requires that student pharmacists participate in IPPEs in both community and institutional settings.

APPPEs should be designed to provide adequate intensity, duration, and breadth to achieve stated competency and outcome requirements of pharmacy school.

These experiences are usually full time (i.e., 40 hours per week), allowing student pharmacists to fully immerse themselves in real-life practice experiences. Model APPPEs include activities that require more advanced integration of pharmacy knowledge and patient care skills. ACPE also encourages student pharmacists to engage in innovative practice experiences that allow them to pursue individual interests where possible.

ACPE requires that student pharmacists participate in APPPEs in a variety of settings, including community pharmacy, hospital or health-system pharmacy, ambulatory care, and inpatient/acute care/general medicine. APPPEs may include electives in additional settings, such as research, management, drug information, education, managed care, long-term care, hospice, and home health care.

**TABLE 1. Examples of Appropriate Activities for Introductory and Advanced Pharmacy Practice Experiences**

Activities that student pharmacists may observe and engage in during their rotations include, but are not limited to, the following examples, as allowed by state laws and regulations.

<table>
<thead>
<tr>
<th>Introductory Pharmacy Practice Experiences</th>
<th>Advanced Pharmacy Practice Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shadow preceptors, pharmacy staff, or more advanced student pharmacists</td>
<td>Practice as a member of interdiscipliary care teams</td>
</tr>
<tr>
<td>Participate in service learning projects</td>
<td>Identify, evaluate, and communicate the appropriateness of a patient’s pharmacotherapy to the patient and other health care providers</td>
</tr>
<tr>
<td>Process new and refill prescription orders</td>
<td>Provide patient self-care consultations</td>
</tr>
<tr>
<td>Interview actual patients to obtain information and create a patient profile</td>
<td>Recommend prescription and nonprescription products, and complementary and alternative therapies</td>
</tr>
<tr>
<td>Interpret and evaluate patient information</td>
<td>Administer medications</td>
</tr>
<tr>
<td>Triage patients for self-care and/or referral</td>
<td>Identify and report medication errors and adverse drug reactions</td>
</tr>
<tr>
<td>Assess patient health literacy and adherence to treatment recommendations</td>
<td>Assess and monitor patients to manage medication regimens</td>
</tr>
<tr>
<td>Perform calculations</td>
<td>Provide patient care and education to a diverse patient population</td>
</tr>
<tr>
<td>Administer medications</td>
<td>Educate other health care providers about medications and other pharmacy items</td>
</tr>
<tr>
<td>Provide point-of-care and patient-centered services</td>
<td>Access and use clinical and scientific literature to support decision making</td>
</tr>
<tr>
<td>Conduct physical assessments</td>
<td>Ensure continuity of patient care across various settings</td>
</tr>
<tr>
<td>Prepare and compounded products</td>
<td>Participate in activities involving compliance with accreditation, legal, regulatory, legislative, and safety requirements</td>
</tr>
<tr>
<td>Communicate with patients and other health care providers</td>
<td>Participate in activities that focus on the drug approval process</td>
</tr>
<tr>
<td>Interact with pharmacy technicians</td>
<td>Participate in activities focusing on key health care policy matters that may affect pharmacy</td>
</tr>
<tr>
<td>Document patient interventions</td>
<td>Utilize technologies that support pharmacy practice</td>
</tr>
<tr>
<td>Present patient cases</td>
<td></td>
</tr>
<tr>
<td>Bill third-party payers</td>
<td></td>
</tr>
</tbody>
</table>

Source: Reference 2.

Educational material used with permission from “The Pharmacist Preceptor Education Program” developed by APhA/NACDS.
Our preceptors often ask what students should already know upon entering the practice experience, and when students are exposed to certain classes. This section provides information on our curriculum so that you, as a preceptor, will know what to expect when our students enter your practice experience.

