
The Script

For MCW Pharmacy School Preceptors

December 2024



Exciting Changes to The Script

The MCW School of Pharmacy Office of Experiential Education's preceptor communication is transitioning away from our previous blog format to a more streamlined newsletter format. Rest assured, all the same valuable content you have come to expect will still be included, but now in a quicker, easier-to-read format.

Our goal is to make this newsletter a helpful, concise reference for rotations and preceptor development. We welcome any feedback or suggestions you may have as we make this transition and continue to improve the experience for you. Please feel free to reach out via email to pharmacyee@mcw.edu.

Thank you for your continued partnership. We hope you find this new format useful and easy to navigate!

In this newsletter you can expect:

(Skip to an article by clicking the titles below.)

Preceptor Spotlight: Diane Oddis	Pg. 2
Preceptor Burnout (Part 5 of 5)	Pg. 3
In the Event of Inclement Weather	Pg. 4
Can I Be Excused? (Absence Policy)	Pg. 4
How am I doing? (How to Read Feedback About Your Site)	Pg. 5
New Preceptor Development Series Coming	Pg. 5
APhA Pharmacist & Patient-Centered Diabetes Care Training Program	Pg. 6
Patient Care Lab Facilitator Opportunities	Pg. 6



Preceptor Spotlight:

Diane Oddis, BPharm, BCPS

Froedtert Home Infusion Pharmacist

Nominee for Preceptor of the Year

Please introduce yourself.

My name is Diane Oddis and I graduated from UW-Madison School of Pharmacy in 1993. In 1994, I completed a PGY-1 residency at Doyne Hospital and started working within the Froedtert system, where I still work today. Precepting IPPE and APPE students as well as pharmacy residents has always been a part of my career, which has included roles in acute care/inpatient, retail pharmacy, transitions of care, ambulatory care/anticoagulation clinic, IV sterile compounding, and now home infusion. The variety of roles I have had throughout my career is one of the things I love about being a pharmacist.

Why did you become a preceptor?

I would not be the pharmacist I am today without the preceptors and mentors who supported me throughout school, rotations, residency, and my career. Now, I feel it is my turn to take on that role. Preceptors are instrumental in helping students apply the concepts they learn in school to the real-world patient population. Students often struggle with confidence in their decision-making. I believe through working side-by-side with their preceptor they can develop a greater sense of autonomy in their work.

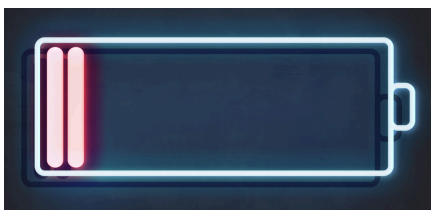
What are the benefits of precepting?

Students and residents help me as much as I help them. They motivate me to keep up with current literature and guidelines and their eagerness to learn is inspiring. I find it very rewarding to share my knowledge and experiences in order to help mold the next generation of pharmacists. It is such a sense of accomplishment to see how proud they are of themselves when they can critically think to care for a patient or complete a project that will benefit our practice going forward. As they become more independent, they offer invaluable help with patient care and drug information questions.

What advice and tips do you have for new preceptors?

Precepting students is for everyone. Your experiences as a pharmacist are invaluable to students' learning. I have found to be a successful preceptor you should get to know your student's learning style, set clear expectations, and have clear communication to avoid misunderstandings. During their first week, review the schedule for the entire rotation, set deadlines and have them pick their project, drug information question, journal club or other assignments as required so they have plenty of time to complete these and can work on them at their own pace. I try to check in at the end of each week to make sure they are on schedule and to help set goals for the next week. My biggest piece of advice is to have fun with it!

Preceptor Burnout (Part 5 of 5)



Preceptor burnout is a growing concern in pharmacy education. As the demands of healthcare evolve and the responsibilities of preceptors increase, fostering a supportive environment for both preceptors and learners is challenging.

“What I Wish My Preceptor Knew: A Student Perspective” is one of the most viewed postings from the MCW newsletter archive. We are sharing it again to reveal these insights because addressing student concerns not only enhances their experience but also alleviates stress for preceptors, thus helping to prevent burnout and creating a more positive and productive learning atmosphere.

What I Wish My Preceptor Knew: A Student Perspective

As students begin pharmacy school, there are many challenges that build us into stronger future pharmacists. Didactic courses teach us the fundamentals and patient care labs teach us how to communicate, but IPPE and APPE rotations are where we learn to be a pharmacist. We look to our preceptors to guide us, especially on early rotations, as we slowly gain our confidence and knowledge base. On those early rotations, there are many things we want our preceptors to know but are too intimidated to tell them.

1. Please respond to our introductory email.

We understand the life of a pharmacist is hectic and an email from a student a month before rotation is low priority; however, please just send us a reply. Something short like “Looking forward to seeing you on Friday. I’ll email you closer to that date when I have your schedule.” I guarantee there is a student nervously waiting for your reply.

2. Hospitals are confusing buildings.

The most daunting part of the first day of rotation is getting there. Froedtert, for example, is a huge hospital, and inpatient pharmacies always seem to be in the basement or down some dark hallway. My best preceptors have given me detailed instructions on where to park, where to go, and who to call if I got lost. I never needed to call for help, but it put my mind at ease.

3. Our curriculum is unique.

Our program is fast paced, and our classes are in a different order than other programs. We understand if you do not know what we have covered in class. The best preceptors I have had asked me on the first day what courses I am taking and assigned me patients that reinforce my classroom learning with practical experience.

