The Script

For MCW Pharmacy School Preceptors
June 2025

In this newsletter you can expect:

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

Congratulations,
2025 Preceptors of the Year!

APPE Preceptor of the Year:
Jill Schwartz, RPh

Outpatient Pharmacy Coordinator
Froedtert Menomonee Falls Hospital

Faculty Preceptor of the Year:
Jacob Dyer, PharmD

Assistant Professor, MCW School of Pharmacy
Clinical Pharmacist, Froedtert Outpatient Heart Failure GDMT Clinic
Co-Director of Pharmacy, Saturday Clinic for the Uninsured
Lead Clinical Pharmacist, Bread of Healing: Eastbrook Clinic

Interdisciplinary Colleague of the Year:
Michael Potnek, DNP, AAHIVS, AGPCNP-BC
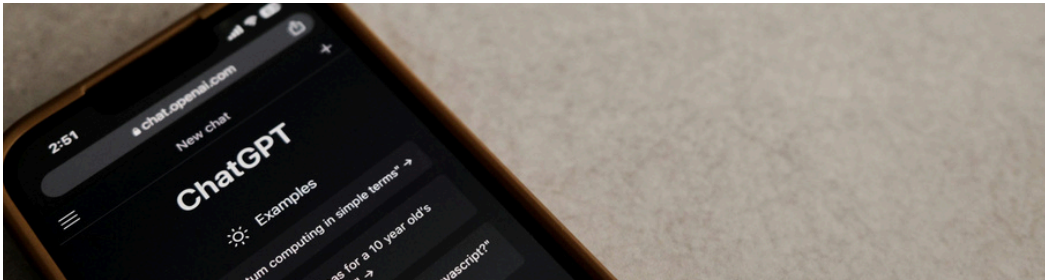
Medical Lead
Beloit Community Health Center

IPPE Preceptor of the Year:
Yiannis Glavas, PharmD

Pharmacy Manager
Costco, Menomonee Falls

Read about the Preceptor of the Year winners on the MCW School of Pharmacy website.

How to Spot AI-Generated Plagiarism in Student Work

Love it or loathe it, AI tools are here to stay, and there are multiple advantages to using them. While helpful for editing, teaching, assessments, and brainstorming, they pose risks related to inaccuracies, ethical concerns, and data privacy. AI may fabricate content, and its capabilities are limited.

For preceptors, discussing AI use with learners is essential. From day one set expectations for AI use. Review school of pharmacy and your institutional policies and include consequences for inappropriate use. Discuss under what circumstances it can and cannot be used. Teach learners how to critically evaluate the accuracy of AI responses. Remind learners that AI is only a tool, not a replacement for clinical judgement, and patient data must always be protected.

With AI tools becoming more accessible, preceptors must be vigilant in suspecting AI-generated or plagiarized content. It is important to recognize that proving AI generation can be difficult, unlike the more straightforward identification of direct plagiarism from text.

Here are key strategies and cautions to consider:

1. Look for Generic or Impersonalized Language
AI responses often sound polished but lack the personal touch of a learner's experiences, reasoning, or specific references to cases. AI tends to use simple, shorter sentence structure and likes to use contractions. Paragraphs can be underdeveloped. Often two sentences in a row will say the same thing with slightly different wording.

2. Check for Lack of Critical Thinking
If a response seems surface-level, overly broad, or avoids taking a stance on complex topics, it may be AI-generated.

3. Compare with Past Work
If a learner's writing style, depth, or grammar suddenly shifts, it could be a sign they relied on AI instead of their own thinking.

4. Ask Follow-Up Questions
If you suspect AI use, discuss the content of the submission in person. Ask clarifying questions. If they struggle to explain key points, they may not have written it themselves.

5. Require Drafts and Process Work
Having learners submit outlines and drafts makes it harder to rely entirely on AI.

6. Check References
References are mostly incorrect or completely made up. For example, the DOI does not match the article title listed, or the article may not exist at all. AI does not currently know AMA style.

7. Use AI Detection Tools
Platforms like TurnItIn and GPT detectors claim to help identify AI-generated content, though they are not foolproof.

8. Encourage Ethical AI Use
Rather than banning AI outright, guide learners on appropriate ways to use it as a tool—such as for brainstorming or refining ideas—without replacing their own critical thinking. Think of AI as a calculator; both tools improve efficiency, but it is up to the user to evaluate the inputs and outputs for accuracy.

AI can be used to create case studies, quizzes and discussion prompts. It can summarize complex information, condense research articles, help create study plans, or organize schedules. Additionally, AI can be used to create patient education materials and improve grammar and syntax to existing drafts.