The four-week IPPE community experience occurs during the summer following the first year. At this point in the curriculum, students have had no exposure to the major disease state modules. The first year of the curriculum mainly focuses on the disease at the molecular and cellular level in Principles of Drug Action and Pathophysiology. At this point students have had Top Drugs and Medical Terminology so they do have some drug knowledge, but that knowledge is very limited. Many times the introductory community experience is the student’s first experience with direct patient care in a pharmacy setting. During this experience students will spend a great deal of time learning how the pharmacy runs and becoming oriented to the workflow and layout of the dispensing area. Some students may consider this “pharmacy technician” work but it’s important that they master the many functions related to preparation of prescriptions. Some students may have significant prior experience as pharmacy technicians and those students may be allowed to work at a higher level.

The four-week IPPE institutional experience occurs during the summer following the second year. This experience is designed to introduce students to the hospital environment so that they may gain a greater appreciation for the impact of hospital practice on the healthcare system. At this point in the curriculum students have taken several disease modules, but still have a long way to go. They have had parenterals and have been exposed to actually preparing IVs in the pharmacy care labs.

The advanced practice experiences begin in May following the P3 year. At this time all didactic classes have been completed and students are ready to put into action what they’ve learned in the curriculum. The APPEs consist of 7 six-week experiences. Out of these 7 there are 3 elective experiences, and 4 required experiences. All students are required to take an advanced Community practice experience, advanced Institutional practice experience, Adult Medicine experience, Ambulatory care experience, 2 Patient care experiences, and one more patient care or non-patient care experience.

For a detailed explanation of our required curriculum please go to: http://ulm.edu/pharmacy/documents/oee/understandcurr.pdf
Being a pharmacy preceptor means giving back to your profession through teaching, guiding, advising and mentoring students who share your passion for pharmacy and helping others. Practice rotations play a vital role in shaping these young healthcare professionals. We offer you firsthand knowledge of some of the experiences students hope to gain as they actually begin to practice pharmacy. Past preceptor award winners also share some of the things they feel make them successful leaders.
As a P3 student, I look back at my life experiences that have brought me to where I am today and realize how lucky I am to have been given this opportunity to become a pharmacist. I grew up in the small town of Kinder, Louisiana, where love, friendship, and true hospitality showed no bounds. It didn’t matter if you were black or white, republican or democrat, young or old, everyone was family. This laid the foundation for having a genuine desire to help anyone and everyone to stay healthy enough to live a fulfilling life. While completing my pre-pharmacy coursework at McNeese State University, I worked at a community pharmacy called Gordon’s Drug Store in Lake Charles. Mr. George Paret, the pharmacist and owner of the store, was the first of many who instilled the dream of becoming a pharmacist and perhaps owning my own store one day. It wasn’t about the money, it was about the relationship he had with his patients, the old soda fountain and ice cream parlor where you can still get a homemade malt, the wild game mounts on the walls, and the early morning coffee gatherings where politics, hunting, sports, family and health were discussed daily so he could stay in the loop with his patients. No, they weren’t really seen as patients to Mr. George, they were his family.

I have been blessed so far to have had rotations and worked for pharmacists who have shown me their passion for the field of pharmacy. As a student, we all want to see that passion from our preceptors because it makes us want that very same thing for our own patients. This gives us the desire to be more involved and learn more out of the rotation. Things I do worry about going into my APPEs is that I have spent the past 3 years learning all kinds of information about different health conditions and medications that when the time comes in my practice experience, I won’t be able to recall those important take home points. I feel that preceptors can best help students by testing our knowledge. I personally freeze up a little when asked a medication question right now. It might not be because I don’t know the answer, but more along the lines that I am new to this and need to file through all the information that I have learned before I attempt to give you my answer. I am always weary that I will say the wrong thing because I know in real life it can be the matter between life and death.

