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# The Script

For MCW Pharmacy School Preceptors

September 2024



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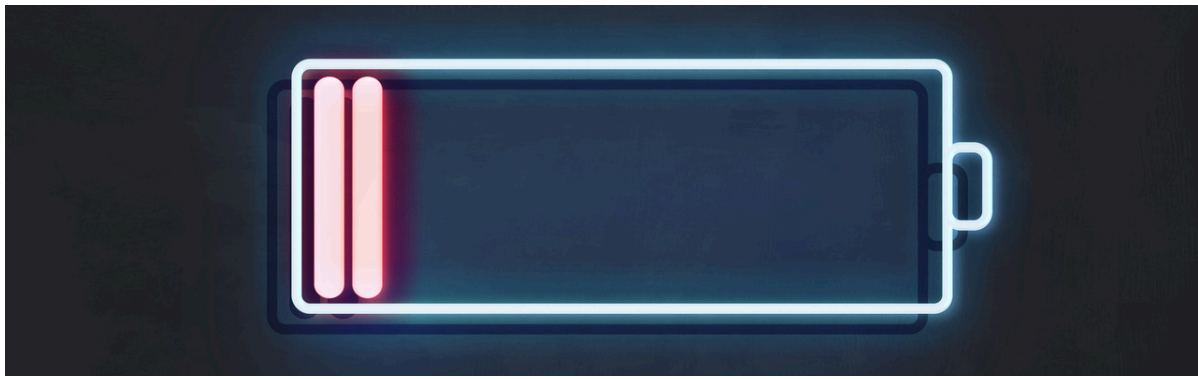
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## Burnout Prevention (Part 4 of 5): Open Feedback Channels

In this fourth part of our series on burnout prevention, we explore the importance of open feedback channels between preceptors and learners. By establishing clear communication and constructive dialogue, learning experiences are enhanced and you can avoid potential sources of stress.

### **Start with a self-assessment**

Take time to reflect on your actions and behaviors to determine if you may have contributed to the learner's success or challenges. Consider the following questions before approaching the learner to have a discussion.

- Are you in a place, both physically and emotionally, to be able to speak with the learner?
- Did you do everything right/perfect?
- What changes could make the experience better for a learner?

### **Set the stage for a discussion**

Before you begin the conversation with the learner plan how to approach the situation. Preparation by both the preceptor and learner can help keep the meeting focused and may reduce emotionally charged responses.

The preceptor and learner should prepare for the conversation by addressing the following questions:

- What has gone well on the rotation?
- What are the areas for improvement?
- How are you feeling about the overall rotation?
- What are the goals for the remainder of the rotation or for future experiences?

### **Set the mood for a discussion**

During the conversation, ask the learner for their thoughts and comments first. This approach can give the preceptor context and provide insight into the learner's perspective of the rotation. Ensure the learner is in a setting in which they can be receptive to feedback.

Remember to keep a growth mindset in your preparation and during the discussion with the learner.

Consider the following key factors when approaching the meeting:

- Time
- Place
- Attitude
- Environment
- "Vibes"

### **Prevent burnout from struggling students**

If there is a learner that is not meeting expectations either professionally or in their pharmacy knowledge, documentation becomes essential.

Specific examples are helpful to demonstrate the deficit to both the school/RPD and the learner. Timely feedback is crucial for all learners, particularly those struggling. Waiting to address something may lessen the effectiveness or the seriousness of the issue. Avoid vague comments such as "good job" and "that's wrong" as these do not clarify specifically what is right or wrong and this hinders the learner's growth. If you encounter difficulties in proceeding or have major concerns, please reach out to the school or RPD for assistance.

In conclusion, open feedback channels between preceptors and learners are crucial for preventing burnout and enhancing the learning experience. The use of self-assessment, active communication, and meeting preparation helps preceptors to feel better prepared for challenges thereby reducing stress and burnout.



## **Preceptor Spotlight: Brendan Lehman, PharmD Evergreen Pharmacy**

### **What do you want other preceptors to know about you? (Introduce yourself)**

My name is Brendan Lehman. I graduated from Concordia University Wisconsin School of Pharmacy in 2021 and completed a PGY-1 Community-Based residency with Medical College of Wisconsin School of Pharmacy and Evergreen Pharmacy. Following completion of my residency, I stayed on with Evergreen Pharmacy, where I currently practice as a clinical pharmacist and care for patients struggling with specialty disease states (rheumatology, pulmonology, gastroenterology, behavioral health, etc.). Outside of pharmacy, I enjoy spending most of my time with my wife and dog—playing video games, watching movies, traveling, and hunting.

### **What rotations do you precept?**

I precept both IPPE and APPE students from pharmacy schools throughout Wisconsin and Illinois who are completing elective specialty pharmacy and community pharmacy rotations.

### **Why did you become a preceptor?**

My passion for precepting began during my final years of pharmacy school. I appreciated all the time and effort my preceptors put into passing down knowledge in their field to help me become a better pharmacist. These preceptors made a lasting impression on me and motivated me to develop a passion for teaching others. Completing a residency exponentially increased my precepting opportunities while also enhancing my ability to precept through completion of the MCW School of Pharmacy Teaching Certificate Program.

