



The



Manchester Preceptor

News and Updates for Pharmacy Program Preceptors

February 2018

Pharmacy Program Mission

To cultivate graduates of ability and conviction to provide patient-centered care guided by respect for the infinite worth of individuals; and dedicated to improve communities by advancing pharmacy education, practice, service and scholarship.

Vision

To improve the human condition through service.

Free Mental Health First Aid Course



Saturday, April 28 - 8 a.m. to 5 p.m.

Manchester University's Fort Wayne Campus

Thomas Smith, Pharm.D., BCPP

Assistant Professor of Pharmacy Practice at Manchester University

Topics Covered

- Recognizing the signs and symptoms of mental illness
- Providing comfort during a crisis
- Depression and mood disorders
- Anxiety disorders
- Trauma
- Psychosis
- Substance use disorders

Breakfast and lunch will be provided. Upon completion of the course, participants will be certified in Mental Health First Aid.

RSVP to ejshick@manchester.edu by Thursday, April 5, 2018.

PRECEPTOR RESOURCES

link.manchester.edu/precept

Did you know that you can access links to:

- Report It! (Report possible harassment, discrimination, bias, etc.)
- Honor Council (Report possible cheating, plagiarism, unprofessional behavior, etc.)
- CEI Login
- Pharmacist Letter Login
- Funderburg Library

... In the EXTERNAL RESOURCES tab on your home page in CORE?

CORE
ELMS

SPARTAN SPOTLIGHT

Karen Failor



Karen Failor is joining the Office of Experiential Education in the role of operations specialist. Karen came to the University over nine years ago, serving as webmaster for 7 years and then transferring from the North Manchester campus in September 2015 to serve as the Fort Wayne campus receptionist. In her free time, Karen enjoys techie gadgets of all kinds, card playing and bicycling.

The Pharmacist's Inventory of Learning Styles (PILS)

Precepting student pharmacists can be a rewarding challenge that helps improve the students' competency and professionalism by effectively guiding them in a practice-based environment. One issue preceptors face is accommodating differences in students to provide the best experience possible for each student individually. One such difference is the learning style of the student.

Everyone has different learning styles that produce the best outcomes. This can impact how best to tailor a pharmacy rotation. Providing activities that match a student pharmacist's learning style can improve outcomes.

The *Pharmacist Inventory of Learning Styles* (PILS) written by Zubin Austin, an Associate Professor from the University of Toronto, researches exactly this concept. This quick assessment evaluates a person's dominant and secondary learning styles in experiential settings. A person who learns best by focused practical experience and then by working with people would be best served by more directed guidance in the nuts and bolts of the practice site; whereas a person who is more of an out of the box thinker and who enjoys working alone may find self-directed projects to be more beneficial.

Another benefit of using the PILS assessment is that preceptors can find their own learning styles. Differences in learning styles between preceptors and students do not affect outcomes, but understanding those differences allows a preceptor to engage students with activities which may not match the preceptor's style.¹ Also, giving a student exposure to alternative learning styles may expand a student's tool box of learning styles.

Lastly, PILS was written specifically for pharmacy practice-based learning so it is more focused on the type of education APPE students will have while on rotations. This tool can be utilized by other professions, but having a more directed assessment provides more practical information for both students and preceptors.²

¹ Robles, J., Cox, C. D., & Seifert, C. F. (2012). *The Impact of Preceptor and Student Learning Styles on Experiential Performance Measures*. *American Journal of Pharmaceutical Education*, 76(7), 128.

² Austin, Z. *Development and Validation of the Pharmacists' Inventory of Learning Styles (PILS)*. *American Journal of Pharmaceutical Education*, 68(2), 37.

International APPE - Belize

By Emily Cooley, Pharm.D. Candidate

Taking on a rotation at Hillside International in the Toledo District of Belize was such a challenging and rewarding experience! We worked side by side with providers and local health professionals to provide care in remote Mayan villages as well as in the town of Eldridge. This experience not only expanded my worldview, but provided an exciting opportunity to get a feeling for practicing autonomously without the vast amount of resources we have at home. We worked closely with the providers to problem solve and provide appropriate therapy based on our limited supplies. We also became acutely aware of many barriers to public health such as dirt floors, less than clean water sources, and limited education.

Our patients primarily spoke English or Mayan languages and many still clung to a rich, indigenous culture which often created a significant barrier to treatment, especially regarding women's health concerns. Having the opportunity to live and work with an interdisciplinary team of providers was incredibly valuable and was indispensable for the learning experience as well as provision of quality health care.

The knowledge I gained from my experience during my rotation in Belize was foundational in cultivating my desire to work with under-served communities and promote the support of clinics like Hillside that truly come alongside the people they serve to help them live their best life.