During my APPE rotations, I hope to learn the “why” behind the drugs being given. I look forward to being given real patient cases, seeing their lab results, and putting the pieces of the puzzle together. I would love the preceptors to talk me through some of the cases and tell me why they think a certain drug is being given. Or if they ask me what I think, give me a chance to research and respond so I know that the information I look up will stick with me better in the future. I know the drug structures we learned in class are important, but during my rotations I want to learn more information that the preceptors use on the daily basis, tricks that help them remember certain things, and the main counseling points or drug interactions that need to be addressed for medications they see in practice.

I was so nervous about my institutional rotation last summer because it felt like unknown territory to me. I only had experience in community pharmacies before then. My preceptor understood my concerns and broke the rotation up into 2 parts. The first 2 weeks she sat me down by her and taught me everything she knew about vancomycin, gentamicin, and different chemotherapies she was in charge of. She allowed me to look at patient charts, calculate doses and determine the correct intervals, and tips on what to do in “real world” situations if a dose was missed or common drug interactions to look for. She questioned me about what I would do for this patient and by the end of the two weeks I was confident in the answers I was giving her. The second

“As a student, we all want to see that passion from our preceptors because it makes us want that very same thing for our own patients.”
half of my rotation was spent in the IV room where the head technician really took me under her wing and taught me tricks to help steady my shaky hands, using sterile technique, and calculating the amount of diluent needed for the IV preparations. Repetition was the key for me. By the time my rotation was over, the nervousness had dissipated and I was confident in the work that I did and the knowledge that I had accumulated.

I look forward to being able to apply the knowledge that I have acquired over the past 3 years through hands-on experiences during the APPE rotations. I really don’t have one rotation that I look forward to more than the others. Each rotation that I have holds a personal connection with me in some kind of way whether it is in pediatrics, helping older adults understand Medicare Part D at the Council on Aging, learning the ins and outs of running a pharmacy, determining appropriate treatments for CKD patients, or even understanding how to best help a patient who has a mental illness. Those personal connections are what gives me the desire and drive to learn as much as I can from these rotations so I can help my future patients with the best care in return.

The opportunity to precept students has been one of the most rewarding experiences of my career. The students of today will ultimately become the pharmacists who will shape the future of our profession. Having the opportunity to teach and guide these future practitioners has been such a fulfilling part of my job as a clinical pharmacist.

As a preceptor, one of my top priorities is to provide students with a “real life” perspective of clinical pharmacy. By the time students have completed the rotation, my hope is that they understand how pharmacists are able to impact patients’ lives through the numerous interventions and recommendations we make on a daily basis. I aim to challenge my students, while also making an effort to maintain an environment that is conducive to learning. While I push students to continue expanding their clinical knowledge, I also want to make sure they are comfortable enough to ask questions.

In addition to helping students become more confident in their clinical skills, I also hope to help them develop professionally during my rotation. Students have the opportunity to attend a variety of meetings, including pharmacy & therapeutics, interdisciplinary team, and skilled nursing facility meetings. These meetings provide students the chance to interact with physicians, nurses, social workers, and other healthcare professionals. Through these experiences, students are able to gain confidence and communicate with other members of the healthcare team more effectively.

My interactions with student pharmacists are some of my favorite memories as a pharmacist. Serving as a preceptor also allows me to stay up to date on current treatment guidelines. As pharmacy continues to evolve and new opportunities arise for pharmacists, I look forward to seeing how these future practitioners will impact patient care and advance the profession.
By: Dr. Amanda Storer, 2015 Faculty Preceptor of the Year

Amanda L. Storer, Pharm.D., received her Bachelor of Science degree from Louisiana State University in Baton Rouge, Louisiana, in 2002 and her Doctor of Pharmacy degree from the University of Louisiana at Monroe in 2006. Dr. Storer currently serves as an associate professor for the ULM School of Pharmacy-Shreveport, as adjunct faculty for LSU Health Internal Medicine-Shreveport, and as a pharmacist for University Health-Shreveport.

