

Preceptor Newsletter



Inside this issue...

- Message from the Experiential Team
- Preceptor CE Save the Date
- Campus News
- Experiential Education Staff and Faculty Contact Information
- Pharm5 Podcast
- Continuing Education Article: Preceptor CE
- Student Perspectives
- Calendar of Events
- Precepting Pearl
- Online CE Offerings

Message from the Experiential Team

Hello, and welcome to the fifth edition of our HSC College of Pharmacy Experiential Newsletter! The 2022-2023 academic year has moved quickly, and we are excited to be embarking upon our next year of IPPEs and APPEs this May. The Class of 2023 will celebrate commencement at Dickies Arena in Fort Worth on May 23rd. Looking forward, the Class of 2024 will participate in APPE Bootcamp and a Pinning Ceremony to prepare for their upcoming rotations. Finally, we have a wealth of CE offerings to roll out for our preceptors as seen in this newsletter. We wish you a happy spring season!

Preceptor Continuing Education- Save the Date!

Open to all HSCCP preceptors at no charge

Virtual CE

June 9th, 12:00 PM – 2:15 PM and June 16th, 12:00 PM – 2:15 PM

Registration and additional details to follow via CORE

Campus News: Accreditation Visit

A team from the Accreditation Council for Pharmacy Education (ACPE) will visit the University of North Texas Health Science Center College of Pharmacy on April 11-13, 2023 to review our program and provide a report to the ACPE board of directors. During their time they will meet with select faculty, students, and preceptors to review our program. We thank everyone who has been involved in our self-study process so far!



Pharm5 Podcast

Pharm5 is a weekly podcast for every on-the-go pharmacist! If you're searching for a quick and easy way to keep up with FDA approvals, new study results, healthcare policy, and practice-changing guideline updates, look no further. Pharm5 summarizes the week's most hard-hitting information in just under 5 minutes, and new episodes are released every Friday morning in time for your commute.

The podcast is hosted by Dr. Elizabeth B. Hearn. She first apprenticed under Dr. Stuart Haines on the PharmacyForward podcast and fell in love with the process of brainstorming, researching, recording, and editing episodes. Now she channels her creative energy into Pharm5, the only weekly pharmacy news podcast on the market.

Pharm5 has created a unique learning environment, where students have joined in on news discovery and script writing sessions as well as even donning microphones inside the recording studio as episode hosts, creating their own digital media publications. Podcasts can open many new doors for students seeking research opportunities, hoping for a publication, or just wanting to have some fun.

Listen to Pharm5 every Friday morning on any of your favorite listening platforms. Episodes are also available online at <https://anchor.fm/elizabeth-hearn> or linked to Dr. Hearn's Twitter page (@LizHearnPharmD).



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Continuing Education Article

Sharpening the Saw: Precepting Continuous Professional Development

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Preceptors play a critical role as role models, coaches, supervisors, and facilitators in preceptees' development as future healthcare providers. Preceptors are involved in and/or deliver about 30% of the Doctor of Pharmacy curriculum and help learners transition into practice-ready pharmacists. Their role and approach are often tailored to the needs of the preceptee, depending on where the learner is within a school's curriculum or level of expertise, i.e., P3 student or resident. As a preceptor, your orientation, training, and development is essential because it leads to higher learning, retention, motivation, and satisfaction of new graduates.¹

As a preceptor with a college or school of pharmacy, orientation, continuous training, and development of preceptors are required by the Accreditation Council for Pharmacy Education (ACPE). However, personal continuous quality improvement (CQI) as a preceptor is something all of us can do as pharmacists and life-long learners. An evidence-based practice such as the Plan, Do, Check, Act (PDCA) model may be helpful to utilize for the CQI process of preceptor development.² The purpose of this article is to follow the PDCA model to outline different components that may be beneficial to you as a preceptor to achieve CQI, including by using evaluations and assessments to effectively cultivate preceptorship skills, and thus to allow for the continuation for professional development. Figure 1 provides a visual to illustrate the steps involved in a PDCA cycle...³

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This article is accredited for 0.25 hours of continuing education

Continue reading and claim CE credit here:

<https://unthsc.rievent.com/a/GYMFYH>

Student Perspective: Overcoming Impostor Syndrome in Pharmacy Students

Mehak Dawood and Jenna Ference, PharmD Candidates- Class of 2023, HSC College of Pharmacy

Impostor syndrome is a term used to describe high-achieving people who do not recognize or appreciate their own success despite praise from peers. Despite the lack of an official diagnosis in the Diagnostic and Statistical Manual of Mental Disorders (DSM), impostor syndrome is not harmless. Impostor syndrome is linked to low self-esteem, depression, anxiety, decreased physical health, and even suicide.^{1,2} It has been found that those with impostor syndrome may work harder and for longer hours to be on the same perceived level as their peers, which can lead to distress and poor quality of life.²

Students in graduate programs often experience impostor syndrome, and pharmacy students are no exception.³ A study by Boyle et al. utilized the Clance Impostor Phenomenon Scale (CIPS) to quantify impostor syndrome in pharmacy students. The results showed a significant number of students experiencing frequent feelings of impostor syndrome.³ This raises the question: If a pharmacy student feels they have impostor feelings, how can they overcome it?

Recommendations for overcoming impostor syndrome are developed from studies focusing on coaching and therapy in addition to anecdotes found in editorial literature.^{1,4-8} These recommendations have common themes: self-reflection with compassion, understanding that perfection is impossible, and seeking help from others.^{7,8} Preceptors can use this information to help students that may be experiencing impostor feelings by encouraging healthy self-reflection on success and areas of growth.

Self-reflection & compassion Those who experience impostor syndrome have an unrealistic perception of their competence and deficits.⁹ As a preceptor, you can encourage students to practice self-reflection and compassion to negate such perceptions. One way to do this is by promoting journaling. Journaling can be used as a tool to affirm personal strengths and weaknesses.⁴ In this way, journaling can help individuals identify the emotional internalizations that are weighing on them and reinforce areas of personal competence, which will then enable them to slowly work towards coping with these feelings. Journaling also helps elicit emotional responses of fear, guilt, and shame. Reflecting on these emotional responses will help unveil their origin, which oftentimes are caused by a pivotal event in someone's life.¹⁰ Keeping this information in writing can help students when talking to therapists so they can understand the student's story and help them reflect on why they may be experiencing impostor syndrome.⁹

Perfection is a misnomer Feeling like an impostor is often grounded in feelings of shame, guilt, and no sense of belonging. People can resort to perfectionism to avoid experiencing shame.¹⁰ A strategy that preceptors can employ to help students combat impostor syndrome is to help them realize that perfection is a misnomer. One way to do this is by encouraging students to celebrate progress and milestones, not just the end-goal.⁷ Examples include celebrating and rewarding the completion of the first Advanced Pharmacy Practice Experience (APPE) rotation, a residency interview, or the first month working as a pharmacist. This allows the individual to value short-term achievements that may be overshadowed by the intimidating long-term goals.⁷ Another way preceptors can help deconstruct students' perfectionist mindset is by placing emphasis on how reflecting on positive feedback can validate hard work and highlight positive performance. As previously mentioned, this can be achieved by recommending students to journal and document positive feedback that may be otherwise disregarded or overlooked. This can increase personal awareness of instances in which students discredit their achievements despite excellent performance.⁴

Seeking help from others Voicing struggles of shame is difficult for people who are in the cycle of perfectionism because it "reveals" their imperfections and insecurities.^{8,10} However, there is research that shows taking the steps to have vulnerable conversations with trusted people will help with overcoming impostor syndrome.¹⁰ Individuals often refrain from sharing feelings of impostor syndrome with others due to fear of being considered a fraud.⁴ However, it is important to choose someone who you trust to have vulnerable conversations with.¹⁰ This support may be found among peers or in a preceptor, mentor, coach, or therapist based on the severity of experiences and personal preference. Therapists have found group therapy to be beneficial as well and recommend educational workshops and therapy for health professions students because they are likely to experience impostor syndrome.^{1,12} Preceptors can use this strategy to either mentor students experiencing these feelings themselves, provide resources to students for coaching or therapy sessions that can better assist in overcoming these feelings, and/or host educational workshops to raise awareness and educate pharmacy students on this topic in general.