4. We are here to learn.

As students in an accelerated program, we are always stressed and tired; however, being on rotation is an eight-hour reprieve from the long lectures and endless flashcards. We want to be on rotation. We want to be pushed to improve. My best preceptors have had me investigate more complex patients and topics that pushed my knowledge and made me grow.

5. Sometimes technology is more difficult than pharmacy.

Every pharmacy I have been at uses a different EHR system. While Epic is the most common, not all institutions use it, and every institution’s version of Epic is different. Prior to my first rotation, I had never used Epic. I may have known what different medications were and what lab values meant but did not know where to find any information on Epic.

As students, we are grateful for all the time preceptors spend with us. I have learned more through the real-life situations on rotation than I have in class. One day, we will be in your shoes just as you were once in ours.

In the Event of Inclement Weather



In the event of inclement weather, please note the following guidelines from our Student Handbook:

- Students are encouraged to make every effort, consistent with their own safety, to arrive to rotation as scheduled.
- If a student is unable to report on time due to adverse weather, they must notify you and the Office of Experiential Education.
- Should the site need to close due to inclement weather, please contact your students and inform the Office of Experiential Education.
- Students are required to make up missed hours caused by inclement weather unless MCW is closed. No makeup is necessary for missed hours during MCW closures.

Can I be Excused?

It is interviewing season again, so it is a good time to review details from the Student Handbook outlining procedures for requests for time off from rotation.



Students will be able to request personal professional days (PPD) off from rotation for the following:

- Interviews (e.g., residency, fellowship, graduate school, or employment)
- Attendance at professional conferences
- Participation in advocacy events

These hours are counted as excused absences, and the completion of additional rotation days, make-up days, or projects are not required unless professional development days exceed the allowances listed below.

Students will be able to request:

- IPPE/IPE – 4 PPD days over the course of Years 1 and 2
- APPE – 6 PPD days over the course of Year 3, utilizing no more than 2 days per rotation block

Students are expected to submit an Absence Request Form for preceptor and Office of Experiential Education review no later than 14 calendar days prior to the PPD activity.

The Office of Experiential Education will review the absence request, in consultation with the student's preceptor, and will provide a final decision within seven calendar days of receipt.

Students must make up all absences beyond those allotted for personal professional development.

A plan to make up these absences will be determined by the student's preceptor in conjunction with the Office of Experiential Education. This may include working on weekends, evenings, and/or the completion of additional projects.

How am I doing?



Preceptors provide feedback daily to student pharmacists. It is also valuable for preceptors to receive feedback and self-reflect on their precepting skills. Did you know students evaluate their preceptors and sites? After 3 evaluations are completed, viewing access is available to the preceptor in CORE ELMS. All evaluation feedback is anonymous. To view in CORE ELMS, go to the EVALUATIONS tab—Evaluation of preceptor/site.

How else can you get feedback to improve your rotation?

- Ask the student throughout the rotation for feedback.
- Consider an exit interview with your student.
- Have a list of questions to ask the student at the end of the rotation.
- Ask the student to provide feedback after you have completed your final evaluation, so the student feels more open to sharing feedback.
- Reach out to OEE to talk through your rotation. OEE offers preceptor development for sites.
- Self-evaluate what went well, what did not, and what your site can incorporate into the next rotation experience.

Preceptor Insight Series

A new preceptor development series will begin in 2025. Watch for details forthcoming in the March newsletter!



American Pharmacist Association (APhA) Pharmacist & Patient-Centered Diabetes Care Certificate Training Program

The MCW School of Pharmacy is pleased to announce that we will offer the certificate training program for APhA Pharmacist & Patient-Centered Diabetes Care Certificate Program. This training is designed to equip pharmacists with the knowledge, skills, and confidence to provide evidenced-based diabetes care. There are 8.0 contact hours of CPE credit (0.8 CEUs) offered for this program.

The next training date is scheduled for Thursday, February 13, 2025 from 1pm – 5pm.

If you are interested, please email Rachel Kavanaugh at rkavanaugh@mcw.edu by February 1, 2025.

More information regarding the program and its requirements will be sent to those who are interested. Discounts are available for pharmacist preceptors and resident pharmacists.



Patient Care Lab Facilitator Opportunities

The MCW School of Pharmacy is excited to offer opportunities for pharmacists to participate as facilitators in our Patient Care Lab. Space is limited, so please contact Rachel Kavanaugh at rkavanaugh@mcw.edu if you are interested! Additional information about each lab will be sent to those interested in participating.

The following dates and times are currently available to preceptors who wish to work directly with students:

- Thursday, February 20, 2025, from 8:30 a.m. – 12:00 p.m.: Pharmacy Case Presentations
- Monday, April 14, 2025, from 8:30 a.m. – 12:00 p.m.: Pharmacy Case Presentations
- Thursday, May 8, 2025 from 8:30 a.m. – 12:00 p.m.: Journal Club Assessments

Stay connected with us!



PHARMACY SCHOOL

Office of Experiential Education

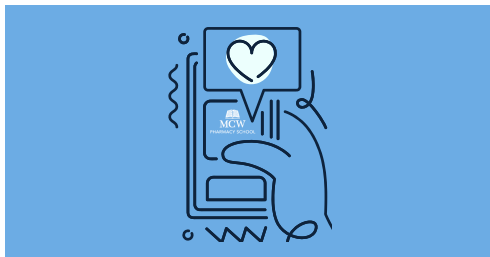
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