After 8 years of being a faculty preceptor at ULM School of Pharmacy, there are a few things that I have found that make my rotation run smoothly for me as well as for my students. These things include clear expectations, pre-set goals, a high priority on feedback, and flexibility. Here is some insight into each one of these areas…

Clear Expectations

On the first day of my rotation, I conduct a brief student orientation where I communicate my expectations. I point out important points in my syllabus and I also emphasize the following expectations that I have of them:
•     Learn as much as possible
•     Ask questions when you don’t understand
•     Put forth 100% effort
•     Be prepared
When the students realize how important it is for me to see that they are putting forth maximum effort, my experience is that they perform up to my expectations.

Another area I try to make really clear for students is how I grade, or assess them. Most students have a baseline anxiety over their grades, so clarity in this area seems to relax them just a bit. Specifically, in the clinical skills portion of their assessment, I use the RIME criteria. RIME stands for Reporter, Interpreter, Manager, and Educator. Basically, if the student is able to accurately report clinical data, they receive a 2 out of 4 in clinical skills. If they can appropriately interpret that clinical data, they earn a 3. When they are able to independently manage their patients effectively, or if they reach a level of mastery where they can educate others, they have earned a 4 out of 4 in clinical skills.

Pre-set Goals

My teaching style is very flexible in order to match to my students’ learning styles. Along with my goals, I use students’ goals to help me tailor my rotation. As a starting point, I address the requirements that they have to fulfill for the year (the EValue list of requirements). We discuss which ones we can complete during our 6 weeks together and make a plan to do so. I also require that they give me 2 to 3 additional goals that they would like to accomplish in our time together. After discussing our requirements, expectations and goals, we come up with a tentative schedule of the rotation…always in pencil and subject to change!

Feedback

With every year that passes, I place more and more emphasis on feedback. I think it is important that students know where they stand in terms of their performance. Grades should not be a surprise to students at the end of the rotation. I try to give verbal feedback frequently throughout each day. I give most feedback as soon as possible and in front of peers if it is simple and both students could benefit. For example, “I liked the way you were concise and confident when speaking with the medical team today,” or “Your insulin adjustment suggestion may have been more well received if you would have included how many sliding scale units the patient required.” If the feedback is more difficult to give, or private, I
make a point to write it down with specific examples, and I bring it up when an appropriate time arises (like the end of the day or week). I find the more frequently I give feedback, the quicker the students perform up to my expectations.

**Flexibility**
Being flexible is probably the main thing that ensures my rotation blocks run smoothly. I have never been, nor will I ever be the most organized preceptor, so I have learned to expect changes and warn my students to expect changes as well. As long as the emphasis on learning is constant, flexibility in how students learn doesn’t seem to matter.

References:

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**Snapshots**

Raynah Everett, Sales Director got her flu shot at Genoa at Imperial Calcasieu by ‘16 Pharm.D. candidate, Alexie Soileau, Louisiana.

Dr. Cathy Whipple with ‘16 PharmD candidate, Derek Fontenot.

Cheryl Sampognaro LaSuzzo and Janine Corrent showing off their birthday mugs from pharmacy student, Odeyemi Aboiye.

Chelsea Brasell, ‘16 PharmD candidate; Savannah Posey, PharmD, BCPS; and Collin Stagg, ‘16 PharmD candidate - Emergency Medicine APPE.

Dr. Lisa Ross with present and past ULM pharmacy students at the New Orleans Pharmacy Museum Gala.
EPIC Pharmacies awarded grants to 16 students nationwide and two of those 16 are students in ULM’s School of Pharmacy. They are Elee Barber (class of 2018) and Geena Nellis (class of 2017). The grants are awarded to outstanding students who plan to practice in an independent pharmacy after graduation.

“I’m thrilled that EPIC Pharmacies can once again support future independent pharmacists. These students will carry on the traditions of quality care and personal service representative of independent pharmacy that are practiced in each EPIC location,” says EPIC Pharmacies Chief Executive Officer Jay Romero, R.Ph.