### **What advice and tips do you have for new preceptors?**

My advice for new preceptors is to take advantage of every opportunity you have to precept a student—students can sometimes teach you just as much as you teach them! I try to get to know my students well early in the rotation to discover their goals for the rotation, learning style, and past pharmacy experience. This allows me to adapt my teaching style for the rotation to ensure each student has a meaningful rotation experience. Lastly, implement a way to frequently assess student performance—such as “Feedback Fridays”—to provide you with opportunities to evaluate students so they achieve their goals (and your expectations) for the rotation.



## **Save the Date CE Lunch & Learn Law Updates**

### **How the Inflation Reduction Act Affects Medicare Part D**

October 24, 2024

Time: TBD

### **2024 Wisconsin Law Updates**

October 31, 2024

12 - 1 p.m.

Both sessions will be virtual. Closer to the program date, more information will be distributed via email.



## **Pharmacy Society of Wisconsin 2025 Conferences**

### **PSW Legislative Day**

Wednesday, March 19, 2025

Monona Terrace Convention Center, Madison

### **PSW Educational Conference**

Tuesday - Wednesday, April 8-9, 2025

Monona Terrace Convention Center, Madison

### **PSW Annual Meeting**

Thursday - Saturday, August 14-16, 2025

Baird Center, Milwaukee

# 5 Strategies for Effective Written Evaluations

Adapted from original content created by Chris Boes, MD, Neurology, Mayo Clinic



## 1. Get the Data

- Observe the learner as often as you can—short bursts are fine
- Focus on drug knowledge, interpersonal skills, attitudes and professionalism, communication, workload management, and documentation
- Keep notes. It can be challenging to remember specifics especially if precepting multiple learners at the same time

## 2. Focus on Observed Behaviors

- Provide details on what was DONE WELL, and what SHOULD CONTINUE
- Share what the learner should DO MORE of – provide reinforcement for what the learner DID WELL
- Be clear about what should be DONE DIFFERENTLY- and describe alternative approaches and behaviors
- Explicitly state what the learner should DO LESS OF or STOP DOING- point out potential impact and share remediation strategies
- Describe the actual or potential impact of the learner’s behavior
- Do take the time to provide specific examples
- Provide comments about professional attributes Ex- “takes initiative” or “gives clear directions” rather than “likeable” or “enthusiastic”

## 3. Be Balanced

- Include strengths, weaknesses, and areas of improvement
- Don’t shy away from the tough stuff – if you don’t tell them who will?
- Use a supportive and definitive tone

## 4. Provide Lots of Details

- Provide concrete suggestions for how the learner can improve NOW
- Include enough detail for someone else to clearly understand the learner’s performance
- Use recent examples – easier for you and the learner to remember and incorporate feedback provided
- Avoid predications about anticipated progression of skills and knowledge

## 5. Have a System

- Create or find some system that work for you, and then USE it
- Put an alert on your calendar when evaluations due
- Schedule a weekly touch base with the learner and document progression—these notes will be helpful when completing evaluations
- Meet with the learner and review the written feedback

Email the Office of Experiential Education with questions at [pharmacyEE@mcw.edu](mailto:pharmacyEE@mcw.edu)

## Formative Assessment 3-2-1

The 3-2-1 Strategy is a quick and easy tool that encourages a learner to assess and reflect on their comprehension following an activity. This formative assessment strategy helps the preceptor verify understanding, allows for cognitive self-reflection for the learner, and encourages more in-depth review.

Ask the 3-2-1 questions:

- What are THREE things you learned?
- What are TWO things you found interesting?
- What is ONE question you still have?

Precepting areas to utilize 3-2-1 include:

- Teaching skills such as administering immunizations, chart navigation, point of care testing
- Following a topic discussion
- Self-reflection after a journal club or presentation
- Working in a specialty area for the day

Give 3-2-1 a try!

# Stay connected with us!



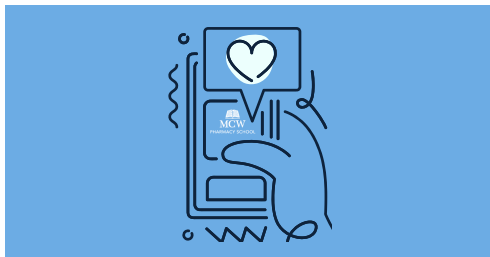
PHARMACY SCHOOL

## Office of Experiential Education

Email: [pharmacyee@mcw.edu](mailto:pharmacyee@mcw.edu)

## Become a PCL Facilitator

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](mailto:rkavanaugh@mcw.edu) if you are interested! Additional information about each lab will be sent to those interested in participating.



## Social Media



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Live Local Programming	+
Webinar-Based Resources	+
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Podcasts	+

## Preceptor Resources

Visit the MCW Preceptor Resources page for links to webinars, podcasts, conferences, online resources and more!

<https://www.mcw.edu/education/pharmacy-school/faculty-staff-and-preceptors/preceptors/preceptor-resources>