9. Follow AI Policy

Once you review the school of pharmacy's AI policy and share your institution's AI policy with learners, hold them accountable to these policies. Work with the school of pharmacy when violations occur.
By staying aware of AI-generated plagiarism, you will help learners develop integrity and real clinical reasoning skills. Reach out to the Office of Experiential Education with questions or concerns at pharmacyEE@mcw.edu.

MCW Policy Responsible Use of Artificial Intelligence (AI):

Students are expected to adhere to MCW's Guiding Principles for the Responsible Use of Artificial Intelligence (AI), including (but not limited to) acknowledgement of the use of AI in all written and other assignments, which may include the name of the AI-enabled solution or model used and how it was used.
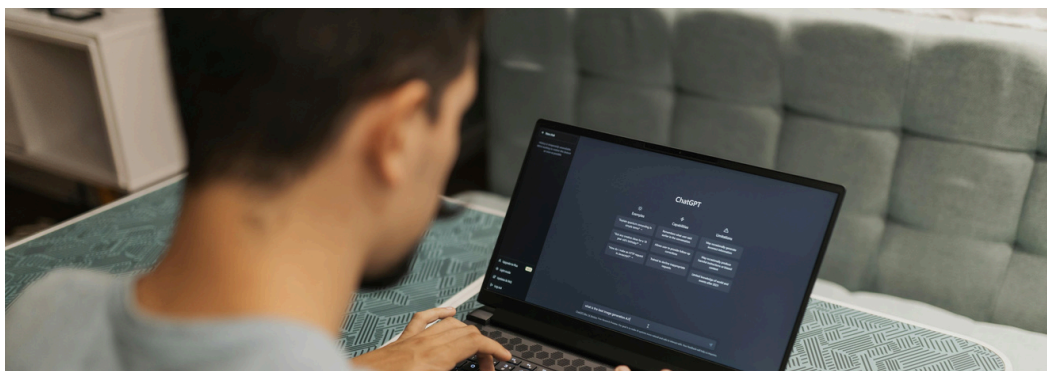
Upcoming Changes to Rubric and Evaluations
Join Our Webinar

MCW
PHARMACY SCHOOL

With the new ACPE Standards 2025 going into effect on July 1, MCW has updated the evaluations and rubrics for both IPPEs and APPEs. Most updates are minor and primarily involve wording changes.

To help you become familiar with the revised evaluations and rubrics before your next student rotation, we will be hosting two brief informational webinars:
- Thursday, June 19 | 5:00 – 5:30 PM
- Thursday, June 26 | 12:00 – 12:30 PM

If you are unable to attend, don't worry — the session will be recorded and made available in CORE ELMS. We encourage all preceptors to attend or view the recording to stay up to date with the new standards.

Preceptor Insights Series

Presented by MCW School of Pharmacy Experiential Education

Two new topics have been added to the Preceptor Insight Series! Explore the content in the way that works best for you.

- Click the links below to view each individual video.
- View the entire playlist Preceptor Insights Series Playlist or access it in CORE ELMS under the Training/Benefits tab.
- Read summaries of the newest topics in this newsletter:
    - Trust & Autonomy
    - The Secret to Giving Great Feedback (TED Talk)

Trust & Autonomy

4 minutes

The Secret to Giving Great Feedback (TED Talk)

5 minutes

3 Tips for First-Time Preceptors

4 minutes 37 seconds

Integrating Students into Your Pharmacy Practice

6 minutes

Setting Expectations

4 minutes 55 seconds

Summary: Trust & Autonomy

As a preceptor, you guide, challenge, and create growth opportunities—but when should you grant more autonomy? How do you build trust while ensuring quality patient care?

Building Trust: The Foundation of Autonomy
Granting autonomy starts with trust—trust in your ability to assess readiness and in your learner's ability to ask for help when needed. Trust is influenced by your experience, the learner's strengths and weaknesses, and the task at hand. Understanding these dynamics is key to knowing when and how much autonomy to offer.

5 Key Steps to Empower Learners

1. Know Your Experience Level
Newer preceptors may tend to supervise more closely, which, while feeling safer, may limit the learner's ability to grow. Conversely, granting too much autonomy too early can result in mistakes. Learners develop at different rates, so always assess their individual readiness, rather than assuming based on their program year.

2. Foster a Partnership
Building a partnership early is essential. At the start of a rotation, set clear goals together and establish mutual responsibility for patient care. Be transparent about how you will introduce autonomy and encourage open communication. This will create an environment of trust, where learners feel comfortable asking questions, seeking help without fear of judgment, and are empowered to request additional responsibility.

3. Tailor the Experience
Every learner is unique. Observe their strengths and adjust your level of oversight accordingly. Flexibility is crucial in meeting each learner's individual needs. Avoid making assumptions about the learner. For example, a quiet learner is not always lacking knowledge.