TWO ULM SOP STUDENTS WIN PRESTIGIOUS GRANTS

STUDENTS TAKE FIRST PLACE FOR POSTER PRESENTATION

Congratulations to Ashley Depaula (P3) and Courtney Langley Flick (P3) for winning first place in ULM’s Student Research Symposium for their pharmacy undergraduate poster presentation titled “Discovery of Compounds Using High Throughput Screening to Enhance the Integrity of Blood-Brain Barrier and Potential Efficacy for the Treatment of Alzheimer’s Disease.”
For most students, spring break is a time to relax from the stresses and strains of academic life. For a group of pharmacy students at the University of Louisiana Monroe, however, it was a time of service.

Eight pharmacy students, along with three faculty members, journeyed to the impoverished region of Guaymitas, Honduras over spring break as part of an organized effort to provide critical healthcare to members of the community.

ULM partnered with Southeastern Medical International (SMI), an American organization that provides medical care to communities following a disaster. In 2010, the organization provided clinics and medical relief in Haiti following the catastrophic earthquake that killed more than 160,000 people and left close to 1.5 million people without homes.

One of the missions of the SMI is to train the next generation of health care professionals to be involved in this kind of work. They take physicians and volunteers from all across the southeast “to the neediest places on Earth.”

The eight students who participated are part of an elective course, now in its sixth year, within the pharmacy program titled “Medical Outreach Experience,” which culminates in a medical outreach trip to some impoverished region of the world.

In Guaymitas, the pharmacy students helped conduct
interviews, take medical histories, and recommend therapy. They also offered recommendations to prescribing physicians based on the diseases being treated and the medications that were available. The team provided primary care to people with infections, chronic diseases like cardiovascular disease, hypertension, diabetes, and musculoskeletal problems.

According to pharmacy student Rino Nicholas, “Some of the people we saw had extreme cases, from cancer in an older gentleman that was at a late stage, to a baby who was experiencing fainting spells because of a possible major heart congenital birth defect.”

For an entire week the students and faculty worked outdoors in extreme heat, conducting home visits and furnishing makeshift clinics in various communities that lacked basic resources such as clean water and sanitation.

But harsh conditions did not deter students from doing what they set out to do.

The ULM pharmacy team estimates that 200-300 patients were served and about 400-500 prescriptions were filled. The students were able to see just the kind of impact they had on the community, but the impact of the people of Guaymitas on the students was also clearly felt.

“This trip has been the most valuable and life changing experience that I will probably ever have,” said Halie Verret. “It’s very hard to put all of the emotions into words. It opened my eyes to how bad some people’s living situations are. So many people told us that their doctors told them nothing was wrong when in reality these patients had very serious problems and we most likely saved their lives.”

Another student, Heather Thuy, stated: “We gained more knowledge and developed new skill sets over the course of the week, but even more than that, we grew as a family and made connections with each patient we met which deeply touched each of us and created a special bond with humanity that I know will keep us whole for the remainder of our careers.”

Dr. David Caldwell, Associate Professor of Pharmacy, indicated that this is just one example of the kind of outreach ULM pharmacy students are involved in.

“This outreach trip reflects the hearts of our students,” said Caldwell. “They gave up their spring break to work a 40-hour week and to provide care to an underserved area. In addition to the professional training we provide, we also want to instill a passion for humanity in the lives of our students here at ULM.”

The ULM School of Pharmacy is Louisiana’s only state-supported pharmacy school. Alumni support and involvement are critical as we plan exciting cutting edge educational experiences for our students and faculty.

Join us, so that through your direct donations we can provide the absolute best pharmacists in the nation. Our current students stand on the foundation of excellence established by you, our alums. Maintenance of that established excellence is not our goal, we want to grow and expand it. With your involvement, we can do that.

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