Ultimately, impostor syndrome is prevalent in many different populations including pharmacy students. Journaling, celebrating small achievements, and confiding in friends or therapists are all methods to reduce impostor feelings. While there is no universal strategy to overcome it, implementing the use of one or more of the previously discussed strategies may be beneficial. It may also be helpful for preceptors to encourage students to incorporate these strategies in their career preparation and personal lives to assist them in overcoming their impostor feelings.

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2023 UNTHSC Calendar

29
May 2023

19
June 2023

Memorial Day Juneteenth

04
July 2023

04
September 2023

Independence Day Labor Day

*=APPE students are granted 8 hours leave from rotation for recognized holidays

2023-2024 Rotation Block Dates

22 May 2023	30 Jun 2023	Block 1
03 Jul 2023	11 Aug 2023	Block 2
14 Aug 2023	22 Sep 2023	Block 3
25 Sep 2023	03 Nov 2023	Block 4
06 Nov 2023	15 Dec 2023	Block 5
08 Jan 2024	16 Feb 2024	Block 6
19 Feb 2024	29 Mar 2024	Block 7
01 Apr 2024	10 May 2024	Block 8

The mindset of an individual allows them to take in assumptions about themselves, their life, and the environment around them to create expectations on outcomes. A fixed perception, or “Fixed Mindset” believes the innate abilities of an individual predetermine the outcomes. These innate abilities are unchangeable, making it easier to accept the results, for better or for worse. However, fixed mindset also encourages the individual to stick to what they know already because they perceive learning new skills as impossible. On the other hand, a person with a “Growth Mindset” believes they can develop their skills and abilities to obtain a better outcome. Individuals with a growth mindset reflect on their failures and ask themselves how to improve for next time. Below is a list of traits for both mindsets.^{1,2}

Fixed Mindset	Growth Mindset
<ul style="list-style-type: none"> Believes that intelligence, skills, and talents are “fixed” abilities Does not put in effort or practice to improve abilities Avoids challenges with risk of failure Constructive criticism is a threat and is ignored 	<ul style="list-style-type: none"> Believes that intelligence, skills, and talents can grow Puts in effort and practice to grow abilities Embraces challenges, even with risk of failure Setbacks are temporary Constructive criticism is viewed as an opportunity to improve

Growth mindset is a particularly valuable tool for a student and professional in the healthcare field. Benefits for students include improved academic performance, motivation, and reduced burnout.² In healthcare professionals, this mindset supports lifelong learning, recognizing challenges as opportunities, and building resilience.³

Below are five strategies you, as a preceptor, may employ to encourage and support a student’s growth mindset development.

Tips and Techniques	Examples
Deliver high-quality feedback	Formative feedback on rough drafts cultivates a mindset that a continuous process is necessary to create a final product. ³
Challenge outside comfort zone	Voice your recognition and support when a student chooses a more difficult path. ³
Ask students to elaborate or use Socratic questioning	Asking a student to elaborate their answer can identify their depth of knowledge, reveal gaps, and requires reflection answers. ⁴ Alternatively, guiding a discussion with Socratic questioning requires the student think critically to problem solve and make connections as they explore a topic. ³
Identify or create SMART goals	Creating SMART goals for that rotation is a valuable tool to help them recognize what growth can help them achieve. ⁴
Model growth mindset	Share your own stories of failures, rejections, or struggles and how you overcame these challenges. ⁴

Growth mindset opens the door for students to consider, “how can I improve for next time?” It requires application of self-reflection and feedback from others with more experience. Facing challenges and failures, although still scary, are less of a threat and more of an opportunity. Lifelong learning, embracing challenges, and resiliency are important features we need to support in the development of future healthcare professionals.

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Continuing Education (CE) Programs

We are excited to share the following CE programs, free for our preceptors online:

- [UNTHSC Preceptor Orientation](#) (0.5 CEU, Expires 5/20/2024)
- [The Great \(Diverse\) State of Texas: Precepting Non-Native English-Speaking Students](#) (1.0 CEU, Expires 6/11/2024)
- [Prescribing and Monitoring of Controlled Substances Refresher](#) (1.0 CEU, Expires 6/18/2024)
- [Relief at Last: Multimodal Approach to Pain Management](#) (1.0 CEU, Expires 6/11/2024)