4. Match Autonomy to the Task
Not all tasks are created equally. Some may require closer supervision, especially if they are complex or high stakes. Routine tasks might allow for more independence. Be ready to adjust your level of involvement based on what is needed in each situation.

5. Remain a Coach
Even as you grant learners more autonomy, your role as a coach and supervisor remains essential. With experience, you will gain a better understanding of where errors typically occur, and this will help you guide the learner more effectively. Over time, you will become more confident assessing how much autonomy a learner can handle, and they will appreciate the trust you place in them.

The right balance of autonomy and guidance fosters growth and ensures quality patient care. Trust your instincts, stay flexible, and watch your learners evolve into confident professionals.

Thank you for everything you do as a preceptor. Your mentorship shapes the future of pharmacy, and we truly appreciate all your efforts.

Summary: [The Secret to Giving Great Feedback (TED Talk)](#)

This TED Talk explores why feedback is one of the most essential tools in modern work life, yet one of the most poorly executed. Despite centuries of awareness around the importance of feedback most people still struggle to give it in a way that is helpful and constructive.

Research shows that only 26% of employees feel the feedback they receive actually improves their performance. The problem? Most feedback is not "brain friendly." It typically falls into one of two ineffective styles:

- Too indirect, where the message is unclear or confusing. For example:
  - "You might want to think about approaching things a little differently next time." (The receiver is left wondering—what things? How differently? Is this even a problem?)
- Too blunt, which can trigger defensiveness due to how the brain perceives social threats. For example:
  - "You clearly don't know what you are doing. That was a mess." (This shuts down learning and creates shame or fear, instead of encouraging growth.)

To address this, the speaker and her team developed a 4-part feedback formula based on studying effective feedback givers:

1. Micro-Yes
Start with a short, respectful question to signal feedback is coming and give the recipient a sense of control. For example:
  - "Do you have five minutes to talk about how that meeting went?"
  - "Can I share a few thoughts on how we might improve this process?"

2. Data Point
Give a specific, observable example—remove subjective or vague language ("blur words"). Instead of saying, "You are not reliable," say, "You said you would send the email by 11, and I have not received it yet."

3. Impact Statement
Explain how the behavior impacted you or the work. This helps connect logic, emotion, and meaning, which the brain needs to engage. For example:
  - "Because I did not get the message, I could not move forward on the project."

4. Wrap-Up Question
End with a question that invites dialogue and shared ownership. This turns the conversation from a monologue into a joint problem-solving moment, increasing buy-in. For example:
  - "How do you see it?" or
  - "What are your thoughts on this approach?"

Push vs. Pull Feedback:
A standout point in the talk is the difference between "push" and "pull" feedback—a major insight about how great leaders grow.
- Push Feedback is what most people are used to: you wait for someone (often a manager) to give you feedback. It is reactive, inconsistent, and leaves you dependent on others.
- Pull Feedback flips the dynamic: you actively ask for feedback from others. For example:
  - "What's one thing I could have done better in that presentation?"
  - "Is there anything you think I should change in how I handled that situation?"

The research shows that leaders who regularly utilize the pull feedback method are seen as more competent, self-aware, and growth oriented. Pulling feedback not only accelerates personal development but also signals openness, humility, and leadership potential to others.

Free CE Activity Announcement

AACP Experiential Education Section is offering a FREE Webinar with CE on June 13, 2025, at 1:00PM-2:00PM CST. AACP membership is NOT required.

The national webinar "Power, Perception, and Precepting: Navigating Learner/Preceptor Dynamics in Pharmacy Education" addresses the impact of power imbalances in experiential education and provides strategies for fostering a more balanced and supportive learning environment.

Participants will gain strategies to recognize power imbalances and apply communication techniques that foster a supportive, psychologically safe learning environment. The session will also provide approaches for integrating learner-centered feedback and reflective preceptor practices to improve experiential education outcomes.

More Information & Registration
Find the "Register Me" tab at the bottom of the webpage: https://www.aacp.org/event/power-perception-and-precepting-navigating-learnerpreceptor-dynamics

Note: Non-AACP members will be prompted to make a free account to register for the webinar. Last year, a similar webinar was offered, and registration maxed out, so don't delay in registering.

Save the Date!

The MCW School of Pharmacy will host its annual Experiential Education Expo on Friday, September 19. More details to come in July.

Stay connected with us!

Office of Experiential Education

Email: pharmacyee@mcw.edu

Read Past Newsletter Editions

The Script - March 2025

The Script - December 2024

The Script - September 2024

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Preceptor Resources

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

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